



IOWA

CAMPUS CLIMATE SURVEY REPORT 2021

Professional Students

Survey Administered: March 29-May 28, 2021

Report Published: March 24, 2022



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SPRING 2021

SURVEY ADMINISTERED

3,146 professional students
in Medicine, Dentistry, Law,
Pharmacy, and Business

36%

RESPONSE RATE

1,146 professional students

95%

REPORT A SENSE OF BELONGING IN THEIR PROGRAMS

This remains consistent
across various social
identities

→ [DIVERSITY.UIOWA.EDU/DATA/CAMPUS-CLIMATE](https://diversity.uiowa.edu/data/campus-climate)

PROCESS OVERVIEW

ADMINISTRATION

The 2021 student surveys were conducted March 29–May 28, 2021 through three key channels:

1. A campus climate survey was developed internally and administered to professional students at the University of Iowa
2. The Student Experience at Research University (SERU) general survey was administered to undergraduate students at national educational research institutions including the University of Iowa
3. The Graduate Student Experience at Research University (gradSERU) general survey was administered to graduate students at national educational research institutions including the University of Iowa

The survey reached three student population groups: professional, graduate, and undergraduate students.

REPORT RELEASE DATE: March 24, 2022

SURVEY PARTICIPATION - PROFESSIONAL STUDENTS

The professional student campus climate survey was administered to professional students from March 29 through May 28, 2021. The survey was distributed to a total of 3,146 professional students in the Carver College of Medicine, College of Dentistry, College of Law, College of Pharmacy, and the Graduate Management Programs in the Tippie College of Business.

The overall response was 36% with 1,146 professional students responding.

The response by college was:

- 255 Carver College of Medicine (35% college response rate)
- 160 College of Dentistry (49% college response rate)
- 266 College of Law (56% college response rate)
- 190 College of Pharmacy (46% college response rate)
- 275 Tippie College of Business Graduate Management Programs (23% college response rate)



DATA REVIEW & REPORTING FOCUS - PROFESSIONAL STUDENTS

A selected subset of survey questions and associated data was used to home in on two key diversity, equity, and inclusion-focused themes:

1. Perceptions of Belonging Across Campus
2. Equity in Student Achievement

The areas of “perceptions of belonging across campus” and “equity in student achievement” were evaluated via data collected in response to ten questions of direct relevance to these focal themes. Those ten questions and their accompanying responses inform the data analysis found in the Survey Response Highlights section of this report.

HIGHLIGHTED SURVEY QUESTIONS:

1. I belong in my graduate/professional program.
2. Students of my race/ethnicity are respected on this campus.
3. Students of my gender are respected on this campus.
4. Students of my sexual orientation are respected on this campus.
5. Students of my political beliefs are respected on this campus.
6. Students with a physical, psychological, or learning disability like mine are respected on this campus.
7. My advisor respects me as an individual.
8. My advisor has time for me when I need help or advice.
9. Rules and regulations are equitably applied.
10. Faculty encourage expression of diverse viewpoints from their students.

In addition to the ten highlighted questions, we also included data from three other relevant questions in the survey. Though written analysis for those questions is not included in the *Survey Response Highlights*, graphical representation of these survey responses is included in the *Report Data* section of this report as a source of additional insight and information.

SUPPLEMENTAL QUESTIONS:

1. I am proud to be a student at this campus.
2. I am proud to be a student in my graduate/professional program.
3. Rules and regulations are fair.

ABBREVIATIONS IN SURVEY HIGHLIGHTS

Due to small sample sizes, some social identities were collapsed for analyses:

LGBQ includes people who identify as asexual, bisexual, gay or lesbian, pansexual, questioning, queer, or self-described

URM (Underrepresented U.S. Minority) includes people who identify as American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Black or African American, and Latinx

TGNC includes people who identify as trans woman, trans man, genderqueer, gender non-conforming, non-binary, or people who selected more than one gender identity



SURVEY RESPONSE HIGHLIGHTS - PROFESSIONAL STUDENTS

Question #1: I belong in my graduate/professional program.

Overall, most professional students (95%) report a sense of belonging in their programs. This sense of belonging remains consistent (ranging from 88-96%) across various social identities.

Questions #2-6: Students of my (____) are respected on this campus.

Students were asked a series of questions about the extent to which they perceive that their social identities and characteristics are respected on campus. The majority of students report that their social identities and characteristics are respected on campus.

Race/ethnicity

Overall, most professional students (93%) report a sense of respect for their race/ethnicity on campus. However, professional students who identify as URM (83%), Asian (81%), and multi-racial (82%) are less likely to agree that students of their race/ethnicity are respected on campus.

Gender

Overall, most professional students (93%) report a sense of respect for their gender on campus.

Sexual orientation

Overall, most professional students (96%) report a sense of respect for their sexual orientation on campus. However, professional students who identify as LGBQ (82%) are less likely to agree that students of their sexual orientation are respected on campus.

Political beliefs

Most professional students identifying as liberal (94%) and moderate (84%) report a sense of respect for students holding their political beliefs. However, students identifying as conservative (41%) are less likely to agree that students holding their political beliefs are respected on campus.

Physical, psychological, or learning disabilities

Most professional students who identify as having a disability (82%) report feeling their ability status is respected on campus.

Questions #7-8: My advisor respects me as an individual and My advisor has time for me when I need help or advice.

Overall, most professional students (94%) report feeling respected by their advisor. This feeling of respect remains consistent across various social identities. However, less than half of professional students (43%) report feeling their advisor has time for them when they need help or advice.

Question #9: Rules & regulations are equitably applied.

Overall, most professional students (84%) report feeling that rules and regulations are equitably applied on campus.

Question #10: Faculty encourages expression of diverse viewpoints from the students.

Overall, most professional students (81%) report feeling that faculty encourage expression of diverse viewpoints. However, students who identify as multi-racial (64%) are less likely to agree.



CONSIDERATIONS FOR UI LEADERSHIP

BELONGING & INCLUSION

In a continued effort to cultivate inclusion and progress, University of Iowa leadership can create more opportunities to engage in open, ongoing dialogue with students in its professional programs.

Likewise, on a program-level, faculty and staff can facilitate systems within their programs/units that ensure open, ongoing dialogue between students, faculty, and staff from all backgrounds and perspectives.

Any attempts to host ad-hoc or recurring dialogue must also include in their design (and communication to students) how such conversations might lead to considerations of policy change within a program or unit.

Examples of opportunities to extend dialogue:

1. Periodic and thoughtfully scheduled town halls can serve as opportunities to bring together entire program communities to discuss pre-identified themes and to answer student-specific questions and ideas. Town halls might also provide a functional opportunity for appropriate University of Iowa leadership to meet with one or more professional student program communities at once.
2. Offering structures for smaller affinity group meetings within a program's community might offer students an opportunity to discuss key program climate issues; these meetings might or might not include faculty and staff, pending student preference.
3. Developing a structure to support(*) a student liaison who can serve as a bridge between faculty/staff and students can be a useful approach to maintaining connection and understanding of various perspectives.

(*) Support might be identified as stipends, course credit, or other benefits that acknowledge the commitment by students and staff who serve in such roles above and beyond their typical commitments.

Program Belonging

The survey responses suggest a strong feeling of belonging among professional students at the University of Iowa. Faculty and staff working in professional programs might consider developing channels and official processes for students to share feedback about the strengths of their programs: *What keeps these students here? What brings them here in the first place?* It is essential to identify the strengths of our various programs—and to maintain and grow those areas of excellence.

Holding Space for a Range of Perspectives

Most overall professional students report that faculty encourage expression of diverse viewpoints, though there is less agreement among students identifying as multi-racial, conservative, or having a disability. Faculty might consider a structure for ongoing review of program-wide pedagogy that addresses these questions: *How do we nurture classroom environments that deliver necessary field-based knowledge and critical thinking skills while making space for all voices to be heard with respect?* Furthermore, how can students have a voice in the ongoing pedagogical design?

EQUITY IN STUDENT ACHIEVEMENT

Student-Advisor Relationships

While there appears to be near universal acknowledgement of the respect between advisors and their professional students, there is a gap in how much time those students feel their advisors have to support them. This gulf might require further analysis on a program-level to understand the mechanisms leading to the tension suggested by the report data. Involving all key constituents—advisors, students, and program administrative leadership—will likely be a necessary step toward achieving more positive outcomes.



NEXT STEPS

Following the release of this report, the Division of Diversity, Equity, and Inclusion staff are immediately engaging representatives at University of Iowa professional studies programs to discuss the data from this survey in direct conversation.

Within and beyond the scope of these specific reports, our division's staff are also available to:

1. Address long-term strategies for building inclusive program climates
2. Facilitate training sessions for interested faculty and staff

For further discussion regarding strategic planning please contact:

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For further discussion regarding training opportunities, please contact:

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Director of Inclusive Education & Strategic Initiatives
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2021 Student Survey Implementation and Analysis Team:

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Duane Staskal | Information Technology Services
Charlie Taylor | Division of Diversity, Equity, and Inclusion
Elizabeth Tovar | Division of Diversity, Equity, and Inclusion
KaLeigh White | Graduate College

Finally, we encourage participation by all students, faculty, and staff in our next Campus Climate Survey effort which launches on March 29, 2022 and runs through May 28, 2022. (The survey will be administered to undergraduate and graduate students as part of the Student Experience at the Research University survey (SERU, gradSERU) and to faculty, staff, and professional students as a UI-developed Qualtrics survey.)

REPORT DATA & TECHNICAL NOTES

Graphical data visualization is featured on the following pages, preceded by technical notes regarding the data collection and processing.

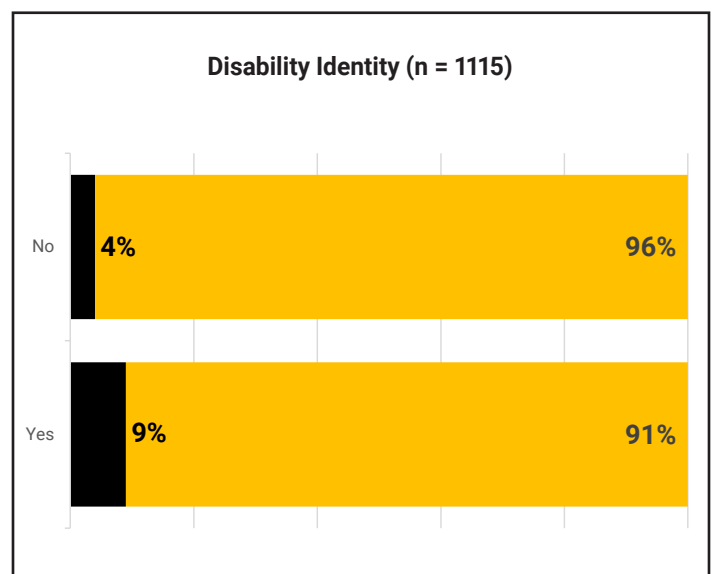
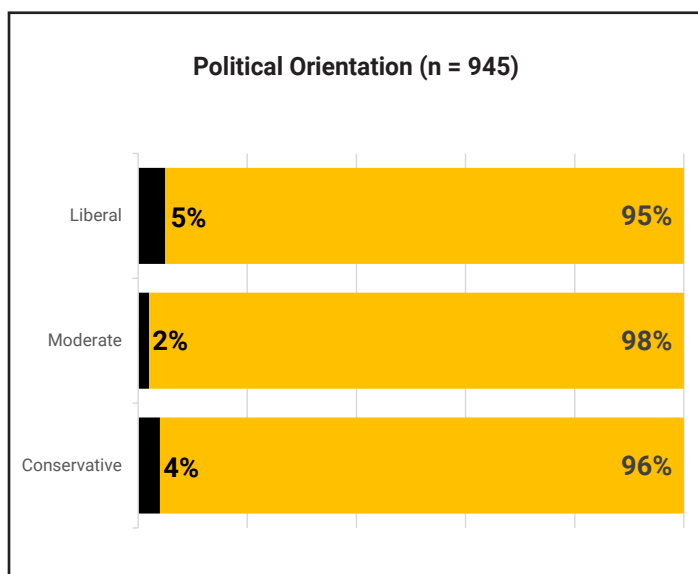
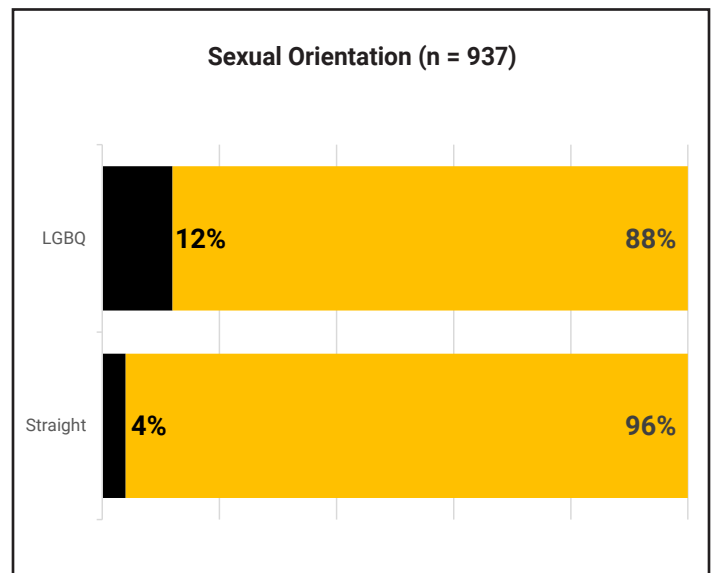
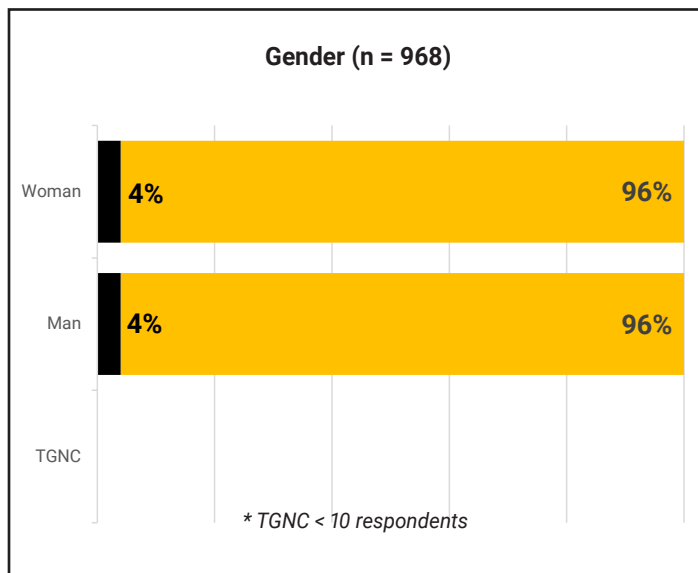
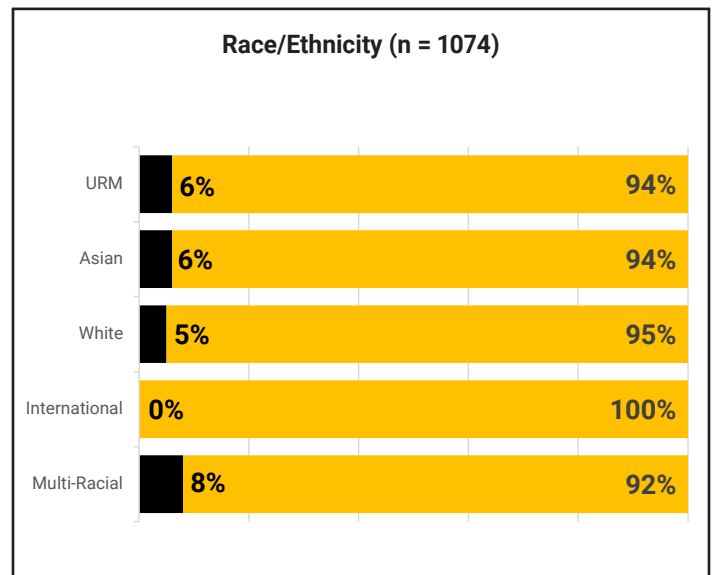
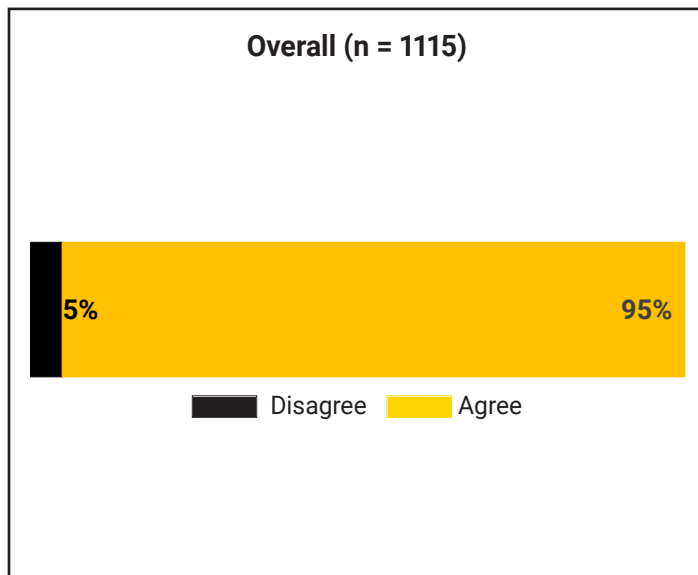
TECHNICAL NOTES REGARDING PROFESSIONAL STUDENT REPORT DATA

1. Each survey item must have ten (10) respondents for percentage data to be displayed for a social identity group. Survey items with fewer than ten respondents do not have data displayed, but those respondents are included in reports for the larger units of which they are members (e.g., overall campus).
2. For the survey times “Rules and regulations are fair”, “Rules and regulations are equitable applied”, and “Faculty encourage expression of diverse viewpoints from their students”, “Disagree” represents responses of “Strongly Disagree or Disagree” and “Agree” category represents responses of “Strongly Agree or Agree”. For all other survey items, the “Disagree” response category includes responses of “Strongly Disagree, Disagree, and Somewhat Disagree” and “Agree” represents responses of “Strongly Agree, Agree, and Somewhat Agree”.
3. Demographics of the survey sample are obtained from University of Iowa administrative records and self-reports of the respondent in the survey.
 - **Racial and Ethnic Identity:** The racial/ethnic identity and international student status of respondents was provided from student administrative records (self-reported at time of admission). The administrative data provided includes 8 options for racial/ethnic identity: Black/African American, Asian, Native Hawaiian or Other Pacific Islander/American Indian or Alaskan Native, International, White/Caucasian, Latinx, Multiracial (which is assigned when a student selects more than one racial identity), and not-reported race/ethnicity. 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 purpose of this report, analyses are shown for the International Students, Asian American, White, Multi-racial, and Underrepresented Racial Minorities (URM) which includes American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Black or African American, or Latinx
 - **Gender:** The gender identity of respondents was self-reported response to the survey question “What is your current gender identity?”. Due to the small number of respondents, respondents who selected trans woman, trans man, genderqueer, gender non-conforming, non-binary, or more than one gender identity are reported as Trans and/or Gender Non-Conforming (TGNC).
 - **Sexual Orientation:** Respondents were asked to self-report their sexual orientation in the survey. Due to a small number of respondents in each group, LGBTQ includes respondents who selected “asexual”, “bisexual”, “gay or lesbian”, “pansexual”, “questioning”, “queer”, or self-described. Straight includes respondents who selected “heterosexual or straight”.
 - **Political Orientation:** The survey included a question asking respondents how they characterize their political orientation. The analysis category “Liberal” combines Very Liberal, Liberal, and Slightly Liberal. The analysis category “Conservative” combines Very Conservative, Conservative, and Slightly Conservative. The analysis category “Moderate” includes respondents who selected “moderate or middle of the road”.

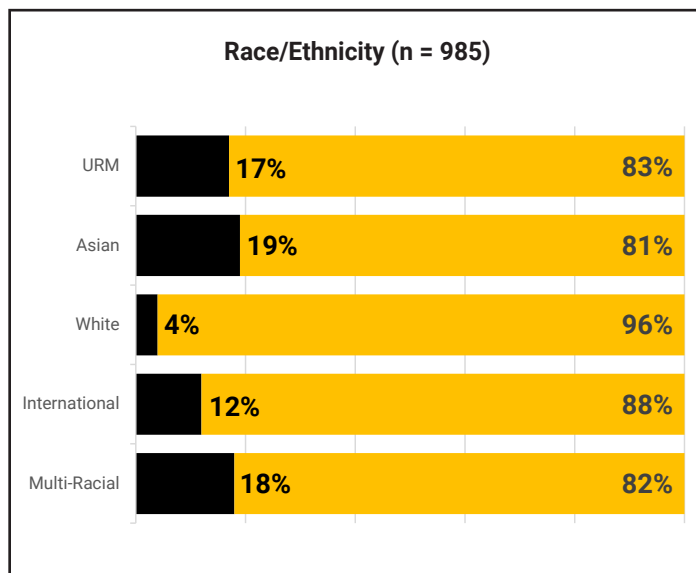
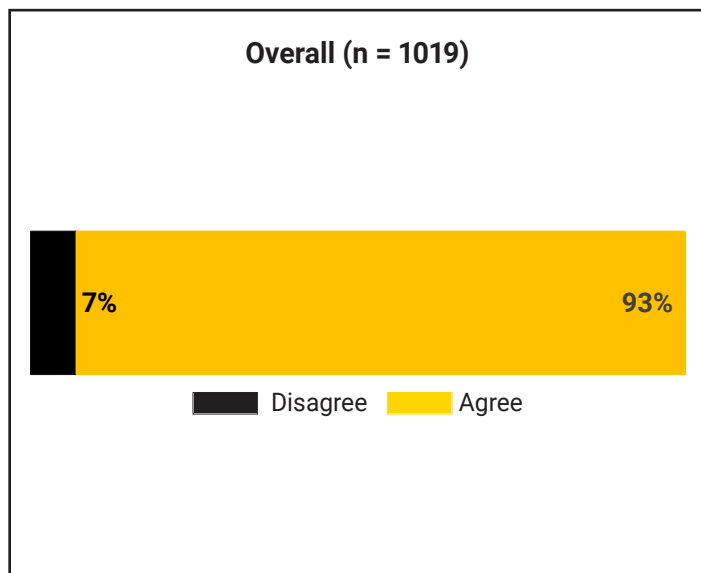


- **Disability Identity:** The survey asked respondents to self-report if they identified with having “any conditions or disabilities that significantly affect your experience as a student at the University of Iowa including how you learn or perform academically, interact with others, or access campus.” Respondents were categorized as “yes” to having any disability if they selected at least one of the following: 1) Physical disability or condition (e.g., mobility limitation, sensory condition); 2) Learning disability or condition (e.g., dyslexia, speech disorder); 3) Neurodevelopmental/cognitive disability or condition (e.g., autism, attention-deficit/hyperactivity disorder, brain injury); 4) Emotional or mental health concern or condition (e.g., depression, anxiety, post-traumatic stress disorder), or some other disability or condition.
- **Specific Disability Identity:** For the question “Students with a physical, psychological, or learning disability like mine are respected on this campus”, the results are reported by *any* disability status and by the type of disability status reported. Respondents are categorized as “yes” for a specific disability type if they indicated “yes” for each of the following respectively:
 - 1) Physical disability or condition (e.g., mobility limitation, sensory condition);
 - 2) Learning disability or condition (e.g., dyslexia, speech disorder);
 - 3) Neurodevelopmental/cognitive disability or condition (e.g., autism, attention-deficit/hyperactivity disorder, brain injury);
 - 4) Emotional or mental health concern or condition (e.g., depression, anxiety, post-traumatic stress disorder), or
 - 5) Some other disability or condition.

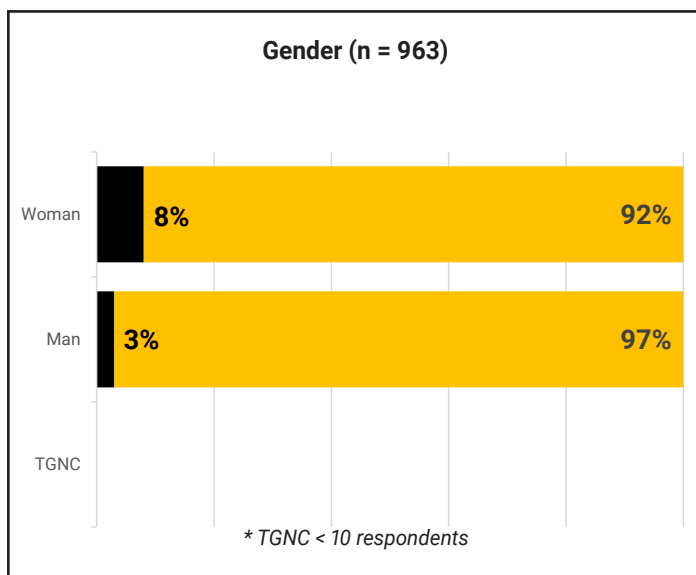
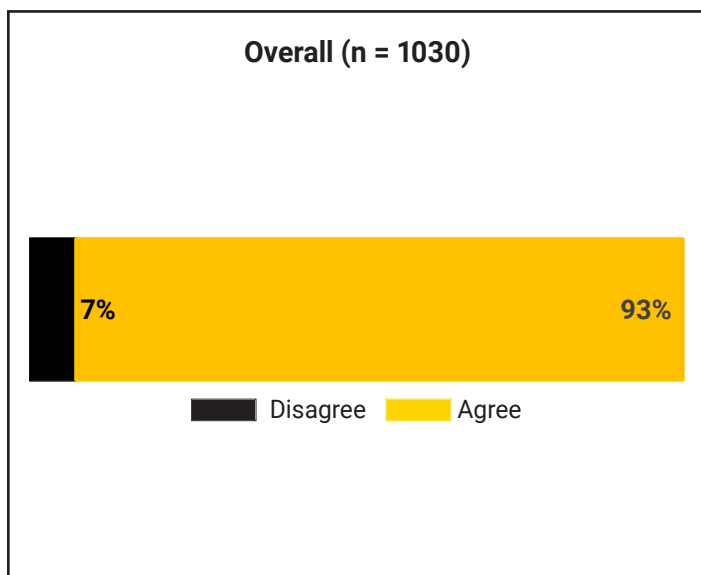
Question 1: I belong in my graduate/professional program.



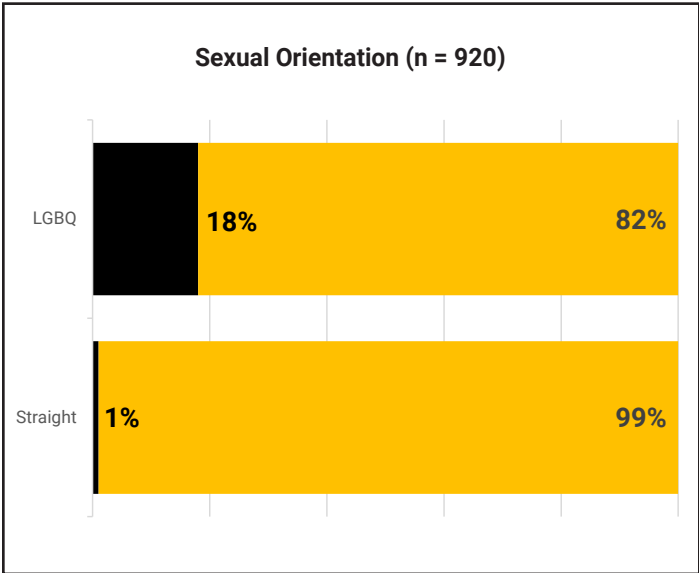
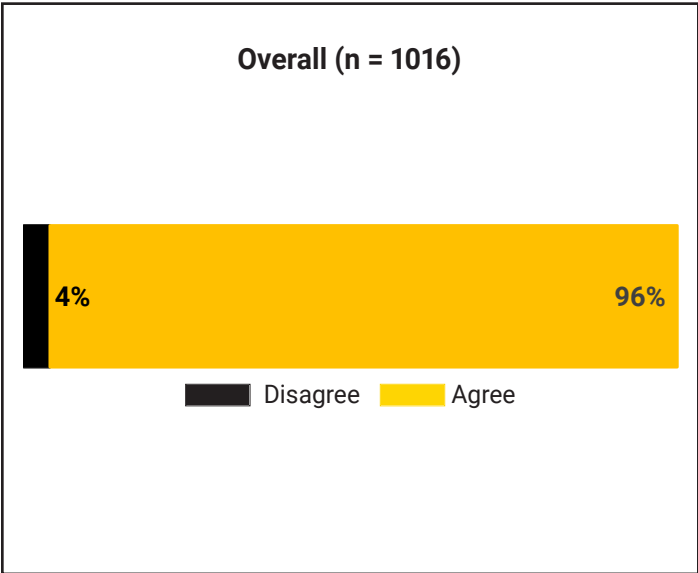
Question 2: Students of my race/ethnicity are respected on this campus.



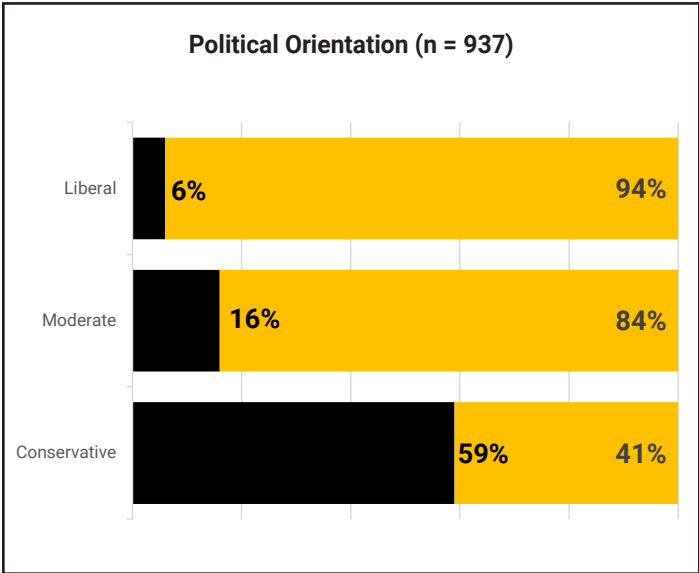
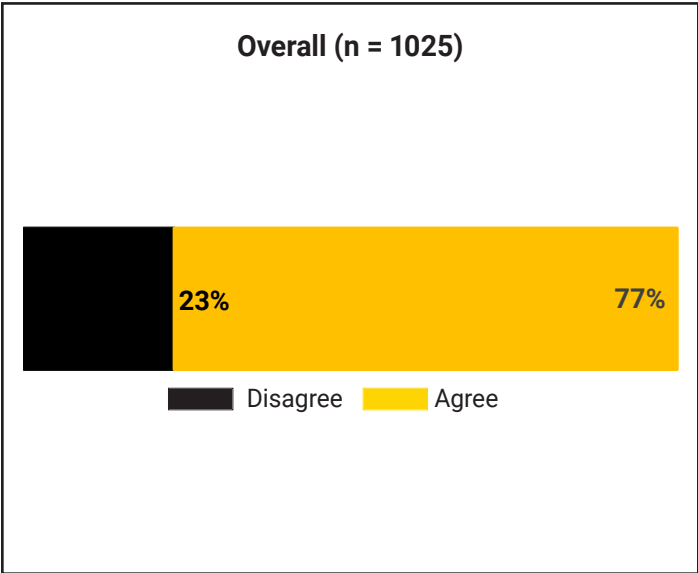
Question 3: Students of my gender are respected on this campus.



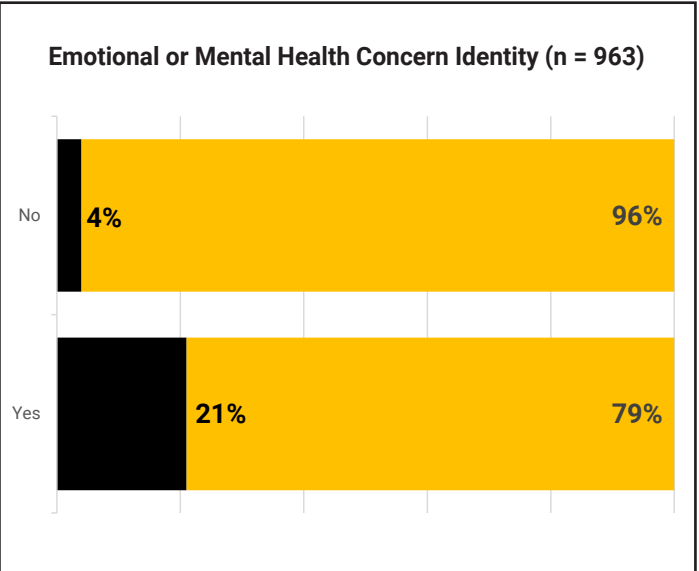
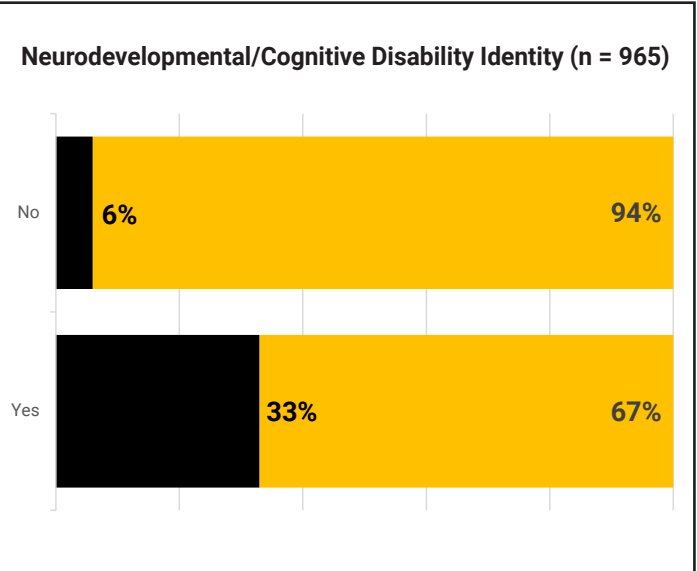
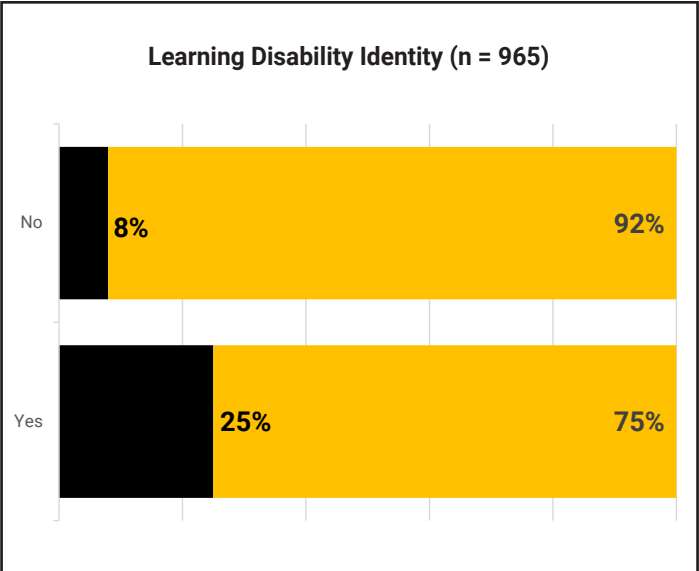
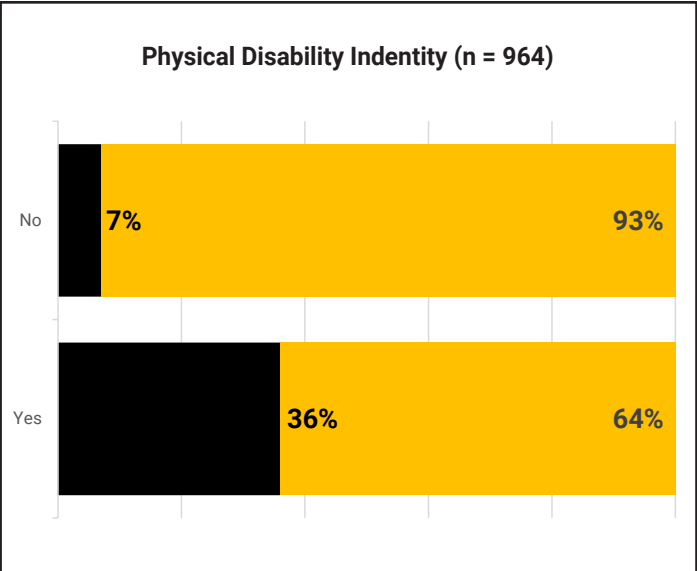
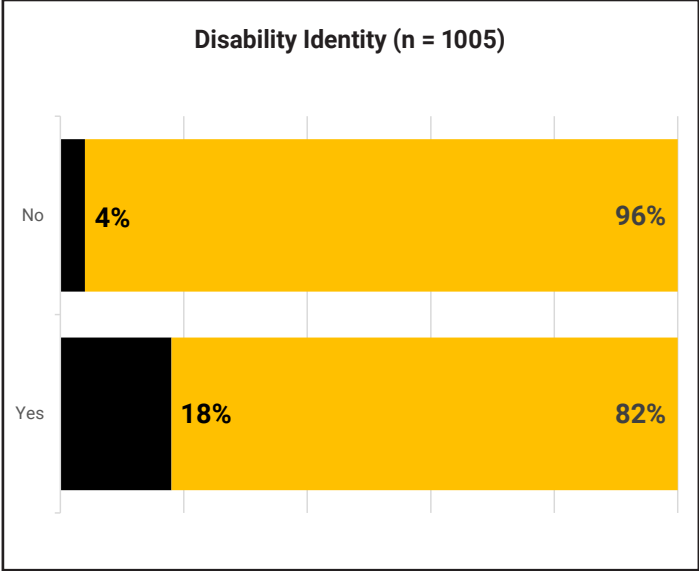
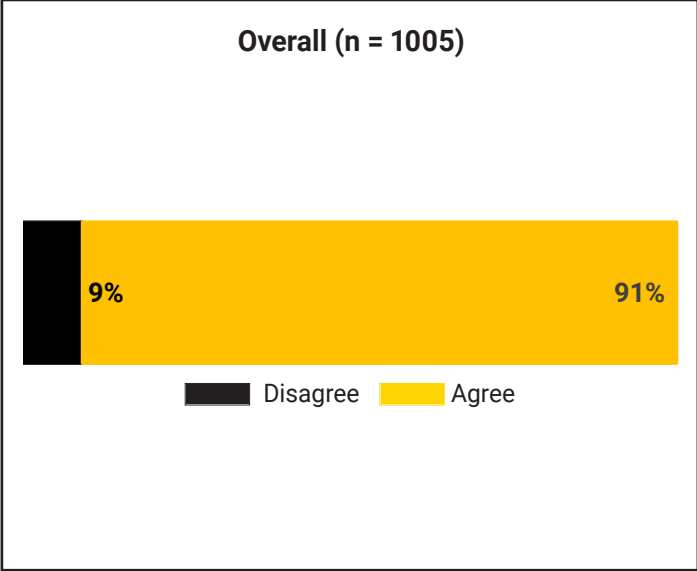
Question 4: Students of my sexual orientation are respected on this campus.



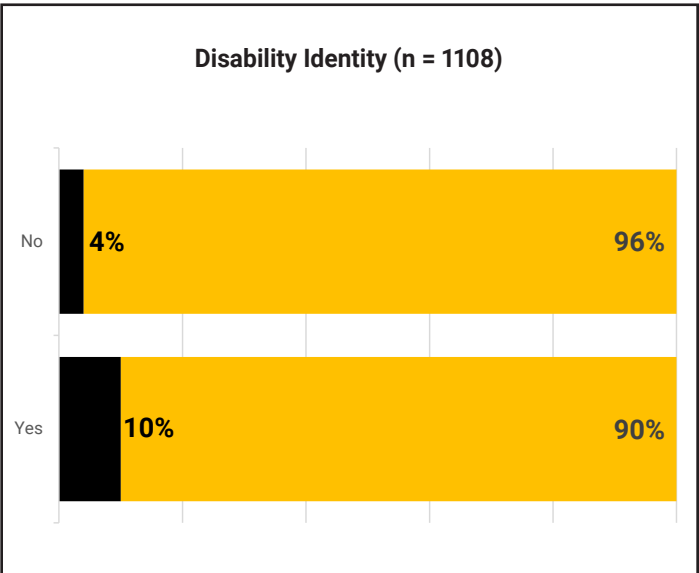
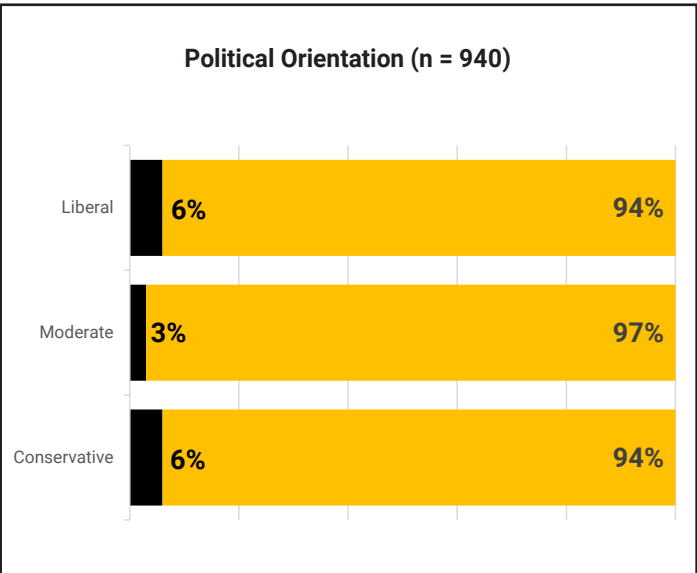
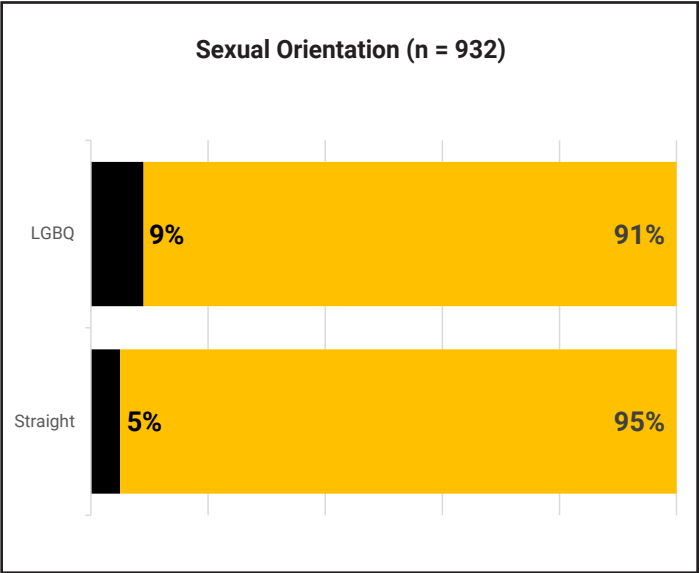
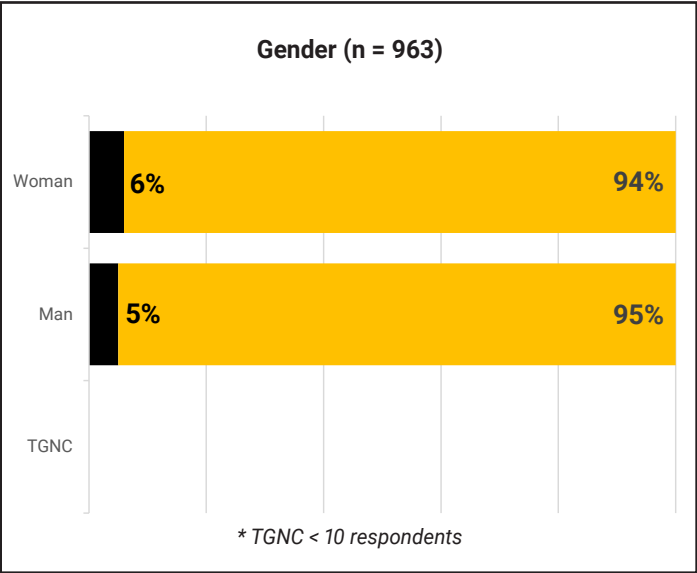
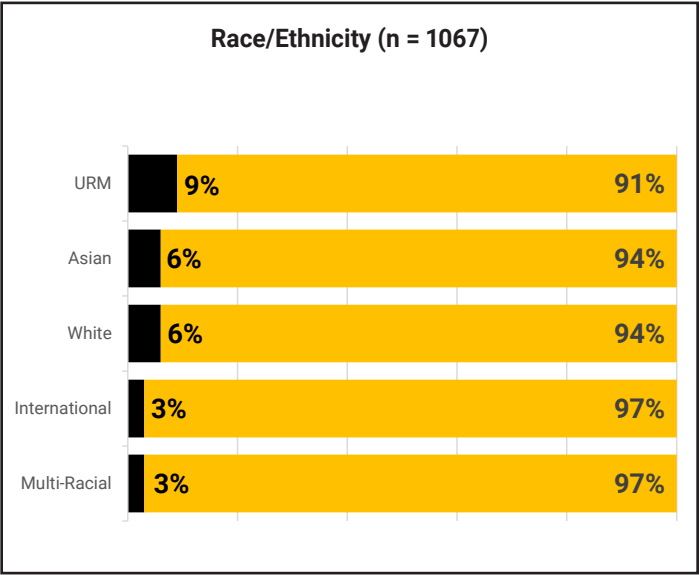
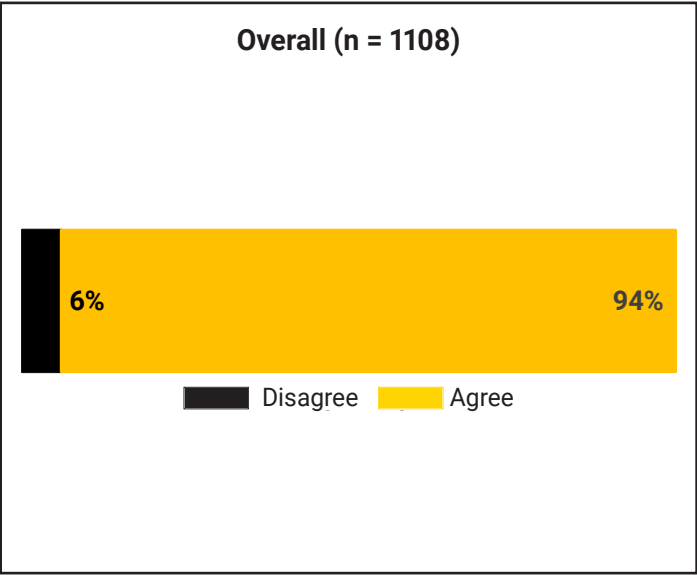
Question 5: Students of my political beliefs are respected on this campus.



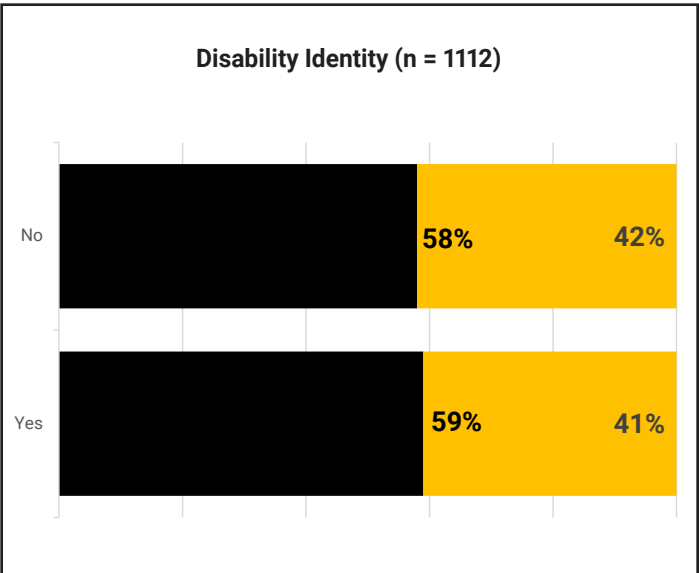
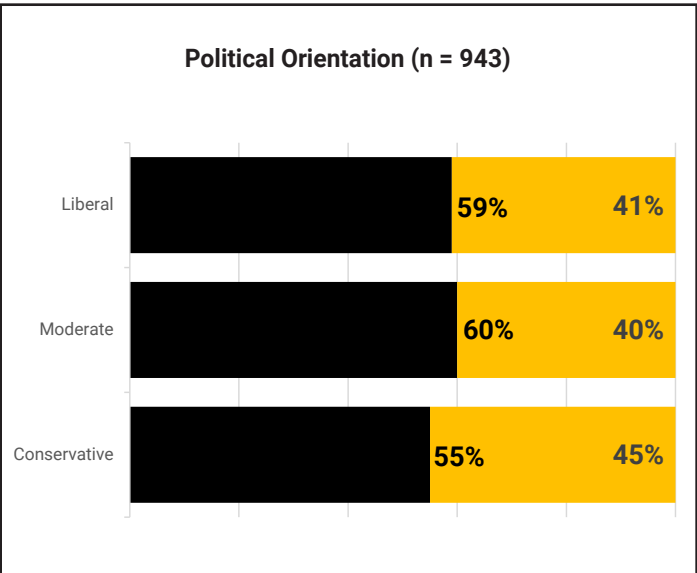
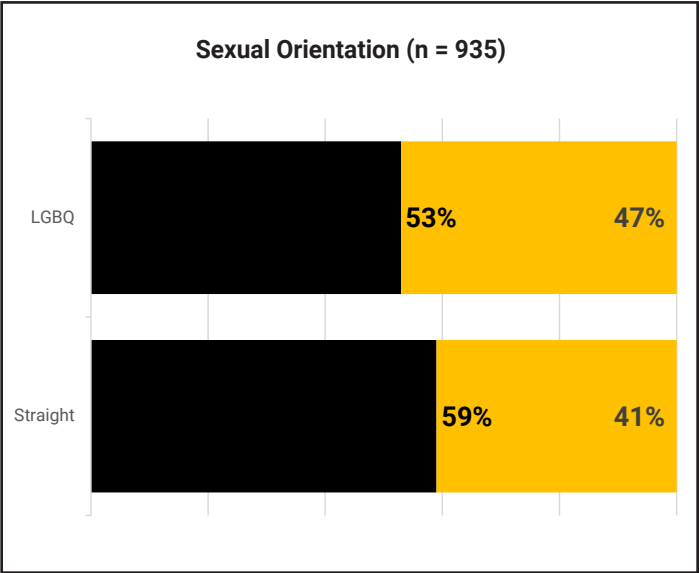
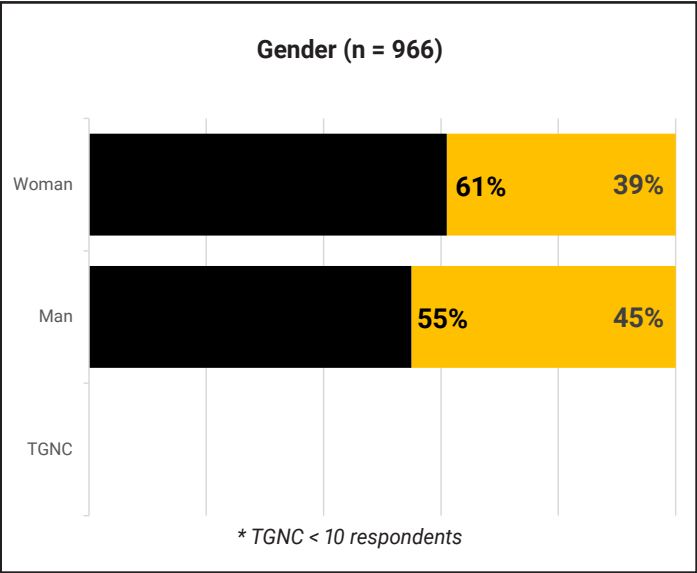
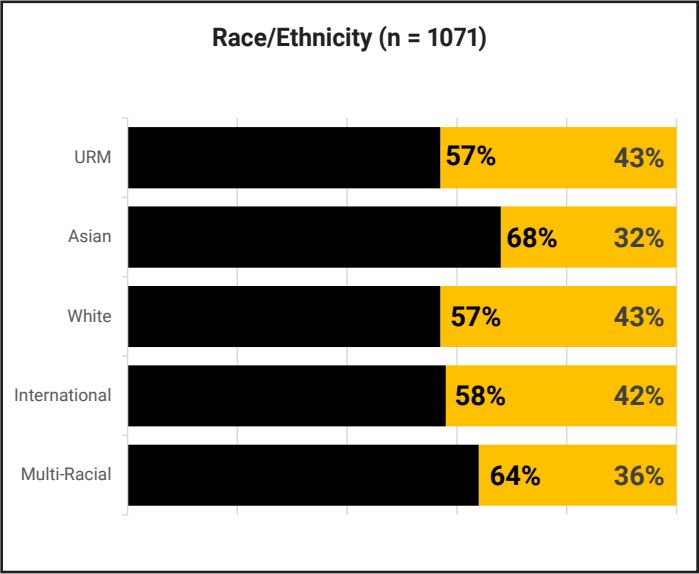
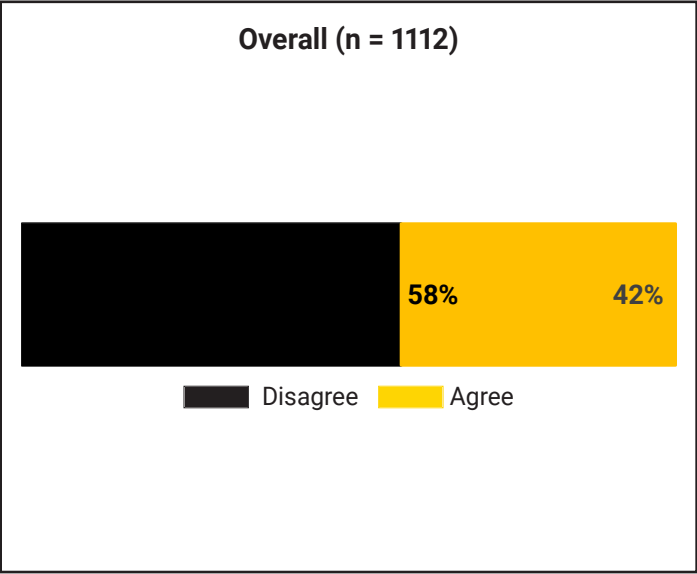
Question 6: Students with a physical, psychological, or learning disability like mine are respected on this campus.



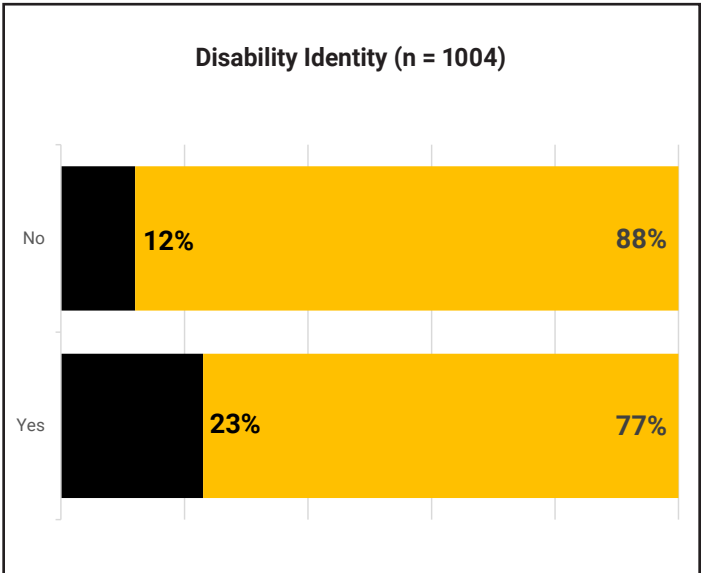
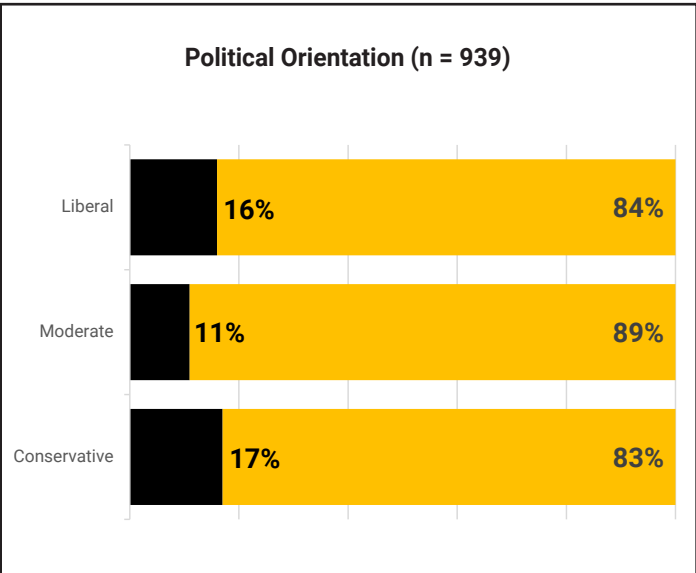
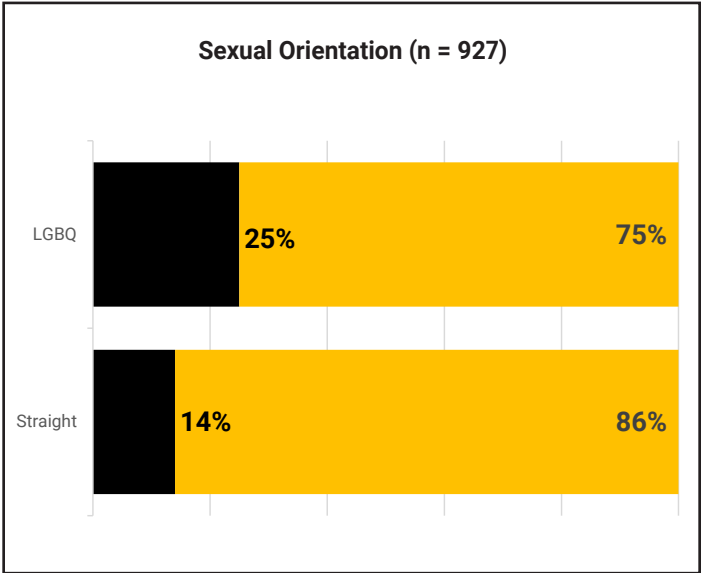
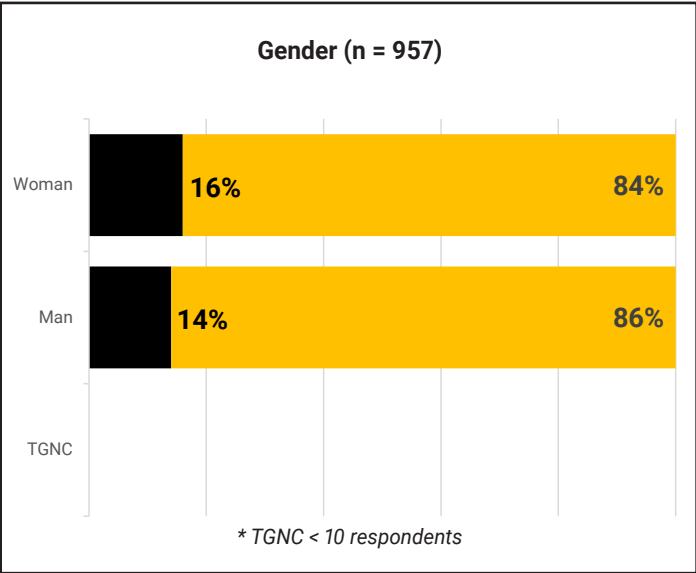
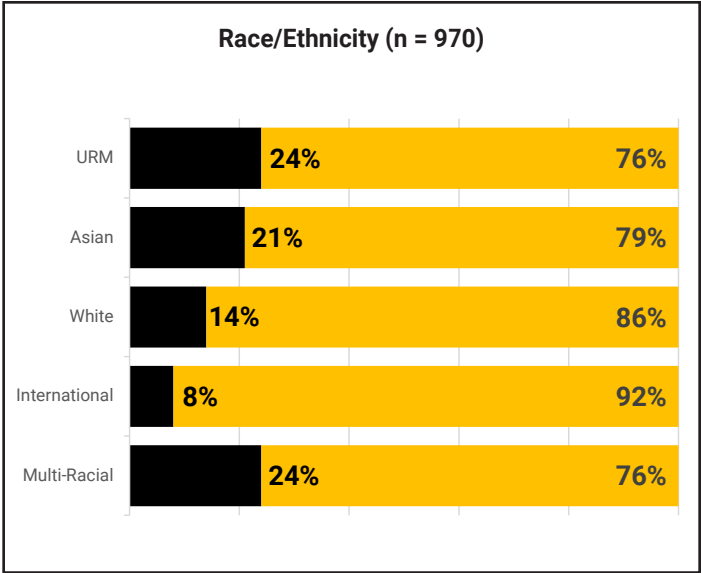
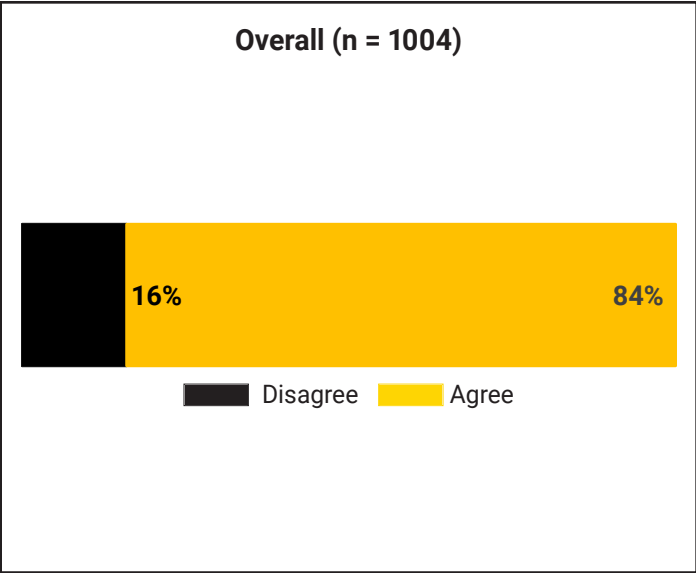
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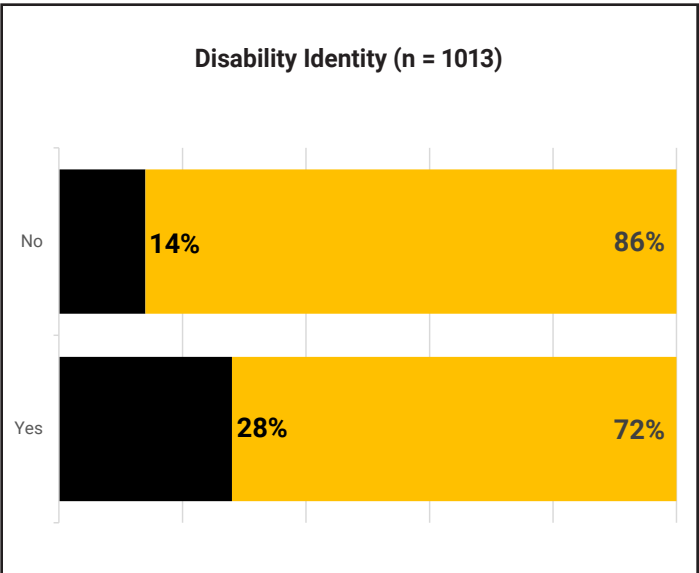
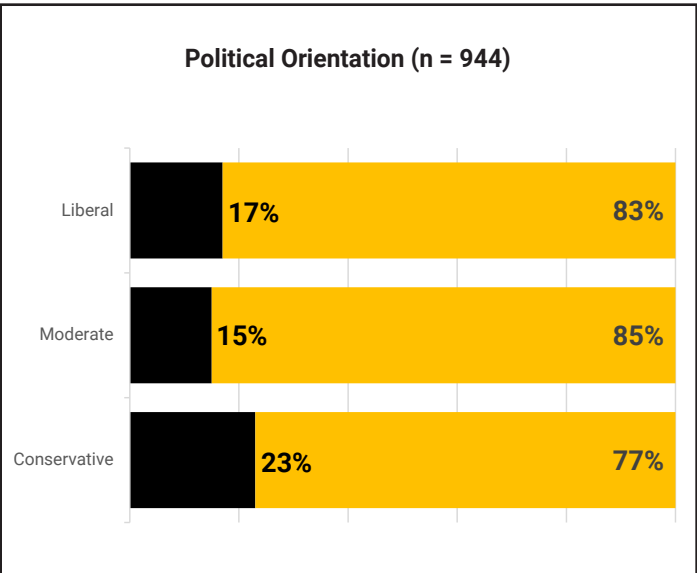
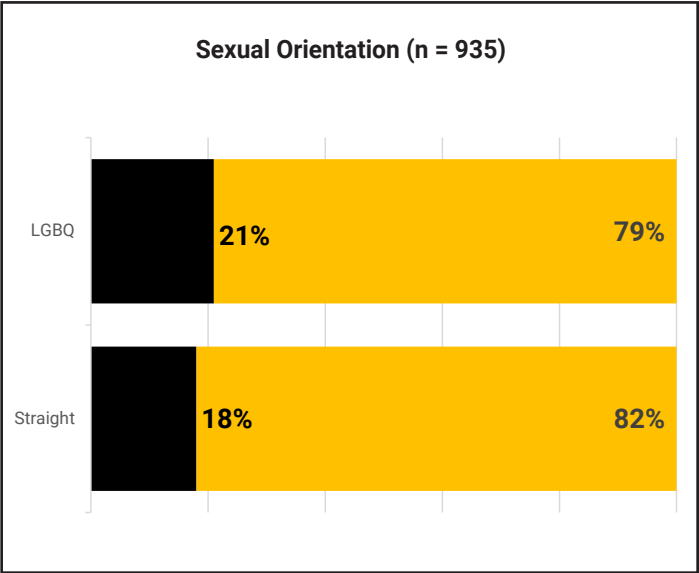
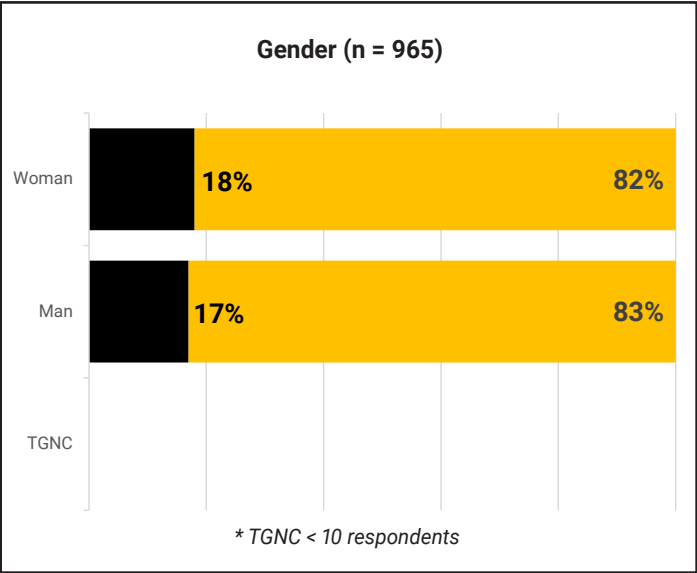
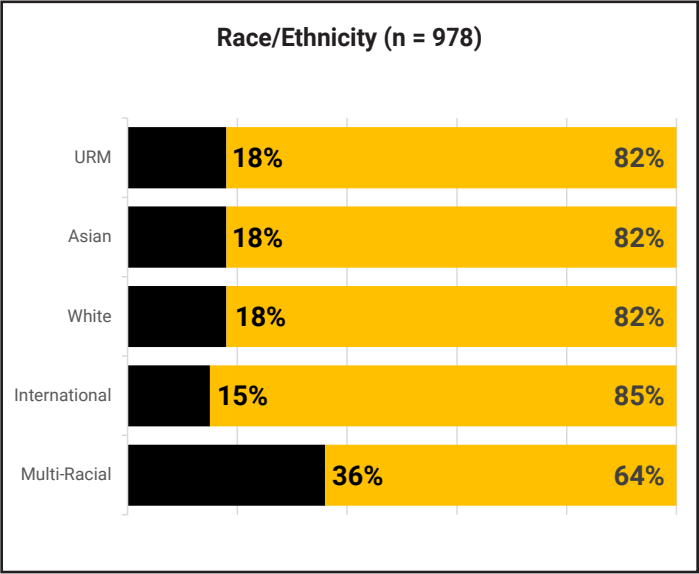
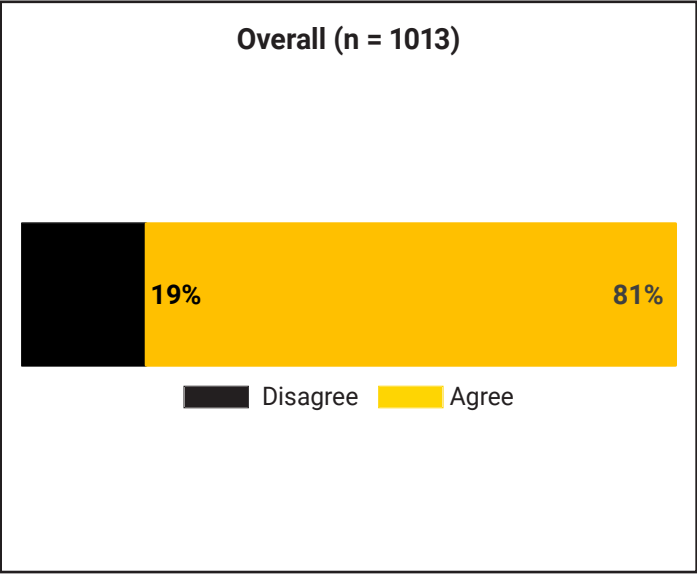
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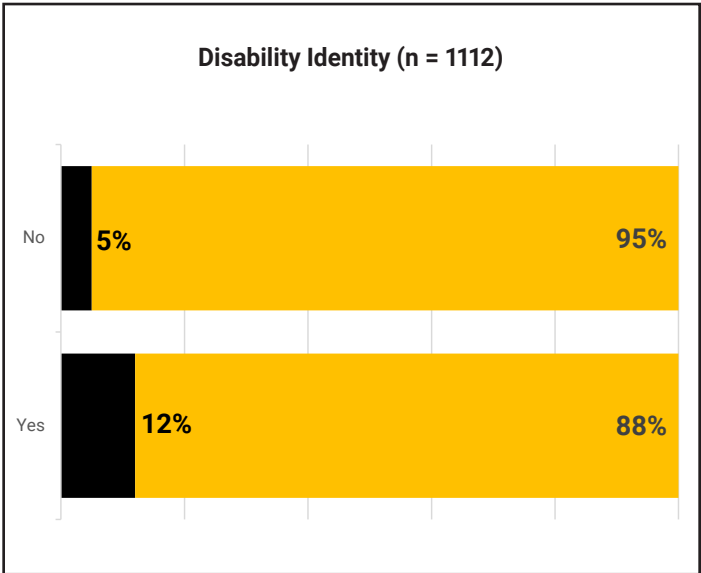
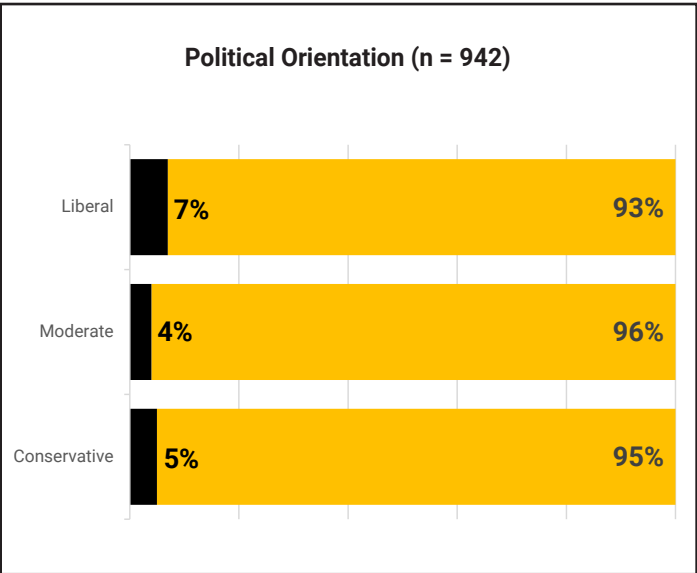
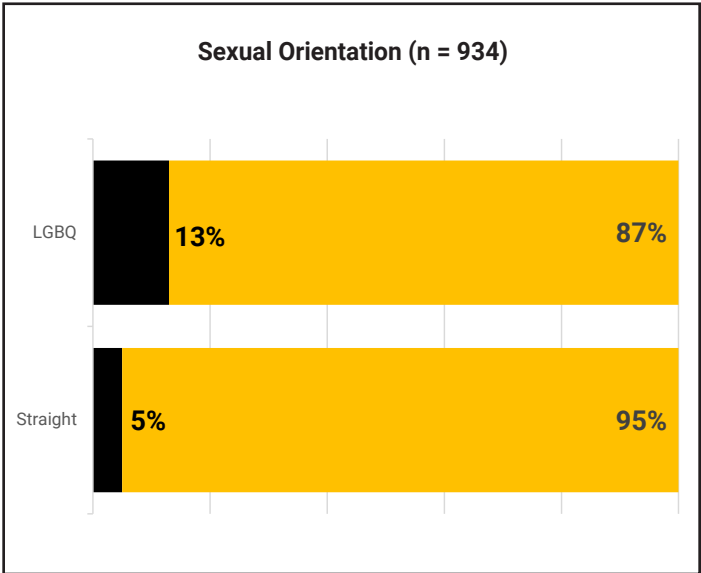
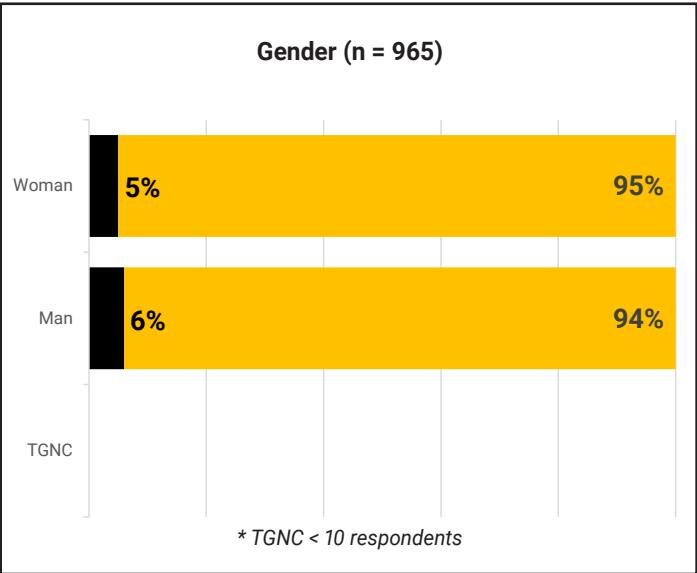
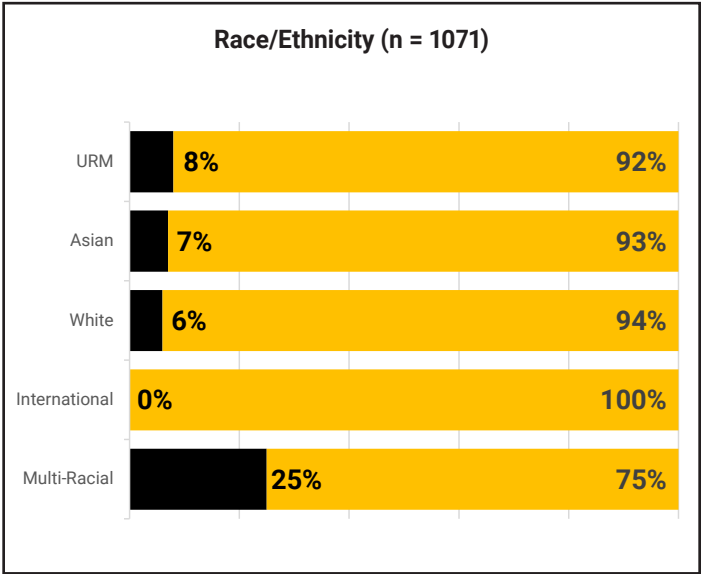
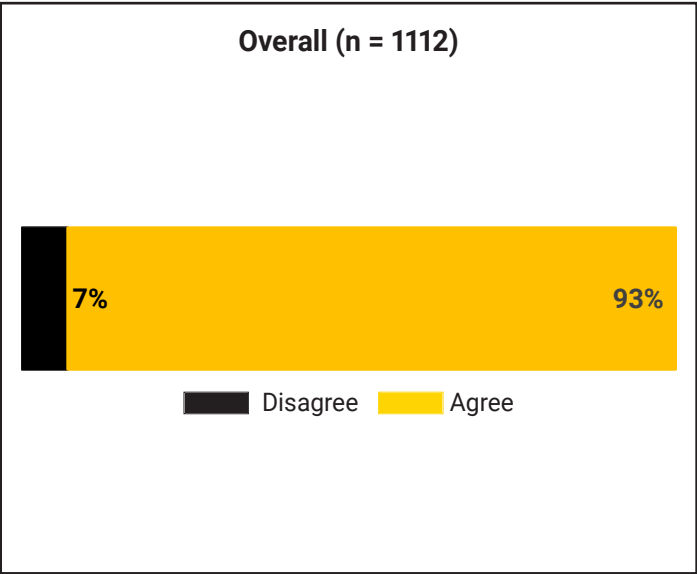
Question 9: Rules and regulations are equitably applied.



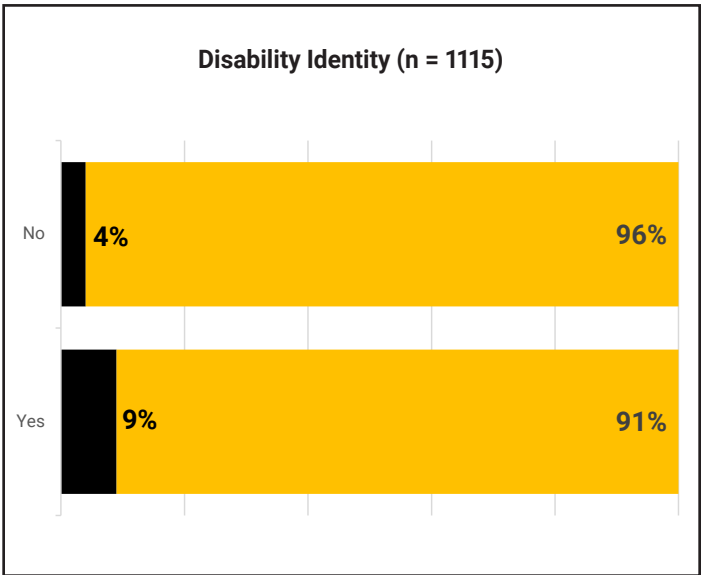
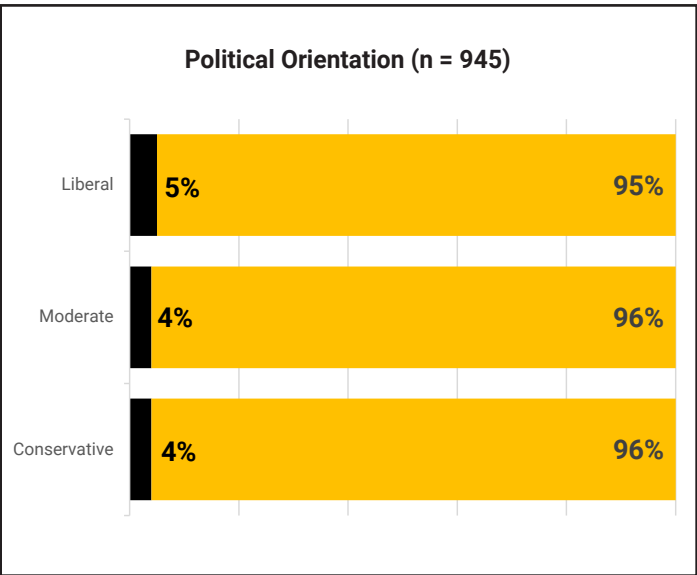
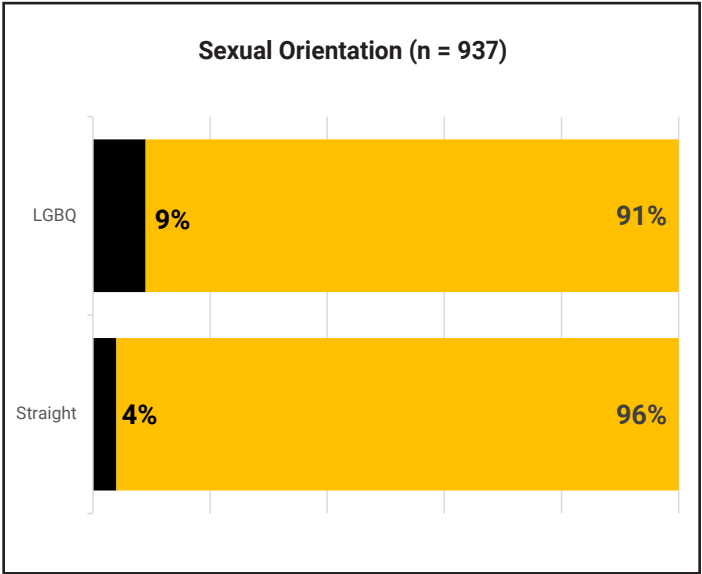
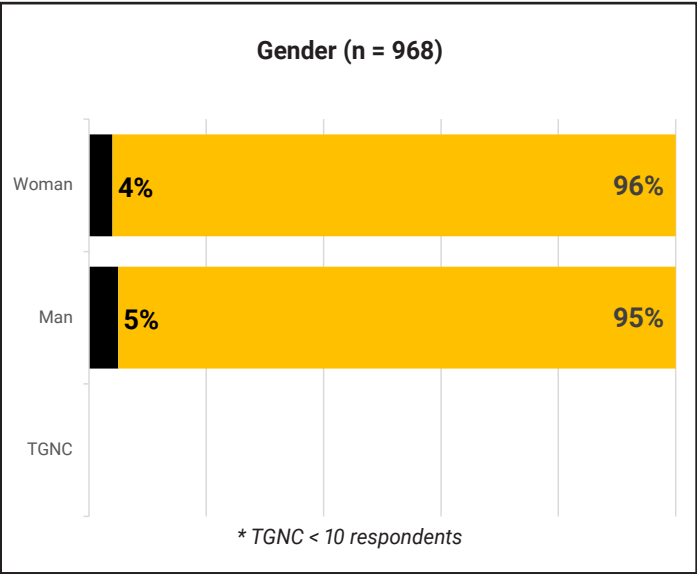
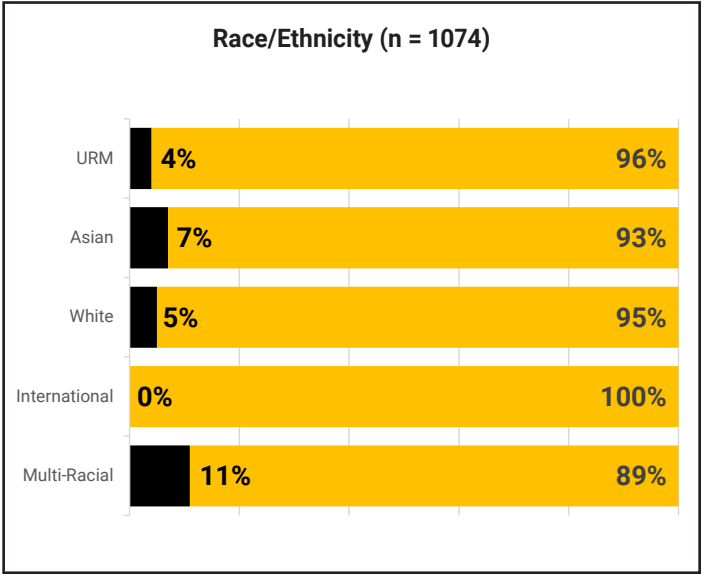
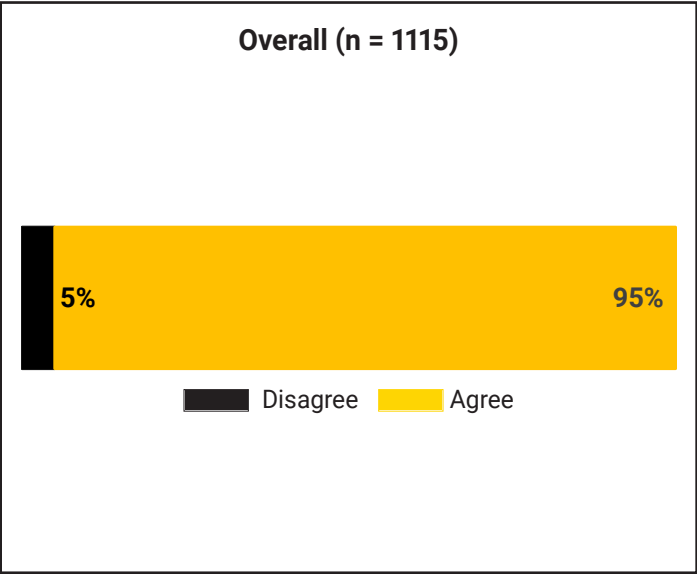
Question 10: Faculty encourage expression of diverse viewpoints from their students.



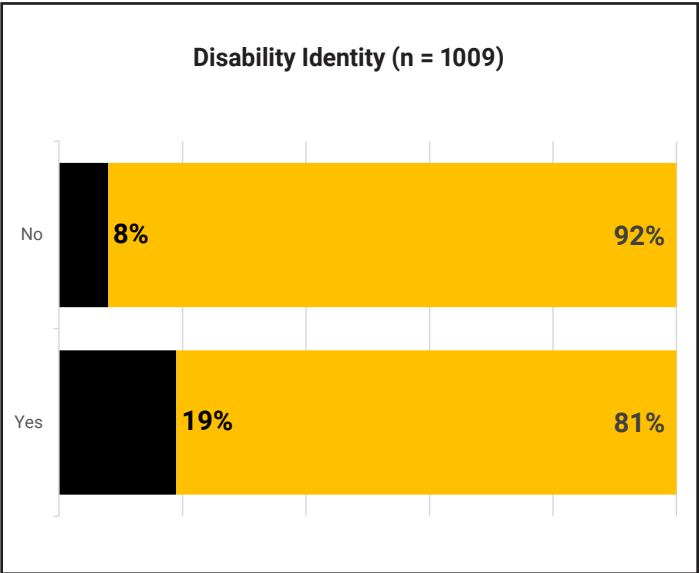
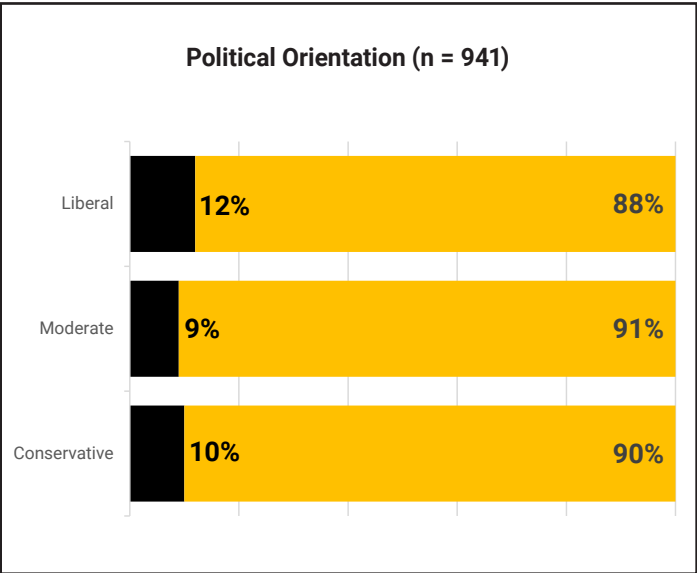
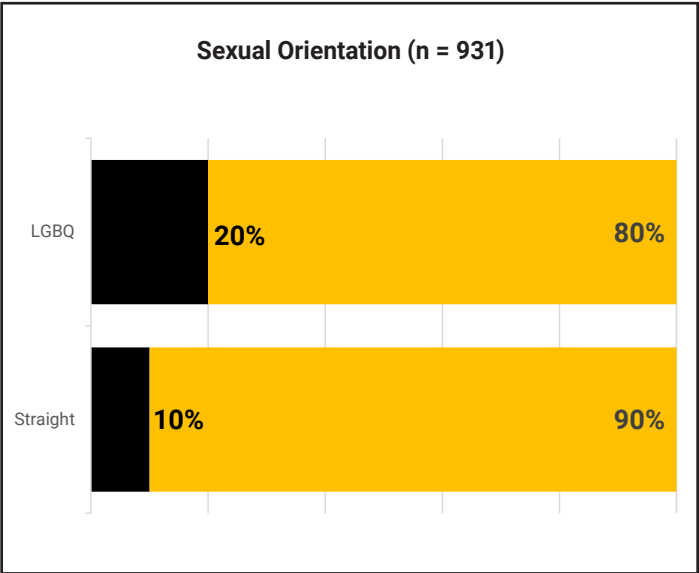
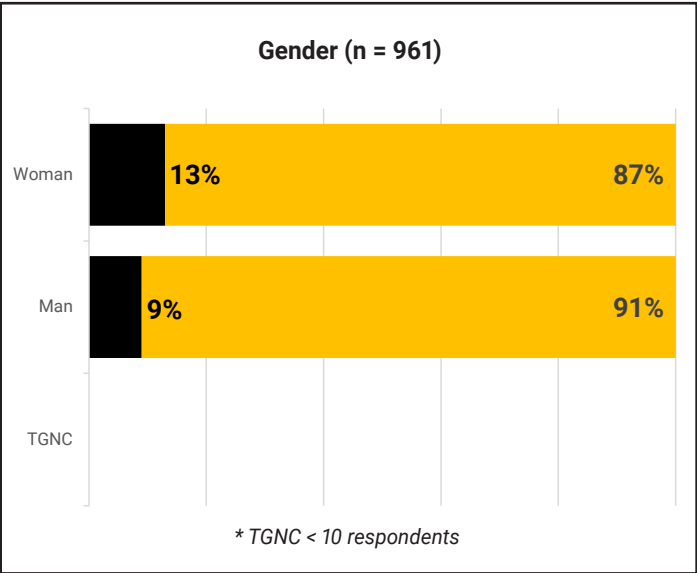
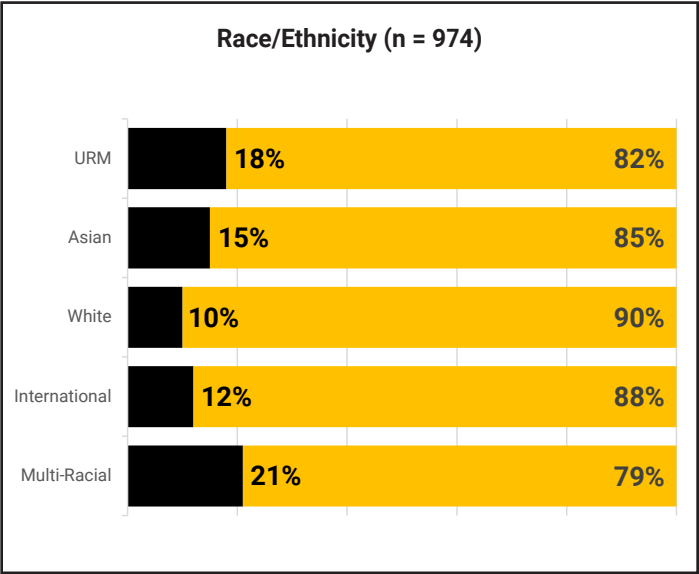
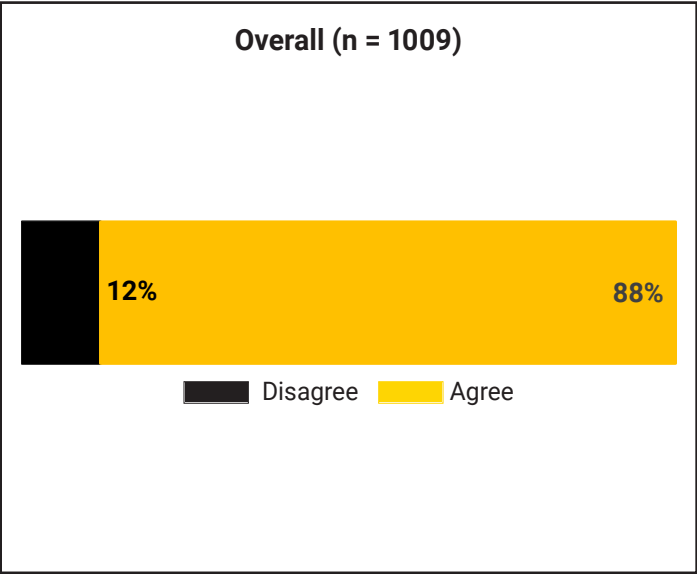
Supplemental Question: I am proud to be a student at this campus.



Supplemental Question: I am proud to be a student in my graduate/professional program.



Supplemental Question: Rules and regulations are fair.



Survey Respondents by Identity

College

	Frequency	Percent
Carver College of Medicine	255	22.3
College of Dentistry	160	14.0
College of Law	266	23.2
College of Pharmacy	190	16.6
Graduate Management Programs	275	24.0
Total	1146	100.0

Gender

	Frequency	Percent
Woman	545	47.6
Man	414	36.1
TGNC	9	0.8
Prefer not to answer	178	15.5
Total	1146	100.0

Political Orientation

	Frequency	Percent
Liberal	519	45.3
Moderate	187	16.3
Conservative	239	20.9
Prefer not to answer	201	17.5
Total	1146	100.0

Race/Ethnicity

	Frequency	Percent
URM	117	10.2
Asian	103	9.0
White	817	71.3
International	31	2.7
Multi-Racial	37	3.2
Prefer not to answer	41	3.6
Total	1146	100.0

Sexual Orientation

	Frequency	Percent
LGBQ	117	10.2
Straight	820	71.6
Prefer not to answer	209	18.2
Total	1146	100.0

Disability Status

	Frequency	Percent
No	808	70.5
Yes	338	29.5
Total	1146	100.0



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STRATEGIC PLANNING DISCUSSIONS

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TRAINING OPPORTUNITIES

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