2018

**Undergraduate Student
Diversity, Equity, and Inclusion
Campus Climate Survey and Listening Sessions Report**

The UNIVERSITY OF IOWA

Contents

Executive Summary

Overview

The *Undergraduate Student Diversity, Equity, and Inclusion Campus Climate Survey and Listening Sessions Report* describes selected findings from the Student Experiences of Research Universities (SERU) survey administered during the spring semester in 2013, 2014, 2016, and 2018. The report also summarizes suggestions collected from 16 Strategic Listening Sessions held with undergraduate students in October-December 2018.

The report summarizes the responses for undergraduate students as a whole, and also provides disaggregated responses to examine differences in experiences by race/ethnicity identity, gender, sexual orientation, disability status, immigrant status, parental education, self-perceived social class, religious affiliation, political orientation, student-athlete status, and veteran status.

Participation

- The Student Experiences of Research Universities (SERU) survey had a response rate of 19% with 4,131 respondents in 2018.
- The sample of respondents was broadly representative of the undergraduate population with a few exceptions. Women and white students are over-represented in the survey sample and international students are under-represented.
- Approximately 250 undergraduate students participated in 15 Strategic Listening Sessions.

Summary

The findings suggest that University of Iowa undergraduate students are generally satisfied with their experiencing at the University of Iowa, reporting positive experiences and perceptions of campus climate. Yet they also point to a number of areas where a significant share of respondents report dissatisfaction and negative experiences and perceptions of campus climate. The specific findings and broader patterns described in this report document those several areas where there are significant differences in undergraduate student experiences and perceptions of campus climate. In many cases, these differences in experiences map onto social identities, statuses, and characteristics.

The key findings are organized around four topics: (1) Enhancing the Diversity, of the Campus Community; (2) Broadening Diversity, Equity, and Inclusion Awareness and Skills; (3) Strengthening an Inclusive and Equitable Campus Environment; and (4) Increasing Institutional Commitment to Diversity, Equity, and Inclusion. Each section describes the key findings from both the survey results and the strategic listening sessions, and highlights overall patterns and significant differences across groups.

Key Findings: Enhancing the Diversity of the Campus Community

Overall

Undergraduates as a whole report relatively high levels of satisfaction with campus experiences. Students report greater satisfaction with overall academic experiences on campus compared to overall social experiences on campus. Undergraduates also report relatively high levels of opportunities to interact with people with different identities and characteristics but are least likely to report interacting with people who have disabilities. Given the opportunity to offer their experiences concrete suggestions (in the strategic listening sessions), students discussed how a shortage of diverse faculty and staff contributes to feelings of exclusion on campus, how the current understanding of diversity doesn't always ensure the inclusion of different types of diversity, how recruitment efforts fall short of enhancing diversity on campus, and how financial insecurity and college affordability adversely affects under-represented students. To improve diversity on campus, students suggested increasing the diversity of faculty and staff, ensuring a broad definition of diversity, placing a greater focus on diversity in recruitment efforts, and increasing college affordability.

Satisfaction with Campus Experience

The overwhelming majority of undergraduate students report that they are somewhat or very satisfied with their overall social experience (81%) and academic experience (87%). The majority of students report that knowing what they know now, they probably or definitely would choose to enroll at the University of Iowa (86%).

Opportunities to Interact with People with Different Social Identities and Characteristics

Respondents are the most likely to report that during the past 12 months at the University of Iowa they never or seldom interact with people who have physical or other observable disabilities (39%) or who have learning, psychological, or other disabilities that are not readily apparent (27%).

Key Findings: Enhancing the Diversity of the Campus Community
Group-Based Disparities

Race/Ethnicity

There are no significant differences between students with different racial/ethnic identities in satisfaction with their overall academic experience or in reporting that they would choose to enroll at the University of Iowa knowing what they know now. A lower percentage of international students report being somewhat or very satisfied with their overall campus social experience compared to URM and white students.

Gender

There are no significant gender differences in satisfaction with their overall social experience. A lower percentage of men report being somewhat or very satisfied with their overall campus academic experience or that they would choose to enroll at the University of Iowa knowing what they know now compared to women.

Sexual Orientation

A lower percentage of LGBQ students report being somewhat or very satisfied with their overall campus social or academic experience compared to heterosexual students, and a lower percentage of LGBQ students report that knowing what they know now, they would enroll at the University of Iowa compared to heterosexual students.

Immigrant Status

A lower percentage of students who are immigrants report being somewhat or very satisfied with their overall campus social experience compared to non-immigrant students, and a lower percentage of students who are immigrants report that knowing what they know now, they would enroll at the University of Iowa compared to non-immigrant students.

Self-Perceived Social Class

A lower percentage of students from lower class backgrounds report being somewhat or very satisfied with their overall campus social and academic experience compared to students from middle or upper class backgrounds, and a lower percentage of students from lower class backgrounds report that knowing what they know now, they would enroll at the University of Iowa compared to students from middle or upper class backgrounds.

Parental Education

There are no significant differences between students whose parents have different levels of education in satisfaction with their overall social or academic experience, or in reporting that they would choose to enroll at the University of Iowa knowing what they know now.

Ability Status

A lower percentage of students with a self-identified disability report being somewhat or very satisfied with their overall campus social and academic experience compared to students without a self-identified disability, and a lower percentage of students with a self-identified

disability report that knowing what they know now, they would enroll at the University of Iowa compared to students without a self-identified disability.

Political Orientation

There are no significant differences between students with different political orientations in satisfaction with their overall social or academic experience, or in reporting that they would choose to enroll at the University of Iowa knowing what they know now.

Religious Affiliation

A higher percentage of students with a Christian religious affiliation report being somewhat or very satisfied with their overall campus social and academic experience compared to students with a non-religious affiliation or non-Christian religious affiliation, and a higher percentage of students with a Christian religious affiliation report that knowing what they know now, they would enroll at the University of Iowa compared to students with a non-religious affiliation.

Student Athlete Status

A higher percentage of student-athletes report being somewhat or very satisfied with their overall campus social and academic experience compared to non-student-athletes. There is no significant difference among student-athletes and nonathletes in reporting that knowing what they know now, they would enroll at the University of Iowa.

Veteran Status

There are no significant differences between veteran and non-veteran students in satisfaction with their overall social or academic experience, or in reporting that they would choose to enroll at the University of Iowa knowing what they know now.

For more detailed descriptions of the group-based analyses, see pages 29-34.

Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

Overall

The vast majority of undergraduate students feel that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them (91%). Almost 40% of students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University. Approximately 50% of students report having completed or are now participating in academic experiences with a diversity focus. In the listening sessions, students discussed a lack of awareness about diversity, equity, and inclusion on campus and how this negatively impacts their experiences with other students, TAs, faculty, and staff. They also discussed how there are too few classes related to diversity, equity, and inclusion and that most courses do not incorporate diversity, equity, and inclusion content. To broaden diversity, equity, and inclusion awareness and skills, students suggested that the University educates and broadens awareness about diversity, equity, and inclusion and its importance through diversity, equity, and inclusion-specific training opportunities, cultural events, and activities. They also suggested embedding diversity, equity, and inclusion content into courses and incorporating diversity, equity, and inclusion into orientation and other student-focused communication.

Academic Diversity Experiences

Approximately 50% of students report having completed or are now participating in academic experiences with a diversity focus. The percentage of students who report that they have discussed and navigated controversial issues in the classroom declined from 68% in 2013 to 53% in 2018. A higher percentage of students report that they have discussed and navigated controversial issues outside the classroom (65%). Almost three-quarters of students report that they have appreciated the world from someone else's perspective outside the classroom (72%), and a lower percentage report doing this inside the classroom (63%). Almost three-quarters of students report that they have interacted with someone with views that are different from their own inside and outside the classroom (71% and 74% respectively).

Personal Values and Beliefs

The vast majority of students report that diversity is important to them (94%), and that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them (91%). More than one-third of students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa (37%), and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (32%).

Self- Assessed Competencies and Skills

The vast majority of students report they can comfortably define diversity, equity, and inclusion (86%), and that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (84%).

Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

Group-Based Disparities

Race/Ethnicity

There are no racial or ethnic differences in students reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of URM students report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of international students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

Gender

A higher percentage of women and trans* or non-binary gender identified students report that they have completed or are now participating in an academic experience with a diversity, that diversity is important to them, and that achieving diversity, equity, and inclusion at the University is important to them. A higher percentage of men report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission, and that there is too much emphasis on diversity, equity, and inclusion. A higher percentage of women report engaging with diverse viewpoints in and out of the classroom, and women and trans* or non-binary gender identified students report higher levels of competency or skill related to diversity, equity, and inclusion.

Sexual Orientation

A higher percentage of LGBQ students report that they have completed or are now participating in an academic experience with a diversity, that they value diversity, and that they feel competent to discuss diversity, equity, and inclusion in on-campus environments. A higher percentage of heterosexual students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

Immigrant Status

There are no differences between immigrant and non-immigrant students reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of immigrant students report that they have completed or are now participating in an academic experience with a diversity.

Self-Perceived Social Class

There are no differences between students with different social class backgrounds reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-

assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of students with lower class backgrounds report that they have completed or are now participating in an academic experience with a diversity.

Parental Education

A higher percentage of first-generation students report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of students whose parents have an advanced degree report that they have appreciated the world from someone else's perspective outside the classroom and discussed and navigated controversial issues outside the classroom. A higher percentage of students whose parents have an advanced degree report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. A higher percentage of students whose parents have an advanced degree report that they can comfortably define diversity, equity, and inclusion.

Ability Status

There are no statistically significant differences between students with and without a self-identified disability in their personal values related to diversity, equity, and inclusion or in their self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of students with a self-identified disability report that they have completed or are now participating in an academic experience with a diversity. A lower percentage of students who have a self-identified disability report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, or that attention to diversity, equity, and that inclusion distracts us from achieving our academic mission compared to students without a self-identified disability.

Political Orientation

A higher percentage of politically liberal students report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of politically conservative students report that there is too much emphasis on issues of diversity, equity, and that inclusion at the University, or that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to politically liberal students. A higher percentage of politically liberal students report that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments, and that they can comfortably define diversity, equity, and inclusion.

Religious Affiliation

There are no statistically significant differences between students with different religious affiliations in their personal values related to diversity, equity, and inclusion or in their self-assessed competencies and skills related to diversity, equity, and inclusion. A lower percentage of students with a Christian religious affiliation report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of students with a Christian religious affiliation report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

Student Athlete Status

There are no statistically significant differences between student-athletes and non-student-athletes in their self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of non-student-athletes report that diversity is important to them compared to student-athletes. A higher percentage of student-athletes report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

Veteran Status

A higher percentage of veteran students report that they have appreciated the world from someone else's perspective outside the classroom. A higher percentage of non-veteran students report that they can comfortably define diversity, equity, and inclusion.

Key Findings: Strengthening an Inclusive and Equitable Campus Environment

Overall

Overall, undergraduates report feeling like they belong at the University of Iowa and that they feel comfortable with the climate for diversity, equity, and inclusion at the University, in their major, and in their classes. The most prevalent basis of discrimination reported is political opinions, beliefs, or ideology, followed by gender identity or gender expression. Students in the strategic listening sessions discussed the importance of feeling that they belong on campus, are valued members of the campus community, and are supported in being their best selves. They discussed how much they value the cultural houses, resources centers, and LLCs for their inclusive and welcoming atmosphere, but how these resources are not well-supported through funding, staffing, or messaging. Students discussed wanting to be heard and included in diversity, equity, and inclusion efforts and being supported in their diversity, equity, and inclusion-led initiatives. Students also discussed the importance of building connections and a sense of community on campus. To strengthen an inclusive and equitable campus environment, students suggested increasing resources and support to diverse students, organizations, and houses; increasing communication and messaging about diversity, equity, and inclusion; greater collaboration with students on diversity, equity, and inclusion efforts; and fostering connections and community.

Perceptions of Value, Belonging, and Respect

The vast majority of students report that they feel that they belong at the University of Iowa (86%), and more than three-quarters of students report that they feel valued as an individual at the University of Iowa (79%). The majority of students also report that students of their social identities and characteristics are respected: their sexual orientation (95%), their race/ethnicity (92%), their immigration background (91%), their social class (91%), their religious background (90%), their gender (89%), their ability (88%), and their political beliefs (82%).

Experiences with Discrimination

Students were asked whether they have experienced obvious/blatant or subtle discrimination over the past 12 months at the University of Iowa on the basis of several identities and characteristics. The most commonly reported type of discriminatory experience is political orientation, reported by 35% of students, followed by gender identity or gender expression (22%), racial or ethnic identity (17%), age (17%), religion (17%), socioeconomic status or social class (16%), sexual orientation (12%), immigrant or international status or national origin (10%), ability or disability status (8%), and other (1%).

Obstacles to Academic Success

Students were asked how often during this academic year, they have experienced different types of obstacles to their school work or academic success. The most commonly reported obstacles to academic success that were experienced somewhat often, often, or very often were: difficulty doing their best on tests (19%), challenging managing mental or emotional health

concerns (17%), difficulty with math assignments (17%), concern that they will be negatively judged by other students (13%), and difficulty speaking up in class (13%).

Financial Concerns

More than 50% of students report that they somewhat often, often, or very often cut down on personal or recreational spending in the past year (61%) or worried about their debt and financial circumstances (53%), and 16% of students report that they skipped or cut the size of meals because there wasn't enough money for food. When asked whether or not they have engaged in several different activities to meet college expenses, the most commonly reported are: they bought fewer books, bought cheaper/used books, or read books on reserve (88%); applied for financial aid, scholarships, and/or grants (85%); took more courses per term (47%); increased the number of hours worked (46%); and took a community college course because it was cheaper (43%).

Climate Perceptions

The vast majority of students report that the University of Iowa is a welcoming campus (93%), that the campus respects students' opinions (88%), and that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (87%). The vast majority of students report that they feel comfortable with the climate for diversity and inclusion at the University of Iowa (88%), in their major (89%), and in their classes (90%). Almost 70% of students report that they are somewhat or very satisfied with the overall campus climate or environment that they have experienced at the University of Iowa (69%). When asked to rate the overall climate at the University of Iowa for faculty, staff, and students who belong to different groups, the highest percentage of students reported that the climate is somewhat or very hostile for politically conservative individuals (24%), followed by immigrants or non-U.S. citizens (7%), underrepresented U.S. racial/ethnic minorities (6%), LGBTQ individuals (4%), women (4%), individuals with disabilities (3%), politically liberal individuals (3%), veterans (2%), and men (2%).

Key Findings: Strengthening an Inclusive and Equitable Campus Environment

Group-Based Disparities

Race/Ethnicity

A lower percentage URM students report feeling like they belong at the University of Iowa compared to white students. A lower percentage of Asian, URM, and international students report that students of their race/ethnicity are respected on this campus. More than 50% of Asian students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their racial or ethnic identity (54%), followed by 45% of URM students, and 40% of international students. A higher percentage of URM students rate the University of Iowa climate as somewhat or very hostile for URM individuals compared to non-URM students. A lower percentage of URM, Asian, and international students report being satisfied with the overall climate at the University of Iowa, and report feeling comfortable with the climate for diversity and inclusion at the University of Iowa compared to white students.

Gender

A lower percentage of men report feeling valued as an individual at the University of Iowa compared to women. A lower percentage men and trans* or non-binary gender identified students report feeling like they belong at the University of Iowa compared to women. More than 50% of trans* or non-binary gender identified students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or gender expression, and approximately 50% report that students of their gender are respected on this campus. A lower percentage of men and trans* or non-binary gender identified students report being satisfied with the overall climate at the University of Iowa. More than 50% of trans* or non-binary gender identified students identify challenging managing mental or emotional health concerns as an obstacle to school work and academic success, and more than one-quarter identify concern that others will think that they don't belong at the University, and that they will be negatively judged by other students as obstacles.

Sexual Orientation

A lower percentage of LGBQ students report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of LGBQ students report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. Almost 50% of LGBQ students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of sexual orientation. A higher percentage of LGBQ students identify challenges managing mental or emotional health concerns as an obstacle to their school work or academic success compared to heterosexual students.

Immigrant Status

A lower percentage of immigrant students report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of immigrant students report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. More than one-quarter of immigrant students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of immigrant or international status or national origin. A higher percentage of immigrant students rate the University of Iowa climate as somewhat or very hostile for immigrants. A higher percentage of immigrant students report that difficulty doing their best on tests is an obstacle to their school work or academic success compared to non-immigrant students. Immigrant students also identify concern that they will be negatively judged by their instructor as an obstacle to their school work or academic success.

Self-Perceived Social Class

A lower percentage of students from lower class backgrounds report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of students from lower class backgrounds report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. More than one-quarter students from lower class backgrounds report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of socioeconomic status or social class. A higher percentage of students from lower class backgrounds identify challenges managing mental or emotional health concerns, difficulty doing their best on tests, job responsibilities, family responsibilities, and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to students from middle or upper class backgrounds. A higher percentage of students with lower and middle class backgrounds report applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve as things they do to meet college expenses compared to students from upper class backgrounds.

Parental Education

A lower percentage of first-generation college students report feeling valued as an individual, feeling like they belong at the University of Iowa, or report being satisfied with the overall climate that they have experienced at the University of Iowa. One-quarter first-generation college students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of socioeconomic status or social class. A higher percentage of first-generation college students identify difficulty doing their best on tests, family responsibilities, challenging managing mental or emotional health concerns, and job responsibilities as obstacles to their school work or academic success compared to students whose parents have higher levels of education. A higher percentage of first-generation college students and students with parents with some college report that they increased the number of hours that they work, took a community college course because it was cheaper, or took more courses per term compared to students whose parents have a four-year or advanced degree.

Ability Status

A lower percentage of students with a self-identified disability report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of students with a self-identified disability report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. A higher percentage of students with a self-identified disability identify challenges managing mental and emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, and concerns that they will be negatively judged by other students as obstacles to their school work or academic success compared to students without a self-identified disability.

Political Orientation

There are no significant differences among students with different political orientations in their perceptions of feeling valued as an individual at the University of Iowa or feeling like they belong at the University of Iowa. There are also no significant difference between politically conservative and politically liberal students in their reports that the University of Iowa is a welcoming campus, agreement that the campus values students' opinions, or their reports of being satisfied with the overall climate that they have experienced at the University of Iowa. A lower percentage of politically liberal students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa. A lower percentage of politically conservative students report students with their political beliefs are respected on this campus, and over 50% of politically conservative students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of political opinions, beliefs, or ideology. A lower percentage of politically conservative students report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (82%) compared to politically liberal students (90%). Over 40% of politically conservative students rate the University of Iowa climate for political conservatives as somewhat or very hostile, while 18% of non-politically conservative students rate the climate as somewhat or very hostile for political conservatives.

Religious Affiliation

A lower percentage of students with a non-religious and non-Christian religious affiliation report feeling valued as an individual at the University of Iowa, or feeling like they belong at the University of Iowa. A lower percentage of students with a non-religious and non-Christian religious affiliation report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. One-quarter of students with a non-Christian religious affiliation report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of religion.

Student Athlete Status

There are no significant differences between student-athletes and non-student athletes in their perceptions of feeling valued as an individual at the University of Iowa. A higher percentage student-athletes report that they feel like they belong at the University of Iowa. There are no significant difference between student-athletes and non-student athletes in their reports that the

University of Iowa is a welcoming campus and agreement that the campus values students' opinions. A higher percentage of student-athletes identify other on-campus commitments as an obstacle to their school work or academic success compared to non-student-athletes.

Veteran Status

A lower percentage of veteran students report that they feel valued as an individual at the University of Iowa, or that they feel like they belong at the University. A higher percentage of veteran students identify difficulty doing their best on tests and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to non-veteran students. A higher percentage of veteran students report discrimination on the basis of age compared to non-veteran students. There are no significant difference between veteran and non-veteran students in their reports that the University of Iowa is a welcoming campus, agreement that the campus values students' opinions, or their reports of being satisfied with the overall climate that they have experienced at the University of Iowa.

For more detailed descriptions of the group-based analyses, see pages 69-79.

Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Overall

Most undergraduates agree that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus. The listening sessions made it clear that although most students strongly support campus diversity, equity, and inclusion efforts, many are frustrated by our inability to fully live up to those commitments. Students discussed how the University talks about diversity without enacting changes to improve it, their perceptions of a lack of commitment, accountability, and transparency related to diversity, equity, and inclusion from the University, and how diversity, equity, and inclusion resources and cultural houses are not prioritized for funding. To increase institutional commitment to diversity, equity, and inclusion, students suggested that the University engage in proactive and strategic action on diversity, equity, and inclusion issues, increase funding for diversity, equity, and inclusion, and increase the accountability and transparency of the institution, positions, and people in relation to diversity, equity, and inclusion.

Campus Commitment to Diversity, Equity, and Inclusion

The vast majority of undergraduate students agree that the University has a strong commitment to diversity, equity and inclusion (92%), and the percentage of students agreeing that diversity is important at this campus increased from 84% in 2016 to 91% in 2018.

Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Group-Based Disparities

Race/Ethnicity

A lower percentage of URM, Asian, and international students report that the University has a strong commitment to diversity, equity, and inclusion (82%, 86%, and 84%, respectively) compared to white students (94%). A lower percentage of URM students report that diversity is important at this campus (81%) compared to white students (93%).

Gender

A lower percentage of trans* and non-binary gender identified students report that the University has a strong commitment to diversity, equity, and inclusion (82%) compared to women (93%). A lower percentage of men report that diversity is important at this campus (88%) compared to women (92%).

Sexual Orientation

A lower percentage of LGBQ students report that the University has a strong commitment to diversity, equity, and inclusion (86%) compared to heterosexual students (93%). A lower percentage of LGBQ students report that diversity is important at this campus (92%) compared to heterosexual students (85%).

Immigrant Status

A lower percentage of immigrant students report that the University has a strong commitment to diversity, equity, and inclusion (86%) compared to non-immigrant students (93%). A lower percentage of immigrant students report that diversity is important at this campus (87%) compared to non-immigrant students (91%).

Self-Perceived Social Class

A lower percentage of students from lower social class backgrounds report that the University has a strong commitment to diversity, equity, and inclusion (88%) compared to students from middle and upper class backgrounds (93% respectively for both groups). A lower percentage of students from lower class backgrounds report that diversity is important at this campus (87%) compared to students from middle and upper class backgrounds (93% and 91% respectively).

Parental Education

A lower percentage of first generation college students report that diversity is important at this campus (87%) compared to students whose parents have a four-year degree or advanced degree (92% and 90% respectively).

Ability Status

A lower percentage of students with a self-identified disability agree that the University has a strong commitment to diversity, equity, and inclusion (89%) compared to students without a self-identified disability (94%). A lower percentage of students with a self-identified disability agree

that diversity is important at this campus (88%) compared to students without a self-identified disability (93%).

Political Orientation

A lower percentage of politically liberal students agree that the University has a strong commitment to diversity, equity, and inclusion (90%) compared to politically conservative students (95%). A lower percentage of politically liberal students agree that diversity is important at this campus (89%) compared to politically conservative students (93%).

Religious Affiliation

A lower percentage of students with non-religious and non-Christian religious affiliations agree that the University has a strong commitment to diversity, equity, and inclusion (91% and 86% respectively) compared to students with a Christian religious affiliation (94%). A lower percentage of students with non-religious and non-Christian religious affiliations agree that diversity is important at this campus (88% and 86% respectively) compared to students with a Christian religious affiliation (93%).

Student Athlete Status

There are no significant differences between student-athletes and non-student athletes in reporting that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus.

Veteran Status

There are no significant differences between veteran students and non-veteran students in reporting that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus.

For more detailed descriptions of the group-based analyses, see pages 125-126.

Section 1: Overview

1.1 Introduction

The University of Iowa values diversity among students, faculty, and staff, and is committed to providing an inclusive, equitable, and welcoming environment for all.

An important step in enhancing diversity, and achieving inclusion and equity is using a research-informed process to assess the University's areas of strength and opportunities for growth.

The purpose of this report is to document the University of Iowa campus climate for diversity, equity, and inclusion from the perspective of undergraduate students. The report is based on an analysis of the 2013-2018 Student Experiences of Research Universities (SERU) survey, and information collected from 16 Strategic Listening Sessions held with undergraduate students from October to December 2018.

The report describes the key findings related to:

- Enhancing the Diversity of the Campus Community
- Broadening Diversity, Equity and Inclusion Awareness and Skills
- Strengthening an Inclusive and Equitable Campus Environment
- Increasing Institutional Commitment to Diversity, Equity and Inclusion

The survey data examining various dimensions of campus climate for diversity, equity, and inclusion are reported for all undergraduate students as well as disaggregated to examine differences in experience by race/ethnicity, gender, sexual orientation, immigrant status, disability status, political orientation, religious affiliation, parental education, social class, student-athlete status, and veteran status.

The report also describes feedback and suggestions related to diversity, equity, and inclusion received from the strategic listening session (focus group) participants.

The report concludes with a brief discussion of the key findings and how these can inform the ongoing diversity, equity, and inclusion work at the University of Iowa.

Excellence *through* **Diversity, Equity, and Inclusion**

The University of Iowa's status as a premier research university depends on the robust exchange of ideas. The diversity of our students, faculty, and staff helps us fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye's pursuit of excellence. As we enhance the breadth and depth of our perspectives, we purposefully prepare for our future. Our ability to foster an equitable and inclusive environment for all who join the UI family will determine our collective success. We eagerly accept this challenge.

At the UI, we achieve excellence through diversity, equity, and inclusion.

Faculty, staff, and students thrive when they are in an environment in which they are supported and respected. Beginning in January 2018, a comprehensive data collection strategy was used to assess campus climate related to diversity, equity, and inclusion from the perspective of multiple stakeholder groups at the University of Iowa. Three goals motivated the collection of this information.

Goals in Assessing Campus Climate

1. Gaining a systematic understanding of campus climate.
2. Establishing a baseline for measuring change in campus climate over time.
3. Informing future planning including a Diversity, Equity, and Inclusion Action Plan.

Comprehensive Data Collection Plan

The data collection strategies were designed to follow best practices in collecting information from key campus stakeholders, obtaining both quantitative and qualitative data, and gathering information that captures a multitude of experiences and dimensions of campus climate.

Comprehensive Data Collection Plan for Assessing Campus Climate

Faculty and Staff

2018 UI Diversity, Equity, and Inclusion Campus **Survey** for Faculty and Staff

Administration: **Jan-Feb 2018**

Strategic **Listening Sessions**

Convened: **April 2018**

Undergraduate Students

2013-2018 SERU DEI-related items and selected items from the UI DEI Campus Climate **Survey**

Administration: **March-May 2018**

Strategic **Listening Sessions**

Convened: **Oct-Dec 2018**

Graduate Students

2018 graduate version of SERU and selected items from the UI DEI Campus Climate **Survey**

Administration: **March-May 2018**

Strategic **Listening Sessions**

Convened: **Oct-Dec 2018**

Professional Students

Selected items from the 2018 graduate SERU and UI DEI Campus Climate **Survey**

Administration: **Feb-March 2019**

Strategic **Listening Sessions**

Planned for: **April 2019**

Postdoctoral Scholars and Post-Graduate Trainees

Selected items from the 2018 graduate SERU and UI DEI Campus Climate **Survey**

Administration: **Feb-March 2019**

Strategic **Listening Sessions**

Planned for: **April 2019**

THE UNIVERSITY OF IOWA

Survey-Based Assessment of Campus Climate

Key campus stakeholders were reached through five related survey assessments of campus climate.

University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey

In Fall 2017, representatives from the Charter Committee on Diversity, the Office of the Provost, and the Chief Diversity Officer designed a survey for the faculty and staff specific to diversity, equity, and inclusion issues. In designing the survey, this group reviewed faculty and staff surveys administered at peer institutions and used these as a basis for the development of the University of Iowa-specific survey (see Appendix Table A5 for specific sources for each survey item). The survey included items related to: personal experiences on campus; individual skills, behaviors, and values related to diversity, equity, and inclusion; and perceptions of the campus environment and the University's commitment to diversity, equity, and inclusion.

Undergraduate and Graduate Student Surveys

To obtain data from undergraduate and graduate students at the University of Iowa, the Student Experiences of Research Universities (SERU) survey was administered in Spring 2018. The SERU survey instrument focuses broadly on student experiences, academic engagement, and learning outcomes. The undergraduate version of the SERU survey was administered to undergraduate students, and the graduate version was administered to graduate students. The SERU survey instrument is not a survey specifically designed to capture experiences related to diversity, equity, and inclusion, however, it does include a number of relevant items.
In addition to utilizing these diversity, equity, and inclusion-related items in the SERU survey instrument, 37 items from the University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey were added (see Appendix Table A6 for list of survey items "matched" across the surveys).

Professional Student Survey

To obtain data from professional students at the University of Iowa, a survey instrument was designed by the Office of Assessment and Charter Committee on Diversity that included items from the graduate version of the Student Experiences of Research Universities (SERU) survey and items from the University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey. This survey was administered to professional students in the Carver College of Medicine, College of Dentistry, College of Law, College of Pharmacy, and the Tippie College of Business in Spring 2019.

Postdoctoral Scholar and Post-Graduate Trainee Survey

To obtain data from postdoctoral scholars and post-graduate trainees (residents and fellows) at the University of Iowa, a survey instrument was designed by the Office of Assessment and Charter Committee on Diversity that included items from the University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey and a handful of items from the graduate version of the Student Experiences of Research Universities (SERU) survey. This survey was administered to postdoctoral scholars in the Graduate College, and post-graduate trainees in the Carver College of Medicine in Spring 2019.

In addition to survey-based assessments of campus climate, strategic listening sessions were conducted with each stakeholder group. These sessions were convened in order to better understand the experiences of stakeholders, and to gather stakeholder input regarding specific strategies for improving our campus climate.

The faculty and staff strategic listening sessions were convened in Spring 2018, and the undergraduate and graduate student listening sessions were convened in Fall 2018. Sessions for professional students, post-graduate trainees, and postdoctoral scholars are planned for Spring 2019.

Campus-wide Paradigm Shift from "Diversity" to Diversity, Equity, and Inclusion

DIVERSITY

Diversity refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences.

EQUITY

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities – historic and current – that advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

INCLUSION

Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.

Section 2: Campus Climate for Diversity, Equity, and Inclusion

Survey Data Analysis

This section of the report details mean (average levels) of undergraduate student experiences related to diversity, equity, and inclusion at the University of Iowa. For each survey item, our presentation of the data looks like this:

The text of the question or survey item is provided above each table

This box indicates the metric being used (in this case the share somewhat or very satisfied)

The top graph shows change over time across the last four SERU surveys

Here we present key findings, highlighting significant or substantive differences between groups of respondents

The graphs at the bottom of each panel show differences by social identities or characteristics

Satisfaction with Campus Experience
How satisfied or dissatisfied are you with the following aspects of your campus experiences/education? Overall social experience.

% Somewhat or Very Satisfied

All Undergraduates

Key Findings

1. A lower percentage of international students report being somewhat or very satisfied with their overall campus social experience (71%) compared to URM and white students (83% and 82%, respectively).

2. Students who self-identify as having a disability report lower levels of satisfaction with their overall social experience (75%) compared to students who do not identify as having a disability (86%).

3. A lower percentage of LGBQ students report being somewhat or very satisfied with their overall campus social experience (75%) compared to heterosexual students (83%).

4. Students from a lower social class report lower levels of satisfaction with their overall social experience (76%) compared to students from a middle or upper class (82% and 85% respectively).

Race/Ethnicity Differences

Sexual Orientation Differences

For each survey item, we are interested in the **differences across groups**. In the example above, for example, we are measuring the share of respondents who answered "somewhat or very satisfied" to the item "How satisfied or dissatisfied are you with the following aspects of

your campus experience/education? Overall social experience". The difference between international students (71%) and white (82%) and URM (83%) students are quite large.

A note on measures and differences: All statistical calculations contain some uncertainty. Uncertainty is affected by the number of respondents answering the question, the variation in people's answers, and characteristics of the survey instrument itself.

To identify which mean differences are meaningful, two criteria can be used: (1) statistical significance and/or (2) substantive magnitude of the difference. The substantive magnitude of the difference assesses the size of the difference. Whether a difference is large enough to be substantively meaningful is a judgement that depends on the social implications and meaning of the difference.

The statistical significance criterion assesses the likelihood that the difference is due to chance. Significant differences in means are tested for employment appointment type, faculty rank and track, staff appointment type, race/ethnicity, gender, sexual orientation, ability status, citizenship status, political orientation, and religious affiliation. For details on definitions of each demographic group and category, see Section 2.

All average group differences described as "key findings" for each survey item are statistically significant ($p < 0.05$). This roughly means that we can have 95% confidence that the difference between these groups is not due to chance.

2.1 Enhancing the Diversity of the Campus Community

This section of the report provides an analysis of survey items that capture undergraduate student experiences and perceptions related to satisfaction with campus experience and opportunities to interact with people who differ from the respondent in terms of their own social identities and/or characteristics (see below for a list of survey items in each category).

The key findings described in this section of the report are **statistically significant differences** (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

Survey Items: Enhancing the Diversity of the Campus Community
Satisfaction with Campus Experience

- How satisfied or dissatisfied are you with the following aspects of your campus experiences/education? Overall social experience.
- How satisfied or dissatisfied are you with the following aspects of your campus experiences/education? Overall academic experience.
- Knowing what I know now, I would still choose to enroll at the University of Iowa.

Opportunity to Interact with People with Different Social Identities and Characteristics

During the past 12 months at UI, how often have you interacted with people: [asked as separate questions] whose religious beliefs are different than your own, whose political opinions are different from your own, whose immigrant status is different than your own, who are of a different nationality than your own, who are of a different race or ethnicity than your own, whose gender is different than your own, whose sexual identity/orientation is different than your own, who are from a different social class, who have physical or other observable disabilities, and who have learning, psychological, or other disabilities that are not readily apparent.

Key Findings: Enhancing the Diversity of the Campus Community

Overall

Undergraduates as a whole report relatively high levels of satisfaction with campus experiences. Students report greater satisfaction with overall academic experiences on campus compared to overall social experiences on campus. Undergraduates also report relatively high levels of opportunities to interact with people with different identities and characteristics but are least likely to report interacting with people who have disabilities. Given the opportunity to offer their experiences concrete suggestions (in the strategic listening sessions), students discussed how a shortage of diverse faculty and staff contributes to feelings of exclusion on campus, how the current understanding of diversity doesn't always ensure the inclusion of different types of diversity, how recruitment efforts fall short of enhancing diversity on campus, and how financial insecurity and college affordability adversely affects under-represented students. To improve diversity on campus, students suggested increasing the diversity of faculty and staff, ensuring a broad definition of diversity, placing a greater focus on diversity in recruitment efforts, and increasing college affordability.

Satisfaction with Campus Experience

The overwhelming majority of undergraduate students report that they are somewhat or very satisfied with their overall social experience (81%) and academic experience (87%). The majority of students report that knowing what they know now, they probably or definitely would choose to enroll at the University of Iowa (86%).

Opportunities to Interact with People with Different Social Identities and Characteristics

Respondents are the most likely to report that during the past 12 months at the University of Iowa they never or seldom interacting with people who have physical or other observable disabilities (39%) or how have learning, psychological, or other disabilities that are not readily apparent (27%).

Key Findings: Enhancing the Diversity of the Campus Community
Group-Based Disparities

Race/Ethnicity

There are no significant differences between students with different racial/ethnic identities in satisfaction with their overall academic experience or in reporting that they would choose to enroll at the University of Iowa knowing what they know now. A lower percentage of international students report being somewhat or very satisfied with their overall campus social experience compared to URM and white students.

- A lower percentage of international students report being somewhat or very satisfied with their overall campus social experience (71%) compared to URM and white students (83% and 82%, respectively).
- A higher percentage of white students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose political opinions are different from their own (87%) compared to URM (78%), Asian (77%), and international (68%) students.
- A higher percentage of URM and international students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose immigrant status is different than their own (77% and 86% respectively) compared to white students (68%).
- A higher percentage of multi-racial students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people who are a different race or ethnicity than their own (98%) compared to white (91%) and international (84%) students.
- A higher percentage of URM and white students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose gender is different from their own (94% and 95% respectively) compared to international students (87%).
- A lower percentage of international students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose sexual identity or orientation is different from their own (61%) compared to white (79%), URM (85%), and multi-racial (84%) students.

Gender

There are no significant gender differences in satisfaction with their overall social experience. A lower percentage of men report being somewhat or very satisfied with their overall campus academic experience or that they would choose to enroll at the University of Iowa knowing what they know now compared to women.

- A lower percentage of men report being somewhat or very satisfied with their overall campus academic (83%) compared to women (88%).
- A lower percentage of men report that knowing what they know now, they would choose to enroll at the University of Iowa (82%) compared to women (87%).

- A lower percentage of trans* or non-binary gender identified students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose political opinions are different from their own (69%) compared to men (84%) and women (86%).
- A higher percentage of women report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people who are of a different race or ethnicity than their own (92%) compared to men (89%), whose gender is different than their own (96%) compared to men (91%), and who have learning, psychological, or other disabilities that are not readily apparent (58%) compared to men (51%).
- A higher percentage of women and trans* or non-binary gender identified students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose sexual identity or orientation are different than their own (82% and 89% respectively) compared to men (72%).

Sexual Orientation

A lower percentage of LGBQ students report being somewhat or very satisfied with their overall campus social or academic experience compared to heterosexual students, and a lower percentage of LGBQ students report that knowing what they know now, they would enroll at the University of Iowa compared to heterosexual students.

- A lower percentage of LGBQ students report being somewhat or very satisfied with their overall campus social and academic experience (75% and 83% respectively) compared to heterosexual students (83% and 88% respectively).
- A lower percentage of LGBQ students report that knowing what they know now, they would enroll at the University of Iowa (83%) compared to heterosexual students (86%).
- A higher percentage of LGBQ students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose religious beliefs are different from their own (88%) compared to heterosexual students (82%), and whose sexual identity or orientation is different from their own (91%) compared to heterosexual students (77%).
- A lower percentage of LGBQ students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose political opinions are different from their own (80%) compared to heterosexual students (86%).

Immigrant Status

A lower percentage of students who are immigrants report being somewhat or very satisfied with their overall campus social experience compared to non-immigrant students, and a lower percentage of students who are immigrants report that knowing what they know now, they would enroll at the University of Iowa compared to non-immigrant students.

- A lower percentage of students who are immigrants report being somewhat or very satisfied with their overall campus social experience (76%) compared to non-immigrant students (83%).

- A lower percentage of students who are immigrants report that knowing what they know now, they would enroll at the University of Iowa (82%) compared to non-immigrant students (87%).
- A higher percentage of students who are immigrants report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose immigrant status is different from their own (82%) compared to non-immigrant students (67%), and who are of a different nationality than their own (90%) compared to non-immigrant students (85%).
- A lower percentage of students who are immigrants report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose political opinions are different from their own (78%) compared to non-immigrant students (87%), and whose gender is different from their own (92%) compared to non-immigrant students (95%).

Self-Perceived Social Class

A lower percentage of students from lower class backgrounds report being somewhat or very satisfied with their overall campus social and academic experience compared to students from middle or upper class backgrounds, and a lower percentage of students from lower class backgrounds report that knowing what they know now, they would enroll at the University of Iowa compared to students from middle or upper class backgrounds.

- A lower percentage of students from lower class backgrounds report being somewhat or very satisfied with their overall campus social experience (76%) compared to students from middle or upper class backgrounds (81% and 85% respectively).
- A lower percentage of students from lower class backgrounds report being somewhat or very satisfied with their overall campus academic experience (81%) compared to students from middle or upper class backgrounds (88% and 89% respectively).
- A lower percentage of students from lower class backgrounds report that knowing what they know now, they would enroll at the University of Iowa (82%) compared to students from middle and upper class backgrounds (87% for both groups).
- A lower percentage of students from lower class backgrounds report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose political opinions are different from their own (81%) compared to students from middle or upper class backgrounds (85% and 89% respectively).
- A higher percentage of students from lower class backgrounds report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose sexual identity or orientation is different from their own (82%) compared to students from middle class backgrounds (77%), with people who have physical or other observable disabilities (61%) compared to students from middle class backgrounds (53%), and who have learning, psychological, or other disabilities that are not readily apparent (60%) compared to students from middle class backgrounds (54%).
- A higher percentage of students from upper class backgrounds report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people who are a different race or ethnicity (93%) compared to students from middle class backgrounds (90%), and with people who are from a different social class (88%) compared to students from middle class backgrounds (83%).

Parental Education

There are no significant differences between students whose parents have different levels of education in satisfaction with their overall social or academic experience, or in reporting that they would choose to enroll at the University of Iowa knowing what they know now.

- A lower percentage of first-generation students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose religious beliefs are different from their own (76%) compared to students whose parents have some college experience (82%), a four-year degree (82%), or an advanced degree (87%); whose political opinions are different from their own (77%) compared to students whose parents have some college experience (86%), a four-year degree (87%), or an advanced degree (87%); or whose gender is different from their own (91%) compared to students whose parents have some college experience (95%), a four-year degree (95%), or an advanced degree (96%).
- A higher percentage of students whose parents have an advanced degree report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose sexual identity or orientation is different from their own (82%) compared to students whose parents have a four-year degree (77%).

Ability Status

A lower percentage of students with a self-identified disability report being somewhat or very satisfied with their overall campus social and academic experience compared to students without a self-identified disability, and a lower percentage of students with a self-identified disability report that knowing what they know now, they would enroll at the University of Iowa compared to students without a self-identified disability.

- A lower percentage of students with a self-identified disability report being somewhat or very satisfied with their overall campus social or academic experience (75% and 82% respectively) compared to students without a self-identified disability (86% and 90% respectively).
- A lower percentage of students with a self-identified disability report that knowing what they know now, they would enroll at the University of Iowa (81%) compared to students without a self-identified disability (89%).
- A higher percentage of students with a self-identified disability report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose religious beliefs are different from their own (86%) compared to students without a self-identified disability (81%); whose immigrant status is different from their own (73%) compared to students without a self-identified disability (68%); who are of a different race or ethnicity than their own (92%) compared to students without a self-identified disability (90%); whose gender is different than their own (96%) compared to students without a self-identified disability (94%); whose sexual identity or orientation is different from their own (84%) compared to students without a self-identified disability (76%); who have physical or other observable disabilities (60%) compared to students without a self-identified disability (53%); and who have learning, psychological, or other disabilities that are not readily apparent (63%) compared to students without a self-identified disability (52%).

Political Orientation

There are no significant differences between students with different political orientations in satisfaction with their overall social or academic experience, or in reporting that they would choose to enroll at the University of Iowa knowing what they know now.

- A lower percentage of politically liberal students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose political opinions are different from their own (85%) compared to politically conservative students (91%).
- A higher percentage of politically liberal students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose immigrant status is different from their own (71%) compared to politically conservative students (66%); who are of a different race or ethnicity than their own (93%) compared to politically conservative students (89%); and whose sexual identity or orientation is different than their own (87%) compared to politically conservative students (70%).

Religious Affiliation

A higher percentage of students with a Christian religious affiliation report being somewhat or very satisfied with their overall campus social and academic experience compared to students with a non-religious affiliation or non-Christian religious affiliation, and a higher percentage of students with a Christian religious affiliation report that knowing what they know now, they would enroll at the University of Iowa compared to students with a non-religious affiliation.

- A higher percentage of students with a Christian religious affiliation report being somewhat or very satisfied with their overall campus social and academic experience (88% and 90% respectively) compared to students with a non-religious affiliation or non-Christian religious affiliation (76% and 82% for students with a non-religious affiliation and 79% and 84% for students with a non-Christian religious affiliation).
- A higher percentage of students with a Christian religious affiliation report that knowing what they know now, they would enroll at the University of Iowa (88%) compared to students with a non-religious affiliation (83%).
- A higher percentage of students with a Christian religious affiliation report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose political opinions are different from their own (90%) compared to students with a non-religious affiliation (81%) or a non-Christian religious affiliation (82%); or with people whose gender is different from their own (96%) compared to students with a non-religious affiliation (94%).
- A lower percentage of students with a Christian religious affiliation report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose immigrant status is different from their own (68%) compared to students with a non-Christian religious affiliation (76%); or with people whose sexual identity or orientation is different from your own (77%) compared to students with a non-religious affiliation (81%).

Student Athlete Status

A higher percentage of student-athletes report being somewhat or very satisfied with their overall campus social and academic experience compared to non-student-athletes. There is no significant difference among student-athletes and nonathletes in reporting that knowing what they know now, they would enroll at the University of Iowa.

- A higher percentage of student-athletes report being somewhat or very satisfied with their overall campus social and academic experience (95% and 97% respectively) compared to non-student-athletes (81% and 87%).
- A higher percentage of student-athletes report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people whose sexual identity or orientation is different from their own (64%) compared to non-student-athletes (79%); or with people who have physical or other observable disabilities (39%) compared to non-student-athletes (56%).

Veteran Status

There are no significant differences between veteran and non-veteran students in satisfaction with their overall social or academic experience, or in reporting that they would choose to enroll at the University of Iowa knowing what they know now.

- A lower percentage of veteran students report that during the past 12 months at the University of Iowa they sometimes, often, or very often interacted with people who are from a different social class (81%) compared to non-veteran students (85%); or who have learning, psychological, or other disabilities that are not readily apparent (50%) compared to non-veteran students (57%).

Satisfaction with Campus Experience

How satisfied or dissatisfied are you with the following aspects of your campus experiences/education? Overall social experience.
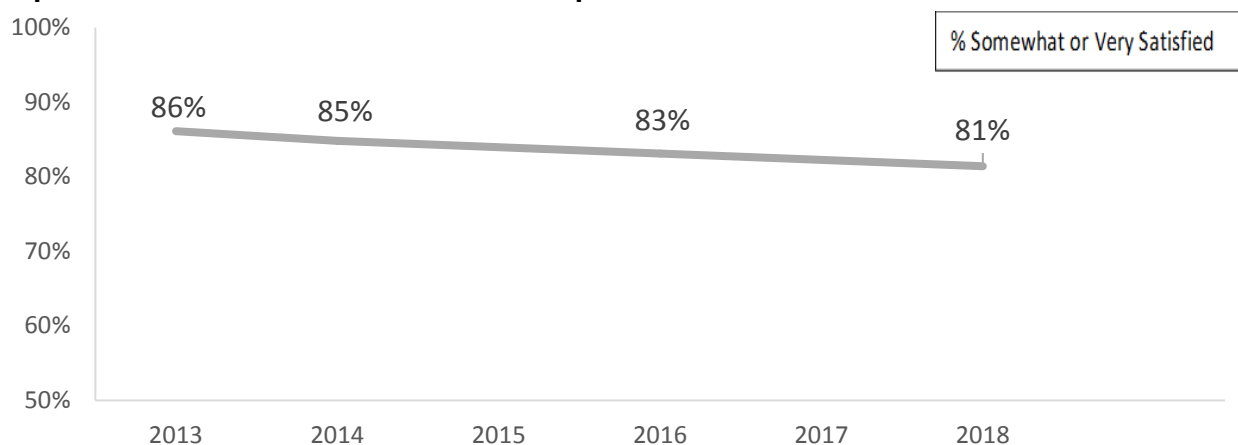
Key Findings

1. A lower percentage of international students report being somewhat or very satisfied with their overall campus social experience (71%) compared to URM and white students (83% and 82%, respectively).

2. A lower percentage of students with a self-identified disability report being satisfied with their overall social experience (75%) compared to students without a self-identified disability (86%).

3. A lower percentage of LGBQ students report being somewhat or very satisfied with their overall campus social experience (75%) compared to heterosexual students (83%).

4. A lower percentage of students from lower social class backgrounds report being satisfied with their overall social experience (76%) compared to students from middle or upper class backgrounds (82% and 85% respectively).
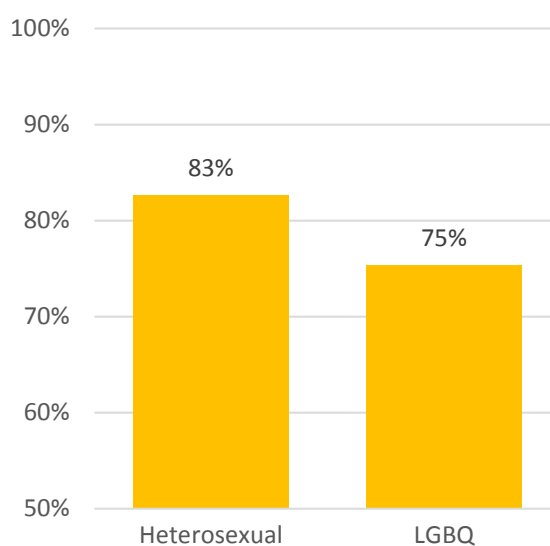
Race/Ethnicity Differences

Sexual Orientation Differences

How satisfied or dissatisfied are you with the following aspects of your campus experiences/education? Overall academic experience.
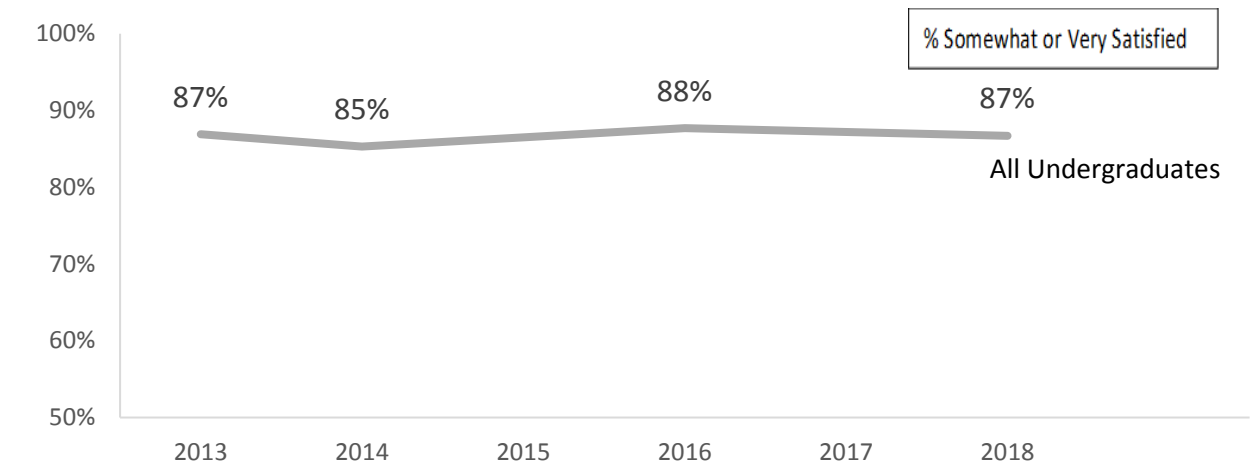
Key Findings

1. A lower percentage of students with a self-identified disability report being satisfied with their overall academic experience (82%) compared to students without a self-identified disability (90%).

2. A lower percentage of men report being somewhat or very satisfied with their overall campus academic experience (83%) compared to women (88%).

3. A lower percentage of students from lower social class backgrounds report being somewhat or very satisfied with their overall campus academic experience (82%) compared to students from middle and upper social class backgrounds (88% and 89%, respectively).

4. A lower percentage of LGBQ students report being satisfied with their overall campus academic experience (83%) compared to heterosexual students (88%).

Disability Status Differences

Social Class Differences

Knowing what I know now, I would still choose to enroll at the University of Iowa.

% Probably or Definitely

85% 85% 87% 86%

All Undergraduates

2013 2014 2015 2016 2017 2018
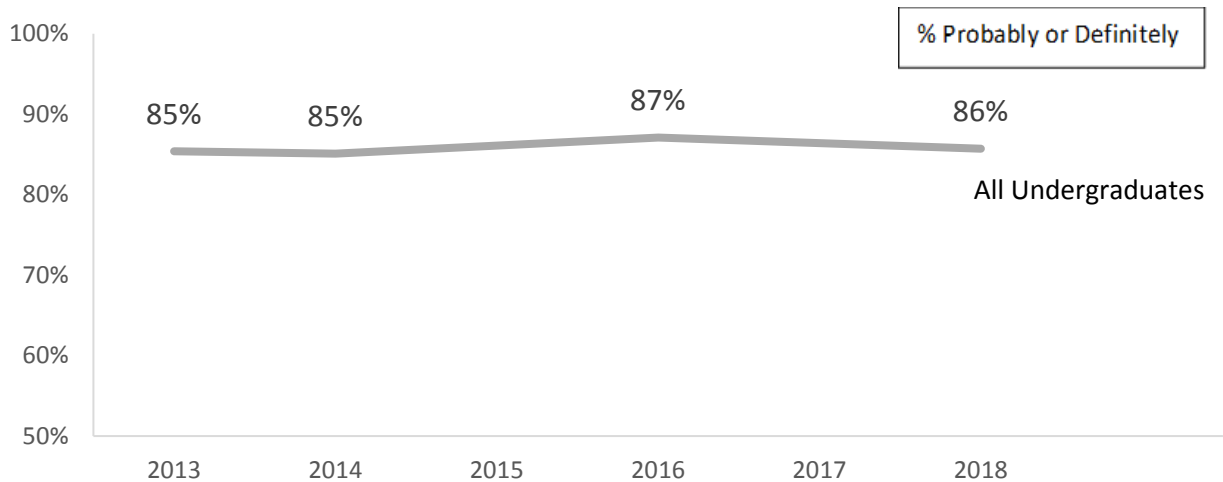
Key Findings

1. A lower percentage of immigrant students report they would probably or definitely choose to reenroll at the University of Iowa (82%) compared to non-immigrant students (87%).

2. A lower percentage of men report they would probably or definitely choose to reenroll at the University of Iowa (82%) compared to women (87%).

3. A lower percentage of students with a self-identified disability report that they would probably or definitely choose to reenroll at the University of Iowa (81%) compared to students without a self-identified disability (89%).

4. A lower percentage of LGBQ students report they would probably or definitely choose to reenroll at the University of Iowa (83%) compared to heterosexual students (86%).

Immigrant Status Differences

82% 87%

Immigrant Non-Immigrant

Disability Status Differences

89% 81%
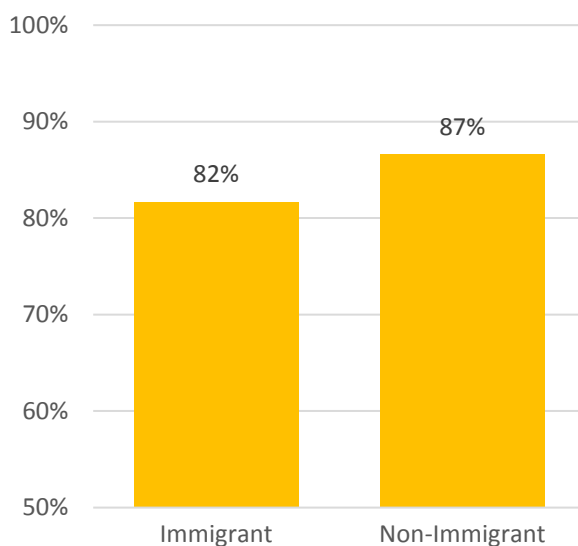
No Disability Self-ID Disability
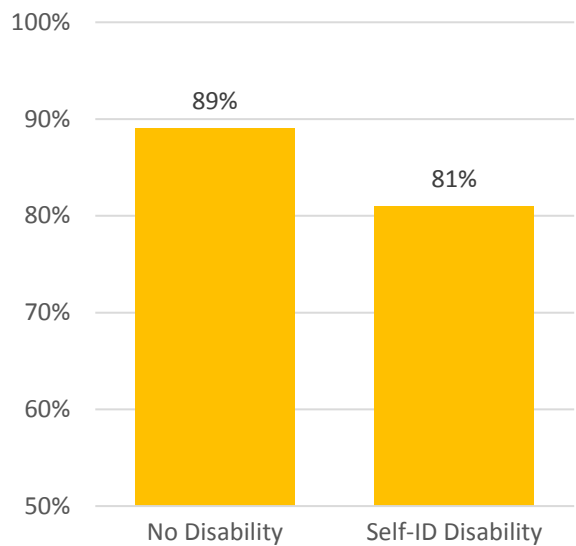
Opportunity to Interact with People with Different Social Identities and Characteristics

During the past 12 months at UI, how often have you interacted with people:

- whose religious beliefs are different than your own
- whose political opinions are different than your own
- whose immigrant status is different than your own
- who are of a different nationality than your own
- who are of a different race or ethnicity than your own
- whose gender is different than your own
- whose sexual identity/orientation is different than your own
- who are from a different social class
- who have physical or other observable disabilities
- who have learning, psychological, or other disabilities that are not readily apparent

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Key Findings

1. The highest percentage of students report never or seldom interacting with people who have physical or other observable disabilities (39%), and least likely to report never or seldom interacting with people whose gender is different (4%).

2. A higher percentage of women report interacting with people whose gender is different than their own compared to men, and a higher percentage of LGBQ students report interacting with people whose sexual orientation is different than their own compared to heterosexual students.

	Never or Seldom	Sometimes	Often	Very Often	Don't Know
who have physical or other observable disabilities	39%	29%	15%	12%	5%
who have learning, psychological, or other disabilities that are not readily apparent	27%	24%	18%	15%	16%
whose immigrant status is different than your own	21%	25%	25%	20%	9%
whose sexual identity/orientation is different than your own	15%	24%	26%	29%	7%
whose religious beliefs are different than your own	12%	22%	31%	30%	5%
who are of a different nationality than your own	11%	24%	31%	31%	3%
whose political opinions are different than your own	11%	24%	31%	31%	4%
who are of a different race or ethnicity than your own	7%	19%	32%	40%	2%
who are from a different social class	5%	20%	35%	31%	11%
whose gender is different than your own	4%	11%	29%	55%	1%

Listening Session Feedback: Enhancing the Diversity of the Campus Community

With regard to enhancing the diversity of the campus community, listening session participants focused primarily on strategies to:

- Increase faculty and staff diversity
- Ensure diversity is broadly defined
- Enhance the focus on diversity in recruitment efforts
- Increase college affordability

One of the most common suggestions provided by participants to enhance the diversity of the campus community was to focus on **increasing faculty and staff diversity.** This strategy was discussed in detail in nine

I think I would benefit if just one my classes was at least 50% people of color. It's draining being the only one.

sessions and described on the written feedback of many participants. Participants highlighted increasing faculty and staff diversity as an important goal in its own right, but also pointed to this as a strategy for increasing student diversity. As one participant said, "*When I think of inclusion and exclusion, if I'm in a classroom with someone who looks like me, I feel included, just having that one person.*" This sentiment was also shared by another participant who argued that "*an increase in faculty and staff diversity would make populations feel more comfortable.*"

Some students saw this as a particularly urgent issue and/or one that needed to be addressed in a large-scale way. For example, one student emphasized this by noting the need to not just hire a few more diverse faculty, but that it was necessary to "*hire way more professors from marginalized backgrounds.*" Another participant summed up the discussion in their session as, "*DEI changes when the staff reflects the desired student body. A more diverse staff equals diverse students.*"

When I think of inclusion and exclusion, if I'm in a classroom with someone who looks like me, I feel included, just having that one person.

In five listening sessions, participants discussed the importance of ensuring that when there are efforts to increase diversity, that **diversity is defined broadly.** Participants noted the importance of considering different types of diversity such as ability or disability status, veteran or military backgrounds, sexual identity or orientation, gender identity and expression, social class and first generation college student status, citizenship and immigration background, and racial or ethnic identities. Participants stated this in concrete terms such as, "*Diversity is something that needs to be talked about on a broader scale,*" while another participant echoed this by saying, "*Recognize diversity in a more broad sense.*" Several students pointed out specifically that they did not want diversity to be a stand-in term for race, or to be narrowly defined only in terms of racial or ethnic group composition. For example, one participant suggested, "*Broadening the meaning of*

Recognize diversity in a more broad sense.

diversity to mean more than diversity on the basis of race/ethnicity, but to also include diversity in place of origin, thought, social class, and economic background."

Participants in ten sessions discussed the importance of having a **greater focus on diversity in recruitment efforts**, and highlighted several ways to operationalize this institutional commitment. One participant suggested that the University of Iowa broadly needed*, "A more robust admission system that targets marginalized communities."* A number of students discussed the potential value of increasing recruitment efforts in areas of high concentrations of under-represented groups. For example, one participant suggested, *"Target recruitment of diverse students"* and another participant said, *"Extend advertisements and recruit in places with greater diversity."* Along with recruiting in more diverse places, participants suggested using diverse students to recruit and to utilize alumni networks better. For example, one participant suggested, *"Have more diverse recruiters/counselors."*

> ***Extend advertisements and recruit in places with greater diversity.***

Participants also identified several concrete strategies that would ensure greater attention to diversity in the admissions process. For example, to assist students who come from low-resource schools or families without college experience in the admissions process, participants suggested more support for students in applying. Students also noted that the diversity of the applicant pool and admission offer acceptances could be enhanced by providing fee waivers, and/or having better communication about scholarships and financial opportunities for lower-income students.

Participants also discussed improving advertisements and messaging to depict diversity and/or include an institutional statement that the UI values diversity. One participant stated this as needing, "*Better outreach and recruitment messaging"* and another participant suggested, *"Use more diversity in advertisements."*

Another recruitment strategy discussed by participants to enhance student diversity was to form partnerships with communities and colleges. One participant discussed the importance of creating stronger relationships between community colleges and the UI specifically for transfer students who as a group tend to be more diverse than full-time, first-year students who enter in the fall semester, stating, *"Build better partnerships with Kirkwood and provide clear pathways to turning an associates into a bachelors within two years."* Participants also suggested creating partnership with colleges around the country, and in being intentional in creating relationships with schools that have high concentrations of under-represented groups. One specific example was to *"create semester exchange programs with HSIs/tribal colleges/HBCUs."* Another participant discussed the value of exchange programs both for international students and domestic students in suggesting that the UI should create, *"More international exchange programs and internships."*

> ***Build better partnerships with Kirkwood and provide clear pathways to turning an associates into a bachelors within two years.***

Participants also identified several ways to include diversity on campus visit days such as having cultural house tours as part of campus tours, providing diverse student organizations opportunities to showcase their presence and work on campus, and including diverse community members as part of campus tours. Students described how this should demonstrate that the University of Iowa values diversity, and also that it would be a way of "*showing that there are diverse students on campus.*"

A major concern discussed in ten of the listening sessions was **increasing college affordability**. Students noted the importance of this issue when thinking about strategies both in terms of the recruitment and retention of students. Several participants suggested making tuition more affordable as a way to increase student diversity. For example, one participant requested *"lower out of state tuition"* while another participant suggested *"make school more affordable."* One participant suggested decreasing the price of school because "*the tuition cost affects many people of color adversely.*"

Several students suggested particular strategies for addressing financial insecurity and college affordability while also increasing student diversity such as providing more scholarships to under-represented or historically marginalized groups of students. Some participants described this more generally such as, *"having more scholarships for underrepresented groups,"* while other participants specified which groups of students had the greatest need. For example, one participant noted that the UI should provide *"more scholarship support for first-generation college students,"* while another thought the UI should *"start investing more in need-based aid and cover more of the unmet costs for students at the lowest income brackets,"* and another argued for more scholarships specifically for URM students stating *"provide more scholarships and opportunities for minority students."* In explaining the importance of this strategy, one student described the connection between college affordability and the importance of receiving greater financial support, *"increasing scholarships or grants for minority students or lower tuition for out of state students. Most of us don't participate because we work 1 or 2 jobs."*

> *Increase scholarships or grants for minority students or lower tuition for out of state students. Most of us don't participate because we work 1 or 2 jobs.*

2.2 Broadening Diversity, Equity, and Inclusion Awareness and Skills

This section of the report provides an analysis of survey items that capture undergraduate student experiences and perceptions related to academic diversity experiences, personal values, and competency and skills related to diversity, equity, and inclusion (see below for a list of survey items in each category).

The key findings described in this section of the report are statistically significant differences (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

Survey Items: Broadening Diversity, Equity, and Inclusion Awareness and Skills

Academic Diversity Experiences

- Have you completed or are you now participating in the following activities at [University]...-Academic experiences with a diversity (e.g., race, gender, sexual orientation, etc.) focus.

- This academic year, how often have you done each of the following?
    - Appreciate the world from someone else's perspective: In the classroom
    - Appreciate the world from someone else's perspective: Outside the classroom
    - Interact with someone with views that are different from your own: In the classroom
    - Interact with someone with views that are different from your own: Outside the classroom
    - Discuss and navigate controversial issues: In the classroom
    - Discuss and navigate controversial issues: Outside the classroom

Personal Values

- Achieving diversity, equity and inclusion at the UI is personally important to me.
- There is too much emphasis put on issues of diversity, equity, and inclusion at the University.
- Attention to diversity, equity and inclusion distracts us from achieving our academic mission.
- Diversity is important to me.

Self-Assessed Competencies and Skills

- I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).
- If asked, I could comfortably define the terms, "diversity, equity, and inclusion."

Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

Overall

The vast majority of undergraduate students feel that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them and that diversity is important to them (91%). However, almost 40% of students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University. Approximately 50% of students report having completed or are now participating in academic experiences with a diversity focus. There is broad support among undergraduates in the strategic listening sessions for campus programs to enhance diversity, equity, and inclusion awareness and skills. Students discussed how there is a lack of awareness about diversity, equity, and inclusion on campus and how this negatively impacts their experiences with other students, TAs, faculty, and staff. They also discussed how there are too few classes related to diversity, equity, and inclusion and that most courses do not incorporate diversity, equity, and inclusion content. To broaden diversity, equity, and inclusion awareness and skills, students suggested that the University educates and broadens awareness about diversity, equity, and inclusion and its importance through diversity, equity, and inclusion-specific training opportunities, cultural events, and activities. They also suggested embedding diversity, equity, and inclusion content into courses and incorporating diversity, equity, and inclusion into orientation and other student-focused communication.

Academic Diversity Experiences

Approximately 50% of students report having completed or are now participating in academic experiences with a diversity focus. The percentage of students who report that they have discussed and navigated controversial issues in the classroom declined from 68% in 2013 to 53% in 2018. A higher percentage of students report that they have discussed and navigated controversial issues outside the classroom (65%). Almost three-quarters of students report that they have appreciated the world from someone else's perspective outside the classroom (72%), and a lower percentage report doing this inside the classroom (63%). Almost three-quarters of students report that they have interacted with someone with views that are different from their own outside the classroom (74%), and a similar percentage report doing this inside the classroom (71%).

Personal Values and Beliefs

The vast majority of students report that diversity is important to them (94%), and that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them (91%). More than one-third of students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa (37%), and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (32%).

Self- Assessed Competencies and Skills

The vast majority of students report they can comfortably define diversity, equity, and inclusion (86%), and that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (84%).

Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

Group-Based Disparities

Race/Ethnicity

There are no racial or ethnic differences in students reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of URM students report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of international students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

- A higher percentage of URM students report that they have completed or are now participating in an academic experience with a diversity (68%) compared to international students (53%), Asian students (51%), and white students (46%).
- A higher percentage of URM students report that they have appreciated the world from someone else's perspective outside the classroom (79%) compared to international students (59%) and white students (72%).
- A higher percentage of URM students report that they have discussed and navigated controversial issues inside and outside the classroom (59% and 68% respectively) compared to international students (44% and 53%) and white students (52% and 65%, respectively).
- A higher percentage of international students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (52%) compared to white (38%), Asian (29%), and URM (28%) students.
- A higher percentage of international students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (57%) compared to white (32%), Asian (36%), and URM (24%) students.

Gender

A higher percentage of women and trans* or non-binary gender identified students report that they have completed or are now participating in an academic experience with a diversity, that diversity is important to them, and that achieving diversity, equity, and inclusion at the University is important to them. A higher percentage of men report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission, and that there is too much emphasis on diversity, equity, and inclusion. A higher percentage of women report engaging with diverse viewpoints in and out of the classroom, and women and trans* or non-binary gender identified students report higher levels of competency or skill related to diversity, equity, and inclusion.

- A higher percentage of women and trans* or non-binary gender identified students report that they have completed or are now participating in an academic experience with a diversity (52% and 68% respectively) compared to men (43%).

- A higher percentage of women report that they often or very often appreciate the world from someone else's perspective inside and outside the classroom (68% and 77% respectively) compared to men (51% and 61% respectively).
- A higher percentage of women report that they often or very often interact with someone with views that are different than theirs inside and outside the classroom (74% and 76% respectively) compared to men (61% and 68% respectively).
- A higher percentage of women report that they often or very often discuss and navigate controversial issues inside and outside the classroom (57% and 66% respectively) compared to men (42% and 60%).
- A higher percentage of women and trans* or non-binary gender identified students report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them (95% and 98% respectively) compared to men (80%).
- A higher percentage of women and trans* or non-binary gender identified students report that diversity is important to them (97% and 98% respectively) compared to men (87%).
- A higher percentage of men report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (53%) compared to women (31%) and trans* or non-binary gender identified students (5%).
- A higher percentage of men report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (48%) compared to women (27%) and trans* or non-binary gender identified students (9%).
- A higher percentage of trans* or non-binary gender identified students and women report that they are competent to discuss diversity, equity, and inclusion issues (93% and 85% respectively) compared to men (80%), and a higher percentage of trans* or non-binary gender identified students report that they can comfortably define diversity, equity, and inclusion (98%) compared to men (85%).

Sexual Orientation

A higher percentage of LGBQ students report that they have completed or are now participating in an academic experience with a diversity, that they value diversity, and that they feel competent to discuss diversity, equity, and inclusion in on-campus environments. A higher percentage of heterosexual students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

- A higher percentage of LGBQ students report that they have completed or are now participating in an academic experience with a diversity (62%) compared to heterosexual students (47%).
- A higher percentage of LGBQ students report that they often or very often appreciate the world from someone else's perspective inside and outside the classroom (67% and 77% respectively) compared to heterosexual students (62% and 72%).
- A higher percentage of heterosexual students report that they often or very often interact with someone with views that are different than theirs inside and outside the classroom (72% and 74% respectively) compared to LGBQ students (63% and 69%).

- A higher percentage of LGBQ students report that they often or very often discuss and navigate controversial issues inside and outside the classroom (57% and 72% respectively) compared to heterosexual (52% and 63%).
- A higher percentage of LGBQ students report that diversity is important to them (97%) compared to heterosexual students (94%).
- A higher percentage of heterosexual students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (39%) compared to LGBQ students (20%).
- A higher percentage of heterosexual students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (35%) compared to LGBQ students (16%).
- A higher percentage of LGBQ students report that they are competent to discuss diversity, equity, and inclusion issues (89%) compared to heterosexual students (83%), and a higher percentage of LGBQ students report that they can comfortably define diversity, equity, and inclusion (91%) compared to heterosexual students (85%).

Immigrant Status

There are no differences between immigrant and non-immigrant students reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of immigrant students report that they have completed or are now participating in an academic experience with a diversity.

- A higher percentage of immigrant students report that they have completed or are now participating in an academic experience with a diversity (54%) compared to non-immigrant students (48%).
- A higher percentage of non-immigrant students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (38%) compared to immigrant students (32%).
- A higher percentage of immigrant students report that diversity is important to them (97%) compared to non-immigrant students (94%).

Self-Perceived Social Class

There are no differences between students with different social class backgrounds reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of students with a lower class background report that they have completed or are now participating in an academic experience with a diversity.

- A higher percentage of students with lower class backgrounds report that they have completed or are now participating in an academic experience with a diversity (56%) compared to students with middle or upper class backgrounds (48% and 45% respectively).
- A higher percentage of students with lower class backgrounds report that they have discussed and navigated controversial issues outside the classroom (68%) compared to students with middle class backgrounds (62%).

- A lower percentage of students with lower class backgrounds report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (32%) compared to students with middle and upper class backgrounds (38% for both groups respectively).

Parental Education

A higher percentage of first-generation students report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of students whose parents have an advanced degree report that they have appreciated the world from someone else's perspective outside the classroom and discussed and navigated controversial issues outside the classroom. A higher percentage of students whose parents have an advanced degree report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. A higher percentage of students whose parents have an advanced degree report that they can comfortably define diversity, equity, and inclusion.

- A higher percentage of first-generation students report that they have completed or are now participating in an academic experience with a diversity (57%) compared to students whose parents have a four-year degree (45%) or an advanced degree (49%).
- A higher percentage of students whose parents have an advanced degree report that they have appreciated the world from someone else's perspective outside the classroom and discussed and navigated controversial issues outside the classroom (76% and 69% respectively) compared to students whose parents have a four-year degree (70% and 62% respectively).
- A higher percentage of students whose parents have an advanced degree report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them (94%) compared to students whose parents have a four-year degree (90%) and some college (89%).
- A higher percentage of students whose parents have an advanced degree report that diversity is important to them (96%) compared to students whose parents have a four-year degree (93%).
- A higher percentage of students whose parents have a four-year degree report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (38%) compared to students whose parents have an advanced degree (33%).
- A higher percentage of first-generation college students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (38%) compared to students whose parents have an advanced degree (29%).
- A higher percentage of students whose parents have an advanced degree report that they can comfortably define diversity, equity, and inclusion (88%) compared to students whose parents have a four-year degree (85%).

Ability Status

There are no statistically significant differences between students with and without a self-identified disability in their personal values related to diversity, equity, and inclusion or in their self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of students with a self-identified disability report that they have completed or are

now participating in an academic experience with a diversity. A lower percentage of students who have a self-identified disability report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, or that attention to diversity, equity, and that inclusion distracts us from achieving our academic mission compared to students without a self-identified disability.

- A higher percentage of students with a self-identified disability report that they have completed or are now participating in an academic experience with a diversity (53%) compared to students without a self-identified disability (46%).
- A higher percentage of students with a self-identified disability report that they have appreciated the world from someone else's perspective inside and outside the classroom (66% and 76% respectively) compared to students without a self-identified disability (61% and 70% respectively); and a higher percentage of students with a self-identified disability report that they have discussed and navigated controversial issues inside and outside the classroom (57% and 70% respectively) compared to students without a self-identified disability (49% and 61% respectively).
- A lower percentage of students who have a self-identified disability report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (32%) compared to students without a self-identified disability (40%).
- A lower percentage of students who have a self-identified disability report that there is attention to diversity, equity, and inclusion distracts us from achieving our academic mission (28%) compared to students without a self-identified disability (35%).

Political Orientation

A higher percentage of politically liberal students report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of politically conservative students report that there is too much emphasis on issues of diversity, equity, and that inclusion at the University, or that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to politically liberal students. A higher percentage of politically liberal students report that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments, and that they can comfortably define diversity, equity, and inclusion.

- A higher percentage of politically liberal students report that they have completed or are now participating in an academic experience with a diversity (56%) compared to politically conservative students (34%).
- A higher percentage of politically liberal students report that they have appreciated the world from someone else's perspective inside and outside the classroom (69% and 79% respectively) compared to politically conservative students (53% and 62% respectively); and a higher percentage of politically liberal students report that they have discussed and navigated controversial issues inside and outside the classroom (59% and 72% respectively) compared to politically conservative students (45% and 57% respectively).
- A higher percentage of politically liberal students report that achieving diversity, equity, and inclusion at the University are personally important to them (96%) compared to politically conservative students (82%).

- A higher percentage of politically liberal students report that diversity is personally important to them (98%) compared to politically conservative students (86%).
- A higher percentage of politically conservative students report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (62%) compared to politically liberal students (21%).
- A higher percentage of politically conservative students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (50%) compared to politically liberal students (19%).
- A higher percentage of politically liberal students report that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (89%) compared to politically conservative students (74%).
- A higher percentage of politically liberal students report that they could comfortably define diversity, equity, and inclusion (91%) compared to politically conservative students (80%).

Religious Affiliation

There are no statistically significant differences between students with different religious affiliations in their personal values related to diversity, equity, and inclusion or in their self-assessed competencies and skills related to diversity, equity, and inclusion. A lower percentage of students with a Christian religious affiliation report that they have completed or are now participating in an academic experience with a diversity. A higher percentage of students with a Christian religious affiliation report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

- A lower percentage of students with a Christian religious affiliation report that they have completed or are now participating in an academic experience with a diversity (46%) compared to students with a non-religious affiliation (51%) and a non-Christian religious affiliation (60%).
- A higher percentage of students with a non-Christian religious affiliation report that they have appreciated the world from someone else's perspective inside and outside the classroom (71% and 80% respectively) compared to students with a Christian religious affiliation (62% and 70% respectively).
- A lower percentage of students with a Christian religious affiliation report that they have discussed and navigated controversial issues outside the classroom (61%) compared to students with a non-religious affiliation (68%) and non-Christian religious affiliation (71%).
- A higher percentage of students with a Christian religious affiliation report that they interact with someone with views that are different from their own in the classroom (73%) compared to students with a non-religious affiliation (66%).
- A higher percentage of students with a non-Christian religious affiliation report that they interact with someone with views that are different from their own outside of the classroom (80%) compared to students with a Christian religious affiliation (73%) or non-religious affiliation (72%).

- A higher percentage of students with a Christian religious affiliation report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (41%) compared to students with a non-religious affiliation (32%) and non-Christian religious affiliations (41%).
- A higher percentage of students with a Christian religious affiliation report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (35%) compared to students with a non-religious affiliation (29%).

Student Athlete Status

There are no statistically significant differences between student-athletes and non-student-athletes in their self-assessed competencies and skills related to diversity, equity, and inclusion. A higher percentage of non-student-athletes report that diversity is important to them compared to student-athletes. A higher percentage of student-athletes report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

- A higher percentage of non-student-athletes report that they have appreciated the world from someone else's perspective inside and outside the classroom (63% and 72% respectively) compared to student-athletes (46% and 57% respectively).
- A higher percentage of non-student-athletes report that they have discussed and navigated controversial issues inside and outside the classroom (53% and 65% respectively) compared to student-athletes (36% and 50% respectively).
- A higher percentage of student-athletes report that there is too much emphasis on issues of diversity, equity, and inclusion at the University (54%) compared to non-student athletes (36%).
- A higher percentage of student-athletes report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (49%) compared to non-student-athletes (32%).
- A higher percentage of non-student-athletes report that diversity is important to them (94%) compared to student-athletes (84%).

Veteran Status

- A higher percentage of veteran students report that they have appreciated the world from someone else's perspective outside the classroom (77%) compared to non-veteran students (72%).
- A higher percentage of non-veteran students report that they can comfortably define diversity, equity, and inclusion (86%) compared to veteran students (81%).

Academic Diversity Experiences

Have you completed or are you now participating in the following activities at the University of Iowa: Academic experiences with a diversity focus (e.g. race, gender, sexual orientation, etc.)

% Yes

49%   49%   All Undergraduates

2016   2017   2018
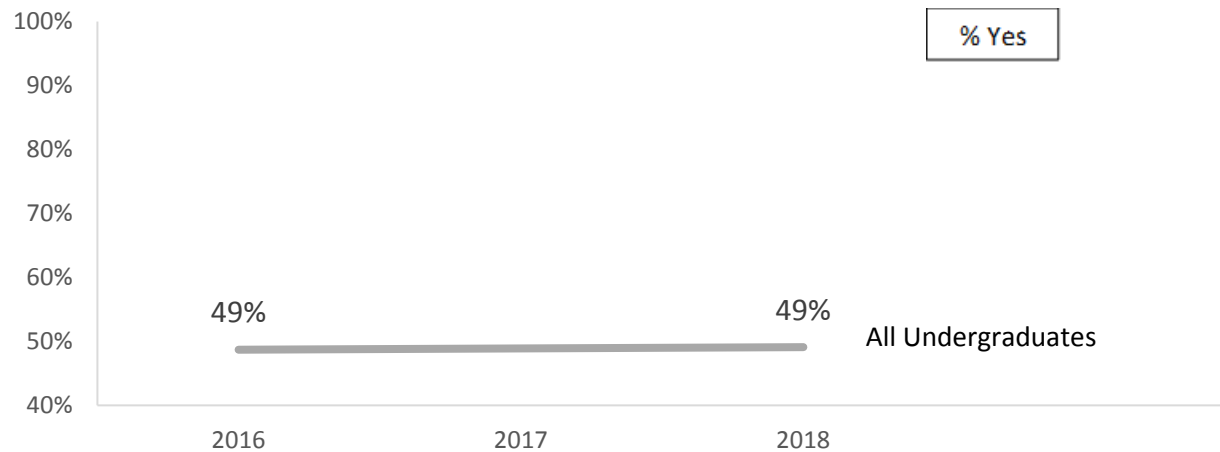
Key Findings

1. A higher percentage of URM students report having completed or now participating in academic experiences with a diversity focus (68%) compared to Asian, white, and international students (51%, 46%, and 53% respectively).

2. A higher percentage of women and trans* or non-binary gender identified students report having completed or now participating in academic experiences with a diversity focus (52% and 68% respectively) compared to men (43%).

3. A higher percentage of first-generation college students report having completed or now participating in academic experiences with a diversity focus (57%) compared to students with parents who have a four-year or advanced degree (45% and 49% respectively).

Race/Ethnicity Differences
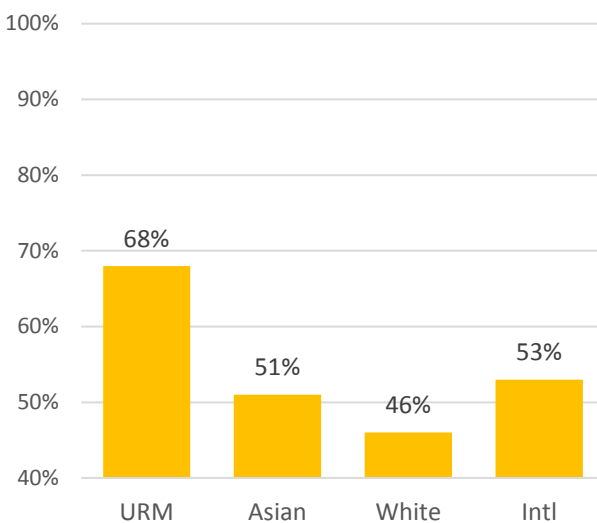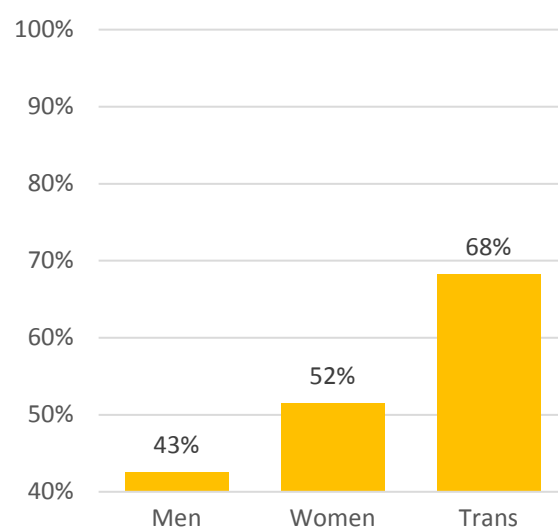
URM	Asian	White	Intl
68%	51%	46%	53%

Gender Differences

Men	Women	Trans
43%	52%	68%

This academic year, how often have you done each of the following?

− **Appreciate the world from someone else's perspective: In the classroom**
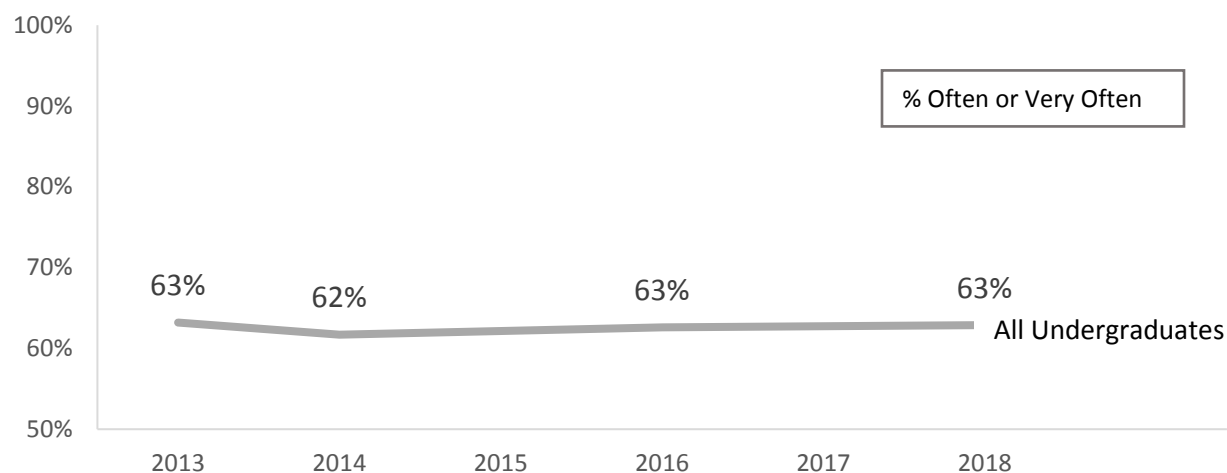
− **Appreciate the world from someone else's perspective: Outside the classroom**
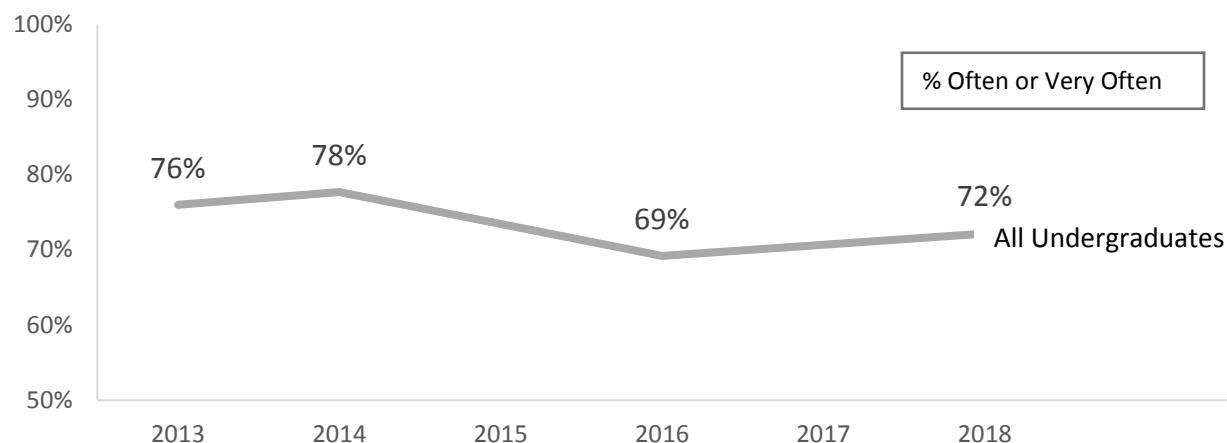
Key Findings

1. A higher percentage of LGBQ students report that they often or very often appreciate the world from someone else's perspective inside and outside the classroom (67% and 77% respectively) compared to heterosexual students (62% and 72% respectively).

2. A higher percentage of women report that they often or very often appreciate the world from someone else's perspective inside and outside the classroom (68% and 77% respectively) compared to men (51% and 61% respectively).

3. A higher percentage of URM students report that they often or very often appreciate the world from someone else's perspective outside the classroom (79%) compared to white and international students (72% and 59% respectively).

4. A higher percentage of veteran students report that they often or very often appreciate the world from someone else's perspective outside the classroom (77%) compared to non-veteran students (72%).

This academic year, how often have you done each of the following?

  – **Interact with someone with views that are different than your own: In the classroom**
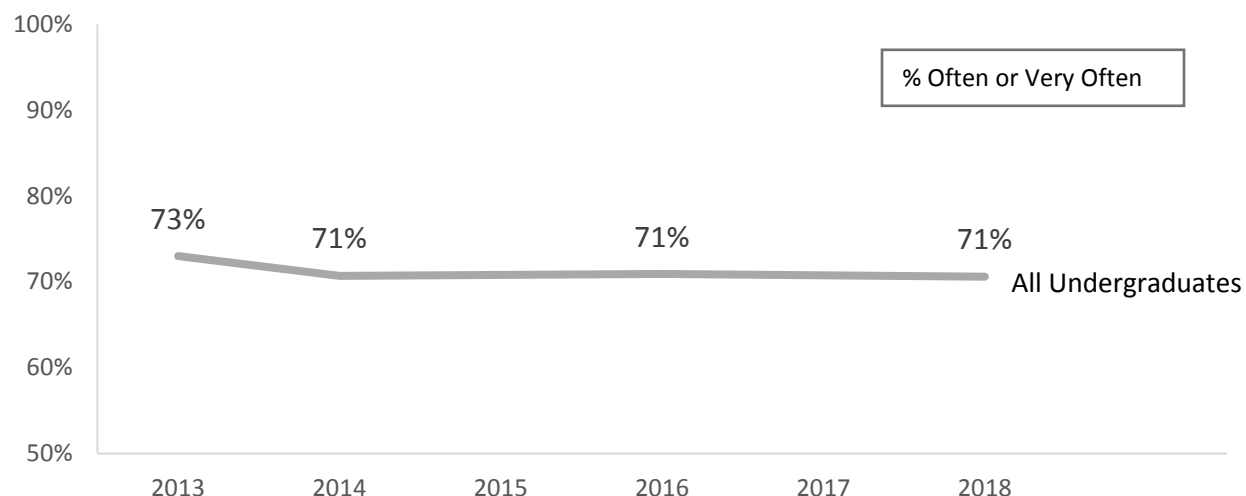
  – **Interact with someone with views that are different than your own: Outside the classroom**
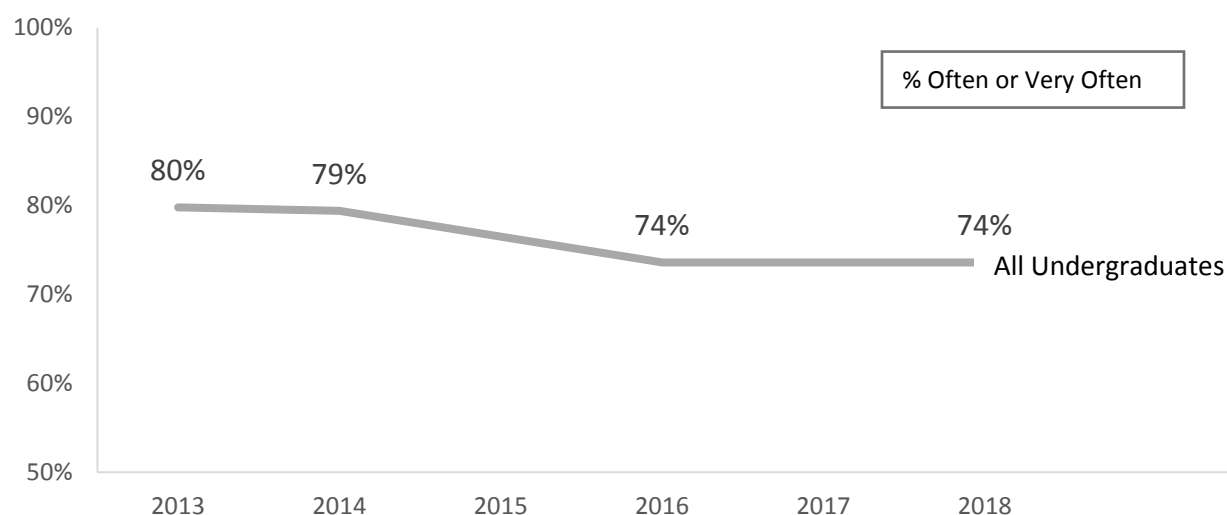
> **Key Findings**
>
> 1. A higher percentage of women report that they often or very often interact with someone with views that are different than theirs inside and outside the classroom (74% and 76% respectively) compared to men (61% and 68% respectively).
>
> 2. A higher percentage of heterosexual students report that they often or very often interact with someone with views that are different than theirs inside and outside the classroom (72% and 74% respectively) compared to LGBQ students (63% and 69% respectively).

This academic year, how often have you done each of the following?

– **Discuss and navigate controversial issues: In the classroom**
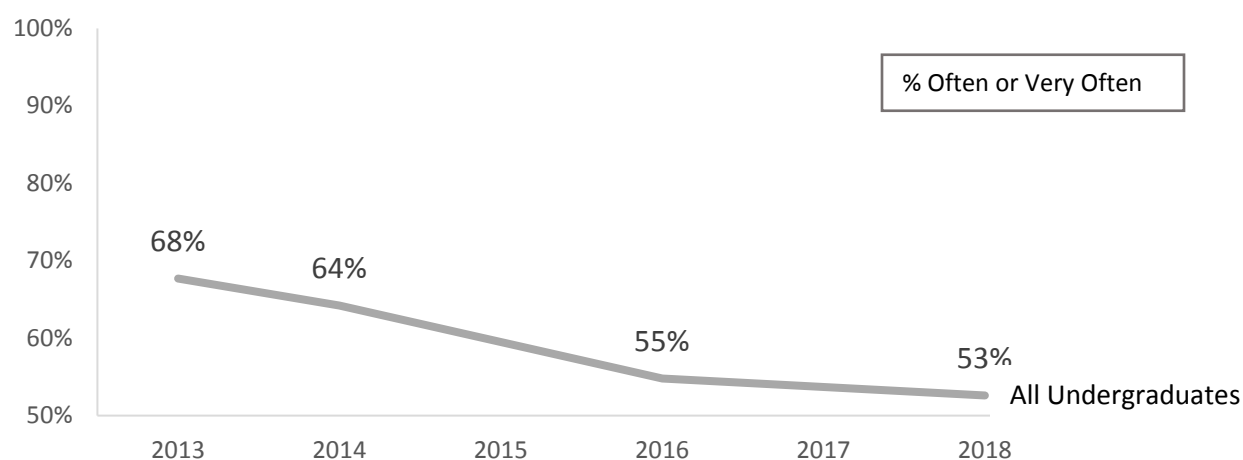
100%

% Often or Very Often

90%

80%

70%   68%
              64%

60%   55%
                                          53%
                                          All Undergraduates
50%

2013   2014   2015   2016   2017   2018

– **Discuss and navigate controversial issues: Outside the classroom**

100%

% Often or Very Often

90%

80%

70%   70%
              68%
                             65%   65%
60%   All Undergraduates

50%

2013   2014   2015   2016   2017   2018
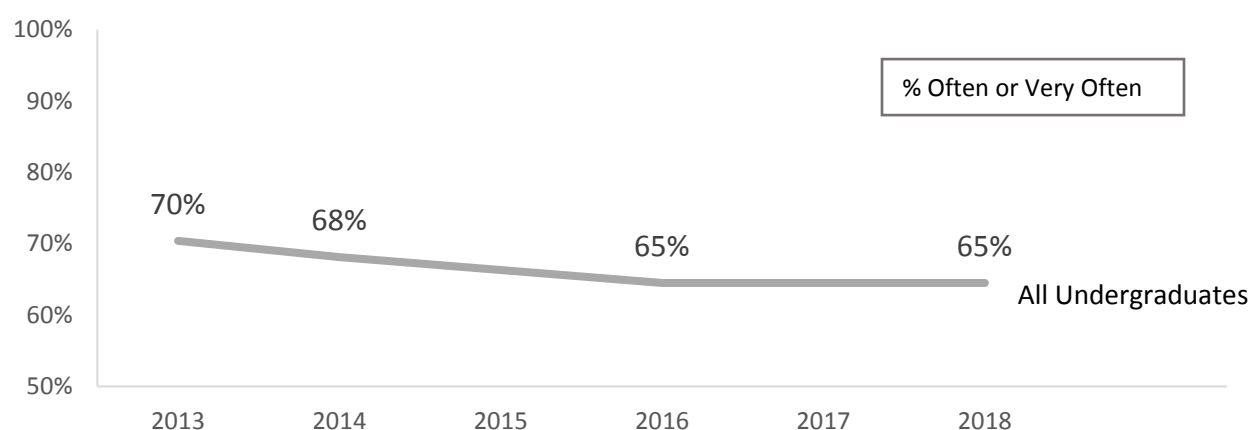
Key Findings

1. A higher percentage of women report that they often or very often discuss and navigate controversial issues inside and outside the classroom (57% and 66% respectively) compared to men (42% and 60% respectively).

2. A higher percentage of URM students report that they often or very often discuss and navigate controversial issues inside and outside the classroom (59% and 68% respectively) compared to international students (44% and 53% respectively).

3. A higher percentage of students who have a self-identified disability report that they often or very often discuss and navigate controversial issues inside and outside the classroom (57% and 70% respectively) compared to students without a self-identified disability (49% and 61% respectively).

4. A higher percentage of politically liberal students report that they often or very often discuss and navigate controversial issues inside and outside the classroom (59% and 72% respectively) compared to politically conservative students (45% and 57% respectively).

Personal Values and Beliefs
Achieving diversity, equity and inclusion at the UI is personally important to me.

% Agree or Strongly Agree

91%

| 0% | 20% | 40% | 60% | 80% | 100% |
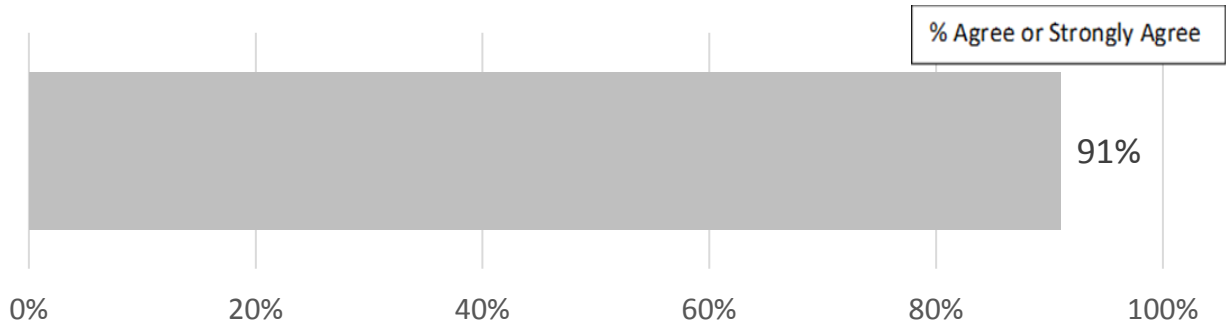
Key Findings

1. The vast majority of students report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (91%).

2. A higher percentage of women and trans* or non-binary gender identified students report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (95% and 98% respectively) compared to men (80%).

3. A lower percentage of politically conservative students report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (82%) compared to politically liberal or moderate students (96% and 92% respectively).

Gender Differences
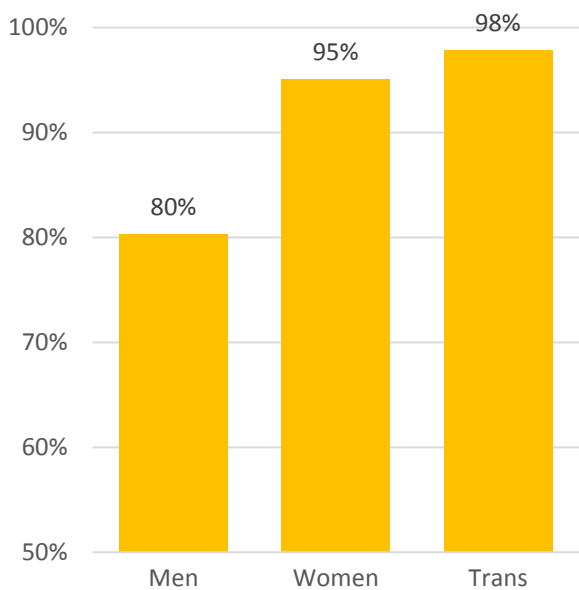
Men	Women	Trans
80%	95%	98%

Political Orientation Differences

Liberal	Moderate	Conservative
96%	92%	82%

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

% Agree or Strongly Agree

37%

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

Key Findings

1. Almost 40% of students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University.

2. A higher percentage of men (53%) report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University compared to women and trans* or non-binary gender identified students (31% and 5%, respectively).

3. A higher percentage of politically conservative students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (62%) compared to politically liberal or moderate students (21% and 41%, respectively).

4. A lower percentage of students with a self-identified disability report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (32%) compared to students without a self-identified disability (40%).

Gender Differences

Political Orientation Differences
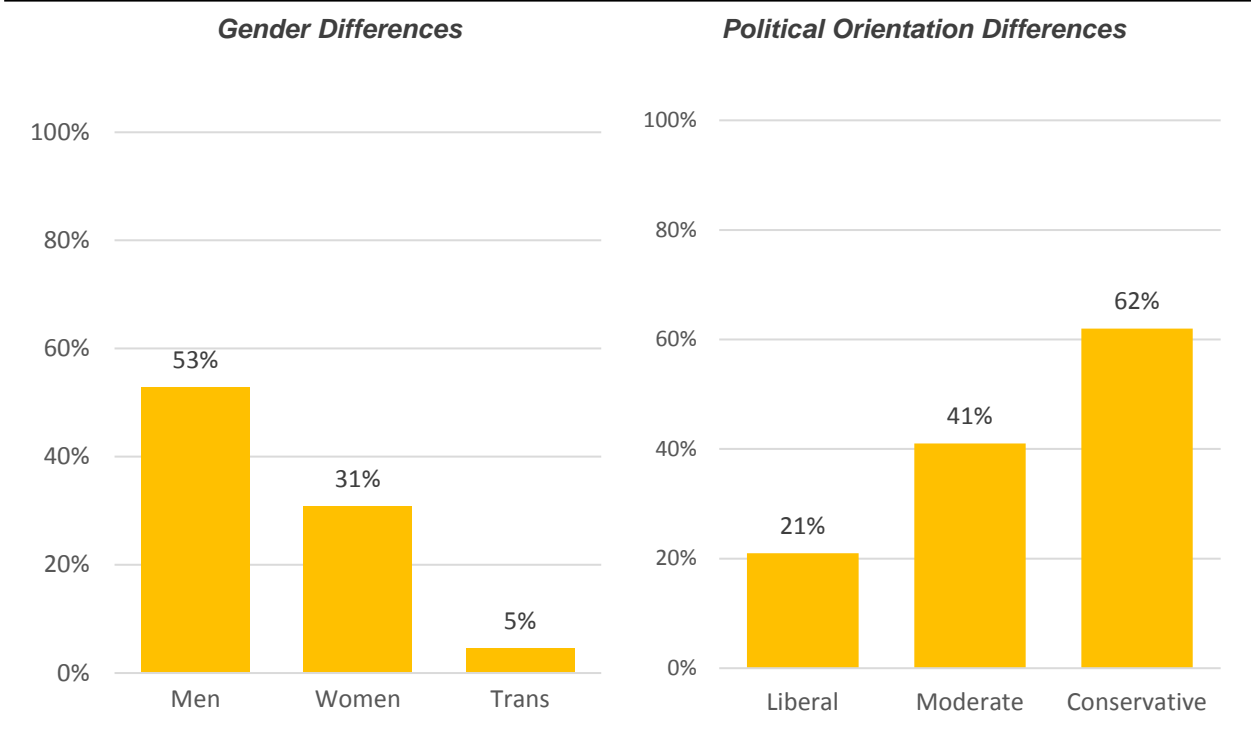
Attention to diversity, equity and inclusion distracts us from achieving our academic mission.
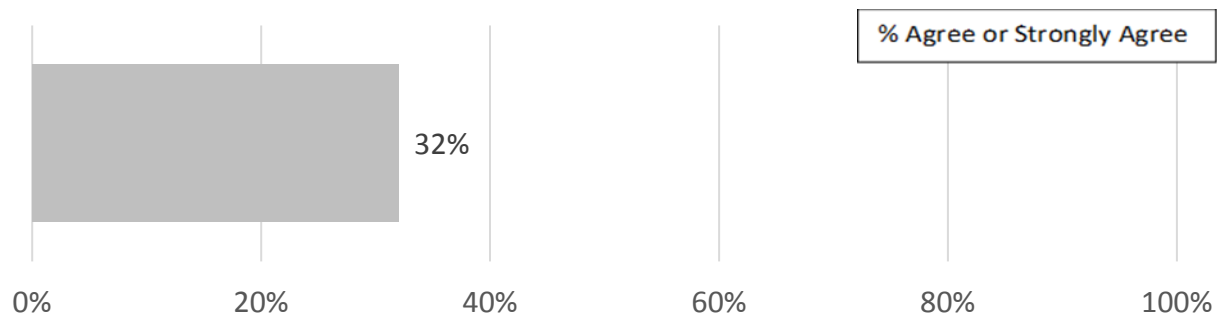
Key Findings

1. Over a quarter of students (32%) report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

2. A higher percentage of international students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (57%) compared URM, Asian, and white students (24%, 36%, and 32% respectively).

3. A higher percentage of men (48%) report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to women and trans* or non-binary gender identified students (27% and 9% respectively).

4. A higher percentage of heterosexual students that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (35%) compared to LGBQ students (16%).

Race/Ethnicity Differences
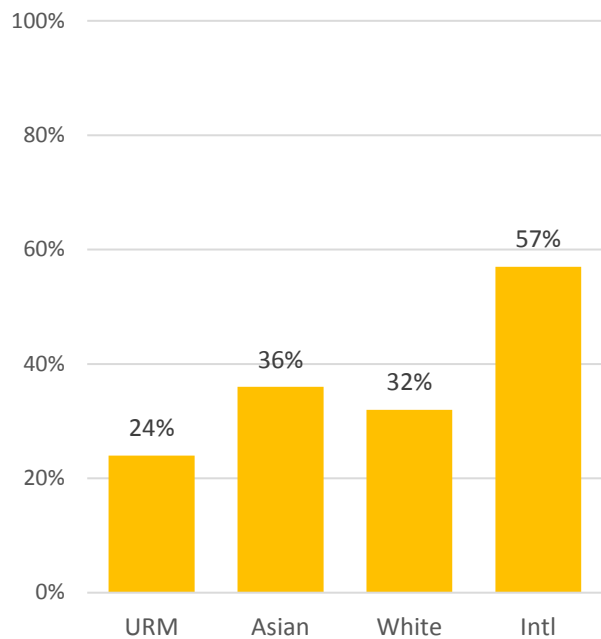
Gender Differences

Diversity is important to me.

89%

94%

All Undergraduates

% Agree or Strongly Agree

2016   2017   2018
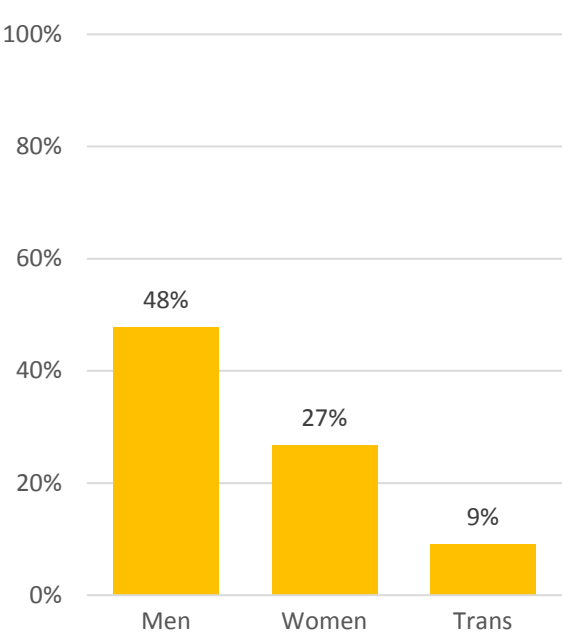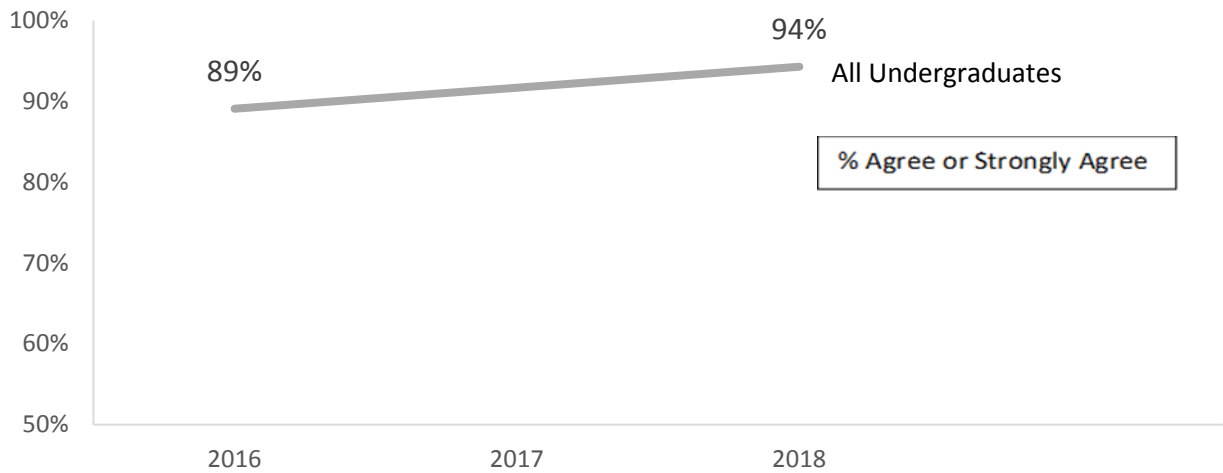
Key Findings

1. A higher percentage of URM and Asian students report that diversity is important to them (98% and 99% respectively) compared to white students (93%).

3. A higher percentage of women and trans* or non-binary gender identified students report that diversity is important to them (97% and 98% respectively) compared to men (87%).

3. A higher percentage of politically liberal or moderate students report that diversity is important to them (98% and 96% respectively) compared to politically conservative students (86%).

Race/Ethnicity Differences

98%   99%   93%   96%

URM   Asian   White   Intl

Gender Differences

87%   97%   98%
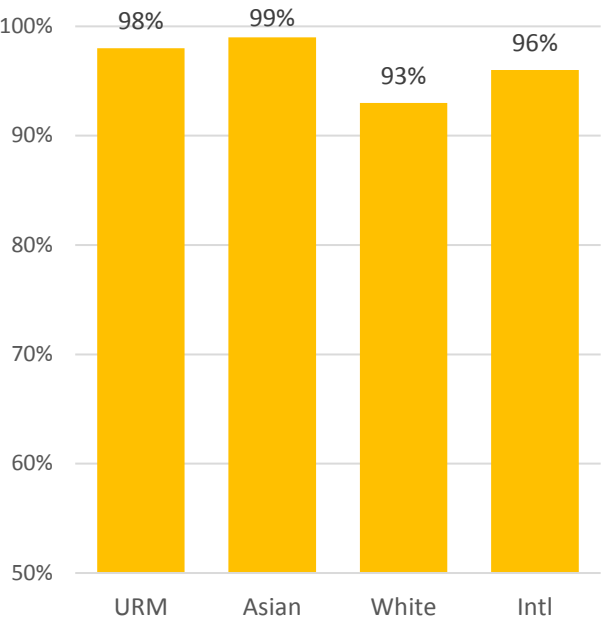
Men   Women   Trans

Personal Competency and Skills

I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments.

If asked, I could comfortably define the terms, "diversity, equity, and inclusion."
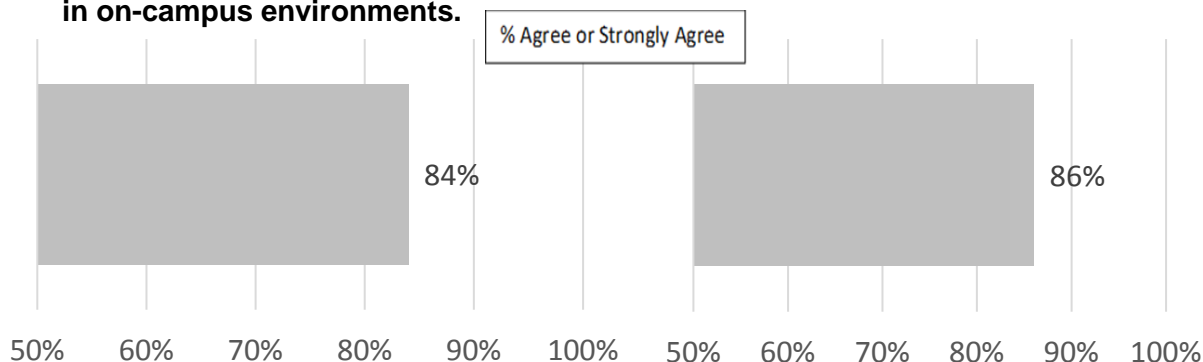
% Agree or Strongly Agree

84%

86%

50% 60% 70% 80% 90% 100%   50% 60% 70% 80% 90% 100%

Key Findings

1. A higher percentage of trans* or non-binary gender identified students and women report that they are competent to discuss diversity, equity, and inclusion issues (93% and 85% respectively) compared to men (80%).

2. A higher percentage of LGBQ students report that they are competent to discuss diversity, equity, and inclusion issues (89%) compared to heterosexual students (83%) and could comfortably define diversity, equity, and inclusion (91%) compared to heterosexual students (85%).

3. A higher percentage of politically liberal students report that they can comfortably define diversity, equity, and inclusion (91%) compared to politically moderate or conservative students (83% and 81% respectively).

Gender Differences (Competent item)

Sexual Orientation Differences (Competent item)

Gender Differences:
- Men: 80%
- Women: 85%
- Trans: 93%
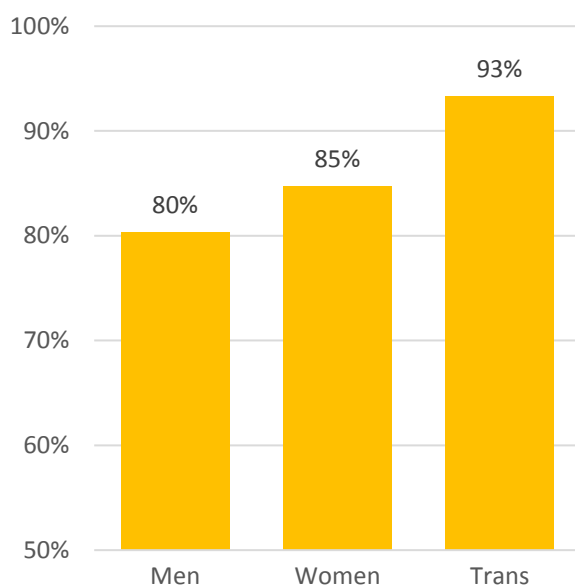
Sexual Orientation Differences:
- Heterosexual: 83%
- LGBQ: 89%
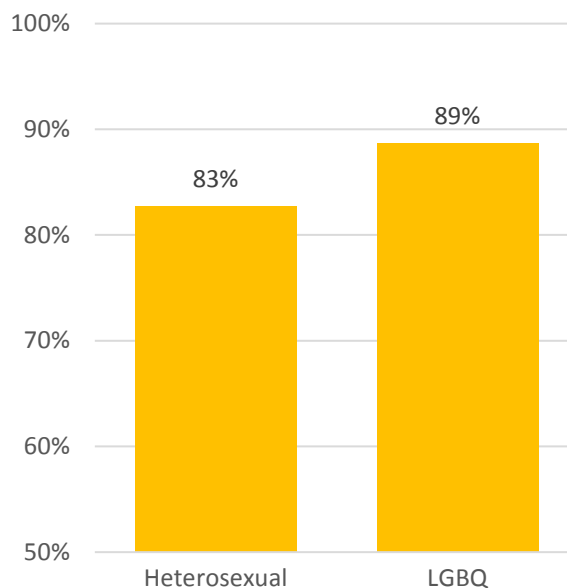
Listening Session Feedback: Broadening Diversity, Equity, and Inclusion Awareness and Skills

With regard to broadening diversity, equity, and inclusion awareness, skills, and knowledge, participants focused primarily on strategies to:

- Educate and broaden awareness about diversity, equity, and inclusion and they are why important
- Incorporate diversity, equity, and inclusion information into orientation and other student-focused communication

Participants in all sessions discussed the importance of **educating members of the UI campus community about diversity, equity, and inclusion**. This recommendation is expressed simply by one participant, *"Implement educational strategies that ensures that everyone is aware."* Participants recommended several ways that this could be accomplished including explicit messaging, testimonials, statistics, and experiential learning. One participant said, *"The main take away is to become more knowledgeable about diversity and inclusion by learning and teaching from sharing experiences and personal stories."* After reviewing information about campus climate experiences, another participant suggested, *"Share these statistics in a way that everyone sees them because they are very impactful."*

Implement educational strategies that ensures that everyone is aware.

Many participants emphasized how increasing awareness can foster a greater sense of understanding of the experiences that different groups of people have on campus. One participant suggested, *"Show students that there is a problem with DEI in the first place and worthy of students being aware of."* Participants also mentioned specific student groups to raise awareness for, including international students, economically disadvantaged students, transgender students, and students with disabilities. For example, one participant stated that there is a *"lack of awareness of invisible disabilities. Sometimes I feel like I have to tell professors about my invisible disabilities and educate them on what that means. Socioeconomic status is also something not well-versed; sometimes professors have expensive books and materials and say "well it's only this much."* To help with issues like this, participants note, "*We need to raise the awareness of those people on campus."*

Sometimes I feel like I have to tell professors about my invisible disabilities and educate them on what that means.

Participants in six sessions discussed the importance of cultural education specifically, and suggested building this type of education through cultural events, activities, and opportunities. Suggestions included holding more inclusive events, bringing in speakers, and encouraging more faculty and student participation in diversity, equity, and inclusion events. One participant suggested, *"I think creating inclusive events that would allow for students to learn about their peers and the cultures that they come from would do a lot of good for the university."* Another participant noted, *"One easy way to propose awareness for DEI in general would be to bring in speakers who notably give speeches on the issues of it. This could be announced through e-*

mail or even flyers around campus." Participants also discussed holding awareness weeks and diversity months. For example, one participant suggested, *"Awareness weeks/sessions for different cultures/holidays."* Beyond holding more events, participants suggested increasing student and faculty engagement, as one participant recommended, *"Require faculty to attend multicultural events."* One way to increase student participation is by proving incentives though classes, stated by one participant, *"Opening up classes to getting involved with this. Offer extra credit for going to events, require people to engage with diversity, etc."*

Participants in seven sessions discussed providing more diversity, equity, and inclusion-related courses and embedding diversity, equity, and inclusion content into courses. Participants suggested adding *"More classes related to diversity and inclusion (not general education),"* and to *"increase class offerings for diversity from diverse faculty."* Another participant suggested, "*Implement diversity education into a required class,"* while another participant recommended, *"Promote diversity as a part of the curriculum and integrate it into non-diversity-based courses."*

> ***Promote diversity as a part of the curriculum and integrate it into non-diversity-based courses.***

Participants in eleven sessions discussed the importance of educating campus community members by providing diversity, equity, and inclusion-specific training opportunities. Suggested training topics included general diversity, equity, and inclusion education, cultural competency, implicit bias, microaggressions, how to accommodate students with disabilities, bystander training, sexual assault prevention training, and information on available resources. One participant suggested, *"Require all students, staff and faculty to take part in a critical cultural competence course or seminar and equip individuals with the tools to initiate these conversations."* Another participant suggested, *"Mandated implicit bias training for every Hawkeye (student, staff, and faculty)."* Participants discussed training for specific groups and students. For example, one participant suggested, *"Require student organization advisors to have training on running and growing diversity clubs."* Another participant suggested, *"An online module for faculty and TAs that goes about how to provide accommodations. I know so many people who have had to drop or withdraw from classes because they don't have the accommodations they need."* A participant noted, *"I think requiring diversity training in FSL would promote greater competency with a group of people that are typically not targeted."*

> ***Require all students, staff and faculty to take part in a critical cultural competence course or seminar and equip individuals with the tools to initiate these conversations.***

Participants in eight sessions discussed **incorporating diversity, equity, and inclusion information into orientation and other student-focused communication**. Participants suggested using orientation to promote knowledge of diversity, equity, and inclusion and resources. For example, one participant noted, "*We need more information about diversity on campus. This info should be provided at orientation.*" Another participant saw the potential usefulness of sharing resources during orientation by recommending, *"Re-structure orientation to where overview of resources is a mandatory rather than optional in order to increase awareness of options on campus."*

> *Re-structure orientation to where overview of resources is a mandatory rather than optional in order to increase awareness of options on campus.*

Participants also saw several other opportunities to increase the flow of diversity, equity, and inclusion-related information to students such as including this information in residence education, Greek recruitment and orientation, student organizations, student government, and Success at Iowa. For example, one participant recommended, *"Including promotional materials during [Greek] recruitment and to our new members*", while another participant suggested, "*Have a section about diversity and competence within the Success at Iowa course."*

2.3 Strengthening an Inclusive and Equitable Campus Environment

This section of the report provides an analysis of survey items that capture undergraduate student experiences and perceptions related to perceptions of value, experiences of discrimination, obstacles to success, and climate perceptions (see below for a list of survey items in each category).

The key findings described in this section of the report are statistically significant differences (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

Survey Items: Strengthening an Inclusive and Equitable Campus Environment

Perceptions of Value, Belonging, and Respect

- I feel valued as an individual at the University of Iowa.
- I feel that I belong at the University of Iowa.
- Please indicate how strongly you agree or disagree with the following statements in terms of yourself: [asked as separate questions] Students of my race/ethnicity, socio-economic status, gender, religious beliefs, political beliefs, sexual orientation, immigration background, disability or condition like mine are respected on this campus.

Experiences of Discrimination

Over the past 12 months, how often have you experienced obvious/blatant or subtle discrimination at the University of Iowa because of your: [asked as separate questions] ability or disability status, age, gender identity or gender expression, immigrant or international status or national origin, political opinions, beliefs, or ideology, racial or ethnic identity, religion, sexual orientation or identity, socioeconomic status or social class, and other, please describe.

How often have you experienced the following?

- Students treated equitably and fairly by faculty.
- Faculty maintaining respectful interactions in classes.

Obstacles to Academic Success

During this academic year, how often have each of the following been obstacles to your school work or academic success? [asked as separate questions] difficulty speaking up in class, concern that I will be judged negatively by other students, concern that I will be judged negatively by my instructor, concern that others will think I don't belong here, difficulty with math assignments, difficulty with reading assignments, difficulty with writing assignments, difficulty doing by best on tests, challenges managing physical health concerns, challenges managing mental health or emotional health concerns, job responsibilities, family responsibilities, other on-campus commitments, other off-campus commitments, other, please elaborate.

Financial Concerns

How frequently have you engaged in the following behaviors in the past year?

- Skipped or cut the size of meals because there wasn't enough money for food
- Cut down on personal/recreational spending
- Worried about my debt and financial circumstances

Which of the following have you done this current academic year to meet college expenses?

- Bought fewer books, bought cheaper/used books, read books on reserve
- Took a community college course because it was cheaper
- Took more courses per term
- Increased the debt I carry on my credit card

- Applied for financial aid, scholarships, and/or grants
- Took action to graduate more quickly
- Worked before but increased the number of hours worked
- Took a job for the first time at college
- Took a leave of absence or a quarter/semester off
- Increased my annual student loan amount
- Asked financial aid office to reevaluate my application
- Did not retake a class to improve grade
- Other, please elaborate

Climate Perceptions

- 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, I feel comfortable with the climate for diversity and inclusiveness at the University of Iowa.
- Overall, I feel comfortable with the campus climate for diversity and inclusion in my major.
- Overall, I feel comfortable with the climate for diversity and inclusion in my classes.
- The University of Iowa is a welcoming campus.
- The University provides an environment for the free and open expression of ideas, opinions, and beliefs.
- This campus values students' opinions.
- How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: [asked as separate questions] individuals with disabilities, lesbian, gay, bisexual, transgender, or queer (LGBTQ) individuals, underrepresented U.S. racial/ethnic minority (URM), immigrants or non-U.S. citizens, women, men, politically liberal, politically conservative, veterans.

Key Findings: Strengthening an Inclusive and Equitable Campus Environment

Overall

Overall, undergraduates report feeling like they belong at the University of Iowa and that they feel comfortable with the climate for diversity, equity, and inclusion at the University, in their major, and in their classes. The most prevalent basis of discrimination reported is political opinions, beliefs, or ideology, followed by gender identity or gender expression. Students in the strategic listening sessions discussed the importance of feeling that they belong on campus, are valued members of the campus community, and are supported in being their best selves. They discussed how much they value the cultural houses, resources centers, and LLCs for their inclusive and welcoming atmosphere, but how these resources are not well-supported through funding, staffing, or messaging. Students discussed wanting to be heard and included in diversity, equity, and inclusion efforts and being supported in their diversity, equity, and inclusion-led initiatives. Students also discussed the importance of building connections and a sense of community on campus. To strengthen an inclusive and equitable campus environment, students suggested increasing resources and support to diverse students, organizations, and houses; increasing communication and messaging about diversity, equity, and inclusion; greater collaboration with students on diversity, equity, and inclusion efforts; and fostering connections and community.

Perceptions of Value, Belonging, and Respect

The vast majority of students report that they feel that they belong at the University of Iowa (86%), and more than three-quarters of students report that they feel valued as an individual at the University of Iowa (79%). The majority of students also report that students of their social identities and characteristics are respected: their sexual orientation (95%), their race/ethnicity (92%), their immigration background (91%), their social class (91%), their religious background (90%), their gender (89%), their ability (88%), and their political beliefs (82%).

Experiences with Discrimination

Students were asked whether they have experienced obvious/blatant or subtle discrimination over the past 12 months at the University of Iowa on the basis of several identities and characteristics. The most commonly reported type of discriminatory experience is political orientation, reported by 35% of students, followed by gender identity or gender expression (22%), racial or ethnic identity (17%), age (17%), religion (17%), socioeconomic status or social class (16%), sexual orientation (12%), immigrant or international status or national origin (10%), ability or disability status (8%), and other (1%).

Obstacles to Academic Success

Students were asked how often during this academic year, they have experienced different types of obstacles to their school work or academic success. The most commonly reported obstacles to academic success that were experienced somewhat often, often, or very often were: difficulty doing their best on tests (19%), challenging managing mental or emotional health

concerns (17%), difficulty with math assignments (17%), concern that they will be negatively judged by other students (13%), and difficulty speaking up in class (13%).

Financial Concerns

More than 50% of students report that they somewhat often, often, or very often cut down on personal or recreational spending in the past year (61%) or worried about their debt and financial circumstances (53%), and 16% of students report that they skipped or cut the size of meals because there wasn't enough money for food. When asked whether or not they have engaged in several different activities to meet college expenses, the most commonly reported are: they bought fewer books, bought cheaper/used books, or read books on reserve (88%); applied for financial aid, scholarships, and/or grants (85%); took more courses per term (47%); increased the number of hours worked (46%); and took a community college course because it was cheaper (43%).

Climate Perceptions

The vast majority of students report that the University of Iowa is a welcoming campus (93%), that the campus respects students' opinions (88%), and that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (87%). The vast majority of students report that they feel comfortable with the climate for diversity and inclusion at the University of Iowa (88%), in their major (89%), and in their classes (90%). Almost 70% of students report that they are somewhat or very satisfied with the overall campus climate or environment that they have experienced at the University of Iowa (69%). When asked to rate the overall climate at the University of Iowa for faculty, staff, and students who belong to different groups, the highest percentage of students reported that the climate is somewhat or very hostile for politically conservative individuals (24%), followed by immigrants or non-U.S. citizens (7%), underrepresented U.S. racial/ethnic minorities (6%), LGBTQ individuals (4%), women (4%), individuals with disabilities (3%), politically liberal individuals (3%), veterans (2%), and men (2%).

Key Findings: Strengthening an Inclusive and Equitable Campus Environment

Group-Based Disparities

Race/Ethnicity

A lower percentage URM students report feeling like they belong at the University of Iowa compared to white students. A lower percentage of Asian, URM, and international students report that students of their race/ethnicity are respected on this campus. More than 50% of Asian students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their racial or ethnic identity (54%), followed by 45% of URM students, and 40% of international students. A higher percentage of URM students rate the University of Iowa climate as somewhat or very hostile for URM individuals compared to non-URM students. A lower percentage of URM, Asian, and international students report being satisfied with the overall climate at the University of Iowa, and report feeling comfortable with the climate for diversity and inclusion at the University of Iowa compared to white students.

- A lower percentage URM students report feeling like they belong at the University of Iowa (82%) compared to white students (88%).
- A lower percentage of Asian, URM, and international students report that students of their race/ethnicity are respected on this campus (71%, 75%, and 77% respectively) compared to white students (96%).
- More than 50% of Asian students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their racial or ethnic identity (54%), followed by 45% of URM students, and 40% of international students.
- Among URM, Asian, and international students, the most commonly identified obstacle to school work and academic success is difficulty doing their best on tests (23%, 31%, and 25% respectively). For Asian and international students, the second most commonly identified obstacles is difficulty speaking up in class (21% and 20% respectively). For both white and URM students, one of the most commonly identified obstacles is challenging managing mental or emotional health concerns (16% and 17% respectively).
- Among URM, Asian, and white students the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve. Among international and Asian students, taking more courses per term and taking action to graduate more quickly are among the top five most commonly identified actions taken to meet college expenses.
- A lower percentage of URM, Asian, and international students report being satisfied with the overall climate at the University of Iowa (55%, 55%, and 47% respectively) compared to white students (72%).
- A lower percentage of URM, Asian, and international students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (76%, 82%, and 82% respectively) compared to white students (91%). A lower percentage of URM students

report feeling comfortable with the campus climate for diversity and inclusion in their major (77%) compared to white students (92%). A lower percentage of URM students report feeling comfortable with the climate for diversity and inclusion in their classes (76%) compared to Asian, white, and international students (87%, 93%, and 86% respectively).

- A lower percentage of URM and international students report that the University of Iowa is a welcoming campus (90% and 86%, respectively) compared to white students (94%).
- A lower percentage of URM students agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (82%) compared to white students (88%).
- A higher percentage of URM students rate the University of Iowa climate as somewhat or very hostile for URM individuals compared to non-URM students (11% compared to 5%).

Gender

A lower percentage men report feeling valued as an individual at the University of Iowa compared to women. A lower percentage men and trans* or non-binary gender identified students report feeling like they belong at the University of Iowa compared to women. More than 50% of trans* or non-binary gender identified students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or gender expression, and approximately 50% report that students of their gender are respected on this campus. A lower percentage of men and trans* or non-binary gender identified students report being satisfied with the overall climate at the University of Iowa. More than 50% of trans* or non-binary gender identified students identify challenging managing mental or emotional health concerns as an obstacle to school work and academic success, and more than one-quarter identify concern that others will think that they don't belong at the University, and that they will be negatively judged by other students as obstacles.

- A lower percentage men report feeling valued as an individual at the University of Iowa compared to women (75% compared to 81%).
- A lower percentage men and trans* or non-binary gender identified students report feeling like they belong at the University of Iowa (83% and 71% respectively) compared to women (88%).
- A lower percentage of trans* or non-binary gender identified students report that students of their gender are respected on this campus (50%) compared to men and women (92% and 89% respectively).
- More than 50% of trans* or non-binary gender identified students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or gender expression (67%), followed by 24% of women, and 16% of men.
- More than 50% of trans* or non-binary gender identified students identify challenging managing mental or emotional health concerns as an obstacle to school work and academic success, and more than one-quarter identify concern that others will think that they don't belong at the University (38%), and that they will be negatively judged by other students (27%) as obstacles.

- Among men, women, and trans* or non-binary gender identified students, the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve.
- A lower percentage of men and trans* or non-binary gender identified students report being satisfied with the overall climate at the University of Iowa (64% and 62% respectively) compared to women (71%).
- A lower percentage of men report that the University of Iowa is a welcoming campus (91%) compared to women (94%).
- A lower percentage of men report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (81%) compared to women (90%).
- A lower percentage of men report that this campus values students' opinions (80%) compared to women (91%).

Sexual Orientation

A lower percentage LGBQ students report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of LGBQ students report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. Almost 50% of LGBQ students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of sexual orientation. A higher percentage of LGBQ students identify challenges managing mental or emotional health concerns as an obstacle to their school work or academic success compared to heterosexual students.

- A lower percentage LGBQ students report feeling valued as an individual at the University of Iowa compared to heterosexual students (70% compared to 81%).
- A lower percentage LGBQ students report feeling like they belong at the University of Iowa (80%) compared to heterosexual students (88%).
- A lower percentage of LGBQ students report that students of their sexual orientation are respected on this campus (82%) compared to heterosexual students (98%).
- Almost 50% of LGBQ students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of sexual orientation (49%) compared to heterosexual students (7%).
- A higher percentage of LGBQ students identify challenges managing mental or emotional health concerns as an obstacle to their school work or academic success (36%) compared to heterosexual students.
- Among LGBQ and heterosexual students, the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve.
- A lower percentage of LGBQ students report being satisfied with the overall climate that they have experienced at the University of Iowa (64%) compared to heterosexual students (70%).

- A lower percentage of LGBQ students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (81%) compared to heterosexual students (89%). A lower percentage of LGBQ students report feeling comfortable with the campus climate for diversity and inclusion in their major (82%) compared to heterosexual students (91%). A lower percentage of LGBQ students report feeling comfortable with the climate for diversity and inclusion in their classes (84%) compared to heterosexual students (92%).
- A lower percentage of LGBQ students report that the University of Iowa is a welcoming campus (88%) compared to heterosexual students (94%).
- A lower percentage of LGBQ students report that this campus values students' opinions (84%) compared to heterosexual students (88%).

Immigrant Status

A lower percentage immigrant students report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of immigrant students report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. More than one-quarter of immigrant students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of immigrant or international status or national origin. A higher percentage of immigrant students rate the University of Iowa climate as somewhat or very hostile for immigrants. A higher percentage of immigrant students report that difficulty doing their best on tests is an obstacle to their school work or academic success compared to non-immigrant students. Immigrant students also identify concern that they will be negatively judged by their instructor as an obstacle to their school work or academic success.

- A lower percentage immigrant students report feeling valued as an individual at the University of Iowa compared to non-immigrant students (76% compared to 80%).
- A lower percentage immigrant students report feeling like they belong at the University of Iowa (80%) compared to non-immigrant students (88%).
- A lower percentage of immigrant students report that students of their immigration background are respected on this campus (75%) compared to non-immigrant students (96%).
- More than one-quarter of immigrant students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of immigrant or international status or national origin (28%) compared to non-immigrant students (6%).
- A higher percentage of immigrant students report that difficulty doing their best on tests is an obstacle to their school work or academic success (26%) compared to non-immigrant students (17%). Immigrant students also identify concern that they will be negatively judged by their instructor as an obstacle to their school work or academic success (18%).
- Among immigrant and non-immigrant students, the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve.

- A lower percentage of immigrant students report being satisfied with the overall climate at the University of Iowa (56%) compared to non-immigrant students (72%).
- A lower percentage of immigrant students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (80%) compared to non-immigrant students (90%). A lower percentage of immigrant report feeling comfortable with the campus climate for diversity and inclusion in their major (82%) compared to non-immigrant students (91%). A lower percentage of immigrant students report feeling comfortable with the climate for diversity and inclusion in their classes (82%) compared to non-immigrant students (92%).
- A lower percentage of immigrant students report that the University of Iowa is a welcoming campus (89%) compared to non-immigrant students (94%).
- A higher percentage of immigrant students rate the University of Iowa climate as somewhat or very hostile for immigrants (12%) compared to non-immigrant students (6%).

Self-Perceived Social Class

A lower percentage of students from lower class backgrounds report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of students from lower class backgrounds report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. More than one-quarter students from lower class backgrounds report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of socioeconomic status or social class. A higher percentage of students from lower class backgrounds identify challenges managing mental or emotional health concerns, difficulty doing their best on tests, job responsibilities, family responsibilities, and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to students from middle or upper class backgrounds. A higher percentage of students with lower and middle class backgrounds report applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve as things they do to meet college expenses compared to students from upper class backgrounds.

- A lower percentage of students from lower class backgrounds report feeling valued as an individual at the University of Iowa (71%) compared to students from middle and upper class backgrounds (81% and 83% respectively).
- A lower percentage of students from lower class backgrounds report that they feel like they belong at the University (80%) compared to students from middle and upper class backgrounds (88% and 89% respectively).
- A lower percentage of students from lower class backgrounds report that students of their socio-economic status are respected on campus (87%) compared to students from middle and upper class backgrounds (93% and 94% respectively).
- More than one-quarter of students from lower class backgrounds report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of socioeconomic status or social class (27%) compared to students from middle or upper class backgrounds (12% and 13% respectively).

- A higher percentage of students from lower class backgrounds identify challenges managing mental or emotional health concerns, difficulty doing their best on tests, job responsibilities, family responsibilities, and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to students from middle or upper class backgrounds.
- The most commonly identified things that students did to meet college expenses were similar among students with different social class backgrounds. A higher percentage of students with lower and middle class backgrounds report applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve compared to students from upper class backgrounds.
- A lower percentage of students with lower class backgrounds report being satisfied with the overall climate at the University of Iowa (59%) compared to students from middle or upper class backgrounds (70% and 74%).
- A lower percentage of students from a lower social class background report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (82%) compared students from middle or upper class backgrounds (90% and 89% respectively). A lower percentage of students from a lower social class background report feeling comfortable with the climate for diversity and inclusion in their classes (85%) compared students from middle or upper class backgrounds (91% and 93% respectively).
- A lower percentage of students from lower class backgrounds report that the University of Iowa is a welcoming campus (89%) compared to students from middle or upper class backgrounds (94% respectively for both groups).
- A lower percentage of students from lower class backgrounds report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (84%) compared to students from middle or upper class backgrounds (89% and 87% respectively).
- A lower percentage of students from lower social class backgrounds report that this campus values students' opinions (84%) compared to students from middle or upper class backgrounds (89% and 89% respectively).

Parental Education

A lower percentage of first-generation college students report feeling valued as an individual, feeling like they belong at the University of Iowa, or report being satisfied with the overall climate that they have experienced at the University of Iowa. One-quarter first-generation college students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of socioeconomic status or social class. A higher percentage of first-generation college students identify difficulty doing their best on tests, family responsibilities, challenging managing mental or emotional health concerns, and job responsibilities as obstacles to their school work or academic success compared to students whose parents have higher levels of education. A higher percentage of first-generation college students and students with parents with some college report that they increased the number of hours that they work, took a community college course because it was cheaper, or took more courses per term compared to students whose parents have a four-year or advanced degree.

- A lower percentage of first-generation college students report feeling valued at the University of Iowa (75%) compared to students with parents have an advanced degree (82%).
- A lower percentage of first-generation college students report feeling that they belong at the University of Iowa (81%) compared to students whose parents have a four-year degree (88%) or an advanced degree (87%).
- A lower percentage of first-generation college students report that students of their socio-economic status are respected on campus (81%) compared to students whose parents have a four-year degree (93%) or an advanced degree (95%).
- One-quarter of first-generation students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of socioeconomic status or social class (25%) compared to students whose parents have a four-year degree (15%) or an advanced degree (11%).
- A higher percentage of first-generation college students identify difficulty doing their best on tests, family responsibilities, challenging managing mental or emotional health concerns, and job responsibilities as obstacles to their school work or academic success compared to students whose parents have higher levels of education.
- The most commonly identified things that students did to meet college expenses were similar among students with different levels of parental education. A higher percentage of first-generation college students and students with parents with some college report that they increased the number of hours that they work, took a community college course because it was cheaper, or took more courses per term compared to students whose parents have a four-year or advanced degree.
- A lower percentage of first-generation college students report being satisfied with the overall climate at the University of Iowa (57%) compared to students whose parents have a four-year degree (72%).

Ability Status

A lower percentage of students with a self-identified disability report feeling valued as an individual or feeling like they belong at the University of Iowa. A lower percentage of students with a self-identified disability report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. A higher percentage of students with a self-identified disability identify challenges managing mental and emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, and concerns that they will be negatively judged by other students as obstacles to their school work or academic success compared to students without a self-identified disability.

- A lower percentage of students with a self-identified disability report feeling valued as an individual at the University of Iowa (71%) compared to students without a self-identified disability (85%).
- A lower percentage of students with a self-identified disability report feeling like they belong at the University of Iowa (80%) compared to students without a self-identified disability (91%).

- A lower percentage of students with a self-identified disability report that students with a disability or condition like theirs are respected on campus (80%) compared to students without a self-identified disability (95%).
- A higher percentage of students with a self-identified disability report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of their ability or disability status (13%) compared to students without a self-identified disability (5%).
- A higher percentage of students with a self-identified disability identify challenges managing mental and emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, and concerns that they will be negatively judged by other students as obstacles to their school work or academic success compared to students without a self-identified disability.
- The most commonly identified things that students did to meet college expenses were similar among students with and without a self-identified disability. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.
- A lower percentage of students with a self-identified disability report being satisfied with the overall climate at the University of Iowa (62%) compared students without a self-identified disability (74%).
- A lower percentage of students with a self-identified disability report feeling comfortable with the campus climate for diversity and inclusion at the University of Iowa (85%) compared students without a self-identified disability (90%). A lower percentage of students with a self-identified disability report feeling comfortable with the campus climate for diversity and inclusion in their major (86%) compared students without a self-identified disability (92%).
- A lower percentage of students with a self-identified disability report that the University of Iowa is a welcoming campus (90%) compared students without a self-identified disability (95%).
- A lower percentage of students with a self-identified disability report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (85%) compared to students without a self-identified disability (89%).
- A lower percentage of students with a self-identified disability report that the University of Iowa is a welcoming campus (84%) compared students who do not have a self-identified disability (90%).
- A higher percentage of students with self-identified disabilities rate the University of Iowa climate as somewhat or very hostile for individuals with disabilities (5%) compared to students without a self-identified disability (2%).

Political Orientation

There are no significant differences among students with different political orientations in their perceptions of feeling valued as an individual at the University of Iowa or feeling like they belong at the University of Iowa. There are also no significant difference between politically conservative and politically liberal students in their reports that the University of Iowa is a welcoming campus, agreement that the campus values students' opinions, or their reports of

being satisfied with the overall climate that they have experienced at the University of Iowa. A lower percentage of politically liberal students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa. A lower percentage of politically conservative students report students with their political beliefs are respected on this campus, and over 50% of politically conservative students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of political opinions, beliefs, or ideology. A lower percentage of politically conservative students report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (82%) compared to politically liberal students (90%). Over 40% of politically conservative students rate the University of Iowa climate for political conservatives as somewhat or very hostile, while 18% of non-politically conservative students rate the climate as somewhat or very hostile for political conservatives.

- A lower percentage of politically conservative students report students with their political beliefs are respected on this campus (49%) compared to politically liberal and moderate students (96% and 88% respectively).
- Over 50% of politically conservative students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of political opinions, beliefs, or ideology. Over one-quarter of politically liberal students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of political opinions, beliefs, or ideology (31%).
- students with their political beliefs are respected on this campus (49%) compared to politically liberal and moderate students (96% and 88% respectively).
- Challenges managing mental or emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, difficulty speaking up in class, and concern that they will be negatively judged by other students are the most commonly identified obstacles to school work or academic success for politically liberal, moderate, and conservative students.
- The most commonly identified things that students did to meet college expenses were similar among students with different political orientations. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.
- A lower percentage of politically liberal students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (86%) compared to politically conservative students (91%).
- A lower percentage of politically conservative students report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (82%) compared to politically liberal students (90%).
- Over 40% of politically conservative students rate the University of Iowa climate for political conservatives as somewhat or very hostile, while 18% of non-politically conservative students rate the climate as somewhat or very hostile for political conservatives.

Religious Affiliation

A lower percentage of students with a non-religious and non-Christian religious affiliation report feeling valued as an individual at the University of Iowa, or feeling like they belong at the University of Iowa. A lower percentage of students with a non-religious and non-Christian religious affiliation report being satisfied with the overall climate that they have experienced at the University of Iowa, or feeling comfortable with the climate for diversity and inclusion. One-quarter of students with a non-Christian religious affiliation report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of religion.

- A lower percentage of students with a non-religious and non-Christian religious affiliation report feeling valued as an individual at the University of Iowa (74% and 77% respectively) compared to students with a Christian religious affiliation (84%).
- A lower percentage of students with a non-religious and non-Christian religious affiliation report that they feel like they belong at the University of Iowa (82% and 83% respectively) compared to students with a Christian religious affiliation (90%).
- A lower percentage of students with non-Christian religious affiliations report that students of their religious beliefs are respected on this campus (83%) compared to students with a Christian religious affiliation (90%) or non-religious affiliation (92%).
- One-quarter of students with a non-Christian religious affiliation report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months on the basis of religion (28%) compared to students with a Christian religious affiliation (21%) and students with a non-religious affiliation (9%).
- Challenges managing mental or emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, and concern that they will be negatively judged by other students are the most commonly identified obstacles to school work or academic success for students with different religious affiliations.
- The most commonly identified things that students did to meet college expenses were similar among students with different religious affiliations. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.
- A lower percentage of students with non-religious and non-Christian religious affiliations report being satisfied with the overall climate at the University of Iowa (64% respectively for both groups) compared to students with a Christian religious affiliation (74%).
- A lower percentage of students with non-religious and non-Christian religious affiliations report being feeling comfortable with the climate for diversity and inclusion at the University of Iowa (86% and 81% respectively) compared to students with a Christian religious affiliation (90%).
- A lower percentage of students with non-religious and non-Christian religious affiliations report that the University of Iowa is a welcoming campus (91% respectively for both groups) compared to students with a Christian religious affiliation (95%).

Student Athlete Status

There are no significant differences between student-athletes and non-student athletes in their perceptions of feeling valued as an individual at the University of Iowa. A higher percentage student-athletes report that they feel like they belong at the University of Iowa. There are no significant difference between student-athletes and non-student athletes in their reports that the University of Iowa is a welcoming campus and agreement that the campus values students' opinions. A higher percentage of student-athletes identify other on-campus commitments as an obstacle to their school work or academic success compared to non-student-athletes.

- A higher percentage student-athletes report that they feel like they belong at the University of Iowa (97%) compared to non-student-athletes (86%).
- A higher percentage of student-athletes identify other on-campus commitments as an obstacle to their school work or academic success compared to non-student-athletes.
- A higher percentage of non-student-athletes report they have bought fewer, cheaper, and used books and books on reserve, applied for financial aid, scholarships, and/or grants, took more courses per term, took a community college course because it was cheaper, and increased the number of hours worked compared to student-athletes.
- A higher percentage of student-athletes report being satisfied with the overall climate at the University of Iowa (86%) compared to non-student-athletes (69%).

Veteran Status

A lower percentage of veteran students report that they feel valued as an individual at the University of Iowa, or that they feel like they belong at the University. A higher percentage of veteran students identify difficulty doing their best on tests and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to non-veteran students. A higher percentage of veteran students report discrimination on the basis of age compared to non-veteran students. There are no significant difference between veteran and non-veteran students in their reports that the University of Iowa is a welcoming campus, agreement that the campus values students' opinions, or their reports of being satisfied with the overall climate that they have experienced at the University of Iowa.

- A lower percentage of veteran students report that they feel valued as an individual at the University of Iowa (74%) compared to non-veteran students (80%).
- A lower percentage of veteran students report that they feel like they belong at the University of Iowa (82%) compared to non-veteran students (87%).
- A higher percentage of veteran students report discrimination on the basis of age (22%) compared to non-veteran students (17%).
- A higher percentage of veteran students identify difficulty doing their best on tests and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to non-veteran students.
- The most commonly identified things that students did to meet college expenses were similar among veteran and non-veteran students. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.
- A higher percentage of veteran students rate the University of Iowa climate as somewhat or very hostile for veterans (3%) compared to non-veteran students (2%).

Perceptions of Value, Belonging, and Respect
I feel valued as an individual at the University of Iowa.
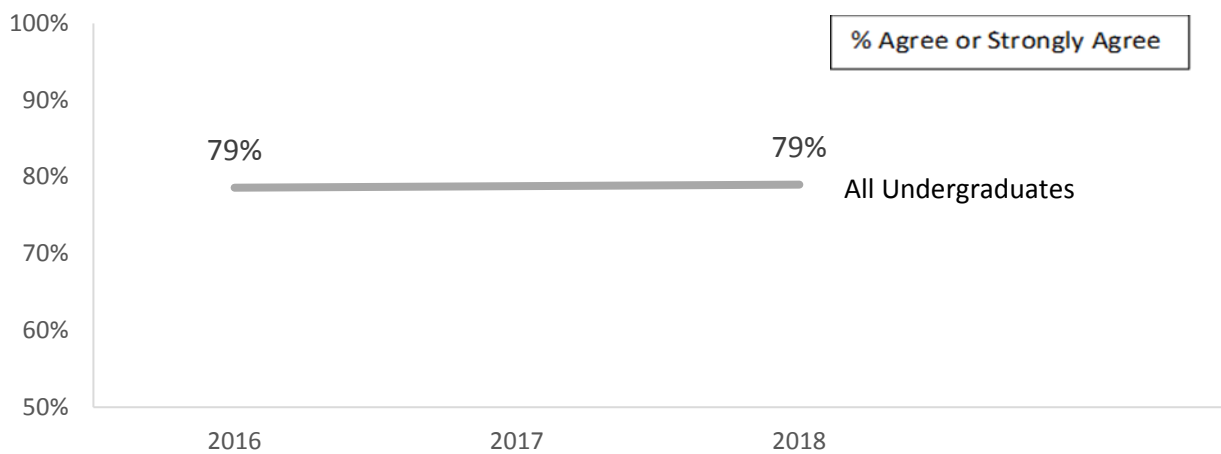
Key Findings

1. A lower percentage of first-generation college students report feeling valued at the University of Iowa (75%) compared to students with parents have an advanced degree (82%).

2. A lower percentage of students with a self-identified disability report feeling valued at the University of Iowa (71%) compared to students without a self-identified disability (85%).

3. A lower percentage of LGBQ students report feeling valued at the University of Iowa (70%) compared to heterosexual students (81%).

4. Veterans are less likely to report feeling valued (74%) compared to non-veterans (80%).
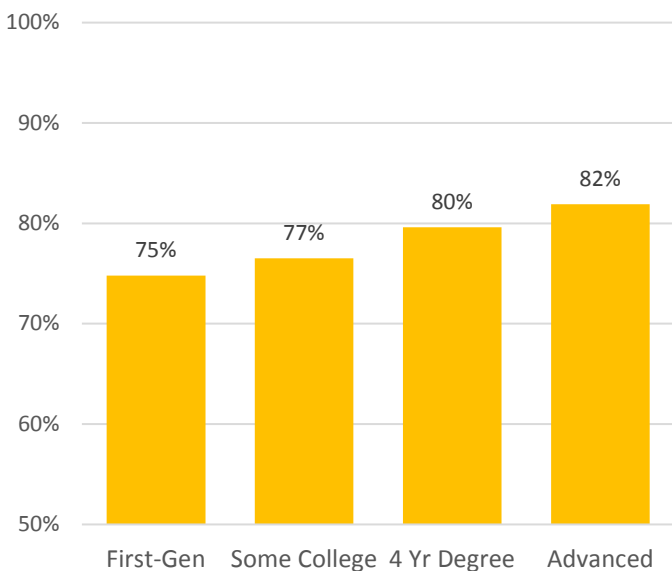
Parent Education Differences   *Disability Status Differences*

I feel that I belong at the University of Iowa.
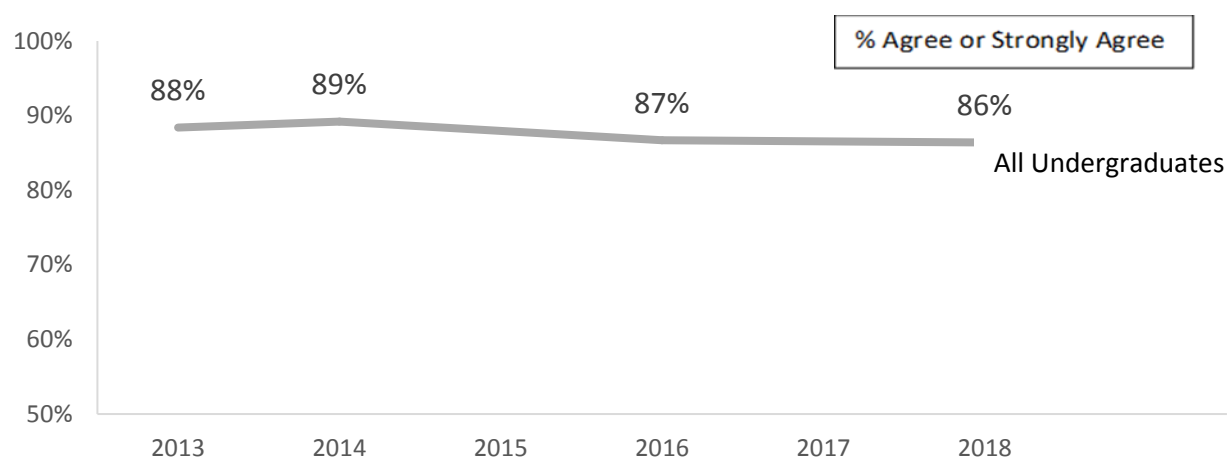
% Agree or Strongly Agree

88%   89%   87%   86%

All Undergraduates

100%
90%
80%
70%
60%
50%

2013   2014   2015   2016   2017   2018

Key Findings

1. A lower percentage URM students report feeling like they belong at the University of Iowa (82%) compared to white students (88%).

2. A lower percentage of students with a self-identified disability report feeling like they belong (80%) compared to students without a self-identified disability (91%).

3. A lower percentage of LGBQ students report feeling that they belong at the University of Iowa (80%) compared to heterosexual students (88%).

4. A lower percentage of men and trans* or non-binary gender identified students report feeling like they belong at the University of Iowa (83% and 71% respectively) compared to women (88%).

Race/Ethnicity Differences

100%
90%   88%
82%   81%   81%
80%
70%
60%
50%
      URM   Asian   White   Intl

Immigrant Status Differences

100%
90%   88%
80%
80%
70%
60%
50%
      Immigrant   Non-Immigrant
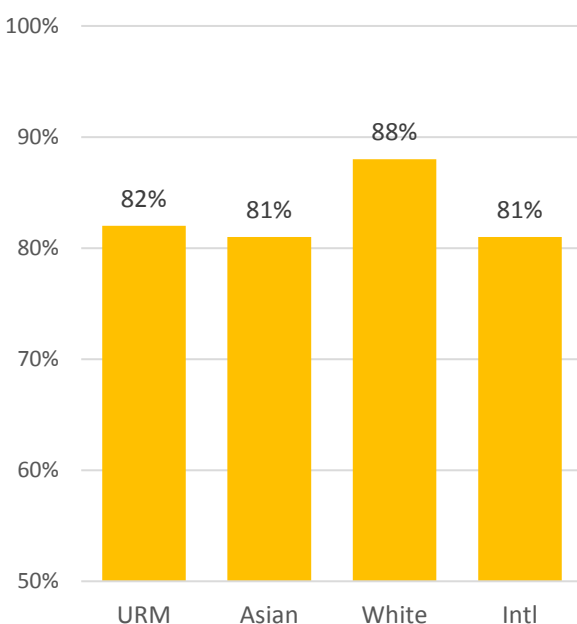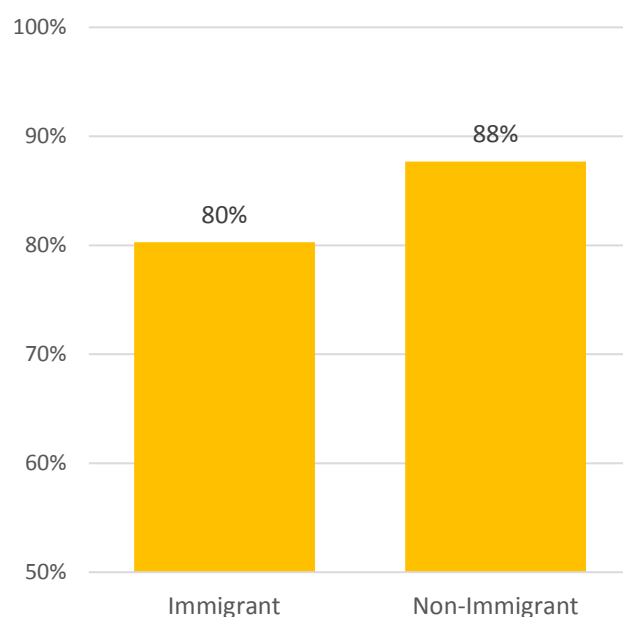
Students of my _____ are respected on this campus

	% Agree or Strongly Agree

Sexual Orientation — 95%
Race/Ethnicity — 92%
Immigration Background — 91%
Social Class — 91%
Religious Background — 90%
Gender — 89%
Ability — 88%
Political Beliefs — 82%

(Axis: 50% 60% 70% 80% 90% 100%)
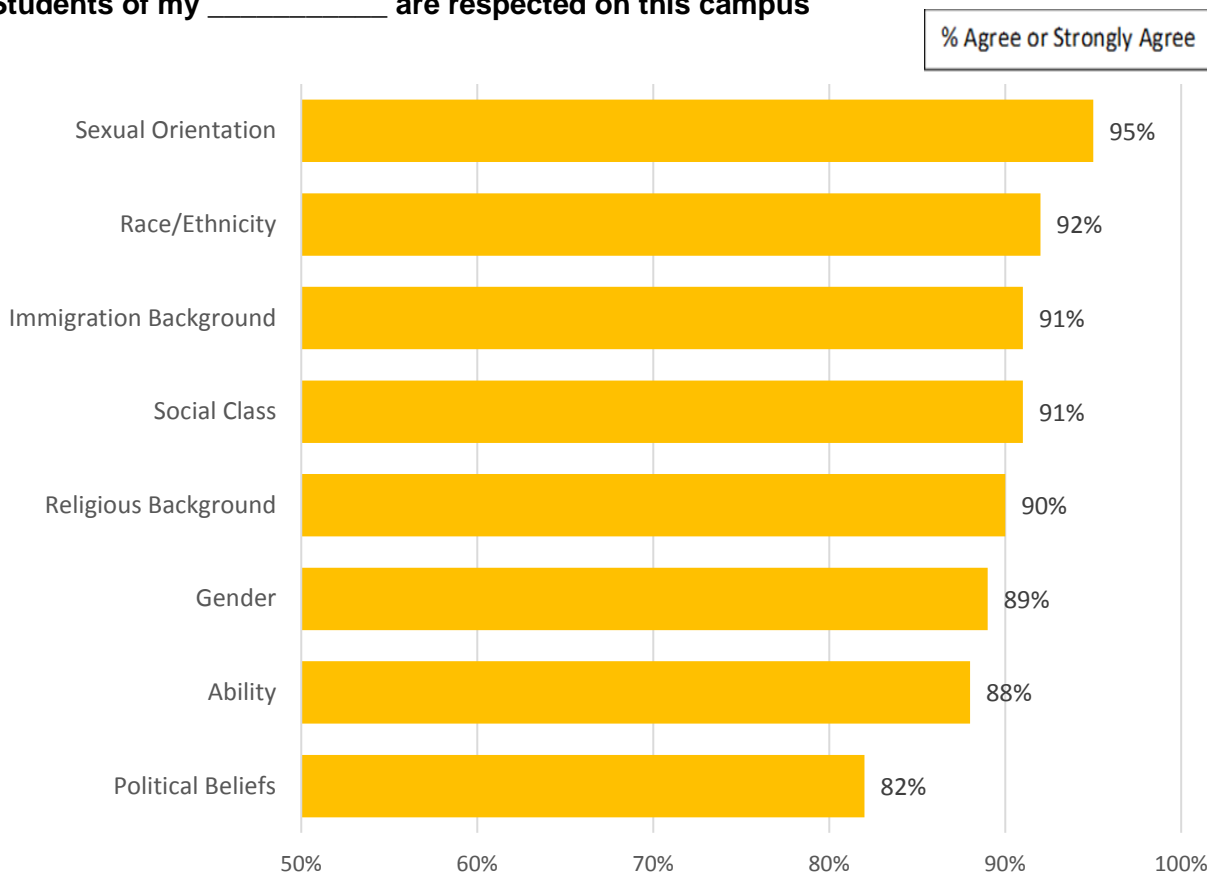
Key Findings

1. Students are most likely to report that students of their sexual orientation are respected on this campus (95%), followed by race/ethnicity (92%) and immigration background (91%).

2. A higher percentage of white students report that students of their race/ethnicity are respected on this campus (96%) compared to URM, Asian, and international students (75%, 71%, and 77% respectively).

3. A lower percentage of trans* or non-binary gender identified students report that students of their gender identity or gender expression are respected on this campus (50%) compared to men and women (92% and 89%, respectively).

4. A lower percentage of students with a self-identified disability report that students with a disability or condition like theirs are respected on campus (80%) compared to students without a self-identified disability (95%).

5. A lower percentage of LGBQ students report that students of their sexual orientation are respected on this campus (82%) compared to heterosexual students (98%).

6. A lower percentage of politically conservative students report students with their political beliefs are respected on this campus (49%) compared to politically liberal and moderate students (96% and 88% respectively).

Respect (continued)

Race Respect Differences

% Agree or Strongly Agree

- URM: 75%
- Asian: 71%
- White: 96%
- Intl: 77%

Social Class Respect Differences

- Lower: 87%
- Middle: 93%
- Upper: 94%

Gender Respect Differences

- Men: 92%
- Women: 89%
- Trans: 50%

Religious Respect Differences

- Non-Religious: 92%
- Christian: 90%
- Other: 83%

Respect (continued)

Political Respect Differences

% Agree or Strongly Agree

- Liberal: 96%
- Moderate: 88%
- Conservative: 49%

Sexual Orientation Respect Differences

- Heterosexual: 98%
- LGBQ: 82%

Immigrant Respect Differences

- Immigrant: 75%
- Non-Immigrant: 96%

Disability Respect Differences

- No Disability: 95%
- Self-ID Disability: 80%

Experiences of Discrimination
Over the past 12 months, how often have you experienced obvious/blatant or subtle discrimination at the University of Iowa.

Chart legend: % Yes (1 or more times)

- Political: 35%
- Gender: 22%
- Race: 17%
- Age: 17%
- Religion: 17%
- Social Class: 16%
- Sexual Orientation: 12%
- Immig/Intl.: 10%
- Ability: 8%
- Other: 1%

Key Findings

1. The most prevalent basis of discrimination reported as being experienced at the University of Iowa in the past 12 months is political opinions, beliefs, or ideology (reported by 35% of students), followed by gender identity or gender expression (reported by 22% of students).

2. A higher percentage of trans* or non-binary gender identified students report that they have experienced discrimination at the University of Iowa in the past 12 months on the basis of gender identity or gender expression (67%) compared to men and women (16% and 24%, respectively). Also, women are more likely than men to report discrimination on the basis of gender identity.

3. A higher percentage of immigrant students report that they have experienced discrimination at the University of Iowa in the past 12 months on the basis of immigrant or international status or national origin (28%) compared to non-immigrant students (6%).

4. A higher percentage of LGBQ students report that they have experienced discrimination at the University of Iowa in the past 12 months on the basis of sexual orientation (49%) compared to heterosexual students (7%).

5. A higher percentage of URM, Asian, and international students report that they have experienced discrimination at the University of Iowa in the past 12 months on the basis of racial or ethnic identity (45%, 54%, and 40%, respectively) compared to white students (10%).

6. A higher percentage of veteran students report that they have experienced discrimination at the University of Iowa in the past 12 months on the basis of age (22%) compared to non-veteran students (17%).

Experiences of Discrimination (Continued)

Ability Discrimination Experience

% Yes
(1 or more times)

- No Disability: 5%
- Self-ID Disability: 13%

Gender Discrimination Experience

- Men: 16%
- Women: 24%
- Trans: 67%

Immig/Intl or National Origin Discrimination Experience

- Immigrant: 28%
- Non-Immigrant: 6%

Political Discrimination Experience

- Liberal: 31%
- Moderate: 25%
- Conservative: 51%
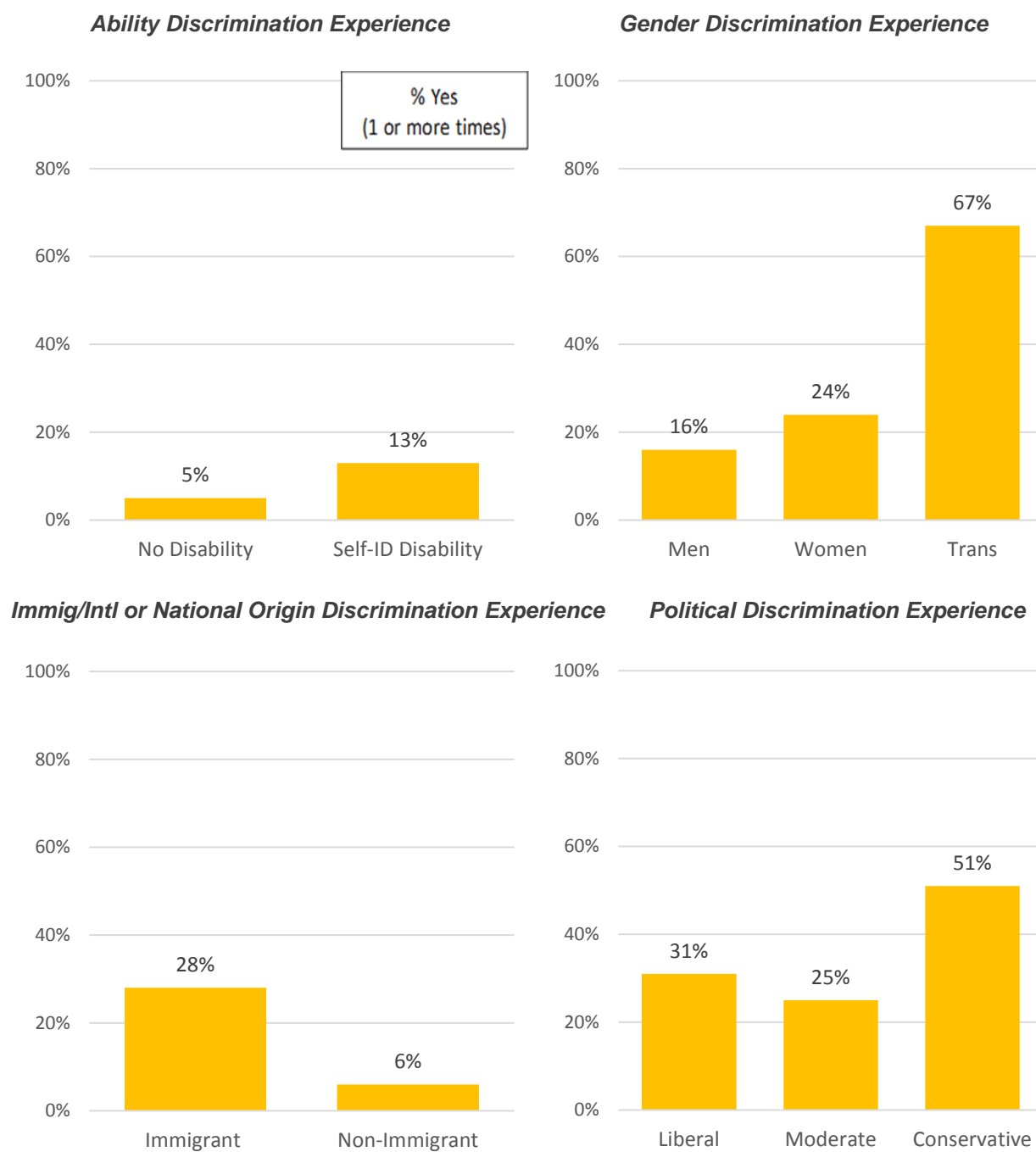
Experiences with Discrimination (Continued)

Sexual Orientation Discrimination Experience

% Yes
(1 or more times)

- Heterosexual: 7%
- LGBQ: 49%

Religion Discrimination Experience

- Non-Religious: 9%
- Christian: 21%
- Other: 28%
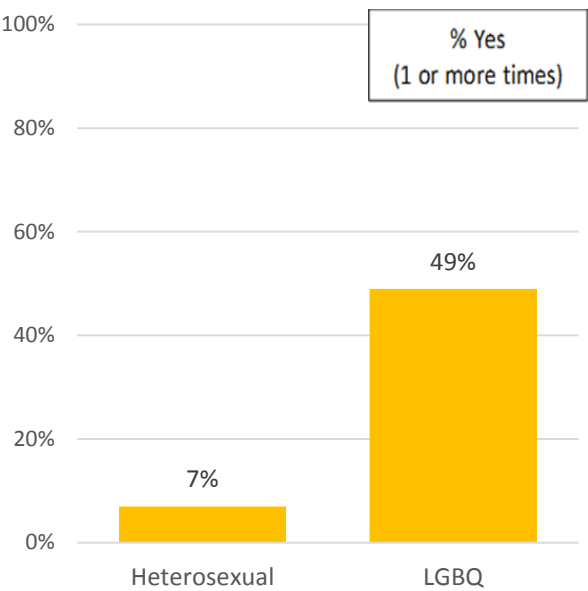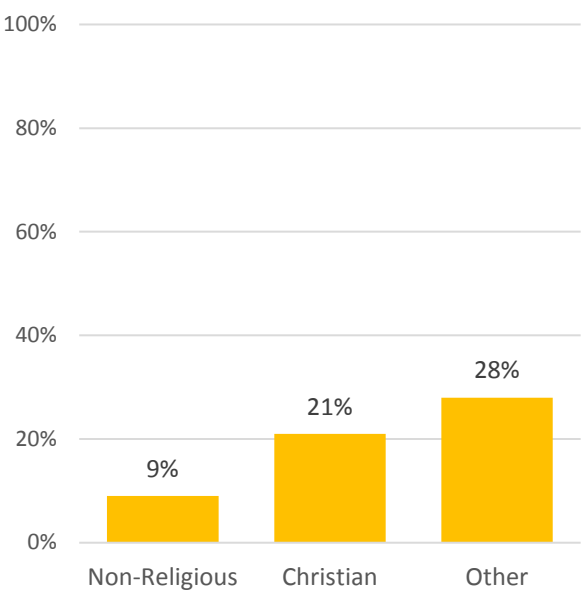
Racial or Ethnic Identity Discrimination Experience

- URM: 45%
- Asian: 54%
- White: 10%
- Intl: 40%
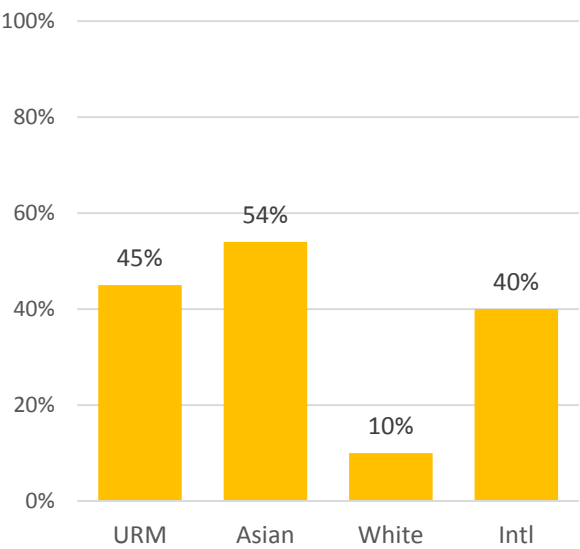
Social Class Discrimination Experience

- First-Gen: 25%
- Some College: 20%
- 4-Yr Degree: 15%
- Advanced: 11%
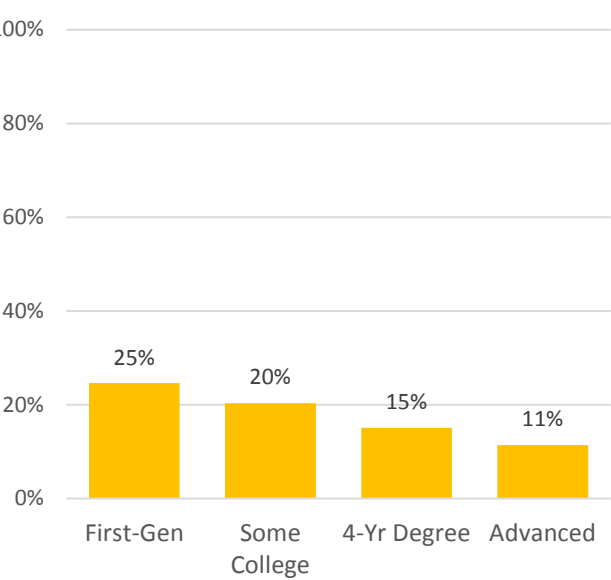
Obstacles to Success

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Obstacle	%
Difficulty doing my best on tests	19%
Challenges managing mental or emotional health concerns	17%
Difficulty with math assignments	17%
Difficulty speaking up in class.	13%
Concern that I will be judged negatively by other students.	13%
Job responsibilities	12%
Concern that I will be judged negatively by my instructor.	11%
Family responsibilities	10%
Concern that others will think I don't belong here.	8%
Difficulty with writing assignments	8%
Other on-campus commitments	8%
Challenges managing physical health concerns	6%
Difficulty with reading assignments	5%
Other	3%
Other off-campus commitments	3%

% Somewhat Often, Often, or Very Often

Key Findings

1. When asked how often each of the following has been an obstacle to school work or academic success, the most commonly reported are: difficulty doing my best on tests (19%); challenges managing mental health or emotional health concerns (17%); and difficulty with math assignments (17%).

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Race/Ethnicity

URM Students

Obstacle	Percentage
Difficulty doing my best on tests	23%
Difficulty with math assignments	18%
Challenges managing mental or emotional health concerns	17%
Job responsibilities	16%
Family responsibilities	15%

Asian Students

Obstacle	Percentage
Difficulty doing my best on tests	31%
Difficulty speaking up in class	21%
Concern that I will be judged negatively by my instructor.	21%
Concern that I will be judged negatively by other students.	19%
Difficulty with math assignments	18%

White Students

Obstacle	Percentage
Difficulty with math assignments	17%
Difficulty doing my best on tests	17%
Challenges managing mental or emotional health concerns	16%
Difficulty speaking up in class	12%
Concern that I will be judged negatively by other students.	12%

International Students

Obstacle	Percentage
Difficulty doing my best on tests	25%
Difficulty speaking up in class	20%
Concern that I will be judged negatively by other students.	19%
Difficulty with writing assignments	18%
Family responsibilities	17%

Key Findings

1. Difficulty doing their best of tests is one of the top five obstacles to their school work or academic success for URM, Asian, international, and white students.

2. Among white and URM students, challenges to managing mental or emotional health concerns are one of the top five obstacles to their school work or academic success.

3. Among Asian and international students, difficulty speaking up in class and concern that they will be negatively judged by other students are two of the most commonly identified obstacles to their school work or academic success.

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Gender

Men

Obstacle	Percentage
Difficulty with math assignments	17%
Difficulty doing my best on tests	16%
Concern that I will be judged negatively by other students.	12%
Challenges managing mental or emotional health concerns	12%
Difficulty speaking up in class	11%

Women

Obstacle	Percentage
Difficulty doing my best on tests	19%
Challenges managing mental or emotional health concerns	18%
Difficulty with math assignments	17%
Difficulty speaking up in class	13%
Job responsibilities	13%

Trans or Non-Binary Gender Identified*

Obstacle	Percentage
Challenges managing mental or emotional health concerns	56%
Concern that others will think I don't belong here	38%
Concern that I will be judged negatively by other students.	27%
Difficulty doing my best on tests	23%
Concern that I will be judged negatively by my instructor.	22%

Key Findings

1. More than 50% of trans* or non-binary gender identified students identify challenging managing mental or emotional health concerns as an obstacle to school work and academic success, and more than one-quarter identify concern that others will think that they don't belong at the University (38%), and that they will be negatively judged by other students (27%) as obstacles.

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Sexual Orientation

Heterosexual

Obstacle	%
Difficulty doing my best on tests	19%
Difficulty with math assignments	17%
Challenges managing mental or emotional health concerns	14%
Difficulty speaking up in class	12%
Concern that I will be judged negatively by other students.	12%

LGBQ

Obstacle	%
Challenges managing mental or emotional health concerns	36%
Difficulty doing my best on tests	19%
Concern that I will be judged negatively by other students.	18%
Job responsibilities	18%
Concern that others will think I don't belong here	17%

Key Findings

1. A higher percentage of LGBQ students identify challenges managing mental or emotional health concerns as an obstacle to their school work or academic success (36%) compared to heterosexual students.

Top 5 Obstacles by Immigrant Status

Non-Immigrant

Obstacle	%
Difficulty doing my best on tests	17%
Difficulty with math assignments	17%
Challenges managing mental or emotional health concerns	17%
Difficulty speaking up in class	12%
Concern that I will be judged negatively by other students.	11%

Immigrant

Obstacle	%
Difficulty doing my best on tests	26%
Difficulty with math assignments	18%
Challenges managing mental or emotional health concerns	18%
Concern that I will be judged negatively by my instructor.	18%
Concern that I will be judged negatively by other students.	18%

Key Findings

1. A higher percentage of immigrant students report that difficulty doing their best on tests is an obstacle to their school work or academic success (26%) compared to non-immigrant students (17%). Immigrant students also identify concern that they will be negatively judged by their instructor as an obstacle to their school work or academic success (18%).

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Social Class
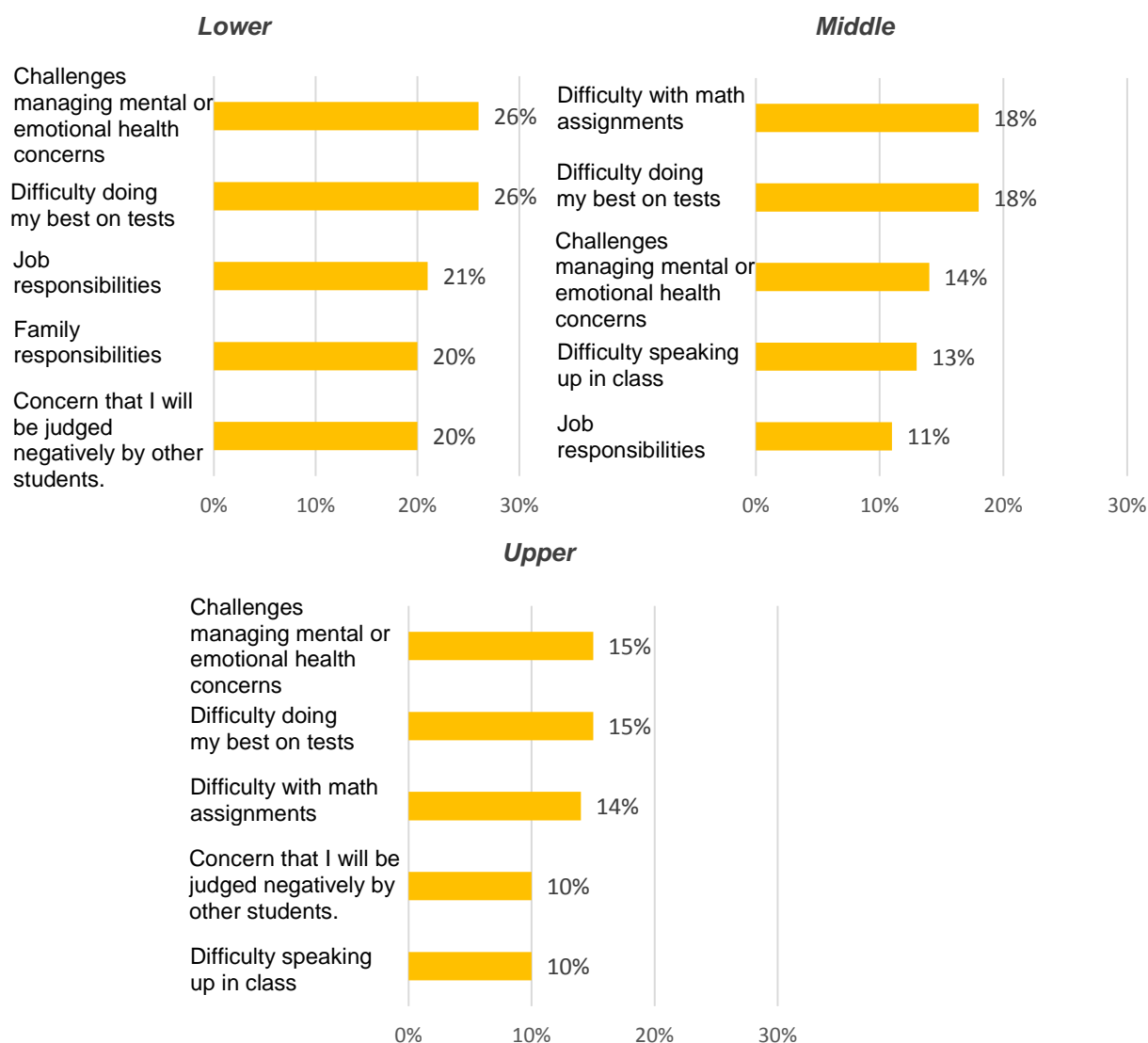
Lower

Obstacle	Percentage
Challenges managing mental or emotional health concerns	26%
Difficulty doing my best on tests	26%
Job responsibilities	21%
Family responsibilities	20%
Concern that I will be judged negatively by other students.	20%

Middle

Obstacle	Percentage
Difficulty with math assignments	18%
Difficulty doing my best on tests	18%
Challenges managing mental or emotional health concerns	14%
Difficulty speaking up in class	13%
Job responsibilities	11%

Upper

Obstacle	Percentage
Challenges managing mental or emotional health concerns	15%
Difficulty doing my best on tests	15%
Difficulty with math assignments	14%
Concern that I will be judged negatively by other students.	10%
Difficulty speaking up in class	10%

Key Findings

1. A higher percentage of students from lower class backgrounds identify challenges managing mental or emotional health concerns, difficulty doing their best on tests, job responsibilities, family responsibilities, and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to students from middle or upper class backgrounds.

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Parent Education

No College (First-Gen)

Obstacle	Percentage
Difficulty doing my best on tests	26%
Family responsibilities	22%
Challenges managing mental or emotional health concerns	21%
Job responsibilities	19%
Difficulty with math assignments	18%

Some College

Obstacle	Percentage
Difficulty doing my best on tests	19%
Challenges managing mental or emotional health concerns	18%
Difficulty with math assignments	17%
Difficulty speaking up in class	15%
Job responsibilities	15%

4-Year Degree

Obstacle	Percentage
Difficulty doing my best on tests	18%
Difficulty with math assignments	17%
Challenges managing mental or emotional health concerns	16%
Difficulty speaking up in class	13%
Concern that I will be judged negatively by other students.	12%

Advanced Degree

Obstacle	Percentage
Challenges managing mental or emotional health concerns	17%
Difficulty with math assignments	17%
Difficulty doing my best on tests	17%
Concern that I will be judged negatively by other students.	11%
Difficulty speaking up in class	10%

Key Findings

1. A higher percentage of first-generation college students identify difficulty doing their best on tests, family responsibilities, challenging managing mental or emotional health concerns, and job responsibilities as obstacles to their school work or academic success compared to students whose parents have higher levels of education.

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Disability Status
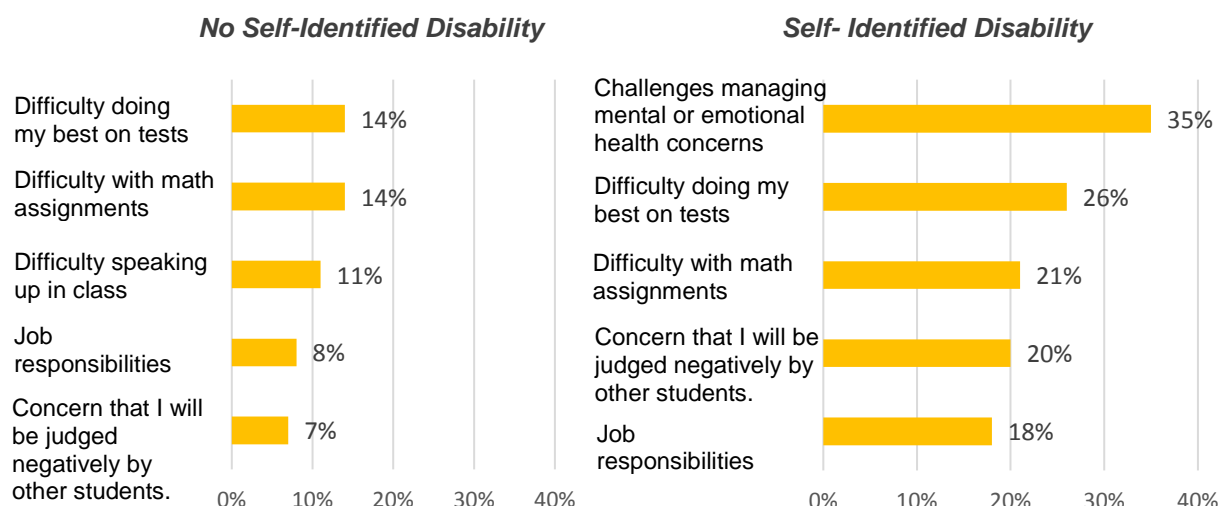
No Self-Identified Disability

Obstacle	Percentage
Difficulty doing my best on tests	14%
Difficulty with math assignments	14%
Difficulty speaking up in class	11%
Job responsibilities	8%
Concern that I will be judged negatively by other students.	7%

Self- Identified Disability

Obstacle	Percentage
Challenges managing mental or emotional health concerns	35%
Difficulty doing my best on tests	26%
Difficulty with math assignments	21%
Concern that I will be judged negatively by other students.	20%
Job responsibilities	18%

Key Findings

1. A higher percentage of students with a self-identified disability identify challenges managing mental and emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, and concerns that they will be negatively judged by other students as obstacles to their school work or academic success compared to students without a self-identified disability.

Top 5 Obstacles by Veteran Status
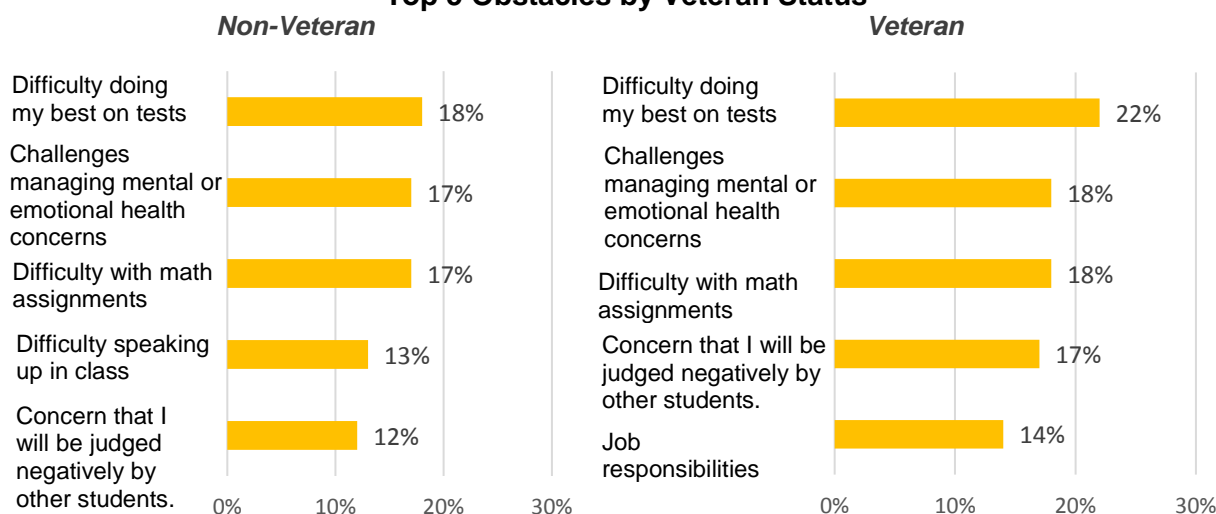
Non-Veteran

Obstacle	Percentage
Difficulty doing my best on tests	18%
Challenges managing mental or emotional health concerns	17%
Difficulty with math assignments	17%
Difficulty speaking up in class	13%
Concern that I will be judged negatively by other students.	12%

Veteran

Obstacle	Percentage
Difficulty doing my best on tests	22%
Challenges managing mental or emotional health concerns	18%
Difficulty with math assignments	18%
Concern that I will be judged negatively by other students.	17%
Job responsibilities	14%

Key Findings

1. A higher percentage of veteran students identify difficulty doing their best on tests and concern that they will be negatively judged by other students as obstacles to their school work or academic success compared to non-veteran students.

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Political Orientation

Liberal

Obstacle	Percentage
Challenges managing mental or emotional health concerns	21%
Difficulty doing my best on tests	18%
Difficulty with math assignments	16%
Concern that I will be judged negatively by other students.	14%
Difficulty speaking up in class	13%

Moderate

Obstacle	Percentage
Difficulty doing my best on tests	19%
Difficulty with math assignments	16%
Difficulty speaking up in class	14%
Challenges managing mental or emotional health concerns	12%
Concern that I will be judged negatively by other students.	11%

Conservative

Obstacle	Percentage
Difficulty doing my best on tests	19%
Difficulty with math assignments	18%
Concern that I will be judged negatively by other students.	11%
Challenges managing mental or emotional health concerns	11%
Difficulty speaking up in class	11%

Key Findings

1. Challenges managing mental or emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, difficulty speaking up in class, and concern that they will be negatively judged by other students are the most commonly identified obstacles to school work or academic success for politically liberal, moderate, and conservative students.

During this academic year, how often have each of the following been obstacles to your school work or academic success?

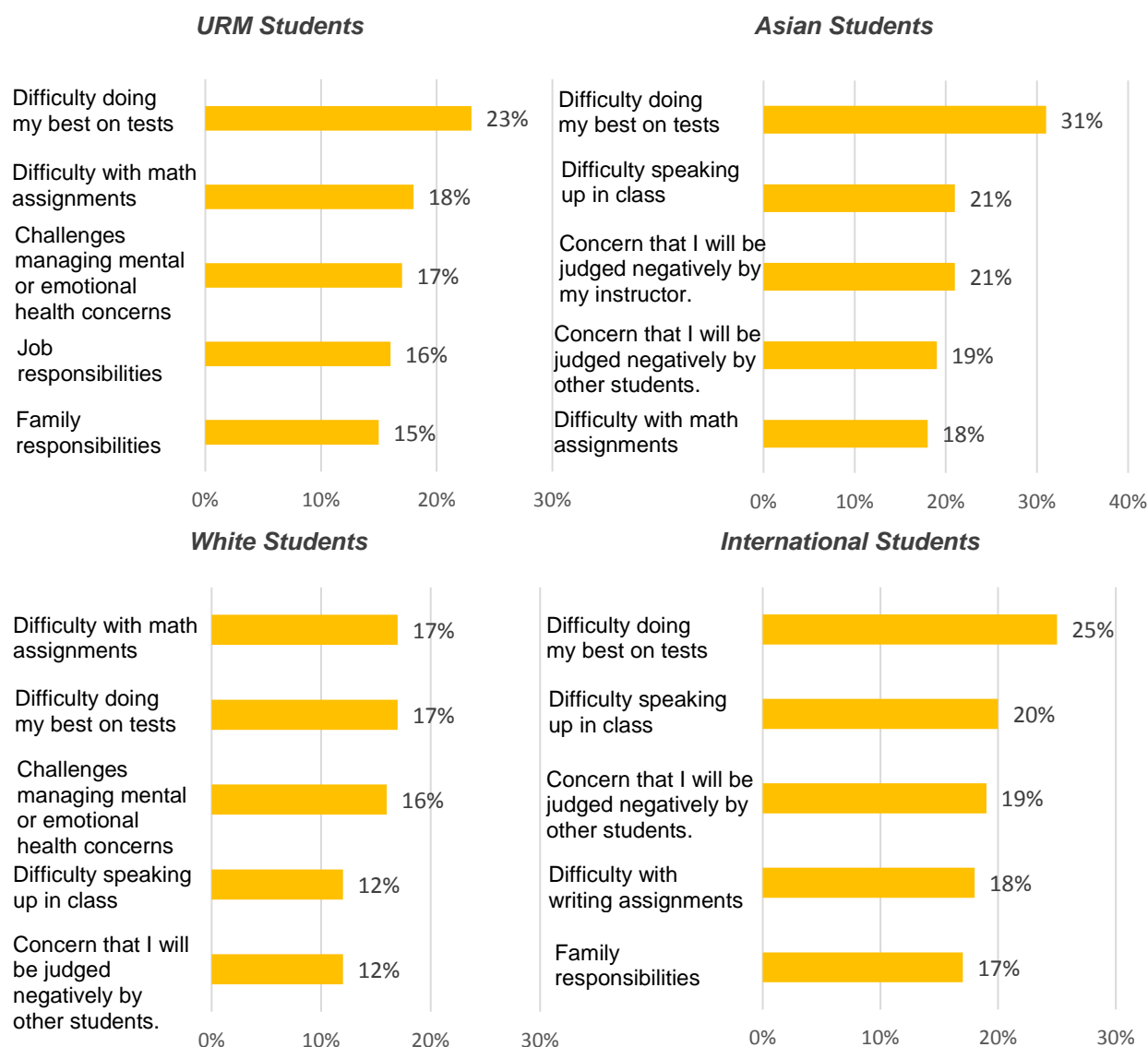## Top 5 Obstacles by Religion
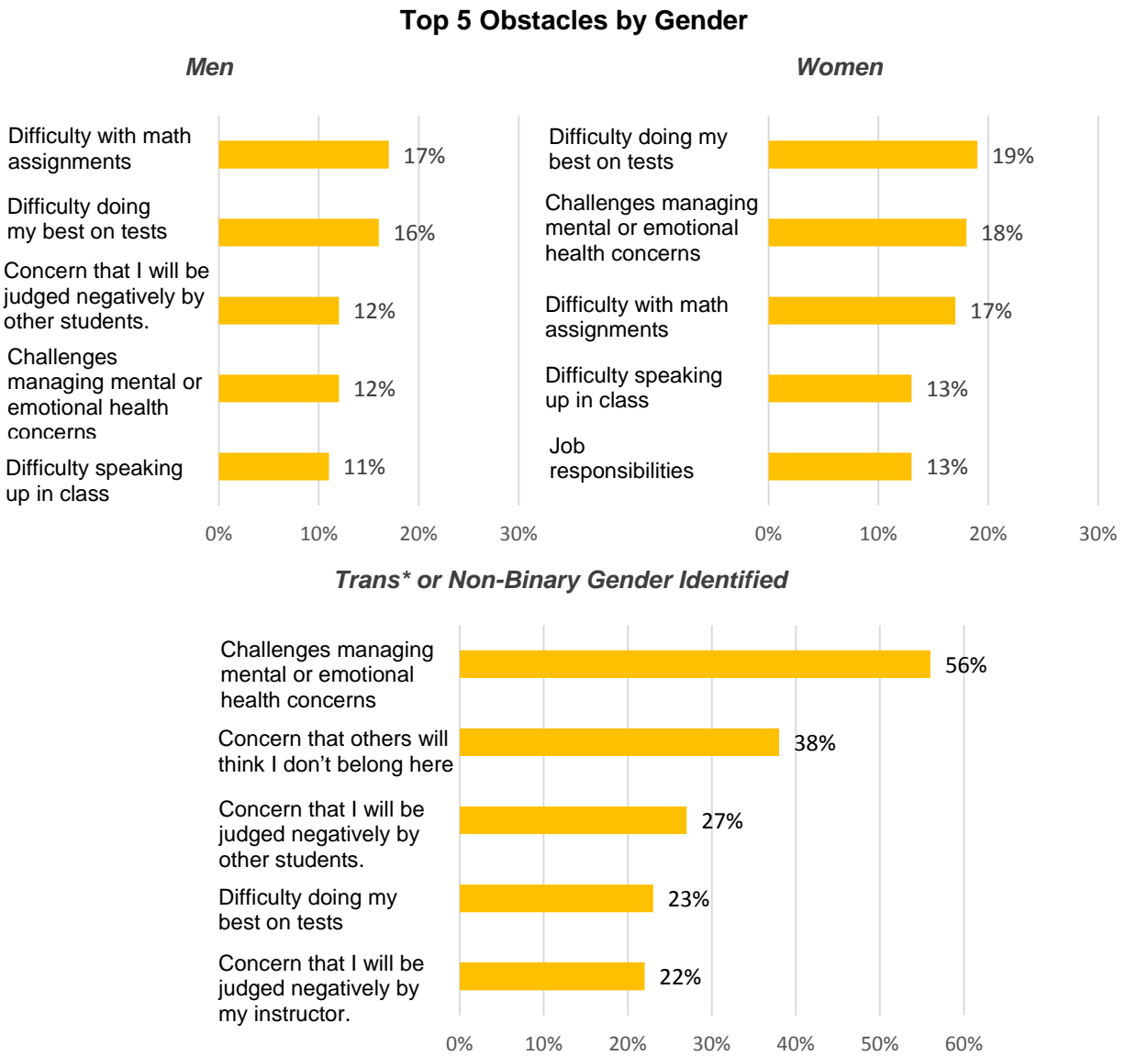
Non-Religious

Obstacle	Percentage
Challenges managing mental or emotional health concerns	22%
Difficulty doing my best on tests	21%
Difficulty with math assignments	16%
Concern that I will be judged negatively by other students.	15%
Difficulty speaking up in class	15%

Christian

Obstacle	Percentage
Difficulty with math assignments	18%
Difficulty doing my best on tests	17%
Challenges managing mental or emotional health concerns	13%
Difficulty speaking up in class	11%
Concern that I will be judged negatively by other students.	10%

Non-Christian

Obstacle	Percentage
Challenges managing mental or emotional health concerns	21%
Difficulty doing my best on tests	20%
Difficulty with math assignments	17%
Concern that I will be judged negatively by other students.	16%
Concern that I will be judged negatively by my instructor.	15%

Key Findings

1. Challenges managing mental or emotional health concerns, difficulty doing their best on tests, difficulty with math assignments, and concern that they will be negatively judged by other students are the most commonly identified obstacles to school work or academic success for students with different religious affiliations.

During this academic year, how often have each of the following been obstacles to your school work or academic success?

Top 5 Obstacles by Athlete Status
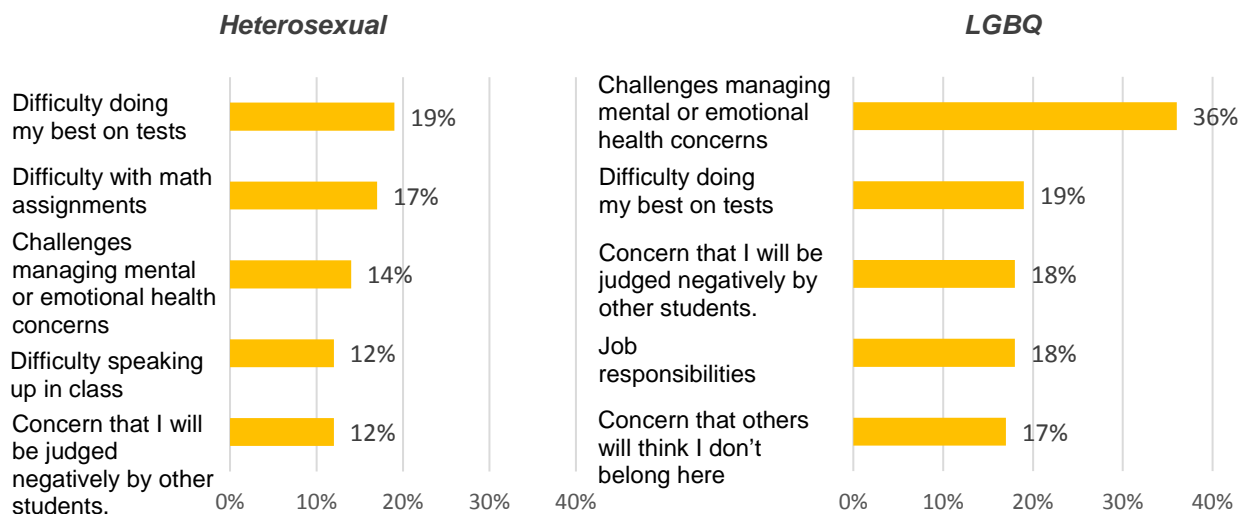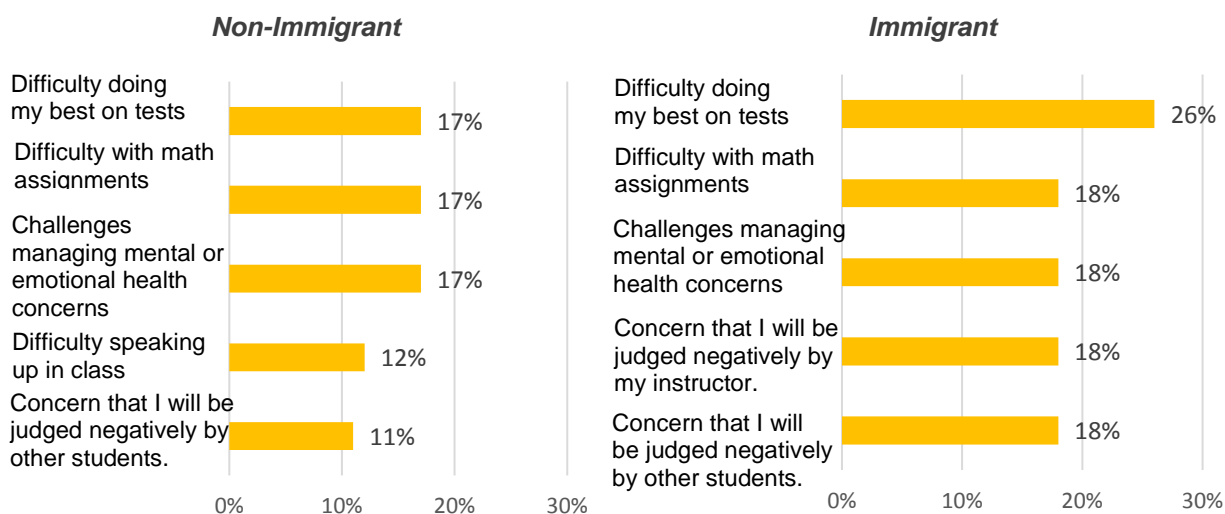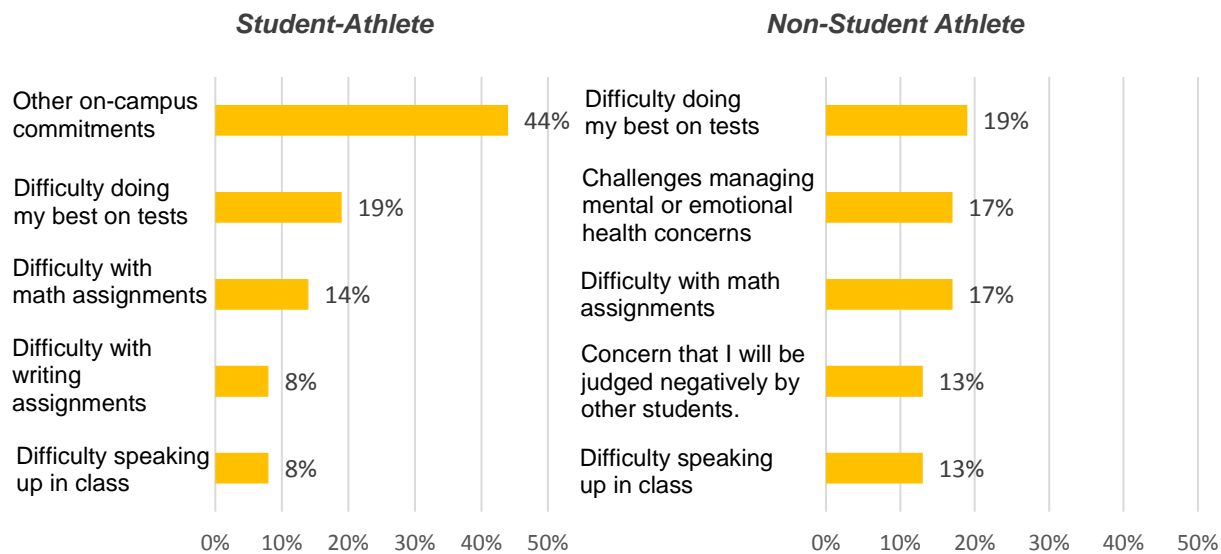
Student-Athlete   *Non-Student Athlete*

Student-Athlete		Non-Student Athlete	
Other on-campus commitments	44%	Difficulty doing my best on tests	19%
Difficulty doing my best on tests	19%	Challenges managing mental or emotional health concerns	17%
Difficulty with math assignments	14%	Difficulty with math assignments	17%
Difficulty with writing assignments	8%	Concern that I will be judged negatively by other students.	13%
Difficulty speaking up in class	8%	Difficulty speaking up in class	13%

0% 10% 20% 30% 40% 50%   0% 10% 20% 30% 40% 50%

Key Findings

1. A higher percentage of student-athletes identify other on-campus commitments as an obstacle to their school work or academic success compared to non-student-athletes.

Financial Concerns
How frequently have you engaged in the following behaviors in the past year?

16% Of undergraduate students respondents report they often skip or cut the size of meals because there wasn't enough money for food.	**61%** Of undergraduate students respondents report they often cut down on personal and recreational spending.	**53%** Of undergraduate students respondents report they often are worried about their debt and financial circumstances.

Key Findings

1. A higher percentage of first-generation students report that they somewhat often, often, or very often skip or cut the size of meals, cut down on personal and recreational spending, and are worried about their debt and financial circumstances compared to students with parents with higher levels of education.

2. A higher percentage of URM students report that they somewhat often, often, or very often skip or cut the size of meals and are worried about their debt and financial circumstances compared to white students.

3. A higher percentage of LGBQ students report that they somewhat often, often, or very often skip or cut the size of meals, cut down on personal and recreational spending, and are worried about their debt and financial circumstances compared to heterosexual students.

Worried Debt Parent Education Differences
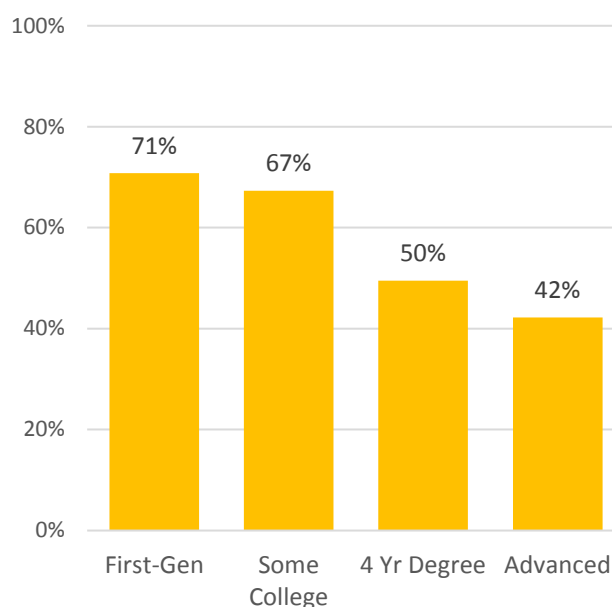
Worried Debt Race/Ethnicity Differences

Which of the following have you done this current academic year to meet college expenses?

Activity	%
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Applied for financial aid, scholarships, and/or grants	85%
Took more courses per term	47%
Worked before but increased the number of hours worked	46%
Took a community college course because it was cheaper	43%
Took action to graduate more quickly	38%
Did not retake a class to improve grade	34%
Increased my annual student loan amount	30%
Took a job for the first time at college	25%
Asked financial aid office to reevaluate my application	20%
Increased the debt I carry on my credit card	17%
Other	7%
Took a leave of absence or a quarter/semester off	5%

% Yes (Doing now or have done)

Key Findings

1. When asked whether or not they have engaged in several different activities to meet college expenses, the most commonly reported are: they bought fewer books, bought cheaper/used books, or read books on reserve (88%); applied for financial aid, scholarships, and/or grants (85%); took more courses per term (47%); increased the number of hours worked (46%); and took a community college course because it was cheaper (43%).

Which of the following have you done this current academic year to meet college expenses?

Top 5 Concerns by Race/Ethnicity

URM Students

Concern	Percentage
Applied for financial aid, scholarships, and/or grants	93%
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Worked before but increased the number of hours worked	47%
Took more courses per term	44%
Took a community college course because it was cheaper	40%

Asian Students

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	86%
Applied for financial aid, scholarships, and/or grants	79%
Took more courses per term	50%
Worked before but increased the number of hours worked	41%
Took action to graduate more quickly	41%

White Students

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	89%
Applied for financial aid, scholarships, and/or grants	86%
Took more courses per term	47%
Worked before but increased the number of hours worked	46%
Took a community college course because it was cheaper	45%

International Students

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	74%
Took action to graduate more quickly	46%
Took more courses per term	45%
Applied for financial aid, scholarships, and/or grants	38%
Took a job for the first time at college	38%

Key Findings

1. Among URM, Asian, and white students the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve.

2. Among international and Asian students, taking more courses per term and taking action to graduate more quickly are among the top five most commonly identified actions taken to meet college expenses.

Which of the following have you done this current academic year to meet college expenses?

Top 5 Concerns by Gender

Men

Category	Value
Bought fewer books, bought cheaper/used books, read books on reserve	84%
Applied for financial aid, scholarships, and/or grants	81%
Took more courses per term	44%
Worked before but increased the number of hours worked	41%
Took a community college course because it was cheaper	40%

Women

Category	Value
Bought fewer books, bought cheaper/used books, read books on reserve	89%
Applied for financial aid, scholarships, and/or grants	87%
Took more courses per term	48%
Worked before but increased the number of hours worked	47%
Took a community college course because it was cheaper	44%

Trans or Non-Binary Gender Identified*

Category	Value
Bought fewer books, bought cheaper/used books, read books on reserve	100%
Applied for financial aid, scholarships, and/or grants	89%
Worked before but increased the number of hours worked	56%
Took more courses per term	44%
Did not retake a class to improve grade	44%

Key Findings

1. Among men, women, and trans* or non-binary gender identified students, the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve.

Which of the following have you done this current academic year to meet college expenses?

Top 5 Concerns by Sexual Orientation

Heterosexual

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	87%
Applied for financial aid, scholarships, and/or grants	85%
Took more courses per term	46%
Worked before but increased the number of hours worked	45%
Took a community college course because it was cheaper	44%

LGBQ

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	93%
Applied for financial aid, scholarships, and/or grants	88%
Took more courses per term	53%
Worked before but increased the number of hours worked	49%
Took action to graduate more quickly	41%

Key Findings

1. Among LGBQ and heterosexual students, the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve.

Top 5 Concerns by Immigrant Status

Non-Immigrant

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	89%
Applied for financial aid, scholarships, and/or grants	86%
Took more courses per term	47%
Worked before but increased the number of hours worked	47%
Took a community college course because it was cheaper	45%

Immigrant

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	86%
Applied for financial aid, scholarships, and/or grants	79%
Took more courses per term	46%
Worked before but increased the number of hours worked	40%
Took action to graduate more quickly	37%

Key Findings

1. Among immigrant and non-immigrant students, the two most commonly identified things they have done to meet college expenses were applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve.

Which of the following have you done this current academic year to meet college expenses?

Top 5 Concerns by Social Class

Lower
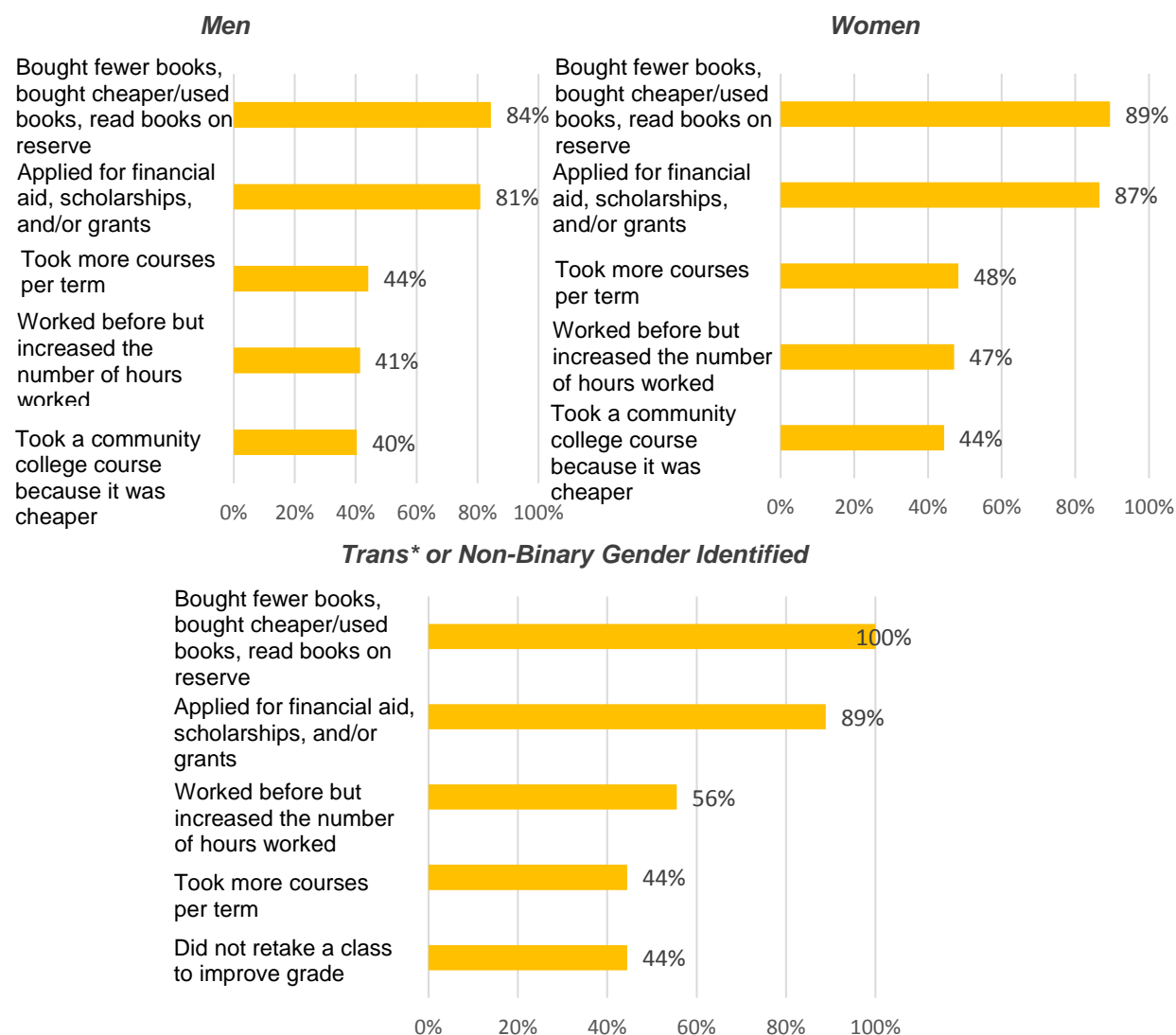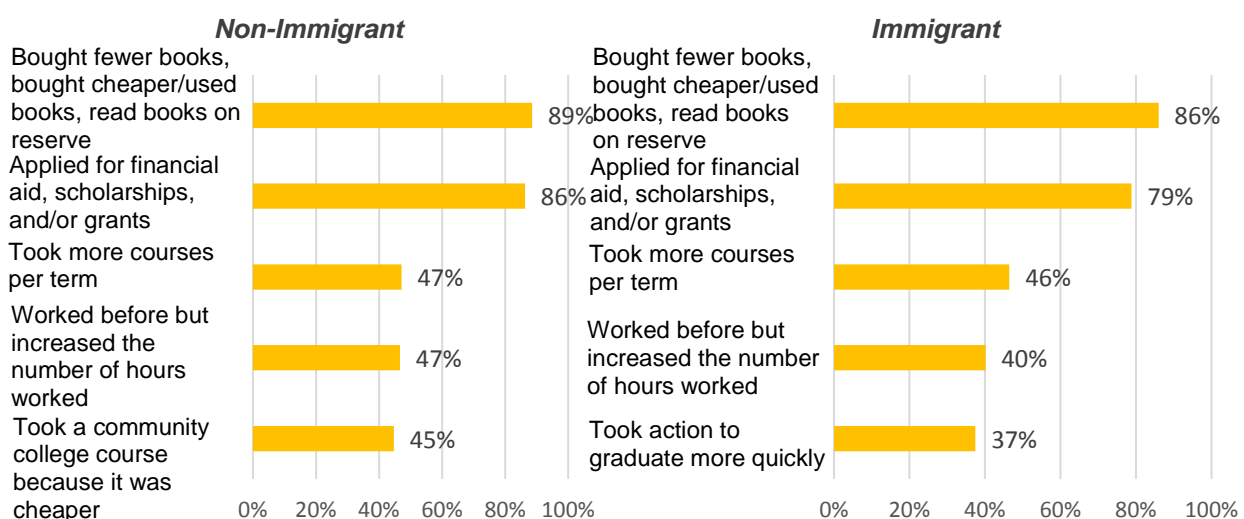
Category	%
Applied for financial aid, scholarships, and/or grants	95%
Bought fewer books, bought cheaper/used books, read books on reserve	94%
Worked before but increased the number of hours worked	61%
Took more courses per term	57%
Took a community college course because it was cheaper	51%

Middle

Category	%
Bought fewer books, bought cheaper/used books, read books on reserve	91%
Applied for financial aid, scholarships, and/or grants	89%
Took more courses per term	48%
Worked before but increased the number of hours worked	47%
Took a community college course because it was cheaper	44%

Upper

Category	%
Bought fewer books, bought cheaper/used books, read books on reserve	80%
Applied for financial aid, scholarships, and/or grants	73%
Took more courses per term	39%
Took a community college course because it was cheaper	36%
Worked before but increased the number of hours worked	31%

Key Findings

1. The most commonly identified things that students did to meet college expenses were similar among students with different social class backgrounds. A higher percentage of students with lower and middle class backgrounds report applying for financial aid, scholarships, and/or grants, and buying fewer books, buying cheaper/used books, or reading books on reserve compared to students from upper class backgrounds.
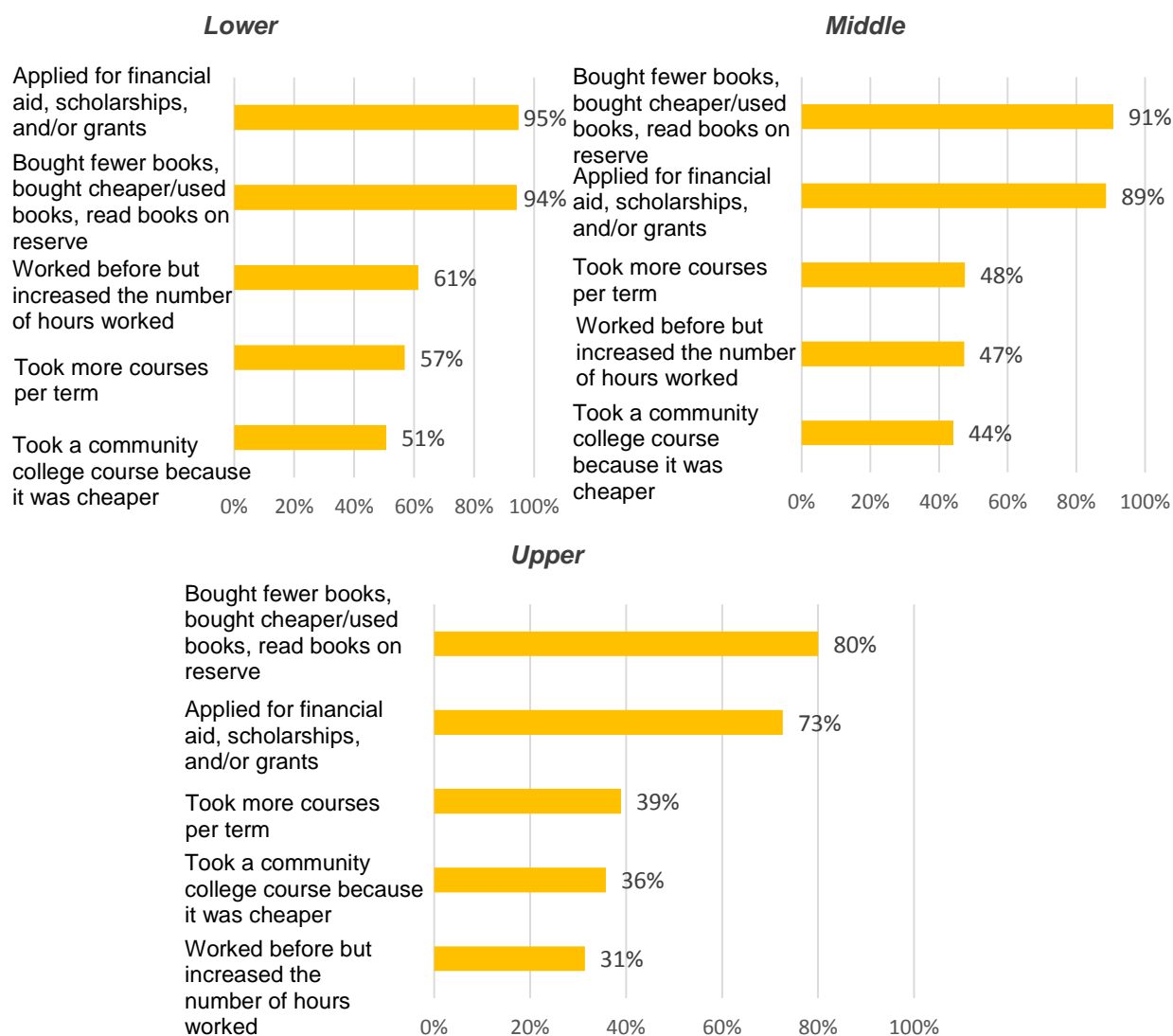
Which of the following have you done this current academic year to meet college expenses?

Top 5 Concerns by Parent Education

No College (First-Gen)

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	91%
Applied for financial aid, scholarships, and/or grants	90%
Worked before but increased the number of hours worked	57%
Took a community college course because it was cheaper	54%
Took more courses per term	51%

Some College

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	90%
Applied for financial aid, scholarships, and/or grants	90%
Worked before but increased the number of hours worked	54%
Took more courses per term	52%
Took a community college course because it was cheaper	49%

4-Year Degree

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	89%
Applied for financial aid, scholarships, and/or grants	84%
Took more courses per term	46%
Worked before but increased the number of hours worked	44%
Took a community college course because it was cheaper	43%

Advanced Degree

Concern	Percentage
Bought fewer books, bought cheaper/used books, read books on reserve	85%
Applied for financial aid, scholarships, and/or grants	82%
Took more courses per term	44%
Worked before but increased the number of hours worked	39%
Took a community college course because it was cheaper	35%

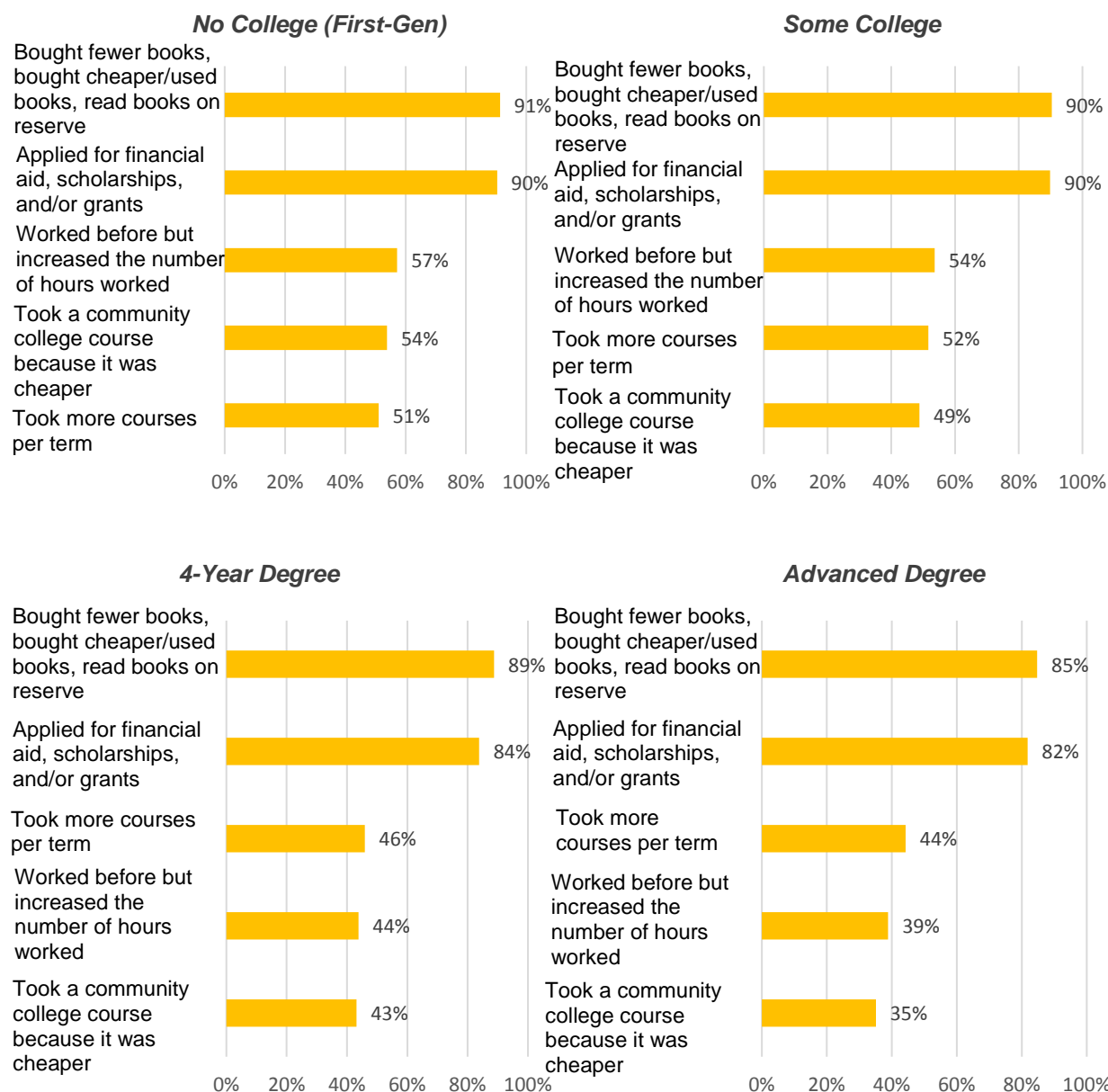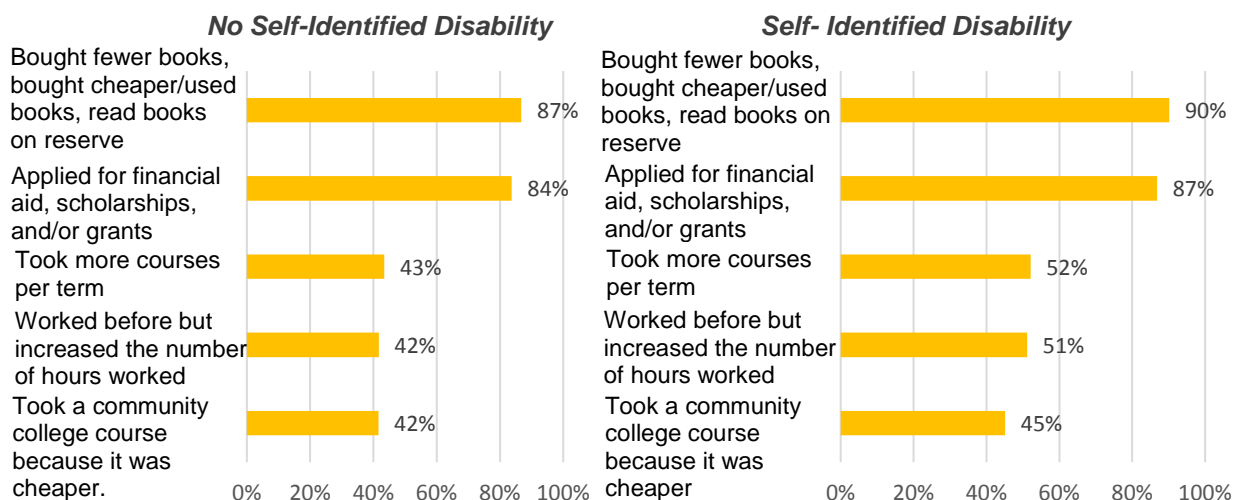**Key Findings**

1. The most commonly identified things that students did to meet college expenses were similar among students with different levels of parental education. A higher percentage of first-generation college students and students with parents with some college report that they increased the number of hours that they work, took a community college course because it was cheaper, or took more courses per term compared to students whose parents have a four-year or advanced degree.

Which of the following have you done this current academic year to meet college expenses?
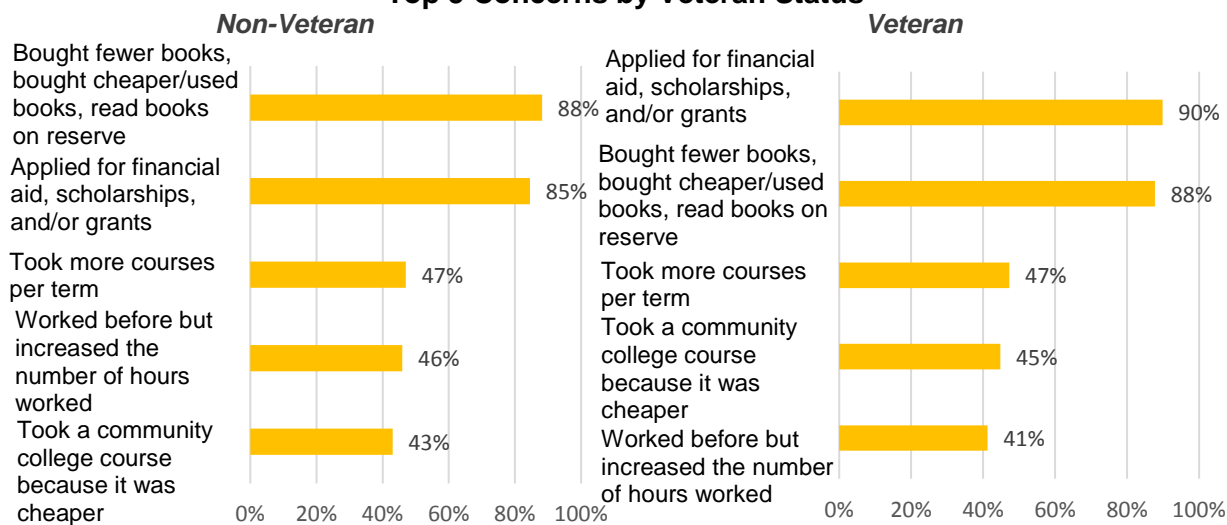
Top 5 Concerns by Disability Status

No Self-Identified Disability

Concern	%
Bought fewer books, bought cheaper/used books, read books on reserve	87%
Applied for financial aid, scholarships, and/or grants	84%
Took more courses per term	43%
Worked before but increased the number of hours worked	42%
Took a community college course because it was cheaper.	42%

Self- Identified Disability

Concern	%
Bought fewer books, bought cheaper/used books, read books on reserve	90%
Applied for financial aid, scholarships, and/or grants	87%
Took more courses per term	52%
Worked before but increased the number of hours worked	51%
Took a community college course because it was cheaper	45%

Key Findings

1. The most commonly identified things that students did to meet college expenses were similar among students with and without a self-identified disability. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.

Top 5 Concerns by Veteran Status

Non-Veteran

Concern	%
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Applied for financial aid, scholarships, and/or grants	85%
Took more courses per term	47%
Worked before but increased the number of hours worked	46%
Took a community college course because it was cheaper	43%

Veteran

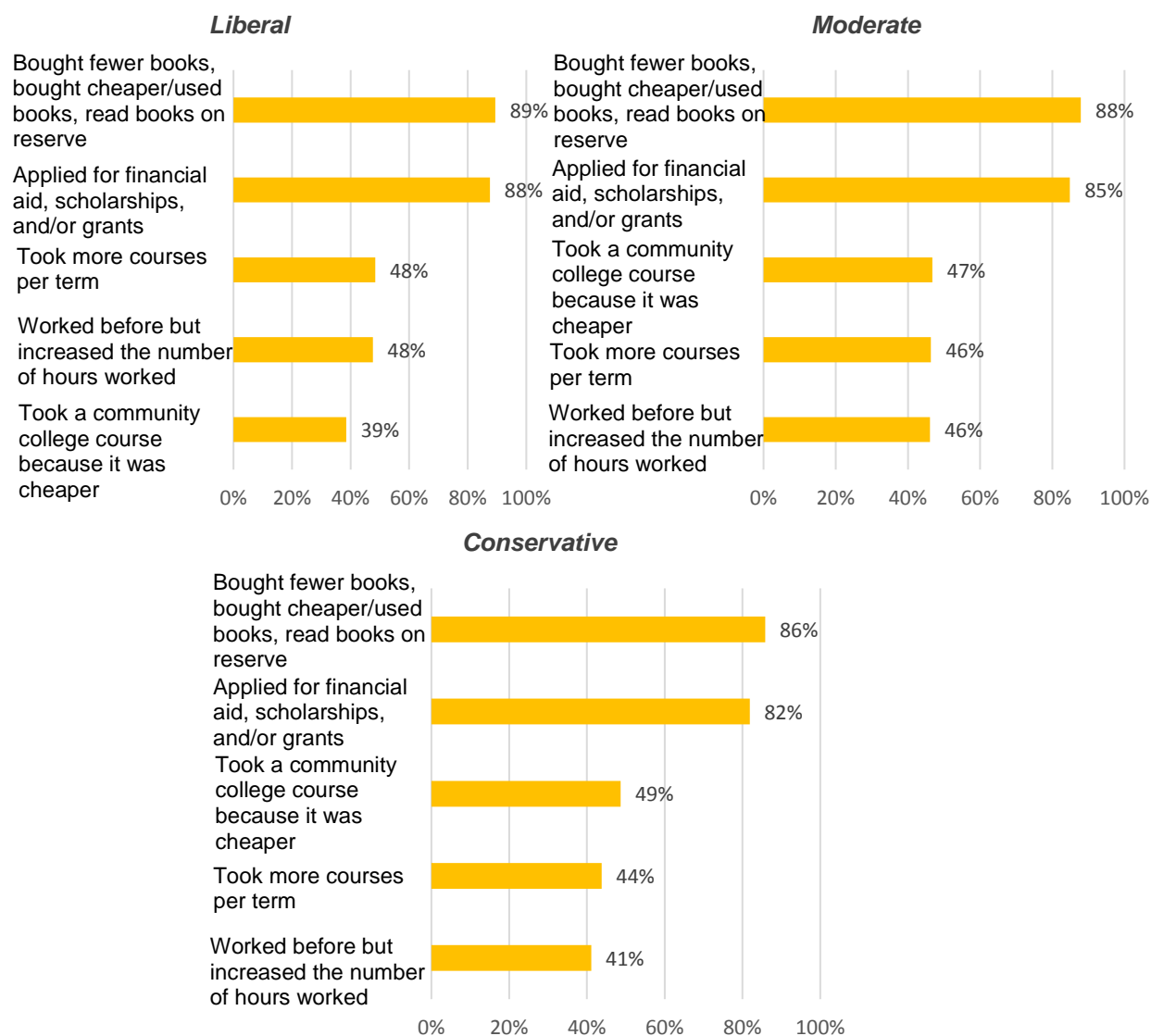| Concern	%
Applied for financial aid, scholarships, and/or grants	90%
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Took more courses per term	47%
Took a community college course because it was cheaper	45%
Worked before but increased the number of hours worked	41%

Key Findings

1. The most commonly identified things that students did to meet college expenses were similar among veteran and non-veteran students. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.

Which of the following have you done this current academic year to meet college expenses?
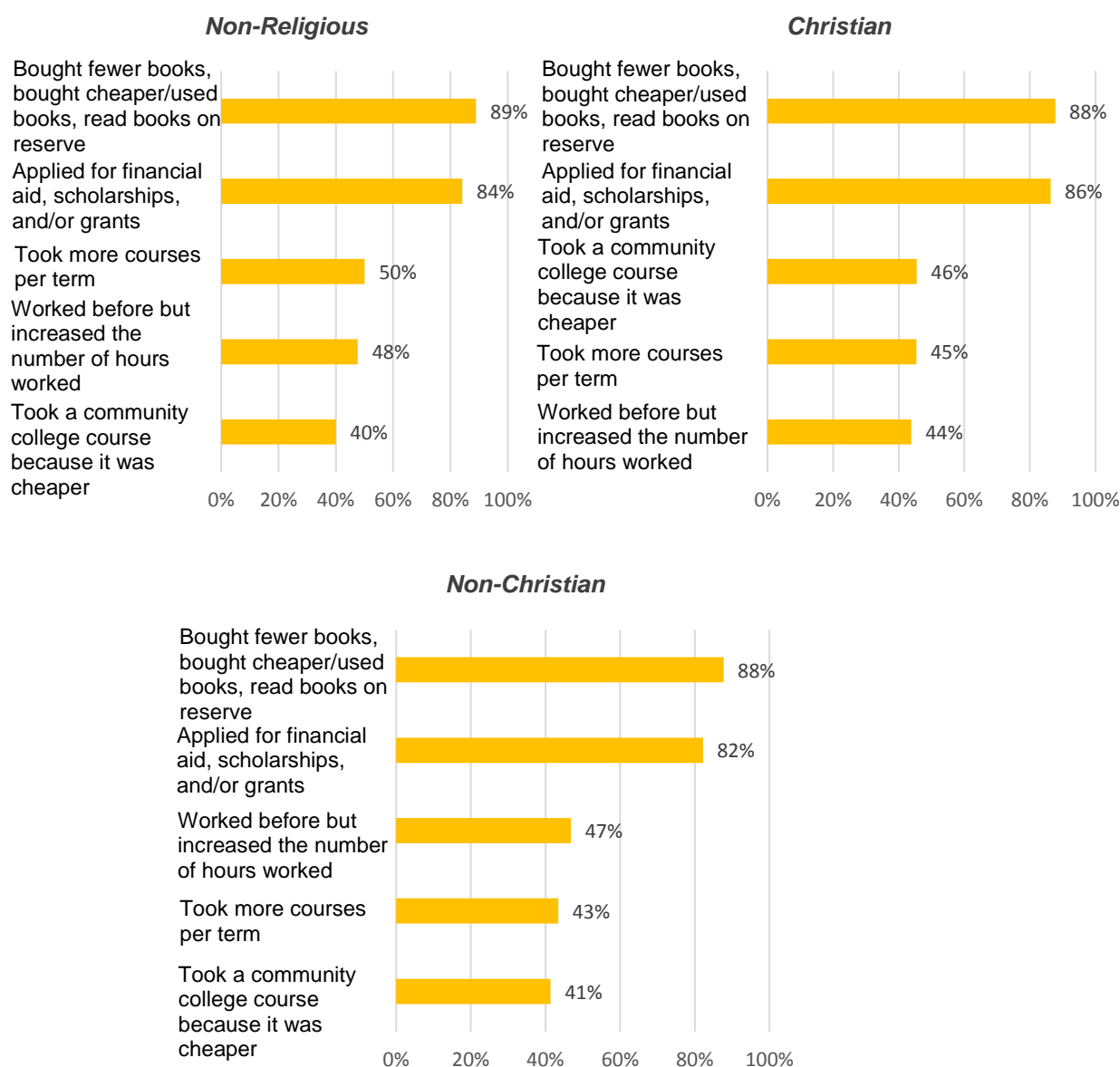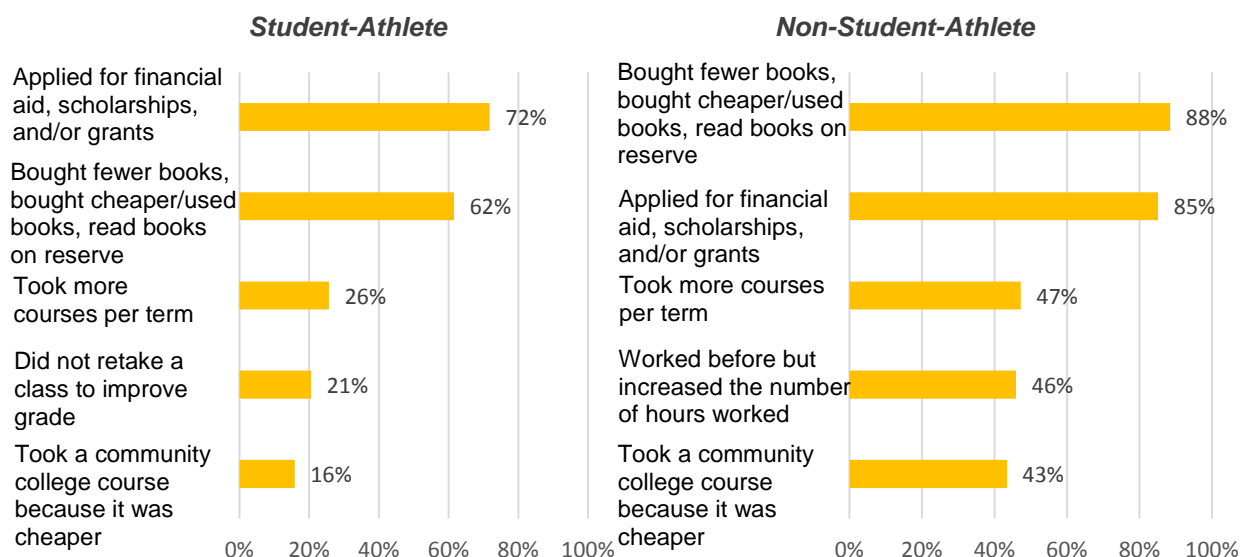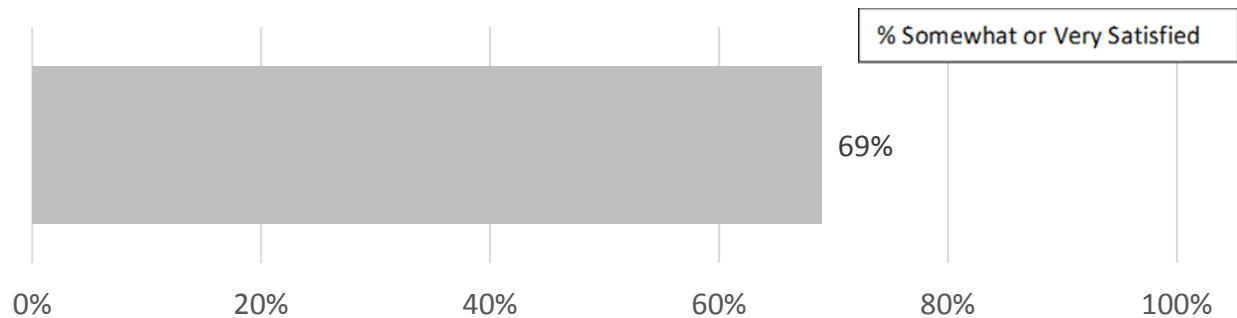
Top 5 Concerns by Political Orientation

Liberal

Category	Percent
Bought fewer books, bought cheaper/used books, read books on reserve	89%
Applied for financial aid, scholarships, and/or grants	88%
Took more courses per term	48%
Worked before but increased the number of hours worked	48%
Took a community college course because it was cheaper	39%

Moderate

Category	Percent
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Applied for financial aid, scholarships, and/or grants	85%
Took a community college course because it was cheaper	47%
Took more courses per term	46%
Worked before but increased the number of hours worked	46%

Conservative

Category	Percent
Bought fewer books, bought cheaper/used books, read books on reserve	86%
Applied for financial aid, scholarships, and/or grants	82%
Took a community college course because it was cheaper	49%
Took more courses per term	44%
Worked before but increased the number of hours worked	41%

Key Findings

1. The most commonly identified things that students did to meet college expenses were similar among students with different political orientations. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.

Which of the following have you done this current academic year to meet college expenses?

Top 5 Concerns by Religion

Non-Religious

Concern	Percent
Bought fewer books, bought cheaper/used books, read books on reserve	89%
Applied for financial aid, scholarships, and/or grants	84%
Took more courses per term	50%
Worked before but increased the number of hours worked	48%
Took a community college course because it was cheaper	40%

Christian

Concern	Percent
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Applied for financial aid, scholarships, and/or grants	86%
Took a community college course because it was cheaper	46%
Took more courses per term	45%
Worked before but increased the number of hours worked	44%

Non-Christian

Concern	Percent
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Applied for financial aid, scholarships, and/or grants	82%
Worked before but increased the number of hours worked	47%
Took more courses per term	43%
Took a community college course because it was cheaper	41%

Key Findings

1. The most commonly identified things that students did to meet college expenses were similar among students with different religious affiliations. The most commonly identified actions taken to meet college expenses were buying fewer books, buying cheaper/used books, or reading books on reserve and applying for financial aid, scholarships, and/or grants.

THE UNIVERSITY OF IOWA

Which of the following have you done this current academic year to meet college expenses?

Top 5 Concerns by Athlete Status

Student-Athlete

Category	Value
Applied for financial aid, scholarships, and/or grants	72%
Bought fewer books, bought cheaper/used books, read books on reserve	62%
Took more courses per term	26%
Did not retake a class to improve grade	21%
Took a community college course because it was cheaper	16%

Non-Student-Athlete

Category	Value
Bought fewer books, bought cheaper/used books, read books on reserve	88%
Applied for financial aid, scholarships, and/or grants	85%
Took more courses per term	47%
Worked before but increased the number of hours worked	46%
Took a community college course because it was cheaper	43%

Key Findings

1. A higher percentage of non-student-athletes report they have bought fewer, cheaper, and used books and books on reserve, applied for financial aid, scholarships, and/or grants, took more courses per term, took a community college course because it was cheaper, and increased the number of hours worked compared to student-athletes.

Climate Perceptions

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?

% Somewhat or Very Satisfied

69%

(bar chart showing overall satisfaction at 69%, axis from 0% to 100%)

Key Findings

1. A lower percentage of URM, Asian, and international students report being satisfied with the overall climate at the University of Iowa (55%, 55%, and 47% respectively) compared to white students (72%).

2. A lower percentage of men and trans* or non-binary gender identified students report being satisfied with the overall climate at the University of Iowa (64% and 62% respectively) compared to women (71%).

3. A lower percentage of immigrant students report being satisfied with the overall climate at the University of Iowa (56%) compared to non-immigrant students (72%).

4. A lower percentage of students with a self-identified disability report being satisfied with the overall climate at the University of Iowa (62%) compared students without a self-identified disability (74%).

Race/Ethnicity Differences

URM	Asian	White	Intl
55%	55%	72%	47%

Parent Education Differences

First-Gen	Some College	4 Yr Degree	Advanced
57%	66%	72%	71%

Overall, I feel comfortable with the climate for diversity and inclusion at the University of Iowa.

% Agree or Strongly Agree

87%   88%

All Undergraduates

2016   2017   2018
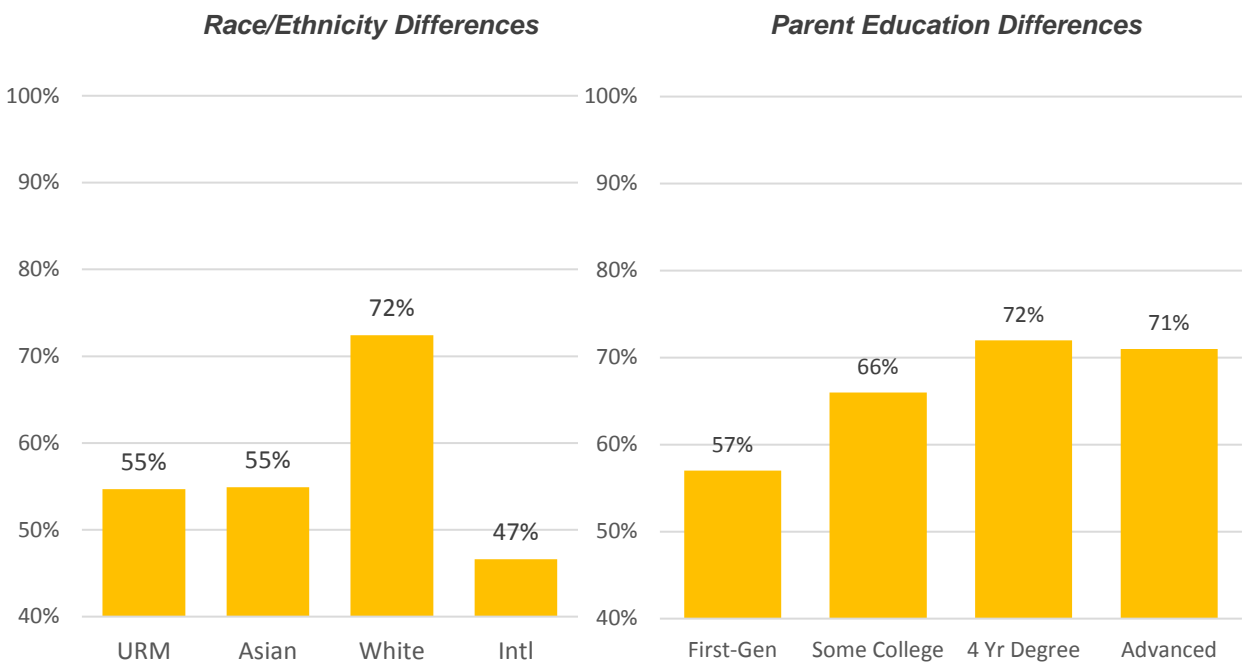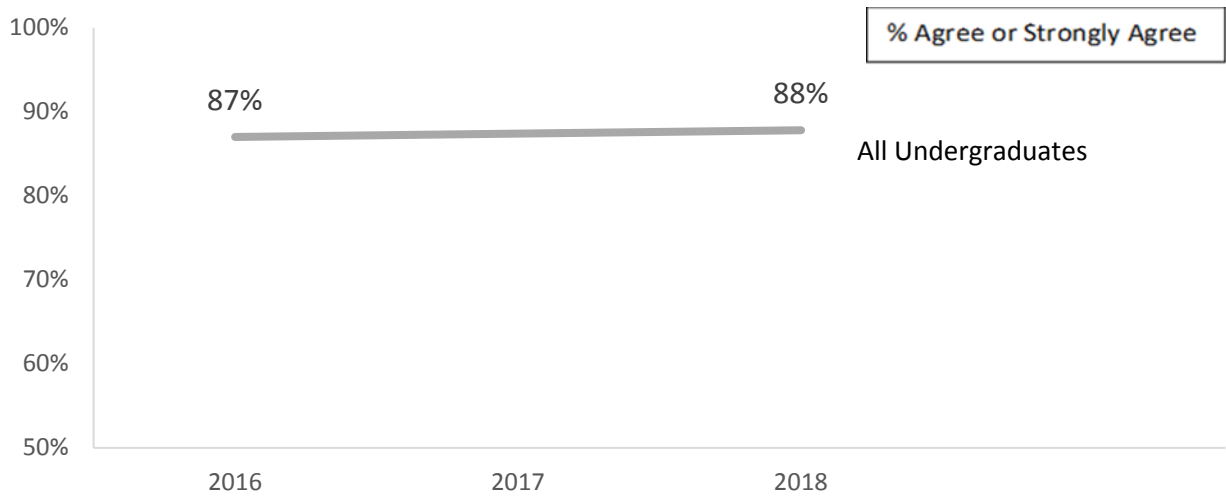
Key Findings

1. A lower percentage of URM, Asian, and international students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (76%, 82%, and 82% respectively) compared to white students (91%).

2. A lower percentage of LGBQ students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (81%) compared to heterosexual students (89%).

3. A lower percentage of immigrant students report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (80%) compared to non-immigrant students (90%).

4. A lower percentage of students from lower social class backgrounds report feeling comfortable with the climate for diversity and inclusion at the University of Iowa (82%) compared students from middle or upper class backgrounds (90 and 89% respectively).

Race/Ethnicity Differences
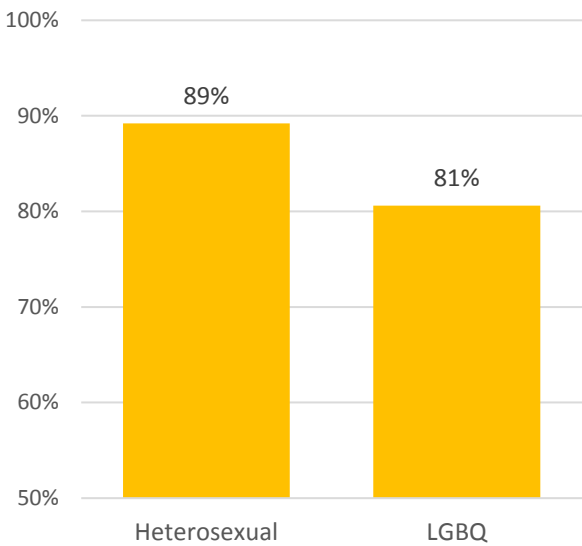
91%

82%   82%

76%

URM   Asian   White   Intl

Sexual Orientation Differences

89%

81%

Heterosexual   LGBQ

Overall, I feel comfortable with the campus climate for diversity and inclusion in my major.

Key Findings

1. A lower percentage of URM students report feeling comfortable with the campus climate for diversity and inclusion in their major (77%) compared to white students (92%).

2. A lower percentage of LGBQ students report feeling comfortable with the campus climate for diversity and inclusion in their major (82%) compared to heterosexual students (91%).

3. A lower percentage of immigrant report feeling comfortable with the campus climate for diversity and inclusion in their major (82%) compared to non-immigrant students (91%).

4. A lower percentage of students with a self-identified disability report feeling comfortable with the campus climate for diversity and inclusion in their major (86%) compared students without a self-identified disability (92%).

Race/Ethnicity Differences

Immigrant Status Differences

Overall, I feel comfortable with the climate for diversity and inclusion in my classes.

% Agree or Strongly Agree

90%

0%   20%   40%   60%   80%   100%
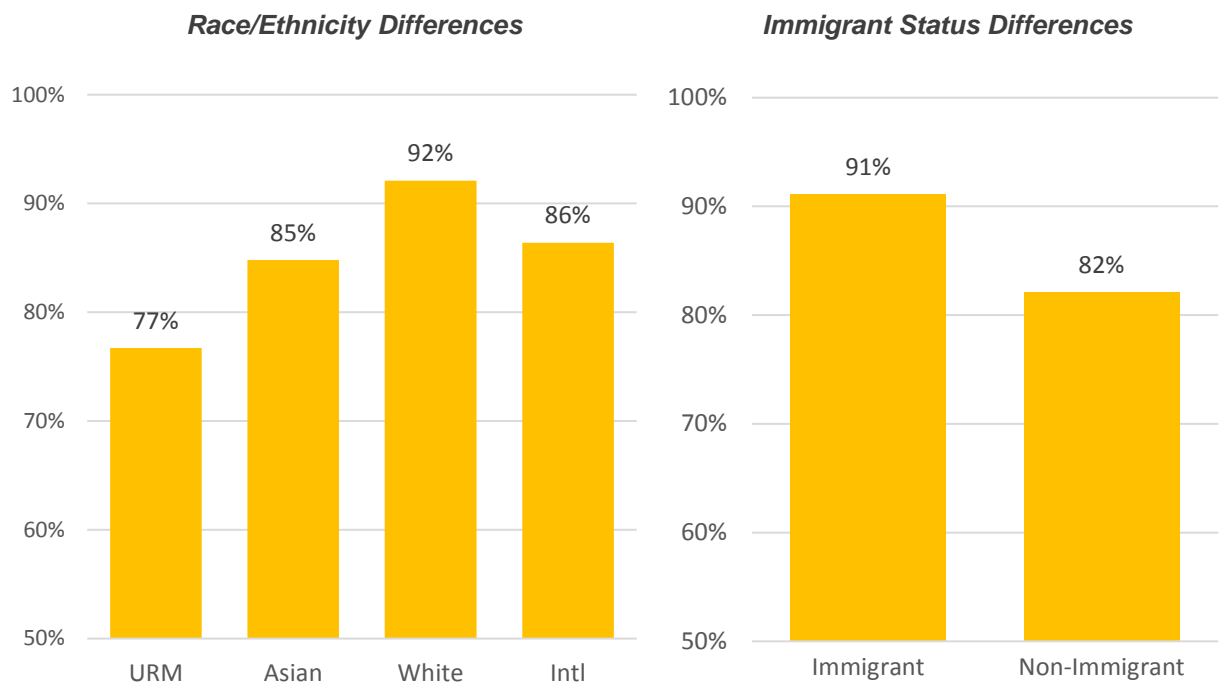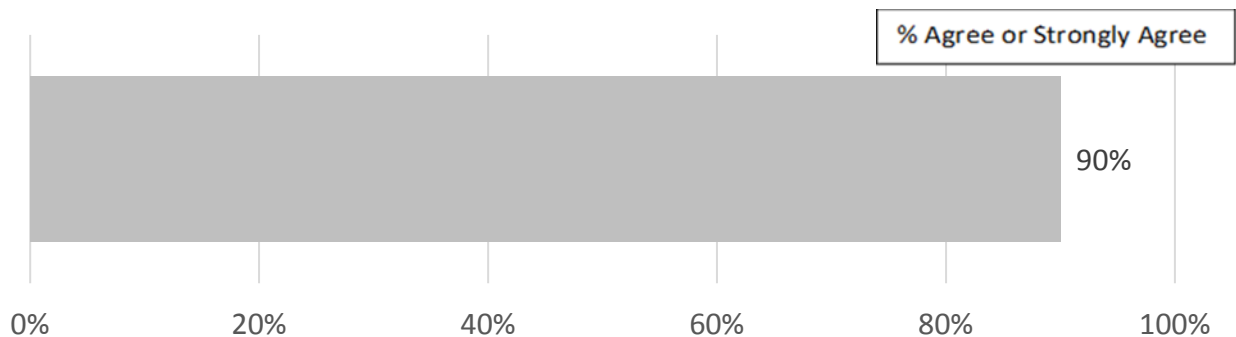
Key Findings

1. A lower percentage of URM students report feeling comfortable with the climate for diversity and inclusion in their classes (76%) compared to Asian, white, and international students (87%, 93%, and 86% respectively).

2. A lower percentage of LGBQ students report feeling comfortable with the climate for diversity and inclusion in their classes (84%) compared to heterosexual students (92%).

3. A lower percentage of immigrant students report feeling comfortable with the climate for diversity and inclusion in their classes (82%) compared to non-immigrant students (92%).

4. A lower percentage of first-generation students report feeling comfortable with the climate for diversity and inclusion in their classes (87%) compared students with parents who have a four-year degree (92%).
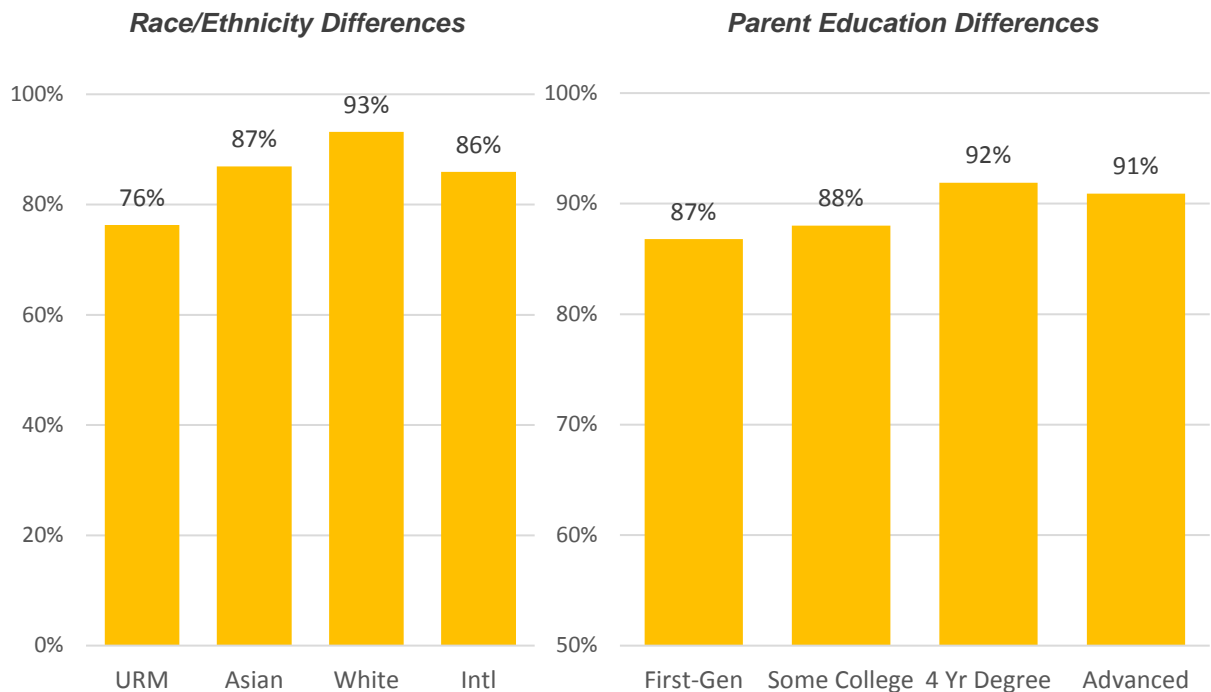
Race/Ethnicity Differences

- URM: 76%
- Asian: 87%
- White: 93%
- Intl: 86%

Parent Education Differences

- First-Gen: 87%
- Some College: 88%
- 4 Yr Degree: 92%
- Advanced: 91%

The University of Iowa is a welcoming campus.

% Agree or Strongly Agree

93%   93%

All Undergraduates

2016   2017   2018
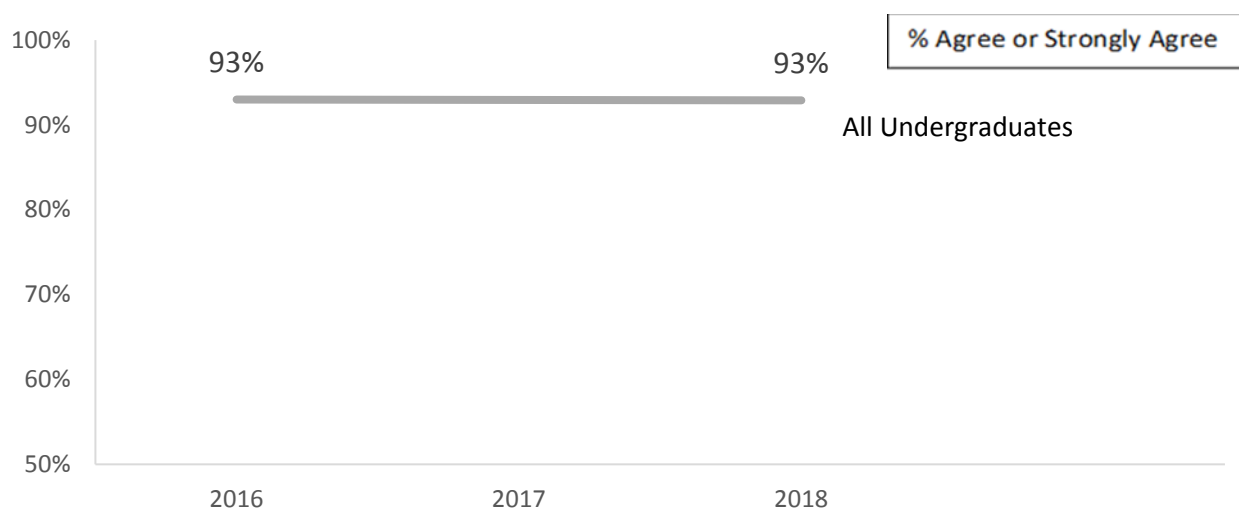
Key Findings

1. A lower percentage of URM and international students report that the University of Iowa is a welcoming campus (90% and 86%, respectively) compared to white students (94%).

2. A lower percentage of LGBQ students report that the University of Iowa is a welcoming campus (88%) compared to heterosexual students (94%).

3. A lower percentage of men report that the University of Iowa is a welcoming campus (91%) compared to women (94%).

4. A lower percentage of students with a self-identified disability report that the University of Iowa is a welcoming campus (90%) compared students without a self-identified disability (95%).

Disability Differences
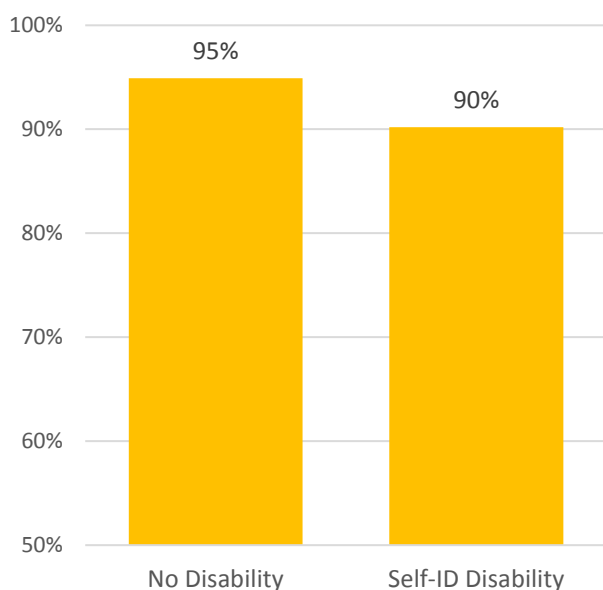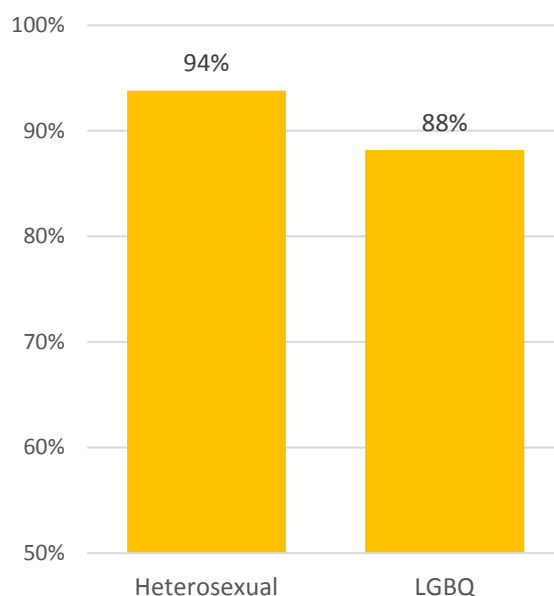
95%   90%

No Disability   Self-ID Disability

Sexual Orientation Differences

94%   88%

Heterosexual   LGBQ

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

% Agree or Strongly Agree

87%

0%   20%   40%   60%   80%   100%
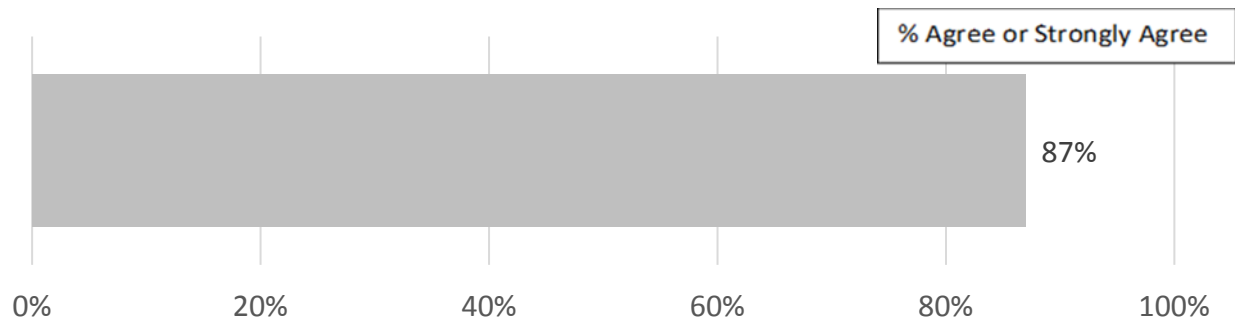
Key Findings

1. A lower percentage of URM students agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (82%) compared to white students (88%).

2. A lower percentage of men report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (81%) compared to women (90%).

3. Politically conservative students are less likely to agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (82%) compared to politically liberal students (90%).

Race/Ethnicity Differences
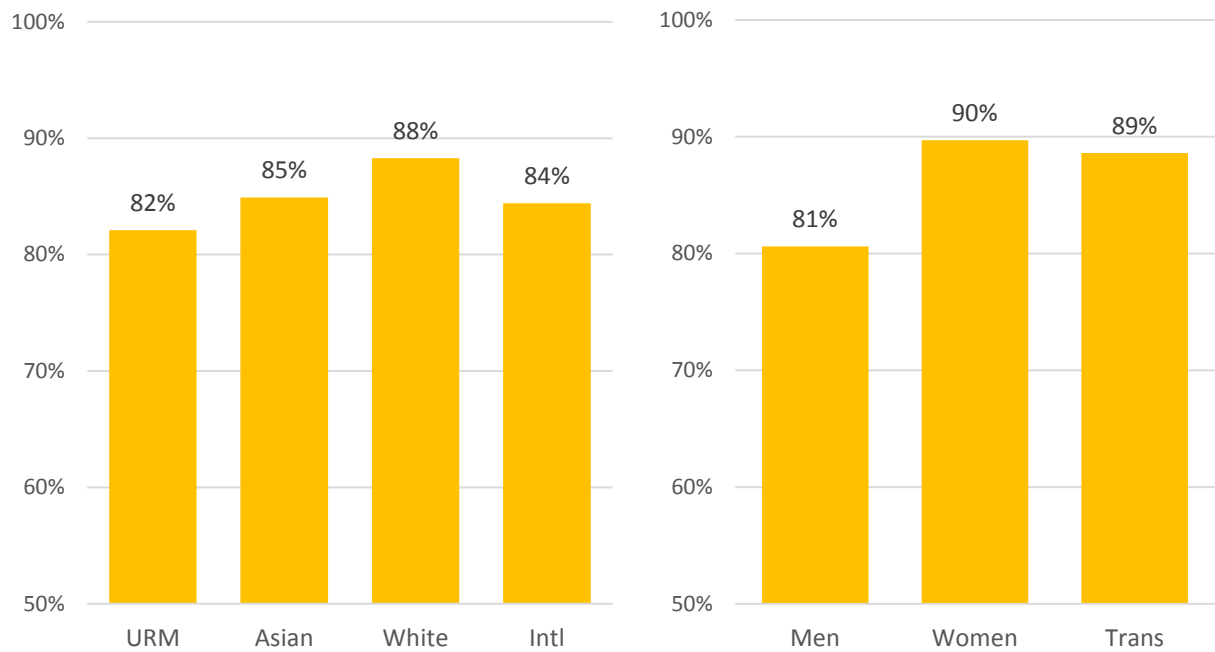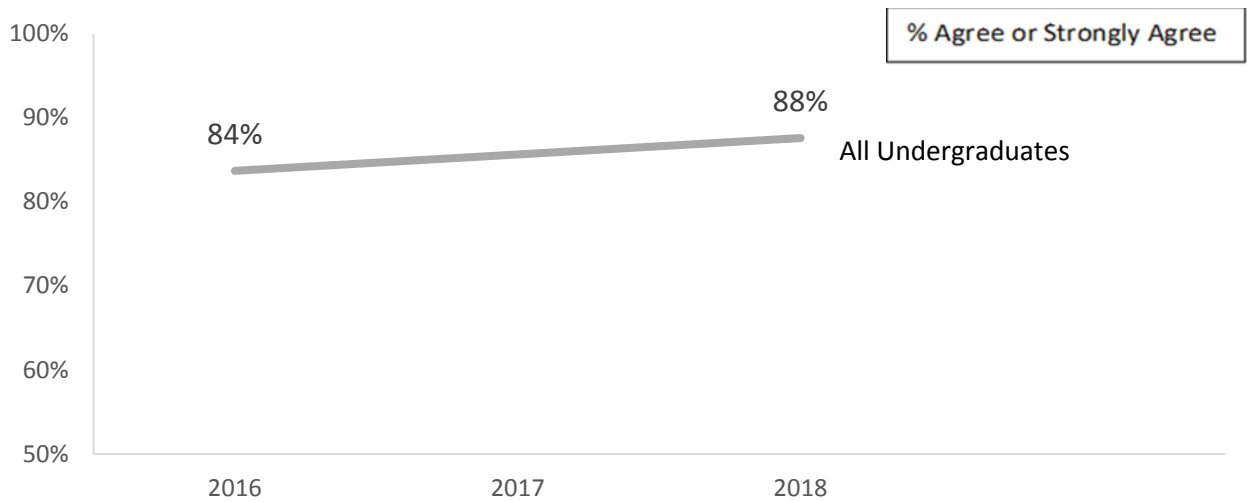
	URM	Asian	White	Intl
	82%	85%	88%	84%

Gender Differences

	Men	Women	Trans
	81%	90%	89%

This campus values students' opinions.

% Agree or Strongly Agree

84%   88%   All Undergraduates

2016   2017   2018

Key Findings

1. A lower percentage of men report that this campus values students' opinions (80%) compared to women (91%).

2. A lower percentage of LGBQ students report that this campus values students' opinions (84%) compared to heterosexual students (88%).

3. A lower percentage of students from lower social class backgrounds report that this campus values students' opinions (84%) compared to students from middle or upper class backgrounds (89% and 89% respectively).

4. A lower percentage of students with a self-identified disability report that the University of Iowa is a welcoming campus (84%) compared students who do not have a self-identified disability (90%).

Gender Differences
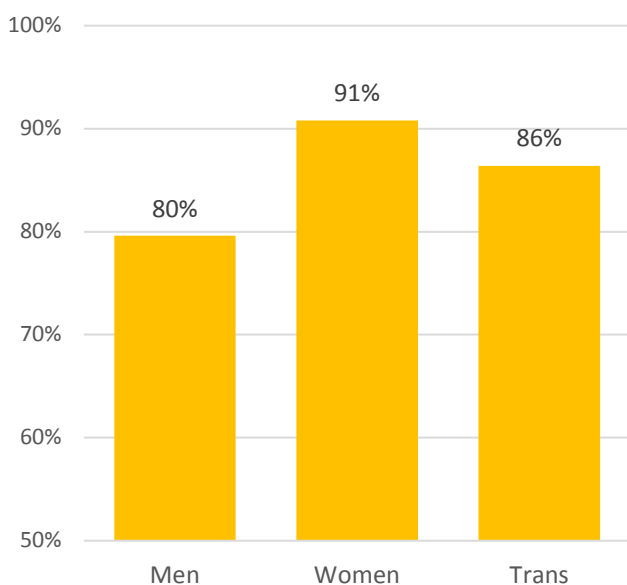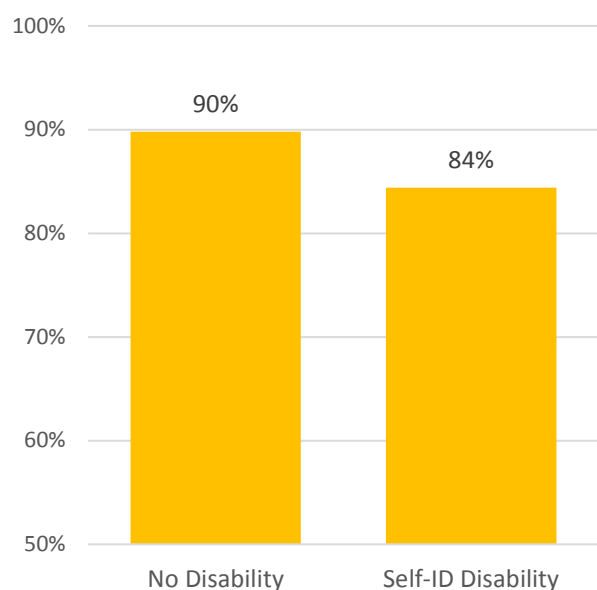
80% Men
91% Women
86% Trans

Disability Status Differences

90% No Disability
84% Self-ID Disability

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are:

- Individuals with disabilities
- Lesbian, gay, bisexual, transgender, or queer (LGBTQ) individuals
- Underrepresented U.S. racial/ethnic minority (URM)
- Immigrants or non-U.S. citizens
- Women
- Men
- Politically liberal
- Politically conservative
- Veterans

Key Findings

1. Over 40% of politically conservative students rate the University of Iowa climate for political conservatives as somewhat or very hostile, while 18% of non-politically conservative students rate the climate as somewhat or very hostile for political conservatives.

2. A higher percentage of URM students and students with self-identified disabilities rate the University of Iowa climate as somewhat or very hostile for URM and individuals with disabilities compared to non-URM individuals and individuals without a self-identified disability.

3. A higher percentage of immigrant and LGBQ students rate the University of Iowa climate as somewhat or very hostile for immigrants and LGBTQ individuals compared to non-immigrant students and LGBQ students.

Category	Non-Member	Member
Politically Conservative	18%	42%
Immigrants	6%	12%
URM Individuals	5%	11%
LGBQ Individuals	3%	7%
Individuals w/ Disabilities	2%	5%
Women	4%	4%
Politically Liberal	2%	4%
Men	1%	4%
Veterans	2%	3%

% Reporting that climate is somewhat or very hostile
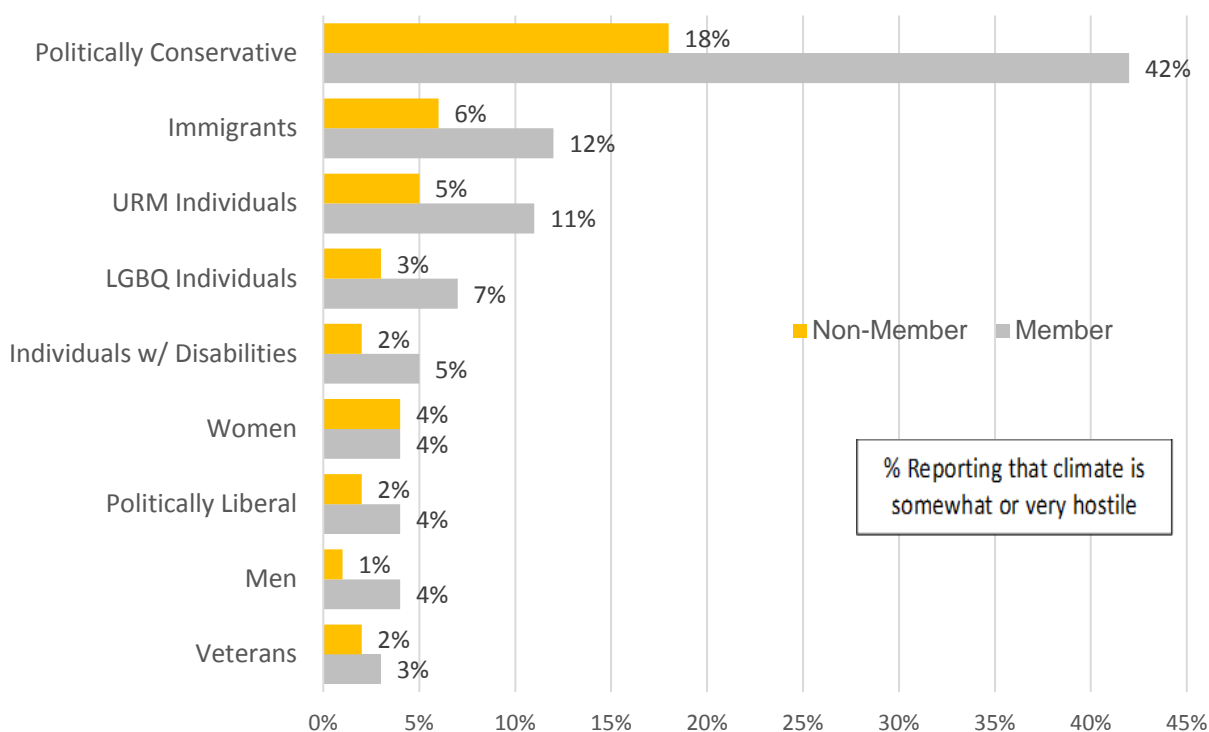
Note: Membership of groups is determined by responses to demographic questions at the conclusion of the survey. The "member" group for immigrants or non-citizens is all respondents who are not U.S. citizens.

Listening Session Feedback: Strengthening an Inclusive and Equitable Campus Climate

With regard to strengthening an inclusive and equitable campus environment, participants focused primarily on strategies to:

- Increase resources and support to diverse students, organizations, and houses
- Increase communication and messaging about diversity, equity, and inclusion
- Greater collaboration with students on diversity, equity, and inclusion efforts
- Foster connections and community

Students in all sessions described the importance of feeling that they belong on campus, are valued members of the campus community, and are supported in being their best selves. One of the most common strategies that students described as a way to ensure an inclusive and equitable campus environment was to focus on **increasing resources and support to diverse students, organizations, and houses.** Students in all sessions were able to point to a number of existing resources and supports for students, but many expressed a need for additional resources and support either to expand or enhance existing programs or create more. For example, one student emphasized the importance of building on the existing strengths of current efforts, and argued that the UI needed to *"Increase support and accessibility for resources that we already have. Cultural houses, Iowa Edge…increasing awareness of those and helping them be more physical on campus."*

> *Increase support and accessibility for resources that we already have.*

Several listening session participants pointed specifically to the UI cultural houses and the LGBTQ Resource Center as inclusive and welcoming spaces, and emphasized the importance of supporting them by *"Having dedicated staff in centers to connect with. When I came here [LGBTQ resource center], there was not even a full-time staff here"* and by providing "*more buses"* and *"more funds."* Other listening session participants suggested increasing support for diverse students broadly defined, and some discussed specific groups of students they perceived to be in greater need of additional support. For example, one participant suggested, *"Increasing and creating more organizations targeted to supporting minority populations such as Iowa Edge."* Another participant argued that there was *"not enough specific resources for transgender students,"* while another participant stated the need for *"more support for first generation students."*

Participants in six sessions suggested an **increase in communication and messaging about diversity, equity, and inclusion.** This call for increased communication and messaging had two main forms. The first type of additional diversity, equity, and inclusion-related communication participants suggested

> *Even though our university creates diverse places, organizations, and environments, they do not advertise it. Therefore, the efforts put forth fall flat and do not actually create change.*

was communication that would make people more aware of current efforts to create an inclusive environment or existing student organizations, houses, and resources. One participant suggested providing *"more communication about diversity-related campus resources,"* while another participant said, *"Even though our university creates diverse places, organizations, and environments, they do not advertise it. Therefore, the efforts put forth fall flat and do not actually create change."* To create change, participants suggested, *"Better information regarding resources"* and *"Better advertisement for multicultural groups and houses around campus and do better communication of opportunities currently on campus."* Participants also discussed the need to *"educate the student body on what's available to them"* and to include faculty in communicating about these resources. Similarly, another participant suggested *"Featuring cultural events so that people know about them and can be more educated about them."*

The University need to better advertise their diverse clubs, resources, and students. Websites, events, and organizations are not updated or maintained due to lack of university marketing priority.

The second type of increased communication that participants called for was positive diversity, equity, and inclusion-related messaging. Participants discussed better communication about diversity, equity, and inclusion events, initiatives, and plans, and emphasized that being exposed to positive messages about the importance of diversity, equity, and inclusion could go a long way toward helping create a more inclusive environment. One participant described the recommendation as, *"The University need to better advertise their diverse clubs, resources, and students. Websites, events, and organizations are not updated or maintained due to lack of university marketing priority. LGBTQ+ website has not been updated in over 5 years!"* Another participant suggested, *"Showcase diversity prominently and visibly,"* and *"show that diversity brings something to the university. Show that it's important to the university."* Many participants emphasized the need for positive messaging about diverse students specifically as a way to counter-balance negative media depictions and societal stereotypes. Other suggestions along these lines included more messages and communication for diversity-related engagement opportunities, celebrating other holidays, featuring diverse music and food on campus, and promoting diversity events to all students. Along these lines one participant suggested*, "Increase events/programs that promote and show the benefits of being inclusive."*

Participants also suggested having more visuals around campus to promote diversity, equity, and inclusion and to use social media to reach a wider audience. For example, one participant suggested, *"Bring up student organizations and cultural centers more often on Twitter/Instagram/other social media."* Participants also discussed more positive messaging from offices. For example, one participant noted that there is *"no*

I want to see UI get behind some initiatives more. I feel like a lot of the DEI initiatives are student-led, but the university doesn't do a lot. The least they could do is fund it, but they can also find a platform to stand on to help the students. We just need more help."

diversity statement on some graduate program websites." Participants also emphasized that the messaging needs to be accessible and inclusive, as one participant shared, *"even though statement [reasonable accommodations] is on put on everything, they will put it in the smallest possible font on the bottom, where you can't even read it. For those with low vision or legally blind can't read it. Makes it seem that you don't matter."*

Participants discussed wanting **greater collaboration with students** on diversity, equity, and inclusion efforts. Participants suggested that the University listen to and work with students and marginalized groups to create a more inclusive campus and that they also work with students and student organizations that are already doing this type of work. One participant said, "*Listen to the diverse students, they'll tell you how to make things better for us,"* which was echoed by another student saying, *"Actually listen to what minorities want."*

Participants also discussed increasing support for student organizations currently working on diversity, equity, and inclusion efforts. Participants discussed having more staff members to work with student organizations, as one participant suggested, "*Designating a staff member to work directly with student organizations.*" Another participant noted, "*I want to see UI get behind some initiatives more. I feel like a lot of the DEI initiatives are student-led, but the university doesn't do a lot. The least they could do is fund it, but they can also find a platform to stand on to help the students. We just need more help."* Another participant noted, *"For student groups, it is difficult to grow when they don't have access to institutional resources/funding."* While another participant stated, *"The University doesn't do a good job at supporting organizations that promote DEI in a way that foster self-sustainability."* Participants discussed wanting greater access specifically for student groups to institutional resources and funding. For example, one participant noted, "*The executive board of our student groups have to go through so many hoops to be able to advertise; it would have been helpful to know resources/staff to learn about how to advertise, get help with funding for fliers."*

> ***The LLCS were a great experience to be with people like you.***

In discussing the importance of having an inclusive and equitable campus environment, students emphasized the need to create more opportunities for **fostering connections and community** in several different ways. Some participants described how the UI could be more proactive in the formation of students groups and organizations, or other forms of connections between students. For example, participants suggested that efforts to *"create more student organizations specifically designed for marginalized identity groups"* and create "*more multicultural fraternities and sororities"* should be actively supported. Other suggestions included creating a socially diverse buddy program, connecting students based on shared interests, and more diversity, equity, and inclusion programming focused on students. As one participant stated, *"Create spaces where students of different backgrounds can meet and talk for the sake of getting to know other people. It can be hard to make friends in 400-student lectures, or approaching student orgs on your own."*

Participants also discussed strategies to create more opportunities for connections between faculty and students, and the importance of inclusive classrooms. One participant noted, *"Students feel more comfortable when they have a role model on campus that they can trust,*

look up to, and ask questions of - I think they feel more welcome when they have an adult that gives them a space to be themselves." Another participant suggested that faculty develop the *"ability to connect with students on a deeper level rather than just teaching course material."* Participants discussed the need to be more inclusive in classrooms in terms of diversity of people and ideas. Participants also noted the need to *"accommodate language barriers in class"* and to *"make it clear that respectful*

Create spaces where students of different backgrounds can meet and talk for the sake of getting to know other people. It can be hard to make friends in 400-student lectures, or approaching student orgs on your own.

discussion of all views will be allowed so that students with differing opinions aren't afraid to speak up in class."

Participants also described ideas for how to ensure that the residence halls are inclusive spaces that are creating connections and fostering community. For example, one participant suggested*, "I would focus more on the residence halls, and try to encourage RAs to reach out more and try to connect all the students regardless of their backgrounds."* Participants also discussed increasing the number of Living Learning Communities for marginalized groups. One participant suggested, *"Add more LLCs to the halls. For example, have international students in LLCs sponsored by language departments or more identity-based LLCs.* Keeping and creating LLCs is important, according to one student because, *"The LLCS were a great experience to be with people like you"* and another student sharing, *"If I wasn't in the young gifted and black LLC, I wouldn't be here still."*

Participants also highlighted specific examples of both targeted efforts to create more inclusive spaces where connections can be fostered and community built, and more general ideas for how to create a more inclusive environment. In terms of targeted efforts, participants suggested that the UI should ensure that some of the most prominent groups and activities on campus be inclusive and welcoming such as Greek life, athletics, homecoming, and Dance Marathon. The university-wide suggestions included ensuring accessibility for all spaces on campus, adding more gender-inclusive restrooms, and having diversity-related places in visible and accessible locations. The two most common examples provided by participants in this regard was moving the Student Disability Services to a more accessible space and having the cultural houses and centers in a more centralized campus location.

2.4 Increasing Institutional Commitment to Diversity, Equity, and Inclusion

This section of the report provides an analysis of survey items that capture undergraduate student experiences related to campus commitment to diversity, equity, and inclusion (see below for a list of survey items in each category).

The key findings described in this section of the report are statistically significant differences (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

Survey Items: Institutional Commitment to Diversity, Equity, and Inclusion

Campus Commitment to Diversity, Equity, and Incluison

- The University has a strong commitment to diversity, equity, and inclusion.
- Diversity is important at this campus.

Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Overall

Most undergraduates agree that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus. The listening sessions made it clear that although most students strongly support campus diversity, equity, and inclusion efforts, many are frustrated by our inability to fully live up to those commitments. Students discussed how the University talks about diversity without enacting changes to improve it, their perceptions of a lack of commitment, accountability, and transparency related to diversity, equity, and inclusion from the University, and how diversity, equity, and inclusion resources and cultural houses are not prioritized for funding. To increase institutional commitment to diversity, equity, and inclusion, students suggested that the University engage in proactive and strategic action on diversity, equity, and inclusion issues, increase funding for diversity, equity, and inclusion, and increase the accountability and transparency of the institution, positions, and people in relation to diversity, equity, and inclusion.

Campus Commitment to Diversity, Equity, and Inclusion

The vast majority of undergraduate students agree that the University has a strong commitment to diversity, equity and inclusion (92%), and the percentage of students agreeing that diversity is important at this campus increased from 84% in 2016 to 91% in 2018.

Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Group-Based Disparities

Race/Ethnicity

A lower percentage of URM, Asian, and international students report that the University has a strong commitment to diversity, equity, and inclusion (82%, 86%, and 84%, respectively) compared to white students (94%). A lower percentage of URM students report that diversity is important at this campus (81%) compared to white students (93%).

Gender

A lower percentage of trans* and non-binary gender identified students report that the University has a strong commitment to diversity, equity, and inclusion (82%) compared to women (93%). A lower percentage of men report that diversity is important at this campus (88%) compared to women (92%).

Sexual Orientation

A lower percentage of LGBQ students report that the University has a strong commitment to diversity, equity, and inclusion (86%) compared to heterosexual students (93%). A lower percentage of LGBQ students report that diversity is important at this campus (92%) compared to heterosexual students (85%).

Immigrant Status

A lower percentage of immigrant students report that the University has a strong commitment to diversity, equity, and inclusion (86%) compared to non-immigrant students (93%). A lower percentage of immigrant students report that diversity is important at this campus (87%) compared to non-immigrant students (91%).

Self-Perceived Social Class

A lower percentage of students from lower social class backgrounds report that the University has a strong commitment to diversity, equity, and inclusion (88%) compared to students from middle and upper class backgrounds (93% respectively for both groups). A lower percentage of students from lower class backgrounds report that diversity is important at this campus (87%) compared to students from middle and upper class backgrounds (93% and 91% respectively).

Parental Education

A lower percentage of first generation college students report that diversity is important at this campus (87%) compared to students whose parents have a four-year degree or advanced degree (92% and 90% respectively).

Ability Status

A lower percentage of students with a self-identified disability agree that the University has a strong commitment to diversity, equity, and inclusion (89%) compared to students without a self-identified disability (94%). A lower percentage of students with a self-identified disability agree

that diversity is important at this campus (88%) compared to students without a self-identified disability (93%).

Political Orientation

A lower percentage of politically liberal students agree that the University has a strong commitment to diversity, equity, and inclusion (90%) compared to politically conservative students (95%). A lower percentage of politically liberal students agree that diversity is important at this campus (89%) compared to politically conservative students (93%).

Religious Affiliation

A lower percentage of students with non-religious and non-Christian religious affiliations agree that the University has a strong commitment to diversity, equity, and inclusion (91% and 86% respectively) compared to students with a Christian religious affiliation (94%). A lower percentage of students with non-religious and non-Christian religious affiliations agree that diversity is important at this campus (88% and 86% respectively) compared to students with a Christian religious affiliation (93%).
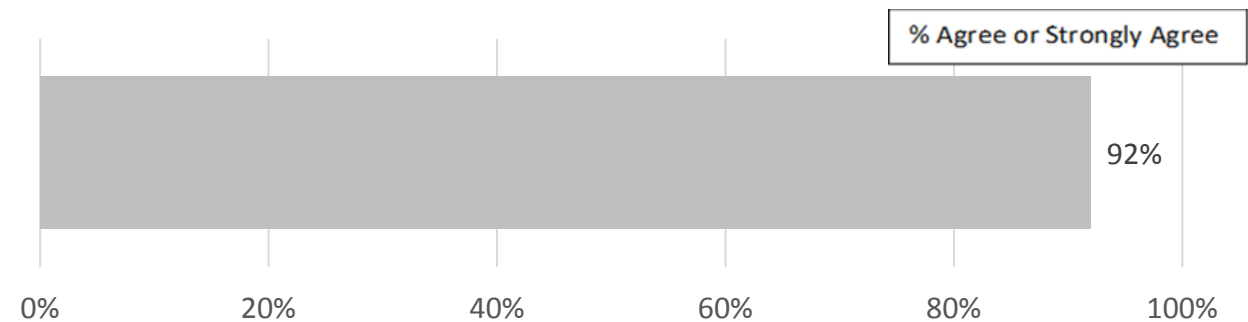
Student Athlete Status

There are no significant differences between student-athletes and non-student athletes in reporting that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus.

Veteran Status

There are no significant differences between veteran students and non-veteran students in reporting that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus.

Campus Commitment to Diversity, Equity, and Inclusion
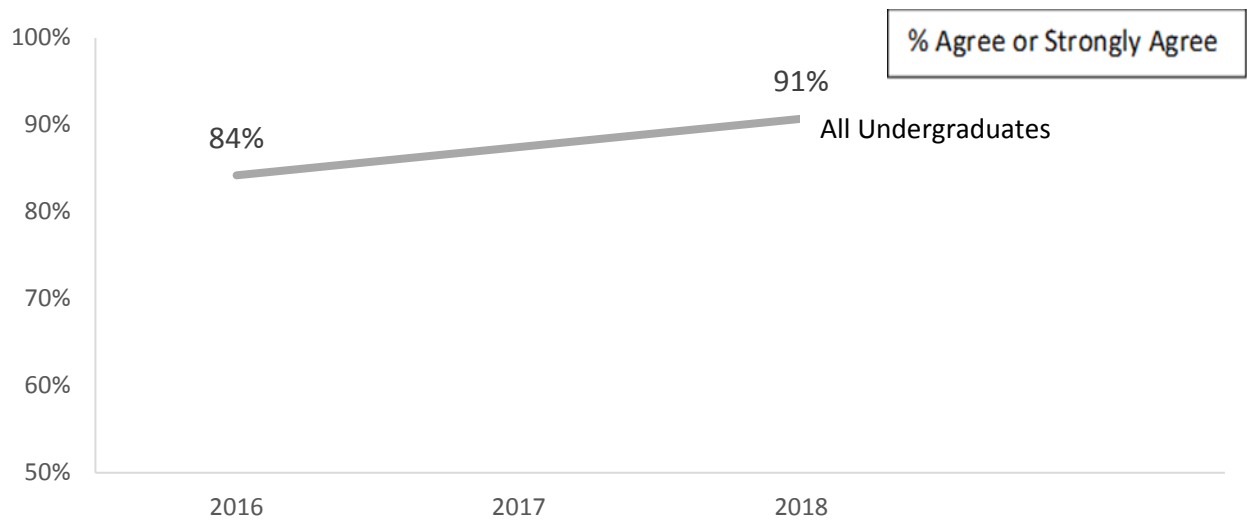**The University has a strong commitment to diversity, equity, and inclusion.**

% Agree or Strongly Agree

92%

Key Findings
1. A lower percentage of URM, Asian, and international students report that the University has a strong commitment to diversity, equity, and inclusion (82%, 86%, and 84%, respectively) compared to white students (94%).

2. A lower percentage of LGBQ students report that the University has a strong commitment to diversity, equity, and inclusion (86%) compared to heterosexual students (93%).

3. A lower percentage of trans* and non-binary gender identified students report that the University has a strong commitment to diversity, equity, and inclusion (82%) compared to women (93%).

4. A lower percentage of students with a self-identified disability agree that the University has a strong commitment to diversity, equity, and inclusion (89%) compared to students without a self-identified disability (94%). |

Race/Ethnicity Differences

URM	Asian	White	Intl
82%	86%	94%	84%

Gender Differences

Men	Women	Trans
91%	93%	82%

Diversity is important at this campus.

% Agree or Strongly Agree

84% — 91%
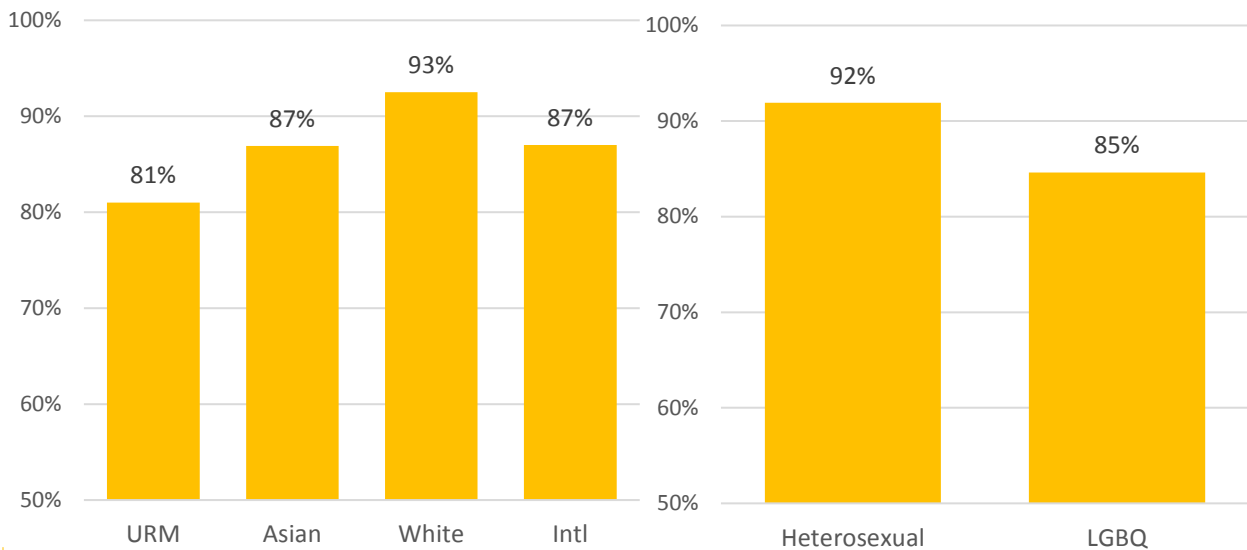
All Undergraduates

(Line chart: 2016, 2017, 2018)

Key Findings

1. A lower percentage of URM students report that diversity is important at this campus (81%) compared to white students (93%).

2. A lower percentage of LGBQ students report that diversity is important at this campus (92%) compared to heterosexual students (85%).

3. A lower percentage of men report that diversity is important at this campus (88%) compared to women (92%).

4. A lower percentage of first-generation students report that diversity is important at this campus (87%) compared to students with parents who have a four-year degree (92%).

Race/Ethnicity Differences

URM 81%, Asian 87%, White 93%, Intl 87%

Sexual Orientation Differences

Heterosexual 92%, LGBQ 85%

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Listening Session Feedback: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

With regard to increasing campus confidence in UI's commitment to diversity, equity, and inclusion, participants focused primarily on strategies to:

- Engage in proactive, strategic action on diversity, equity, and inclusion
- Increase funding for diversity, equity, and inclusion
- Increasing the accountability and transparency of the institution, positions, and people in relation to diversity, equity, and inclusion

Participants in six sessions suggested that the University **engage in proactive, strategic action on diversity, equity, and inclusion issues**. This is stated quite emphatically by one participant, *"The University needs to do more than talk about DEI - it needs to ACT. Saying you care about DEI means nothing if we do not enact changes to improve."* Participants also discussed the importance of acting intentionally and strategically. For example, one participant emphasized, *"Make sure to implement emphasis on a plan in action that is going to be put towards diversity, equity, and inclusion."* Other participants described the benefits of engaging in proactive, strategic actions, including greater trust in campus leadership, and increased desire to participate in these efforts. As one participant argued by saying, *"Having the university take action that is tangible to the student body will be important. Show us that you're making forward movement."* Another participant highlight the need for multi-pronged approach to diversity, equity, and inclusion by noting, *"Single solutions equals failure. Systemic changes take multi-pronged, sustained commitment. My recommendation is do it all."*

> *The University needs to do more than talk about DEI - it needs to ACT. Saying you care about DEI means nothing if we do not enact changes to improve.*

Participants in five sessions suggested that the University makes a strong and clear commitment to diversity, equity, and inclusion. Making a visible commitment to diversity, equity, and inclusion will improve campus confidence and accountability. One participant took away from the session that *"We need to make a real commitment to the DEI. Our priorities must be realized to make this institution and institution for all. My main take away is that we truly lack commitment and the will to make a difference."* Another participant echoed this by suggesting, *"Making the commitment to diversity known to everyone, from faculty/staff/administration and with updates so students and community can hold them accountable."* Participants discussed wanting a visible and vocal plan on how the university is promoting diversity, equity, and inclusion on campus to improve their confidence. For example, one participant noted, *"We need to know that*

> *We need to know that the University of Iowa is committed to DEI because they genuinely care about humans and they are not just checking a box.*

the University of Iowa is committed to DEI because they genuinely care about humans and they are not just checking a box.”

Nine sessions of participants discussed **increasing funding for diversity, equity, and inclusion**. Participants suggested more funding for existing resources, diversity offices, cultural houses/centers, and events. One participant suggested, *“Increase funding. If we really want to increase diversity initiatives around campus, then money needs to go to the appropriate channels.”* Another participant noted, *“Funding is everything. Provide more resources to diversity offices/cultural centers and treat them as a priority.”*

Funding is everything. Provide more resources to diversity offices/cultural centers and treat them as a priority.

Participants in almost all sessions discussed the importance **of increasing the accountability and transparency of the institution, positions, and people in relation to diversity, equity, and inclusion** work. Participants desired stronger accountability for racism and ignorance, taking complaints seriously, having firm accountability for violations and publically denouncing intolerance. For example, one participant suggested, *“Highlight and call out faculty, administrators, and students who are fighting against unobjectionable goals of DEI,”* while another suggested, *“Firm accountability for violations (especially for administration).”* Participants proposed strategies such as tracking how diverse groups are doing with data and teacher evaluations to hold people accountable. For example, one participant suggested, *“Including a section on ACE evaluations for students to rate their perceptions of faculty/staff members acceptance of and commitment to diversity in the classroom.”*

Participants also emphasized the urgency of greater transparency around diversity, equity, and inclusion work and also with complaint processes. Participants discussed transparency in discussing the problems on our campus and areas of improvement. For example, one participant suggested*, “Acknowledge that discrimination is a problem on our campus and show how you’re actively combatting it.”* Another participant suggested, *“Transparency about negative events that may happen related to diversity.”* Participants discussed wanting to know what is being worked on, what is not, and why. For example, one participant said, *“I would like to see a report of what the University has bene working on and what has been discussed but not implemented at the end of each semester. Not only will people be more informed about the ongoing changes at the university, but it may encourage people to speak out about their concerns and possibly donate to ideas they support.”* Participants also suggesting creating a transparent process for submitting complaints. One participant noted, *“[There is] not always a clear obvious way to go about submitting complaints. They exist, but not streamlined, feel intimidating, like the problem’s not big enough to be addressed by the university.”*

Acknowledge that discrimination is a problem on our campus and show how you’re actively combatting it.

Section 3: Conclusion and Next Steps

3.1 Conclusion

The findings from the analysis of the 2018 University of Iowa Diversity, Equity, and Inclusion Campus Climate Survey for Undergraduate Students and Listening Sessions described in this report provide a detailed assessment of faculty and staff experiences at the University of Iowa in 2018.

While the findings highlight that many UI undergraduate students are having positive experiences and perceptions of campus climate, the findings also point to a number of areas where substantial numbers of people report negative experiences and perceptions of campus climate. The specific findings and broader patterns described in this report document that there are several areas where there are significant differences in undergraduate student experiences and perceptions of campus climate. In many cases, these differences in experiences map onto social identities, statuses, and characteristics.

The findings from this report also point to a stark mismatch. On the one hand, undergraduate students report very high agreement regarding personally valuing diversity, equity, and inclusion; provide very high self-assessment of their diversity, equity, and inclusion-related competencies and skills; and provide high assessments of the University of Iowa's commitment and efforts related to diversity, equity, and inclusion. On the other hand, the survey responses show a consistent pattern of substantial disparities in experiences of undergraduate students at the University of Iowa, with substantial numbers of undergraduate students in some groups reporting negative experiences. This mismatch highlights the importance of increasing stakeholder awareness of these findings, and other diversity, equity, and inclusion concerns in order to build a recognition of the individual and institutional efforts that are necessary to foster a more inclusive and equitable campus environment for all undergraduate students.

The findings detailed in this report remind us of the critical work that lies ahead for the University of Iowa community. The data provide a baseline for instituting a systematic approach to improving the experiences of undergraduate students related to diversity, equity, and inclusion. To support every student in reaching their fullest potential, the University of Iowa must make proactive efforts to create a welcoming, respectful campus community.

3.2 Next Steps

Assessment of Campus Climate

The work to assess campus climate is grounded in the belief that our understanding of the problems at hand and our search for solutions must be informed by local data. This assessment of campus climate represents one step of a larger commitment to improve campus climate.

This report is one of a series of stakeholder-specific reports that details the results of the comprehensive campus-wide assessment of campus climate. This report along with companion reports detailing the experiences of graduate students, undergraduate students, professional students, postdoctoral scholars, and post-graduate trainees are being produced to inform the University of Iowa's 2019-2021 Diversity, Equity, and Inclusion Action Plan.

University of Iowa's Diversity, Equity, and Inclusion Action Plan

The Diversity, Equity, and Inclusion Action Plan is rooted in core principles outlined in the University of Iowa Strategic Plan, 2016-2021, but the detailed critical tasks will grow from insights gained from the assessment of campus climate completed during in 2018 and 2019. The vision is that the Diversity, Equity, and Inclusion Action Plan, in conjunction with regularly administered climate surveys, will continue to inform our approach to instituting policies, practices, and programs that make the University of Iowa more inclusive and equitable for all members of the campus community.

The goals and aspirations of the Diversity, Equity, and Inclusion Action Plan are deeply informed by the key findings of this report, and of the accompany reports on faculty and staff, and graduate student experience. It proceeds from the conviction—evident in key findings detailed above—that there is a broad campus commitment to creating and sustaining an inclusive and equitable campus climate; to recruiting and retaining a diverse community of faculty, staff and students; to integrating diversity, equity, and inclusion into every facet of the university's core academic mission; and to enhancing the accountability and effectiveness of all of these efforts.

At the same time, the Diversity, Equity, and Inclusion Action Plan proceeds from the realization—also evident in key findings detailed above— that we have much work to do. We need to expand the breadth and depth of these commitments; to assure that they are accompanied by adequate resources and clear metrics of accountability; and to integrate them more fully and completely into our institutional structure and values. Accepting the status quo is not an option. Moving forward to integrate diversity, equity, and inclusion as essential core values in our people, practices, and policies is the only path forward.

Acknowledgements

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The following individuals have played key roles:

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- Lena Hill, Chief Diversity Office
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- Angie Lamb, University College, Charter Committee on Diversity
- Diane Finnerty, Office of the Provost
- Wayne Jacobson, Office of Assessment
- Matt Anson, Office of Assessment
- Rachel Maller, graduate student, data analysis team
- KaLeigh White, graduate student, data analysis team

Listening Session Group

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- Winnie Uluocha, student
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- Ann Ricketts, Office of the Vice President for Research (administrative liaison)
- Diane Finnerty, Office of the Provost (administrative liaison)

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Sarah K. Bruch is an assistant professor in the Department of Sociology, director of the Social and Education Policy Research Program at the Public Policy Center, and co-chair of the Charter Committee on Diversity at the University of Iowa. Dr. Bruch's research focuses broadly on social inequality and public policy. In particular, she focuses on integrating theoretical insights from relational and social theorists into the empirical study of inequalities. She brings this approach to the study of social policy, education, race, politics, and citizenship. These interests also inform a substantial program of engaged research on equity and inclusion in education. In both a research-practice partnership with two school districts in Iowa and ongoing work with the University of Iowa, Dr. Bruch collaborates with practitioners to design, collect, and analyze data of student, faculty and staff experiences of school and campus environments; assists in the implementation and evaluation of equity-related programs and policies; and engages with stakeholders in understanding and using data to inform policy and practice decisions.

Rachel Maller

Rachel Maller is a PhD student in the Department of Sociology and a research assistant in the Social and Education Policy Research Program at the Public Policy Center. Rachel's research interests focus on education and social stratification. She previously assisted on a research-practice partnership with the Iowa City Community School District with the aim of improving the equitability of school experiences and outcomes by focusing on school climate. She aspires for a research career examining the relationship between inequality and educational experiences and outcomes and leveraging this research to improve educational policies and practices.

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KaLeigh White is a Ph.D. student in the Department of Sociology at the University of Iowa. She also received her M.A. in sociology from the University of Iowa. KaLeigh's research interests focus broadly on social stratification and social policy. She is particularly interested in how United States social safety net programs may both alleviate and exacerbate inequality. She currently works as a research assistant at the Public Policy Center with Dr. Bruch.

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Camille Socarras currently works as Scholarship Coordinator for the University of Iowa Honors Program. She received her M.A. in French and Francophone World Literature and Culture from the University of Iowa in 2017 and taught as a Visiting Instructor in the French department the following year. She also works with the University of Iowa Legal Clinic as a translator for immigrants and refugees. Having experience as a student, faculty, and staff at the University of Iowa, Camille's interest in this project stemmed from wanting to learn more about the institutional climate and efforts pertaining to diversity, equity, and inclusion, along with looking for ways to combine her academic interests with a more practical approach to higher education and social equity.

Appendices

A1. Survey Administration, Response Rates and Representativeness

Survey Administration

University of Iowa administered the undergraduate student version of the Student Experiences of Research Universities SERU survey in spring 2013, 2014, 2016, and 2018. The SERU survey is administered to all degree-seeking undergraduate students at the University of Iowa who are age 18 or older. Participation in the survey is voluntary. Students are sent a series of emails from different campus offices and individuals to encourage them to participate. Participation is incentivized by entering all students completing the survey in weekly prize drawings.

The SERU survey uses a modular design: all respondents have to complete one core module, and are randomly assigned modules and university-specific questions. The core module consists of questions recording background characteristics and addressing academic and research engagement, time use, learning and personal development outcomes, plans and aspirations, and satisfaction with experience on campus. Thematic modules ask about academic experience and globalization, community and civic engagement, student life and development, uses of technology, and international students' experience.

SERU 2013 had four randomly assigned modules: Academic Engagement and Global Experience, Civic and Community Engagement, Student Life and Development, and UI Institution-Specific Questions (which is a module designed each year addressing questions pertinent to various stakeholders on campus). Each respondent was assigned one of these four modules once they completed the core module of the survey. Due to surveying software malfunction, approximately half of the students assigned to one of the four additional modules did not receive it. It resulted in approximately 11 to 13 percent of total respondents per additional module instead of the expected 25 percent.

SERU 2014 consisted of the core module and two randomly assigned modules: Community Engagement and Co-Curricular Learning, and UI Institution-Specific Questions. It also had an International Students module that was given to those respondents whose records indicated that they are student visa holders as a part of the core module. International students were later assigned to one of the two random modules as well.

SERU 2016 consisted of the core module and two randomly assigned modules: Student Life and Development and UI Institution-Specific Questions. SERU 2018 consisted of the core module and UI Institution-Specific Questions which included 42 items that are identical to items contained in the 2018 UI Diversity, Equity, and Inclusion Faculty and Staff Survey.

Due to modular design, the sample size for some items is smaller. Table 1 shows the proportion of respondents assigned to each module across the four administrations

Table A1. Survey Module Sample Design

Module	2013	2014	2016	2018
Core (including International Student module in 2014)	100%	100%	100%	100%
Academic Engagement and Global Experience	12%	--	--	--
Civic and Community Engagement	12%	--	--	--
Student Life and Development	12%	--	50%	--
Community Engagement and Co-Curricular Learning	--	50%	--	--
UI Institution Specific Questions	12%	50%	50%	100%

Source: University of Iowa Office of Assessment

Survey Response Rate

Response rates for the SERU survey range from 19 to 30 percent for each year (see Table A2).

Table A2. Response Rates for SERU Survey, 2013-2018

	SERU 2013		SERU 2014		SERU 2016		SERU 2018	
	Population	Sample	Population	Sample	Population	Sample	Population	Sample
Total	19,848	5,914	19,852	4,814	20,537	4,402	21,816	4,131
Response Rate	30%		24%		21%		19%	

Source: Response Rate Reports for 2013, 2014, 2016, and 2018

Representativeness of Survey Sample Compared to the Undergraduate Population

Table A3 compares the sample of SERU survey respondents to the population of undergraduate students at the University of Iowa. The SERU survey sample composition is similar to the general undergraduate student body with two exceptions: each year, the survey sample has a higher proportion of female respondents compared to the undergraduate population; and, the survey sample has a lower proportion of international student respondents compared to the undergraduate population.

Table A3. University of Iowa Undergraduate Population Compared to SERU Respondent Samples

	SERU 2013		SERU 2014		SERU 2016		SERU 2018	
	Population	*Sample*	*Population*	*Sample*	*Population*	*Sample*	*Population*	*Sample*
Class Level								
First Year	20%	17%	19%	17%	20%	17%	17%	14%
Second Year	23%	23%	23%	24%	23%	22%	24%	24%
Third Year	27%	27%	26%	25%	25%	24%	27%	27%
Fourth Year	29%	30%	32%	34%	32%	37%	32%	35%
Unspecified	1%	2%	--	--	--	--	--	--
College								
Business	13%	13%	11%	12%	11%	12%	13%	12%
Engineering	9%	9%	9%	10%	10%	10%	9%	10%
Liberal Arts & Sciences	75%	74%	77%	73%	74%	71%	71%	68%
Medicine	<1%	<1%	<1%	<0%	1%	<1%	1%	1%
Nursing	2%	4%	2%	4%	3%	5%	3%	6%
University College	--	--	--	--	2%	2%	2%	1%
Public Health	--	--	--	--	--	--	<1%	1%
Education	--	--	--	--	--	--	1%	2%
Gender								
Female	51%	64%	51%	65%	52%	66%	53%	71%
Male	49%	36%	49%	35%	48%	33%	47%	29%
Transgender	--	--	<1%	<1%	<1%	<1%	<1%	<1%
Race, Ethnicity, and International Student Status								
Native Hawaiian or Other Pacific Islander	--	--	--	--	<1%	<1%	<1%	<1%
American Indian or Alaskan Native	1%	1%	1%	1%	<1%	<1%	<1%	<1%
Black/African American	3%	3%	4%	3%	3%	3%	3%	3%
Asian American	4%	4%	4%	4%	4%	4%	4%	4%
Hispanic/ Latino(a)	4%	5%	6%	6%	7%	8%	8%	8%
Not reported	5%	5%	7%	6%	4%	4%	2%	1%
International Student (Student Visa)	10%	8%	11%	8%	12%	7%	9%	3%
White/ Caucasian	74%	74%	69%	72%	68%	72%	71%	77%
Multiracial	--	--	--	--	3%	3%	3%	4%
Total	**19,848**	**5,914**	**19,852**	**4,814**	**20,537**	**4,402**	**21,816**	**4,131**

Source: Response Rate Reports for 2013, 2014, 2016, and 2018

A.2 Strategic Listening Sessions Interest and Participation

In addition to collecting data from undergraduate students through the SERU survey, data were obtained from a series of listening sessions (focus groups).

Undergraduate students were invited to participate in the Strategic Listening Sessions in several ways. Recruitment included emails to students from several offices including the Vice President for Student Life, the Associate Provost for Undergraduate Education, and Directors of Undergraduate Studies in the College of Liberal Arts and Sciences. Announcements were also posted on several campus social media sites including the Diversity@Iowa and Division of Student Life Facebook pages, and posted on the Diversity@Iowa homepage. Digital signage with a message about the sessions was posted on monitors around campus including in the Main Library, Iowa Memorial Union, Recreation Services, and University Housing and Dining buildings. Emails were also sent to existing student groups to inquire about interest in having group-specific sessions.

In total, 15 sessions were held, three open enrollment sessions, and 12 sessions with existing groups including:

- University of Iowa Student Government (UISG) and the UISG Social Justice and Equity Committee
- International Student Advisory Board
- Iowa Student Athlete Advisory Committee and Athletics Multicultural Focus Group
- UI Students for Disability Advocacy and Awareness Organization
- Women's Resource and Action Center Advisory Board
- Panhellenic Legislative Council
- multicultural student organizations
- Associate Residence Hall Senate
- LBGTQ Resource Team and Queer Leadership Roundtable

250
students
participated

In total, approximately 250 students participated in the sessions between October to December 2018.

At each meeting, participants were invited to introduce themselves and to share their interest in diversity, equity, and inclusion issues and their reason for participating. After outlining the plan for the day and offering working definitions of diversity, equity, and inclusion, meeting facilitators led a guided discussion organized around four broad topics:

- Enhancing the diversity of the campus community
- Broadening diversity, equity and inclusion awareness and skills
- Strengthening an inclusive and equitable campus environment
- Increasing institutional commitment to diversity, equity and inclusion

Each topic was described generally and illustrated with selected examples of current UI initiatives and practices. Key findings from the SERU survey related to each topic were presented to provide context for the participants. Participants brainstormed ideas and

suggestions in small groups and engaged in full group discussions of the suggestions provided from each small group.

At each session, the ideas and suggestions of participants were captured by a designated notetaker. At the conclusion of each session, participants were given the opportunity to offer written reflections in response to the prompts: "What is the main takeaway that we really need to know about diversity, equity, and inclusion on campus?" and "What would be your main recommendation if you had only one?" Of the approximately 250 participants, 183 offered written comments.

Participants offered a similar combination of observations and suggestions for both prompts, some answered one and not the other, and some offered multiple suggestions. For these reasons, in the analysis each suggestion is treated as a discrete response.

For those who expressed interest in participating but were unable to attend a session, they were given the option of providing input via a short online survey with the 6 main questions asked of listening session participants. In total, 48 people provided feedback using the survey.

The suggestions provided by listening session respondents provide insight into how undergraduate students experience the University of Iowa campus, and provide a wealth of insightful suggestions for how to enhance diversity, equity, and inclusion efforts at the University of Iowa.

The full analysis of the listening session data is provided at the end of each section of the report.

2.1 Enhancing the Diversity of the Campus Community
2.2 Broadening Diversity, Equity and Inclusion Awareness and Skills
2.3 Strengthening an Inclusive and Equitable Campus Environment
2.4 Increasing Institutional Commitment to Diversity, Equity and Inclusion

A.3 Sample Demographics

Demographics of the survey sample are obtained from University of Iowa administrative records and self-reports from respondents. The undergraduate student version of the Student Experiences of Research University (SERU) survey is linked to student administrative records to obtain many of the demographic characteristics, while other characteristics are obtained from the respondent at the end of the SERU instrument.

This appendix provides an overview of the distribution of demographic characteristics of survey respondents, and describes the demographic categories used in the campus climate analysis that found in Section 2.

Racial and Ethnic Identity

The racial/ethnic identity and international student status of respondents was provided from student (self-reported) administrative records. The administrative data is obtained from the student application to the University of Iowa, which asks two questions: "*Are you Hispanic/Latino(a)*? and "*What race do you consider yourself to be (indicate one or more)?*"

The administrative data from 2013 and 2014 included six options for racial/ethnic identity: American Indian or Alaskan Native, Black/African American, Hispanic/Latino(a), Asian American, White/Caucasian, and not-reported race/ethnicity. The administrative data from 2016 and 2018 had additional two categories: Multi-racial (which is assigned when a student selects more than one racial identity) and Native Hawaiian or Other Pacific Islander. Following the Integrated Postsecondary Education Data System (IPEDS) definitions, international students are grouped into an "international student" category regardless of race or ethnicity.

For the purposes of the report, analyses will be shown for International students, White, Asian American, Multi-racial, and "Under-represented Racial Minorities (URM)" which includes American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Black or African American, or Hispanic/Latino.

Table A4. Race/Ethnicity Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
American Indian or Alaskan Native	0.6% (N=38)	0.7% (N=36)	0.1% (N=6)	0.1% (N=4)
Native Hawaiian or Other Pacific Islander	--	0.2% (N=9)	0.1% (N=2)	0.1% (N=5)
Black/African American	3.0% (N=177)	2.7% (N=134)	2.7% (N=118)	2.5% (N=104)
Hispanic/Latino(a)	4.9% (N=291)	5.5% (N=270)	7.4% (N=330)	7.8% (N=322)
Asian American	3.7% (N=219)	3.6% (N=178)	3.7% (N=165)	4.3% (N=176)
Multi-Racial	--	--	2.8% (N=124)	3.6% (N=148)
White/Caucasian	73.7% (N=4,402)	71.2% (N=3,480)	71.5% (N=3,173)	76.3% (N=3,159)
International Student	7.9% (N=471)	8.2% (N=400)	6.8% (N=303)	3.4% (N=140)
Not Reported/Missing	5.0% (N=299)	7.8% (N=383)	4.8% (N=214)	2.0% (N=73)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Sex, Gender, and Sexual Orientation

The gender of respondents was obtained from the SERU question asking, "*What is your current gender identity?*" Response options differ by year. In 2013 and 2014 options included: man; woman; other, please elaborate; and decline to state. Text responses provided for the "other, please elaborate" response category were coded into "not reported/missing" if the respondent provided no information about their gender or existing categories as applicable. In 2016 and 2018 additional response options were included: trans male/man; trans female/woman; and genderqueer/gender non-conforming. The survey-based measure of gender was used as the primary source for this information rather than the gender provided by the administrative data because it is a more recent reflection of a student's gender identity. When the survey question was not answered, the administrative data was used to assign a gender identity to the respondent. Due to the small number of respondents who selected trans male/man, trans female/woman, and genderqueer/gender non-conforming, and other, responses were collapsed into a "trans/non-binary" category for analysis.

Starting in 2016, SERU included a question asking respondents, "What sex were you assigned at birth, such as on an original birth certificate?" Response options included: male; female; intersex; and decline to state. Responses to this question and responses to the current gender identity question were used to create an indicator of being cisgender, which captures whether the respondents' current gender identity corresponds with their birth sex.

In all years of the SERU survey, respondents were asked to provide their sexual orientation. Response options included: bisexual; gay/lesbian; heterosexual; questioning; self-identified queer; declined to state; and other. Due to the small number of respondents who selected bisexual, gay/lesbian, questioning, self-identified queer, and other, responses were collapsed into a "LGBQ" category for analysis.

Table A5. Gender Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Man	37.5% (N=2,239)	37.1% (N=1,815)	33.1% (N=1,467)	28.5% (N=1,178)
Woman	61.2% (N=3,656)	61.1% (N=2,988)	65.1% (N=2,889)	69.9% (N=2,894)
Other	0.3% (N=19)	0.2% (N=11)	0.1% (N=5)	0.2% (N=10)
Trans Male/Man	--	--	0.1% (N=2)	0.2% (N=10)
Trans Female/Woman	--	--	0.1% (N=3)	<0.1 (N=1)
Genderqueer/Gender Non-Conforming	--	--	0.5% (N=22)	0.6% (N=25)
Decline to State/Not Reported	1.0% (N=58)	1.6% (N=76)	1.0% (N=45)	0.5% (N=13)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Table A6. Sex Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Male	--	--	27.7% (N=1,230)	24.5% (N=1,013)
Female	--	--	57.1% (N=2,532)	61.7% (N=2,554)
Intersex	--	--	<0.1% (N=1)	<0.1% (N=1)
Decline to State/Not Reported	--	--	15.2% (N=672)	13.8% (N=563)
Total	5,972	4,890	4,435	4,131

Table A7. Sexual Orientation Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Heterosexual or Straight	79.2% (N=4,729)	77.8% (N=3,803)	76.3% (N=3,385)	73.5% (N=3,042)
Gay or Lesbian	1.9% (N=113)	1.5% (N=75)	1.9% (N=82)	3.2% (N=132)
Bisexual	3.0% (N=178)	3.5% (N=170)	3.2% (N=140)	5.8% (N=238)
Questioning	0.6% (N=37)	0.9% (N=42)	0.8% (N=36)	1.0% (N=43)
Queer	0.2% (N=12)	0.3% (N=15)	0.9% (N=38)	1.0% (N=42)
Other	1.1% (N=67)	0.6% (N=29)	1.0% (N=43)	1.5% (N=62)
Decline to State/Not Reported	14.0% (N=836)	15.5% (N=756)	16.0% (N=711)	14.0% (N=572)
Total	5,972	4,890	4,435	4,131

Immigrant Status

In each year of the SERU survey, respondents were asked a series of questions that help to identify first- and second-generation immigrant students.

First generation immigrant students are identified based on their response to a question asking, "*When did you come to the United States to live?*" Response categories included: I was born in the U.S.; 2000 or earlier; and a series of year-specific choices from 2001 to 2015 or later. Respondents who indicated that they were not born in the U.S. were classified as first-generation immigrants. Respondents were also asked two questions about their parents: "*To the best of your knowledge, where were these relatives born?-My mother and My father.*" Respondents who indicated that either of their parents were not born in the U.S. were classified as second-generation immigrants.

The immigrant indicator used in the report includes both first- and second-generation immigrants.

Table A8. Immigrant Status Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Immigrant	16.9% (N=1,010)	17.0% (N=832)	16.7% (N=742)	15.4% (N=638)
Non-Immigrant	72.8% (N=4,348)	71.7% (N=3,508)	69.1% (N=3,063)	71.4% (N=2,954)
Not Reported/Missing	10.3% (N=614)	11.3% (N=550)	14.2% (N=630)	13.2% (N=539)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Disability Status

The SERU survey did not ask about ability or disability status in 2013, and the questions in subsequent years differed. In 2014, the SERU survey asked respondents two questions: "*Do you have any physical disabilities?*" "*Do you have any learning disabilities?*" Respondents were asked indicate "yes" or "no" to each question. In 2016, an additional question was asked: "*Do you have any psychological disabilities?*" And in 2018, three additional questions were asked: "*Do you have any neurodevelopmental/cognitive disability or condition (e.g., autism, attention-deficit/hyperactivity disorder, brain injury)?*" "*Do you have any emotional or mental health concern or condition (e.g., depression, anxiety, post-traumatic stress disorder)?*" "*Do you have any other disability or condition (please specify)?*"

Respondents were classified as having a self-identified disability if they answered "yes" to any of the disability questions in any year. However, it is important to note that the definition of disability expanded with each administration of the survey to include a greater range of conditions.

Table A9. Disability Status Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Self-Identified Disability	--	6.3% (N=310)	16.1% (N=713)	35.5% (N=1,470)
No Self-Identified Disability	--	81.8% (N=4,000)	69.5% (N=3,080)	50.8% (N=2,102)
Not Reported/Missing	--	11.9% (N=580)	14.5% (N=642)	13.7% (N=559)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Political Orientation

In each year of the SERU survey, respondents were asked, "*How would you characterize your political orientation?*" Response categories were: "Very liberal," "Liberal," "Slightly liberal" "Moderate or middle of the road," "Slightly conservative," "Conservative," "Very conservative," and starting in 2016, "Other, please elaborate."

These response categories were collapsed into four categories for analysis:

- Liberal (includes very liberal, liberal, and slightly liberal)
- Moderate (includes moderate or middle of the road)
- Conservative (includes very conservative, conservative, and slightly conservative)
- Other (starting in 2016)

Table A10. Political Orientation Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Liberal	39.1% (N=2,333)	35.9% (N=1,753)	37.1% (N=1,644)	42.6% (N=1,763)
Moderate	24.9% (N=1,486)	25.8% (N=1,262)	21.4% (N=948)	18.9% (N=783)
Conservative	23.8% (N=1,419)	24.1% (N=1,179)	22.0% (N=977)	20.2% (N=835)
Other	--	--	3.7% (N=164)	3.6% (N=147)
Not Reported/Missing	12.3% (N=734)	14.2% (N=696)	15.8% (N=702)	14.7% (N=603)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Religious Affiliation

In each year of the SERU survey, respondents were asked, "*What is your religious/spiritual affiliation or preference?*" Response categories vary by year with 26 options in 2013, 13 options in 2014 and 2016, and 31 options in 2018. All types of Catholic and Christian affiliations were collapsed into a single "Christian" category, non-religious affiliations were recorded for respondents who specified either "no preference" or "agnostic/atheist."

Due to small numbers of respondents in the remaining religious categories, all other religious affiliations were categorized into an "other" religious affiliation category.

Table A11. Religious Affiliation Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Non-Religious	24.9% (N=1,488)	23.1% (N=1,128)	32.9% (N=1,458)	33.2% (N=1,373)
Christian	50.2% (N=2,995)	43.4% (N=2,122)	47.8% (N=2,120)	44.9% (N=1,857)
Other Religious Affiliation	13.8% (N=823)	9.7% (N=476)	4.7% (N=207)	8.3% (N=344)
Not Reported/Missing	11.2% (N=666)	23.8% (N=1,164)	14.7% (N=650)	13.6% (N=557)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Parental Education

In the 2016 and 2018 administrations of the SERU survey, respondents were asked, "*Which of the following best describes the educational experience of your parents?*" Response options were: "neither parent attended any college," "one or both parents attended some college," "one parent has a four-year degree," "both parents have a four year degree," "one parent has a graduate or professional degree," and "both parents have a graduate or professional degree."

In the 2013 and 2014 administration of the SERU survey, respondents were asked separate questions for their mother and father, "*What is the highest level of education reached by your mother/father?*" The response categories included: none (did not receive formal education); less than high school diploma or equivalent; high school diploma or equivalent; Associate's or post-secondary certificate; Bachelor's degree or equivalent; Post-baccalaureate certificate or equivalent; Master's degree or equivalent; Professional degree or equivalent, and Doctorate or equivalent.

These response categories were used to create four broader categories for the analysis included in this report.

- neither parent attended college (first-generation college student)
- one or both parents attended some college
- at least one parent has a four year degree
- at least one parent has a graduate or professional degree

Table A12. Parental Education Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
No Parental College Experience (First-Generation College Student)	13.9% (N=828)	13.1% (N=638)	9.6% (N=427)	9.6% (N=396)
Some Parental College Experience	12.2% (N=729)	11.2% (N=546)	16.2% (N=717)	14.8% (N=613)
Parent/s Have 4 Year Degree	30.5% (N=1,819)	31.6% (N=1,544)	35.3% (N=1,564)	37.7% (N=1,558)
Parent/s Have Graduate or Professional Degree	32.5% (N=1,939)	31.6% (N=1,546)	24.3% (N=1,079)	24.6% (N=1,019)
Not Reported/Missing	11.0% (N=657)	12.6% (N=616)	14.6% (N=648)	13.3% (N=545)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Self-Perceived Social Class

In each year of the SERU survey, respondents were asked, "*Which of the following best describes your social class when you were growing up?*" Response categories were: wealthy; upper-middle or professional-middle; middle-class; working-class; and low-income or poor. These response categories were used to create three broader categories for the analysis included in this report.

- lower class (includes "working-class" and "low-income or poor")
- middle class (includes "middle-class")
- upper class (includes "wealthy" and "upper-middle or professional-middle")

Table A13. Self-Perceived Social Class Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Lower Class	19.4% (N=1,156)	19.7% (N=962)	19.5% (N=863)	20.2% (N=836)
Middle Class	43.6% (N=2,602)	41.4% (N=2,022)	39.4% (N=1,749)	38.9% (N=1,609)
Upper Class	26.3% (N=1,568)	27.2% (N=1,329)	26.5% (N=1,176)	27.6% (N=1,141)
Not Reported/Missing	10.8% (N=646)	11.8% (N=577)	14.6% (N=647)	13.3% (N=545)
Total	**5,972**	**4,890**	**4,435**	**4,131**

Student Athlete Status

The athletic status of respondents came from administrative records obtained with permission of the University of Iowa Department of Intercollegiate Athletics.

Table A14. Student Athlete Status Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Student Athlete	2.4% (N=141)	3.6% (N=176)	3.0% (N=134)	1.6% (N=65)
Not a Student Athlete	97.6% (N=5,831)	96.4% (N=4,714)	97.0% (N=4,301)	98.4% (N=4,073)
Not Reported/Missing	--	--	--	--
Total	**5,972**	**4,890**	**4,435**	**4,131**

Veteran Student Status

The veteran status of respondents is obtained from administrative records and includes students who self-identify as veterans as well as those who are recipients of veteran educational benefits.

Table A15. Veteran Status Distribution among SERU Survey Respondents

	SERU 2013	SERU 2014	SERU 2016	SERU 2018
Veteran or Veteran Benefit Recipient	--	--	--	7.7% (N=319)
Not a Veteran or Veteran Benefit Recipient	--	--	--	92.3% (N=3,812)
Not Reported/Missing	--	--	--	--
Total				**4,131**