CAMPUS CLIMATE SURVEY
REPORT 2021
Undergraduate Students

Survey Administered: March 29-May 28, 2021
Report Published: March 24, 2022
SPRING 2021
SURVEY ADMINISTERED
19,998 undergraduate students in Medicine, Education, Engineering, Liberal Arts & Sciences, Nursing, Public Health, Business, and University College

19% RESPONSE RATE
3,884 undergraduate students

79% REPORT A SENSE OF BELONGING AT THE UNIVERSITY OF IOWA
This remains consistent across most social identities

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→ 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

As a whole the survey reached three student population groups: professional, graduate, and undergraduate students.

REPORT RELEASE DATE: March 24, 2022

SURVEY PARTICIPATION - UNDERGRADUATE STUDENTS
This report uses questions from the University of Iowa's 2021 Student Experience in the Research University (SERU) survey. The 2021 SERU survey was administered to a total of 19,998 undergraduate students from March 29 through May 28, 2021. The overall response was 19.4% with 3,884 undergraduate students responding. The response by college was:

- 30 Carver College of Medicine (24% college response rate)
- 156 College of Education (24% college response rate)
- 436 College of Engineering (24% college response rate)
- 2,425 College of Liberal Arts and Sciences (18% college response rate)
- 158 College of Nursing (25% college response rate)
- 76 College of Public Health (32% college response rate)
- 535 Tippie College of Business (18% college response rate)
- 68 University College (22% college response rate)
DATA REVIEW & REPORTING FOCUS

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 eleven questions of direct relevance to these focal themes. Those eleven questions and their accompanying responses inform the data analysis found in the Survey Response Highlights section of this report.

HIGHLIGHTED SURVEY QUESTIONS:

1. I feel that I belong at the University of Iowa.
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. Faculty respect students regardless of their background.
8. I had access to my instructor(s) when needed.
9. Have you worked with a faculty or staff member that you think of as a mentor?
10. Students are treated fairly by the faculty.
11. Faculty encourage expression of diverse viewpoints from their students.

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

SUPPLEMENTAL QUESTION:

1. I am proud to be a student at this campus.

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 - UNDERGRADUATE STUDENTS

Question #1: I feel that I belong at the University of Iowa.

Overall, a majority of undergraduate students (79%) report a sense of belonging in their programs. This sense of belonging remains consistent across most social identities (ranging from 73-85%), though undergraduate students identifying as TGNC (61%) are less likely to agree.

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.

Race/ethnicity
Overall, most undergraduate students (90%) report a sense of respect for their race/ethnicity on campus. However, undergraduate students who identify as URM (75%) and Asian (73%) are less likely to agree that students of their race/ethnicity are respected on campus.

Gender
Overall, most undergraduate students (90%) report a sense of respect for their gender on campus. However, undergraduate students who identify as TGNC (70%) are less likely to agree.
Sexual orientation
Overall, most undergraduate students (95%) report a sense of respect for their sexual orientation on campus.

Political beliefs
A majority of undergraduate students identifying as liberal (96%) and moderate (88%) report a sense of respect for students holding their political beliefs. However, undergraduate students identifying as conservative (44%) are less likely to agree that students holding their political beliefs are respected on campus.

Physical, psychological, or learning disabilities
Overall, most undergraduate students who identify as having a disability (79%) report a sense of respect for how their ability status is respected on campus. Undergraduate students who identify having a disability labeled as “other” (63%) are less likely to agree.

Questions #7: Faculty respect students regardless of their background.
Overall, a majority of undergraduate students (93%) report feeling that faculty respect students regardless of their background. This feeling of respect remains consistent across various social identities (ranging from 86-96%).

Questions #8: I had access to my instructor(s) when needed.
Overall, most undergraduate students (78%) report feeling like their instructor(s) had time for them when needed. This feeling of respect remains consistent across various social identities (ranging from 75-82%).

Question #9: Have you worked with a faculty or staff member that you think of as a mentor?
Fewer than half of overall undergraduate students (43%) reported having worked with a faculty or staff member they would think of as a mentor. That feeling remains consistent across various social identities (ranging from 39-49%).

Question #10: Students are treated fairly by the faculty.
Overall, most undergraduate students (88%) report feeling that students are treated fairly by the faculty. However, students who identify as TGNC (66%) are less likely to agree.

Question #11: Faculty encourage expression of diverse viewpoints from the students.
Overall, most undergraduate students (88%) report feeling that faculty encourage expression of diverse viewpoints. This feeling remains consistent (ranging from 81-92%) across various social identities.
CONSIDERATIONS FOR UI LEADERSHIP

BELONGING & INCLUSION

Most undergraduate students (79%) report a sense of belonging at the University of Iowa, which remains consistent across many social identities.

Yet, while undergraduate students overall feel their social identity is respected on campus some specific groups are less likely to agree: respondents identifying as URM (75%), Asian (73%), TGNC (70%) and Conservative (44%) are less likely to agree that their social identity is respected on campus.

In a continued effort to cultivate belonging and inclusion across all social identities, the University of Iowa leadership can create more opportunities to engage in direct, open, and ongoing dialogue with undergraduate students. These dialogues might take several forms, for example: town halls, affinity group meetings, and/or increased support of existing undergraduate groups that engender community for students.

More importantly, given the size and diversity of the undergraduate population, aligning the efforts of the offices of the Provost, College Deans, Student Life, and Division of Diversity, Equity, and Inclusion toward a multi-tiered, sustained plan of undergraduate engagement could provide a long-term opportunity for students to know they are heard and that continual action is being taken by the administration to improve belonging and inclusion. Identifying strategic centralizations and creating systems for more robust communication channels between these academic support hubs will multiply the effectiveness of faculty, staff, and student efforts in building a more unified campus.

While climate reports—and other forms of quantitative and qualitative feedback—might reveal urgent environmental issues that require immediate attention, the path toward a welcoming, inspiring campus climate is long-term work. Toward that outcome, leadership should facilitate a clear (and adaptive) multi-year strategy and ensure sustained application of resources where needed.
EQUITY IN STUDENT ACHIEVEMENT

When asked this question—*Have you worked with a faculty or staff member that you think of as a mentor*—less than half of undergraduate students (43%) respond in agreement.

Further investigation, by leadership, into this gap in agreement might be prudent. An inquiry should determine if there are missing elements in student education regarding the role of mentors and how to engage them. Likewise, do faculty and staff need more direction on their possible roles as mentors to undergraduate students? An inquiry might also determine if there is a lack of resources available to provide meaningful mentorship to interested students. Ultimately, strong mentorship for the undergraduate population will serve as an instrument of retention, student achievement, and success in post-graduate pursuits.
NEXT STEPS

Following the release of this report, the Division of Diversity, Equity, and Inclusion staff are immediately engaging representatives at University of Iowa undergraduate 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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Maurine Neiman | College of Liberal Arts & Sciences
Andre Perry | Division of Diversity, Equity, and Inclusion
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.)
GRAPHICAL 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 UNDERGRADUATE 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. The “Disagree” response category includes responses of “Strongly Disagree, Disagree, and Somewhat Disagree” and “Agree” represents responses of “Strongly Agree, Agree, and Somewhat Agree”. For the survey item “How often have you experienced students treated fairly by the faculty”, the “Often” category indicates responses of “Somewhat Often, Often, or Very Often” and the “Never/Rarely/Occasionally” response category indicates responses of “Never, Rarely, or Occasionally”.

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 is determined based on self-reported responses to the survey questions “What is your current gender identity?” and “Do you consider yourself to be transgender?”. Due to the small number of respondents, respondents who selected “nonbinary”; self-described as “genderqueer”, “genderfluid”, “queer,” or “gender non-conforming”; selected more than one gender identity; or indicated “yes” to identifying as Trans 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, LGBQ 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 feel that I belong at the University of Iowa.

**Overall (n = 3761)**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21%</td>
<td>79%</td>
</tr>
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**Race/Ethnicity (n = 3680)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
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<tbody>
<tr>
<td>URM</td>
<td>24%</td>
<td>76%</td>
</tr>
<tr>
<td>Asian</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>International</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>27%</td>
<td>73%</td>
</tr>
</tbody>
</table>

**Gender (n = 3360)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>Man</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>TGNC</td>
<td>39%</td>
<td>61%</td>
</tr>
</tbody>
</table>

**Sexual Orientation (n = 3239)**

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBQ</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Straight</td>
<td>19%</td>
<td>81%</td>
</tr>
</tbody>
</table>

**Political Orientation (n = 3168)**

<table>
<thead>
<tr>
<th>Political Orientation</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Moderate</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Conservative</td>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Disability Identity (n = 3761)**

<table>
<thead>
<tr>
<th>Disability Identity</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Yes</td>
<td>26%</td>
<td>74%</td>
</tr>
</tbody>
</table>
Question 2: Students of my race/ethnicity are respected on this campus.

Overall (n = 3479)

Disagree Agree
10% 90%

Race/Ethnicity (n = 3403)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM</td>
<td>25%</td>
<td>75%</td>
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<tr>
<td>Asian</td>
<td>27%</td>
<td>73%</td>
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<tr>
<td>White</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>International</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>18%</td>
<td>82%</td>
</tr>
</tbody>
</table>

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

Overall (n = 3477)

Disagree Agree
10% 90%

Gender (n = 3352)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Man</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>TGNC</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Question 4: Students of my sexual orientation are respected on this campus.

Overall (n = 3468)

- Overall (n = 3468)

  - Disagree: 5%
  - Agree: 95%

  - Disagree: 5%
  - Agree: 95%

  Gender: LGBQ: 11% Disagree, 89% Agree
  Straight: 2% Disagree, 98% Agree

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

Overall (n = 3465)

- Overall (n = 3465)

  - Disagree: 18%
  - Agree: 82%

  - Disagree: 18%
  - Agree: 82%

  Political Orientation:
  - Liberal: 4% Disagree, 96% Agree
  - Moderate: 12% Disagree, 88% Agree
  - Conservative: 56% Disagree, 44% Agree
Question 6: Students with a physical, psychological, or learning disability like mine are respected on this campus.

Overall (n = 1499)

- Disagree: 14%
- Agree: 86%

Any Disability Identity (n = 1499)

- No: 5%
- Yes: 95%

- No: 21%
- Yes: 79%

Physical Disability Identity (n = 1454)

- No: 13%
- Yes: 30%

- No: 87%
- Yes: 70%

Learning Disability Identity (n = 1449)

- No: 13%
- Yes: 24%

- No: 87%
- Yes: 76%
Question 7: Faculty respect students regardless of their background.

Overall (n = 3312)

- Disagree: 7%
- Agree: 93%

Race/Ethnicity (n = 3242)

- URM: 11% Disagree, 89% Agree
- Asian: 11% Disagree, 89% Agree
- White: 7% Disagree, 93% Agree
- International: 4% Disagree, 96% Agree
- Multi-Racial: 9% Disagree, 91% Agree

Gender (n = 3279)

- Woman: 7% Disagree, 93% Agree
- Man: 8% Disagree, 92% Agree
- TGNC: 14% Disagree, 86% Agree

Sexual Orientation (n = 3166)

- LGBQ: 10% Disagree, 90% Agree
- Straight: 6% Disagree, 94% Agree

Political Orientation (n = 3097)

- Liberal: 7% Disagree, 93% Agree
- Moderate: 5% Disagree, 95% Agree
- Conservative: 9% Disagree, 91% Agree

Disability Identity (n = 3312)

- No: 6% Disagree, 94% Agree
- Yes: 9% Disagree, 91% Agree
Question 8: I had access to my instructor(s) when needed.

Overall (n = 3864)

- Never or Sometimes True: 22%
- Often or Always True: 78%

Race/Ethnicity (n = 3778)

- URM: 21% Never or Sometimes True, 79% Often or Always True
- Asian: 19% Never or Sometimes True, 81% Often or Always True
- White: 22% Never or Sometimes True, 78% Often or Always True
- International: 18% Never or Sometimes True, 82% Often or Always True
- Multi-Racial: 20% Never or Sometimes True, 80% Often or Always True

Gender (n = 3348)

- Woman: 21% Never or Sometimes True, 79% Often or Always True
- Man: 23% Never or Sometimes True, 77% Often or Always True
- TGNC: 24% Never or Sometimes True, 76% Often or Always True

Sexual Orientation (n = 3229)

- LGBQ: 21% Never or Sometimes True, 79% Often or Always True
- Straight: 22% Never or Sometimes True, 78% Often or Always True

Political Orientation (n = 3157)

- Liberal: 21% Never or Sometimes True, 79% Often or Always True
- Moderate: 21% Never or Sometimes True, 79% Often or Always True
- Conservative: 22% Never or Sometimes True, 78% Often or Always True

Disability Identity (n = 3864)

- No: 20% Never or Sometimes True, 80% Often or Always True
- Yes: 25% Never or Sometimes True, 75% Often or Always True
Question 9: Have you worked with a faculty or staff member that you think of as a mentor?

Overall (n = 3366)

- No: 57%
- Yes: 43%

Race/Ethnicity (n = 3294)

- URM: 52% No, 48% Yes
- Asian: 65% No, 35% Yes
- White: 57% No, 43% Yes
- International: 59% No, 41% Yes
- Multi-Racial: 52% No, 48% Yes

Gender (n = 3330)

- Woman: 55% No, 45% Yes
- Man: 61% No, 39% Yes
- TGNC: 54% No, 46% Yes

Sexual Orientation (n = 3213)

- LGBQ: 51% No, 49% Yes
- Straight: 58% No, 42% Yes

Political Orientation (n = 3146)

- Liberal: 53% No, 47% Yes
- Moderate: 59% No, 41% Yes
- Conservative: 61% No, 39% Yes

Disability Identity (n = 3366)

- No: 60%
- Yes: 53%
Question 10: Students treated fairly by the faculty.

**Overall (n = 3625)**

- Never/Rarely/Occasionally: 12%
- Often: 88%

**Race/Ethnicity (n = 3546)**

- URM: 13% Often, 87% Never/Rarely/Occasionally
- Asian: 17% Often, 83% Never/Rarely/Occasionally
- White: 11% Often, 89% Never/Rarely/Occasionally
- International: 16% Often, 84% Never/Rarely/Occasionally
- Multi-Racial: 8% Often, 92% Never/Rarely/Occasionally

**Gender (n = 3355)**

- Woman: 10% Often, 90% Never/Rarely/Occasionally
- Man: 14% Often, 86% Never/Rarely/Occasionally
- TGNC: 15% Often, 85% Never/Rarely/Occasionally

**Sexual Orientation (n = 3235)**

- LGBQ: 12% Often, 88% Never/Rarely/Occasionally
- Straight: 11% Often, 89% Never/Rarely/Occasionally

**Political Orientation (n = 3166)**

- Liberal: 10% Often, 90% Never/Rarely/Occasionally
- Moderate: 13% Often, 87% Never/Rarely/Occasionally
- Conservative: 12% Often, 88% Never/Rarely/Occasionally

**Disability Identity (n = 3625)**

- No: 9% Often, 91% Never/Rarely/Occasionally
- Yes: 15% Often, 85% Never/Rarely/Occasionally
Question 11: Faculty encourage expression of diverse viewpoints from their students.

**Overall (n = 3309)**

- **Disagree**: 12%
- **Agree**: 88%

**Race/Ethnicity (n = 3239)**

- URM: 14% Disagree, 86% Agree
- Asian: 12% Disagree, 88% Agree
- White: 12% Disagree, 88% Agree
- International: 7% Disagree, 93% Agree
- Multi-Racial: 14% Disagree, 86% Agree

**Gender (n = 3277)**

- **Woman**: 11% Disagree, 89% Agree
- **Man**: 15% Disagree, 85% Agree
- **TGNC**: 12% Disagree, 88% Agree

**Sexual Orientation (n = 3164)**

- **LGBTQ**: 15% Disagree, 85% Agree
- **Straight**: 11% Disagree, 89% Agree

**Political Orientation (n = 3094)**

- **Liberal**: 9% Disagree, 91% Agree
- **Moderate**: 9% Disagree, 91% Agree
- **Conservative**: 20% Disagree, 80% Agree

**Disability Identity (n = 3309)**

- **No**: 10% Disagree, 90% Agree
- **Yes**: 14% Disagree, 86% Agree
Supplemental Question: I am proud to be a student at this campus.

**Overall (n = 3312)**

- Disagree: 10%
- Agree: 90%

**Race/Ethnicity (n = 3240)**

- URM: 13%, 87%
- Asian: 11%, 89%
- White: 9%, 91%
- International: 8%, 92%
- Multi-Racial: 19%, 81%

**Gender (n = 3276)**

- Woman: 8%, 92%
- Man: 13%, 87%
- TGNC: 24%, 76%

**Sexual Orientation (n = 3163)**

- LGBQ: 15%, 85%
- Straight: 8%, 92%

**Political Orientation (n = 3094)**

- Liberal: 10%, 90%
- Moderate: 8%, 92%
- Conservative: 8%, 92%

**Disability Identity (n = 3312)**

- No: 7%, 93%
- Yes: 13%, 87%
### Survey Respondents by Identity

#### College

<table>
<thead>
<tr>
<th>College</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carver College of Medicine</td>
<td>30</td>
<td>0.8</td>
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<tr>
<td>College of Education</td>
<td>156</td>
<td>4.0</td>
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<td>College of Public Health</td>
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<td>Tippie College of Business</td>
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<tr>
<td>University College</td>
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#### Race/Ethnicity

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<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>URM</td>
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<tr>
<td>Asian</td>
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<td>White</td>
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#### Gender

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<td>Woman</td>
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<tr>
<td>Man</td>
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#### Sexual Orientation

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<tr>
<td>LGBQ</td>
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#### Political Orientation

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<tr>
<td>Liberal</td>
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<td>Moderate</td>
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#### Disability Status

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</table>
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