

IOWA

Division of Diversity, Equity, and Inclusion

2022 CAMPUS CLIMATE FINDINGS

The 2022 Campus Climate Survey is a snapshot of the University of Iowa culture during the spring 2022 semester. This report identifies key takeaways from the survey and shows how Iowa's 2022-2027 Strategic Plan will help address improvement areas.

Our history: The Campus Climate Survey takes a snapshot of our culture every two years. The first survey occurred in 2018, collecting feedback from faculty, staff, undergraduate, and graduate students. The university surveyed only faculty and staff in 2020 during the COVID-19 pandemic. The student survey was administered in 2021 with a version for professional students. The 2022 survey was administered in March to the entire campus community.




Our goals: We know we are not perfect. This survey holds our institution accountable and aims to proactively use these learnings to identify areas of change. Specifically, this report:

- Gives a voice to the campus community on DEI perspectives.
- Provides clear direction to enact meaningful change.
- Identifies trends over time.

Keep in mind that these findings represent the feedback of **4,679 students** and **5,759 faculty and staff** who responded to the survey.

- Faculty and staff had a **30%** response rate. The survey was administered to 19,290 faculty and staff with 5,759 responding.
- Undergraduate, graduate, and professional students had an **18%** response rate. The survey was administered to 26,290 students with 4,679 responding.
- The institution considers multiple data sets, including this survey, to develop a holistic picture of its culture. The Campus Climate Survey is one of these data sets.

Response rates remain consistent over time:

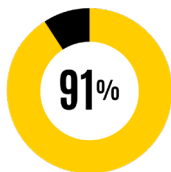
Group	2018	2020*	2021	2022
Undergraduate students	19% (n=4,131)		19% (n=3,884)	16% (n=3,070)
Graduate students	35% (n=1,457)		28% (n=1,246)	37% (n=1,190)
Professional students	n/a		36% (n=1,146)	13% (n=419)
Postdoctoral students	n/a	17% (n=36)	n/a	18% (n=38)
Faculty	33% (n=879)	41% (n=1,212)	n/a	38% (n=1,097)
Staff	21% (n=3,582)	38% (n=6,164)	n/a	29% (n=4,624)

**The student survey was not administered in 2020 due to the COVID-19 pandemic.*

Why this matters: The consistency of responses gives us a more holistic picture of our campus climate over time. The results of these findings are consistent with previous surveys.

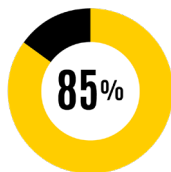
Trends show our path forward: Each of the five areas below has received consistent responses in the three surveys completed (2018, 2020, 2022). This consistency gives us a clear path on areas of focus to provide a more welcoming and inclusive environment.

1. Students feel faculty encourage expression of diverse viewpoints.



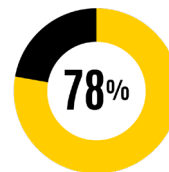
UNDERGRADUATE STUDENTS

n=2,433



GRADUATE STUDENTS

n=938



PROFESSIONAL STUDENTS

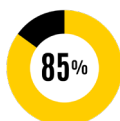
n=323

n = agreeing respondents | yellow = agree | black = disagree

While students reported mixed experiences with positive faculty interaction, Iowa continues to provide exceptional teaching and transformative educational experiences.

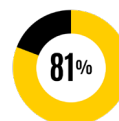
Why this matters: Inclusive teaching practices support meaningful and accessible learning experiences for all students, regardless of their background or identity. Student motivation for learning increases when they feel recognized and given a chance to actively participate in their learning process.

Trending: Students' responses to "faculty encourage the expression of diverse viewpoints," have stayed consistent since 2018. See Appendix 1 for disaggregated and trending data.



ON AVERAGE, 85% OF GRADUATE AND PROFESSIONAL STUDENTS AGREE THEIR PROGRAM CREATES A COLLEGIAL AND SUPPORTIVE ENVIRONMENT.

n=1,279



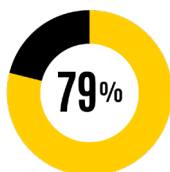
ON AVERAGE, 81% OF GRADUATE AND PROFESSIONAL STUDENTS AGREE TO HAVE WORKED WITH A FACULTY OR STAFF THEY CONSIDER A MENTOR.

n=1,172

Strategic plan DEI commitment: The following areas of focus in the 2022-2027 Strategic Plan will help address high-quality teaching and dynamic educational experiences empowering all students:

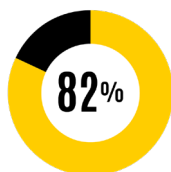
- Enhance support, incentives, and structures that facilitate teaching excellence and student learning [Excellence in Teaching and Learning](#)
- Expand structured guidance and support for student curricular and co-curricular learning and career planning and networking. [Excellence in Teaching and Learning](#)
- Elevate the diverse mentoring networks that connect students with faculty, staff, peer leaders, and alumni. [Excellence in Teaching and Learning](#)
- Improve equitable access to distinctive, high-impact educational opportunities for students. [Excellence in Teaching and Learning](#)
- Expand opportunities and support for students, faculty, and staff to engage in mutually beneficial partnerships with communities across Iowa and around the world, including those with underserved populations. [Transformative Societal Impact](#)
- Explore improvements in infrastructure—including people, processes, policies, and technology—to support faculty, staff, and campus leadership in using institutional data to plan, implement, and assess efforts to advance individual and institutional success. [Holistic Well-being and Success](#)

2. Hawkeyes feel valued.



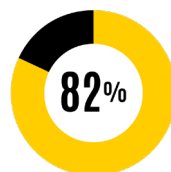
UNDERGRADUATE STUDENTS

n=2,430



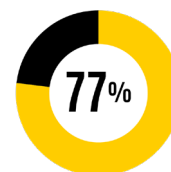
GRADUATE STUDENTS

n=864



PROFESSIONAL STUDENTS

n=343




FACULTY/STAFF/POSTDOCS

n=4,248

n = agreeing respondents | yellow = agree | black = disagree

Iowa is a place where a majority of our students, faculty, and staff feel valued.

Why this matters: To create a welcoming and inclusive environment where faculty, staff, and students can learn, teach, conduct research, and provide the best patient care possible, everyone on our campus must feel like they are valued. This is a motivator for everyone to do their best work and to be part of a community where they feel valued and respected.

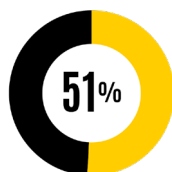
 **Trending:** The average percentage of faculty and staff agreeing they feel valued is 80% over our three surveys (2019, 2020, 2022). Students also responded consistently in the 80% range.

- See Appendix 2 for disaggregated and trending data.

2022-2027 Strategic Plan commitment to DEI: The following goals of the 2022-2027 [Strategic Plan](#), will help improve feeling valued:

- Evaluate and improve programs and policies to enhance diversity, equity, and inclusion throughout the university community. [Welcoming and Inclusive Environment](#)
- Promote expansion and campuswide awareness of physical spaces and resources that provide dedicated support for diverse students, faculty, and staff. [Welcoming and Inclusive Environment](#)
- Use best practices and data-driven, evidence-based policies and procedures to retain talented and diverse students, faculty, and staff. [Welcoming and Inclusive Environment](#)
- Develop a process for communicating and elevating the institution's values related to diversity, equity, and inclusion through unified campuswide strategy, narratives, content, and promotion. [Welcoming and Inclusive Environment](#)
- Elevate the diverse mentoring networks that connect students with faculty, staff, peer leaders, and alumni. [Excellence in Teaching and Learning](#)
- Improve equitable access to distinctive, high-impact educational opportunities for students. [Excellence in Teaching and Learning](#)

3. Campus culture impacts retention.



OF FACULTY, STAFF, AND POSTDOCTORAL STUDENTS WHO RESPONDED TO THE SURVEY SAID THEY CONSIDERED LEAVING IOWA IN THE LAST YEAR.


n=2,904 agreeing respondents | yellow = agree | black = disagree

Reasons for considering leaving were related to workplace culture.

Why this matters: Our best recruiting tool is our people. Retaining our faculty and staff, especially those from underrepresented groups, is a top priority to grow the student population.

Diving Deeper:

Reasons for considering leaving:	Percentage of respondents
Salary/better compensation	62%
Primary workplace climate/culture	59%
Career advancement opportunity	43%
Lack of professional support	41%
Bias against individuals like me	41%
Campus climate/culture	26%
Unresolved conflict with colleagues/co-workers	22%
Personal/family reasons	19%
Recruitment by a different institution/employer	19%
Seeking a more desirable geographic location	17%

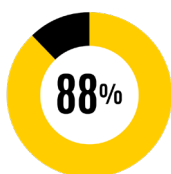
 **Trending:** The overall percentage of respondents answering 'yes' has increased by 12% from 39% to 51% over the three surveys. Salary and Departmental Climate have consistently ranked among the top three reasons.

- See Appendix 3 for disaggregated and trending data.

2022-2027 Strategic Plan commitment to DEI: The following goals of the Strategic Plan address retention:

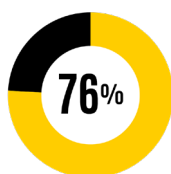
- Embed well-being and mental health into all aspects of campus culture to better support students, faculty, and staff. [Holistic Well-being and Success](#)
- Promote institutional excellence and success by attracting and recruiting a talented body of students, faculty, and staff to create an inclusive and engaged community rich in diversity of experiences, perspectives, and expertise. [Holistic Well-being and Success](#)
- Retain talented faculty and staff through professional development, recognition, and a culture of connection and employee value. [Holistic Well-being and Success](#)
- Enhance and coordinate communication to better understand the emerging needs and priorities of stakeholders and also to more effectively represent the university's impact as an extraordinary resource for leading-edge research, education, health care, culture, and economic vitality. [Transformative Societal Impact](#)

4. Commitment to DEI is important to us.



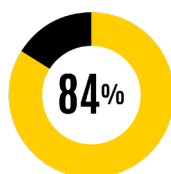
UNDERGRADUATE STUDENTS

n=2,324



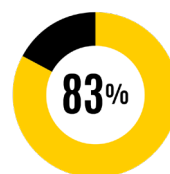
GRADUATE STUDENTS

n=803



PROFESSIONAL STUDENTS

n=346



FACULTY/STAFF/POSTDOCS

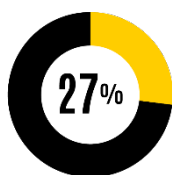
n=4,731

n = agreeing respondents | yellow = agree | black = disagree

While we can always improve, our institution embodies its mission and core values of creativity, community, excellence, inclusivity, and integrity.

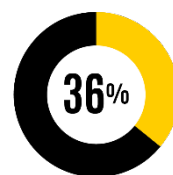
Why this matters: A respectful culture inclusive of all voices leads to the best learning, teaching, patient care, and research experience for all.

Some faculty and staff say DEI distracts:



ON AVERAGE, 27% OF SURVEY RESPONDENTS AGREE THAT ATTENTION TO DEI DISTRACTS FROM ACHIEVING OUR ACADEMIC MISSION


n=1,518



ON AVERAGE, 36% OF SURVEY RESPONDENTS AGREE THERE IS TOO MUCH EMPHASIS PUT ON ISSUES OF DIVERSITY, EQUITY, AND INCLUSION

n=2,031

n = agreeing respondents | yellow = agree | black = disagree

 **Trending:** The overall average percentage of respondents agreeing that the UI has a strong commitment to DEI has decreased by 8% since 2018 but remains at 83% reflecting our strong commitment.

- See Appendix 4 for disaggregated and trending data.

2022-2027 Strategic Plan commitment to DEI: The following areas of focus in the 2022-2027 Strategic Plan will help provide a diverse, equitable, and inclusive culture:

- Expand opportunities and support for students, faculty, and staff to engage in mutually beneficial partnerships with communities across Iowa and around the world, including those with underserved populations. [Transformative Societal Impact](#)
- Enhance support, incentives, and structures that facilitate teaching excellence and student learning. [Excellence in Teaching and Learning](#)
- Elevate the diverse mentoring networks that connect students with faculty, staff, peer leaders, and alumni. [Excellence in Teaching and Learning](#)
- Evaluate and improve programs and policies to enhance diversity, equity, and inclusion throughout the university community. [Welcoming and Inclusive Environment](#)

5. Bias impacts the workplace.



Faculty, staff, and postdoctoral respondents who reported experiencing negative bias.

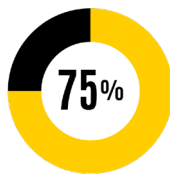
n=2,099

When asked about the areas in which negative bias impacted them, these respondents answered:



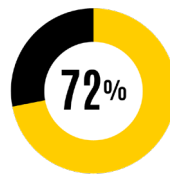
**BIAS INTERFERED WITH MY
WORK PERFORMANCE**

n=1,461



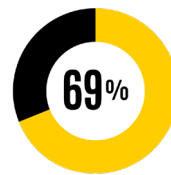
**BIAS CAUSED ME TO CONSIDER
LEAVING THE UNIVERSITY**

n=1,580



**BIAS AFFECTED MY MENTAL
AND/OR PHYSICAL HEALTH**

n=1,508



**BIAS ERODED MY CONFIDENCE
IN MY ABILITIES**

n=1,440

n = respondents who experienced bias | yellow = agree | black = disagree

While a large number of our faculty and staff respondents (64%) did not report experiencing negative bias, those who did indicate it impacted their work performance, health, or confidence to some extent.

Why this matters: Experiencing bias negatively affects faculty, staff, and postdoc retention. Experienced bias is among the top five reasons for considering leaving the university.



Trending: Each of these four areas has stayed consistent in levels of agreement in each survey

- See Appendix 5 for disaggregated and trending data.

2022-2027 Strategic Plan commitment to DEI: The following areas of focus in the 2022-2027 Strategic Plan will help address bias and discrimination

- Embed well-being and mental health into all aspects of campus culture to better support students, faculty, and staff. [Holistic Well-being and Success](#)
- Evaluate and improve programs and policies to enhance diversity, equity, and inclusion throughout the university community. [Welcoming and Inclusive Environment](#)
- Promote expansion and campuswide awareness of physical spaces and resources that provide dedicated support for diverse students, faculty, and staff. [Welcoming and Inclusive Environment](#)
- Use best practices and data-driven, evidence-based policies and procedures to retain talented and diverse students, faculty, and staff. [Welcoming and Inclusive Environment](#)

Next Steps

Following the release of this report, the Division of Diversity, Equity, and Inclusion staff are immediately engaging representatives at University of Iowa colleges and units to discuss this data.

College and Unit leadership is encouraged to increase awareness of the findings from this survey at a unit/departamental level and to use them to inform the implementation of the 2022-2027 Strategic Plan goals and tactics. Especially those leading to expanding DEI commitment, addressing negative workplace culture, and strengthening educational efforts at all levels.

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

1. Facilitate workshops to increase awareness and engagement with a variety of diversity, equity, and inclusion topics
2. Address long-term strategies for building inclusive workplace climates.

For further discussion regarding strategic planning please contact:

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Acknowledgments

The division would like to thank the following for their work and support of the Campus Climate Survey efforts.

- Matt Anson, Office of Assessment
- Kimberly Carter, Office of the Executive Vice President & Provost
- Steven Edwards, Division of Diversity, Equity, and Inclusion
- Jiongting Hu, University Human Resources
- Bria Marcelo, Division of Diversity, Equity, and Inclusion
- Isandra Martínez-Marrero, Division of Diversity, Equity, and Inclusion
- Dawn Moore, Information Technology Services
- Maurine Neiman, College of Liberal Arts & Sciences
- Chuy Renteria, Division of Diversity, Equity, and Inclusion
- Erin Stresow, Division of Diversity, Equity, and Inclusion
- Charlie Taylor, Division of Diversity, Equity, and Inclusion
- Elizabeth Tovar, Division of Diversity, Equity, and Inclusion

Abbreviations and Technical Notes

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

Abbreviations

Due to small sample sizes, some social identities were collapsed for analyses. The following abbreviations are used in the Appendixes section:

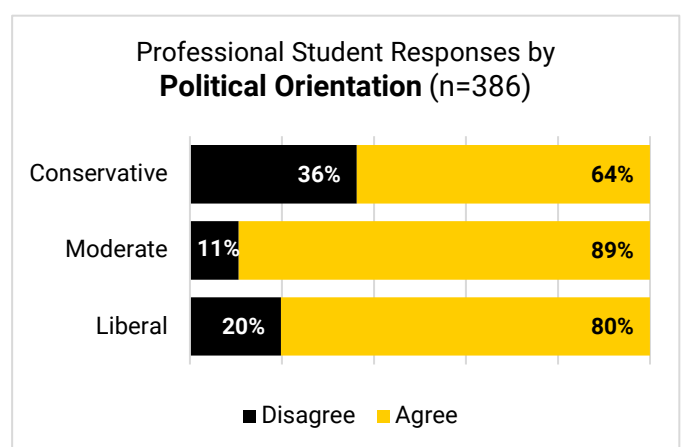
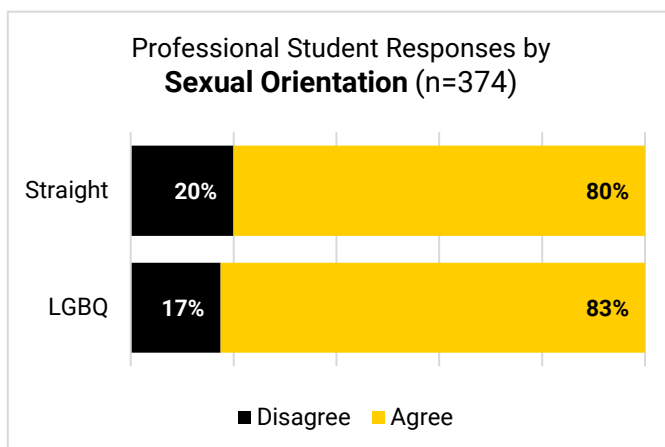
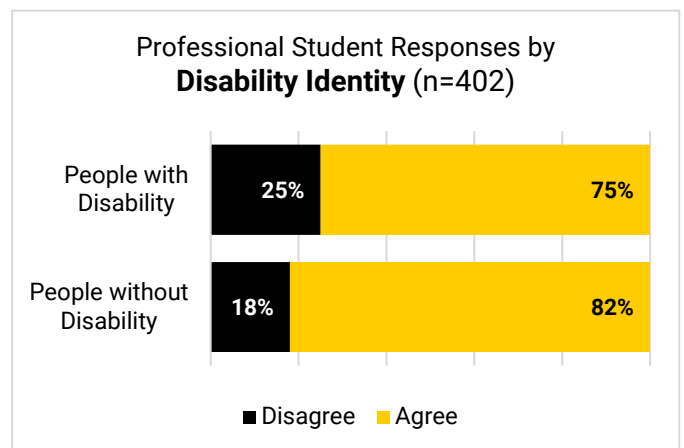
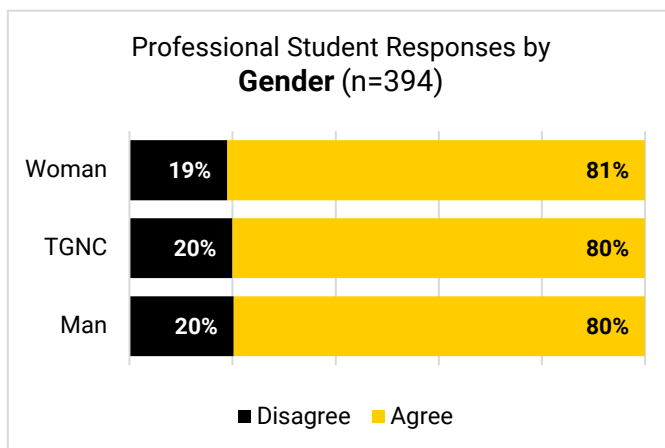
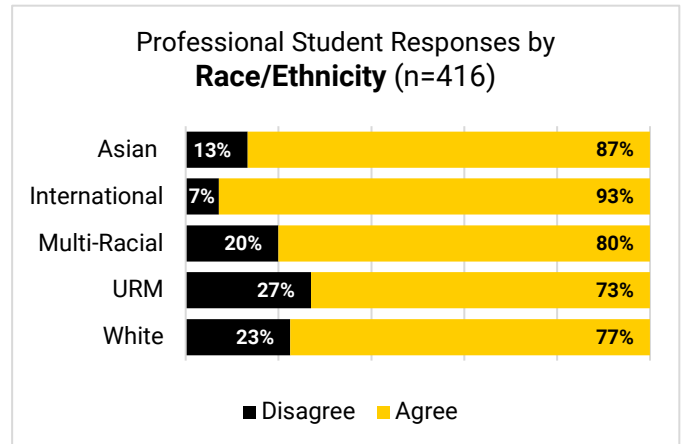
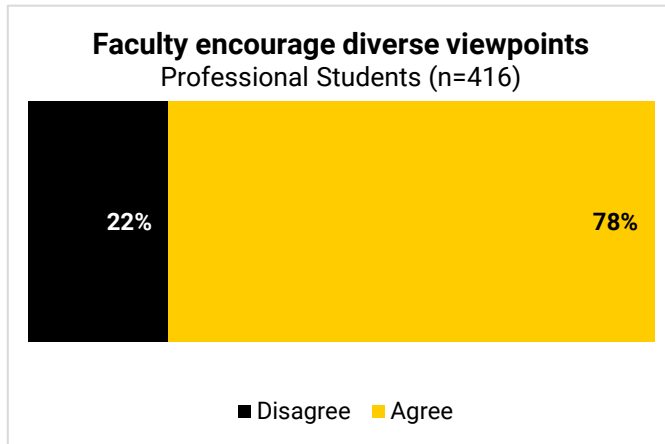
- **LGBQ** includes people who identify as asexual, bisexual, gay or lesbian, pansexual, questioning, queer, or self-described
- **URM** (Underrepresented U.S. Minority) includes people who identify as American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Black or African American, and Latinx
- **TGNC** includes people who identify as trans woman, trans man, genderqueer, gender non-conforming, nonbinary, or people who selected more than one gender identity

Technical Notes

1. Each survey item must have ten (10) respondents for percentage data to be displayed. Survey items with fewer than ten respondents do not have data displayed, but those respondents are included in reports for larger units of which they are members.
2. For the survey item "Faculty encourage expression of diverse viewpoints from their students", "Disagree" represents responses of "Strongly Disagree or Disagree" and the "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.
 - a. **Disability Identity:**
 - i. **Students:** The survey asked student 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; 2) Learning disability or condition; 3) Neurodevelopmental/cognitive disability or condition; 4) Emotional or mental health concern or condition, or some other disability or condition.
 - ii. **Faculty, Staff, and Postdocs:** The survey asked faculty, staff, and postdocs to self-report if they identified with having "any learning, physical, psychological, or sensory disabilities that affect your experiences in the workplace." Respondents who responded "yes," were categorized as having a disability.
 - b. **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".

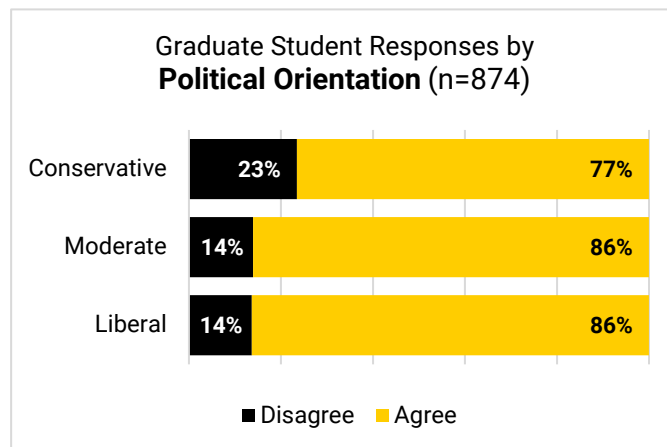
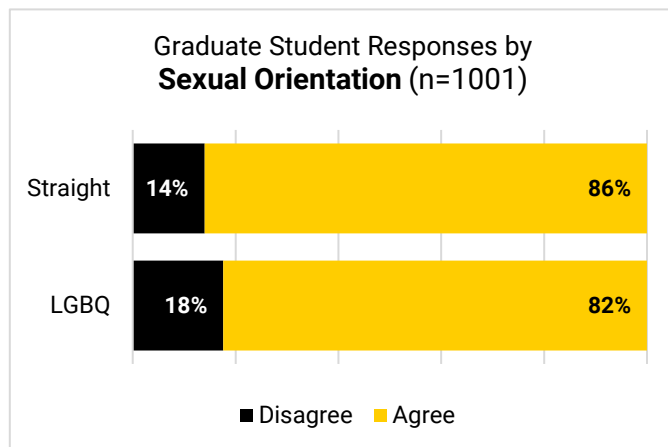
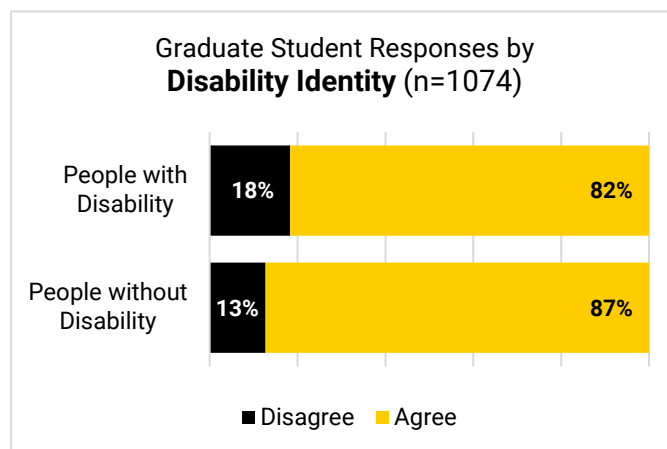
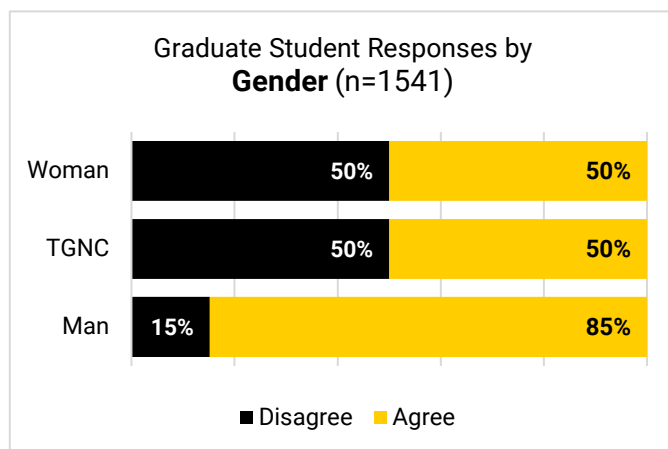
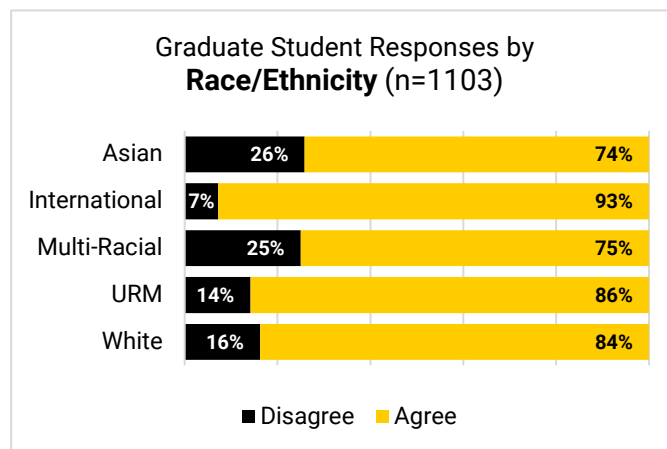
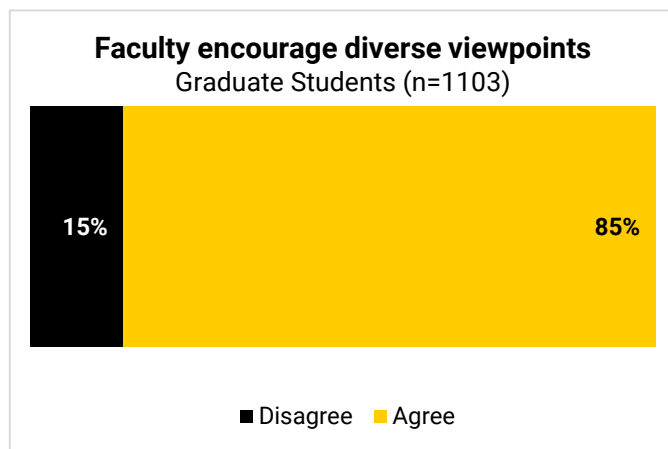
APPENDIX 1 DISAGGREGATED DATA

Professional Students: Disaggregated responses to the question “Faculty encourage expression of diverse viewpoints from their students” follow.



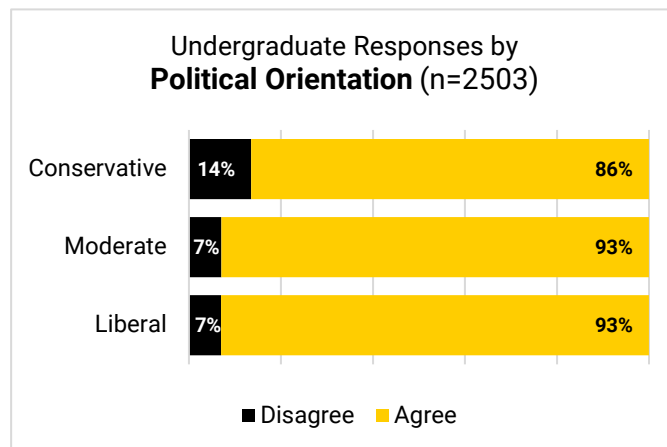
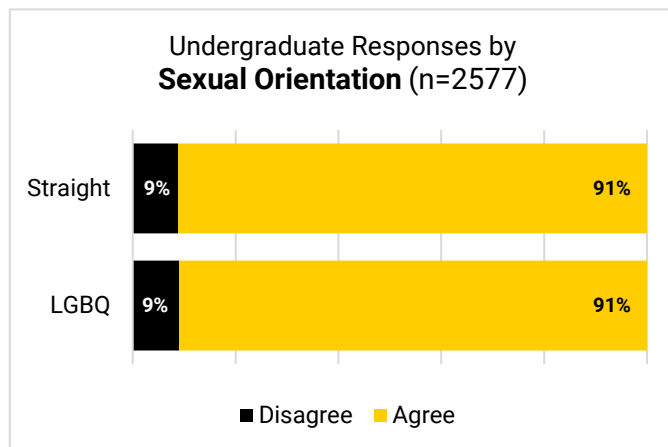
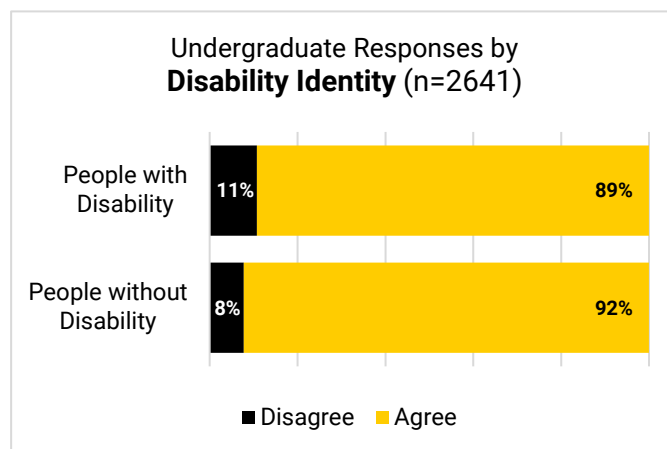
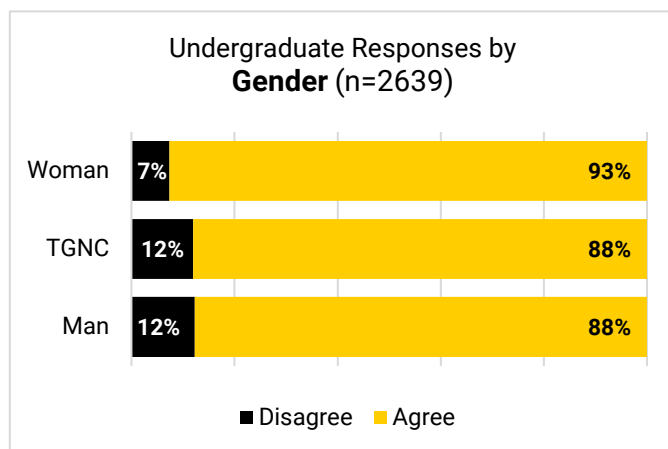
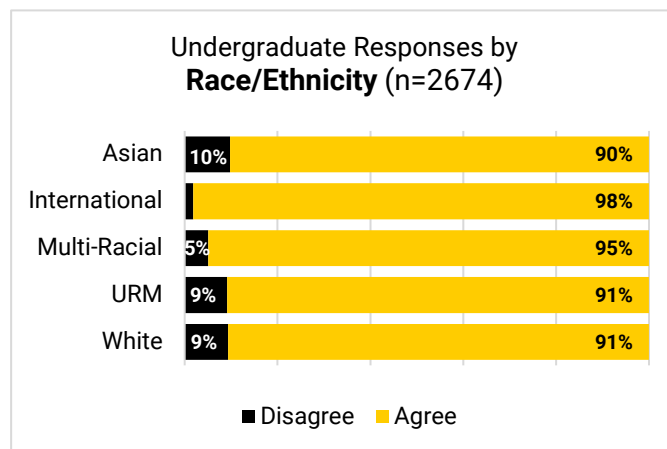
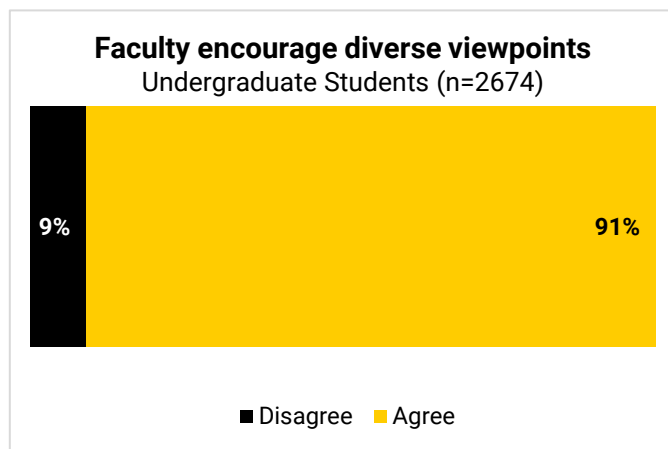
APPENDIX 1 DISAGGREGATED DATA

Graduate Students: disaggregated responses to the question “Faculty encourage expression of diverse viewpoints from their students”



APPENDIX 1 DISAGGREGATED DATA

Undergraduate Students: Disaggregated responses to the question “Faculty encourage expression of diverse viewpoints from their students”



APPENDIX 1 TRENDS

Faculty encourage expression of diverse viewpoints from their students. (Students Only)

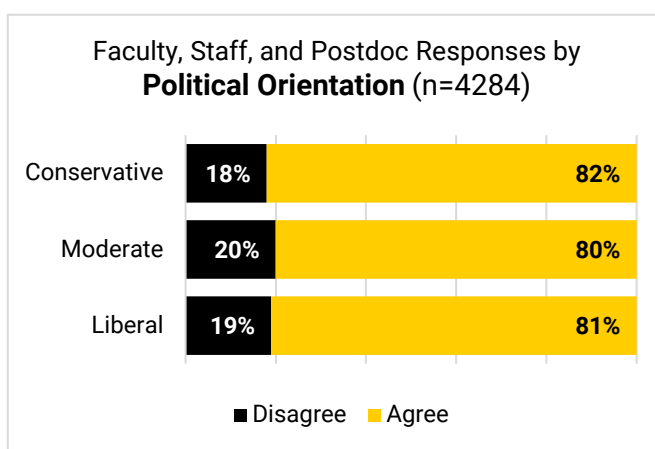
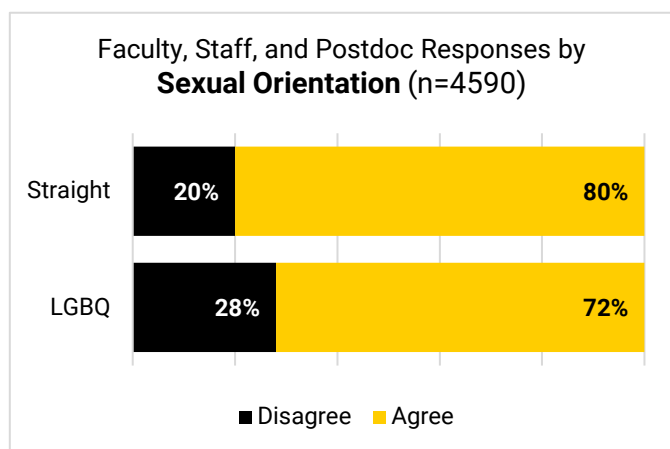
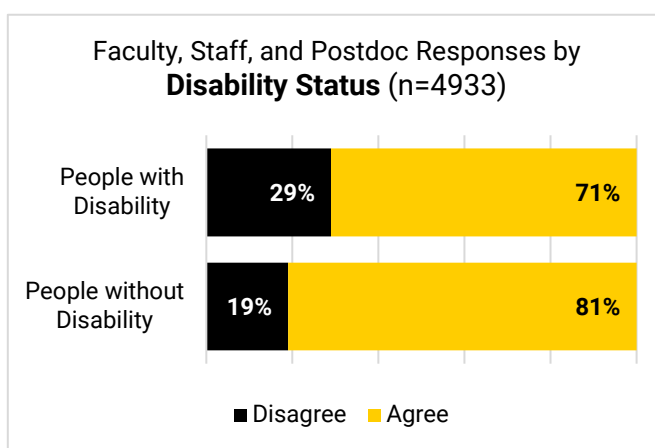
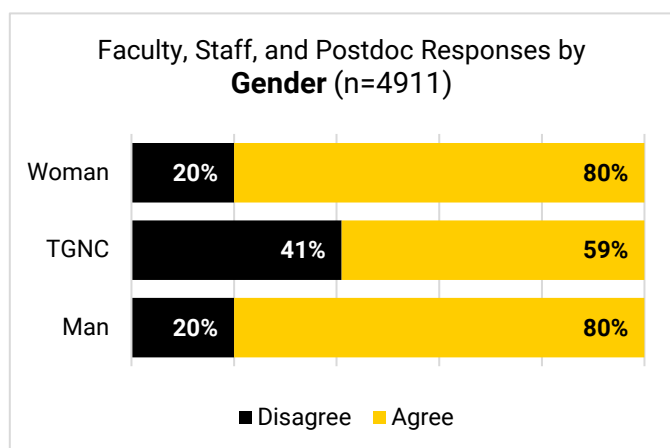
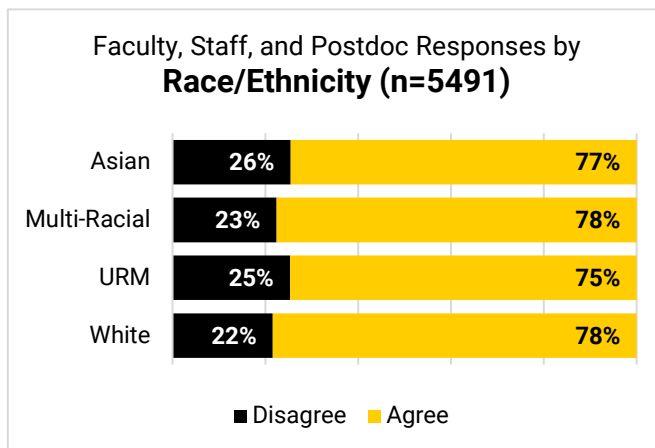
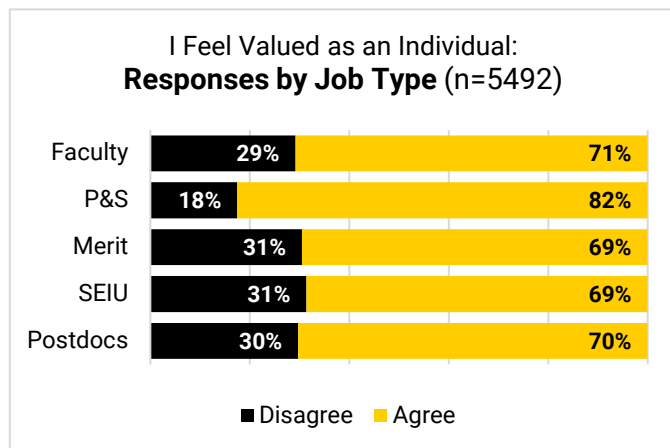
Percentages show respondents' agreement with the statement above.

Faculty encourages diverse viewpoints – Students

	2018	2021	2022
Overall	---	85%	85%
Undergraduate	---	88%	91%
Graduate	87%	87%	85%
Professional	---	81%	78%

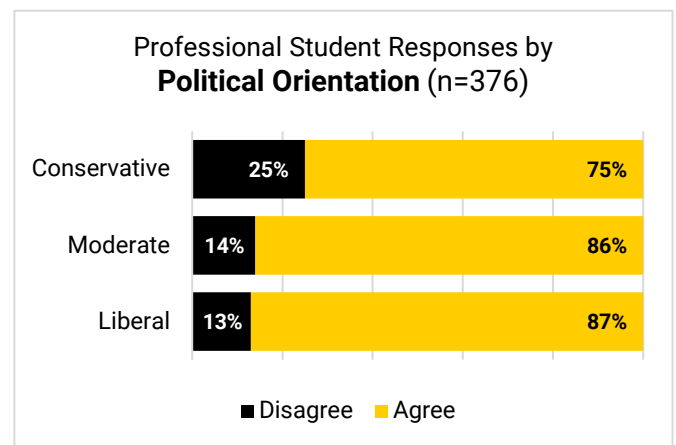
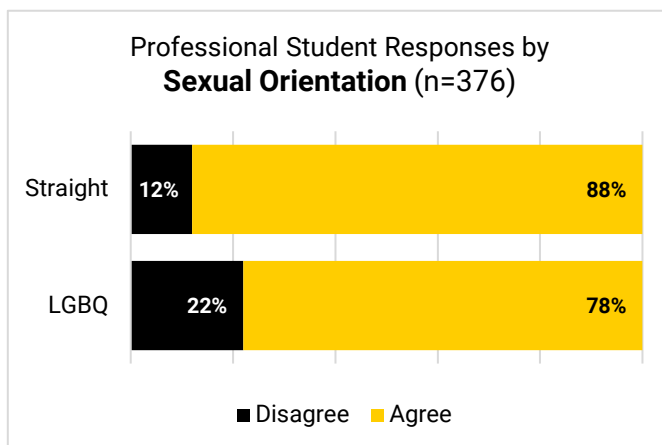
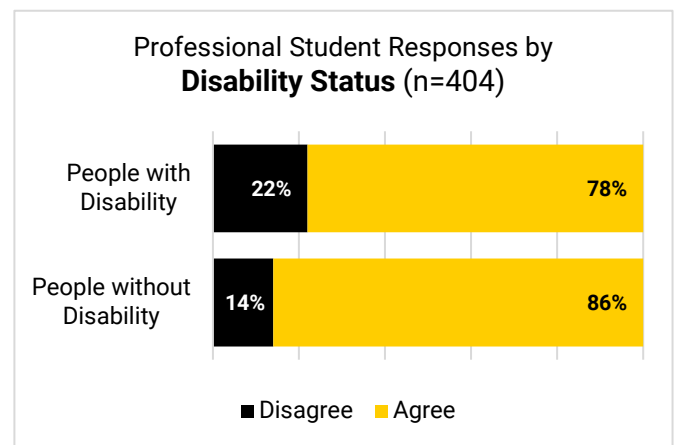
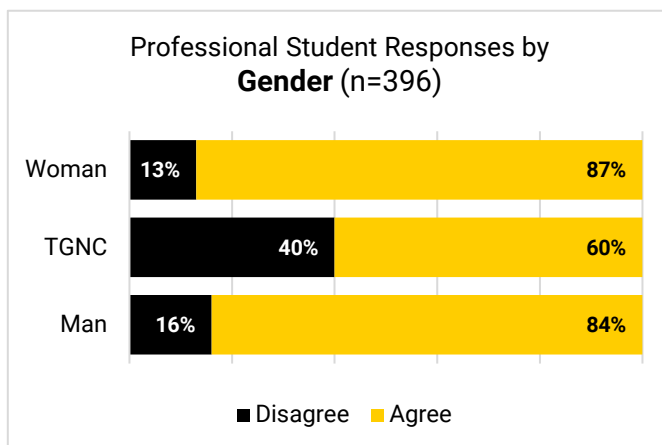
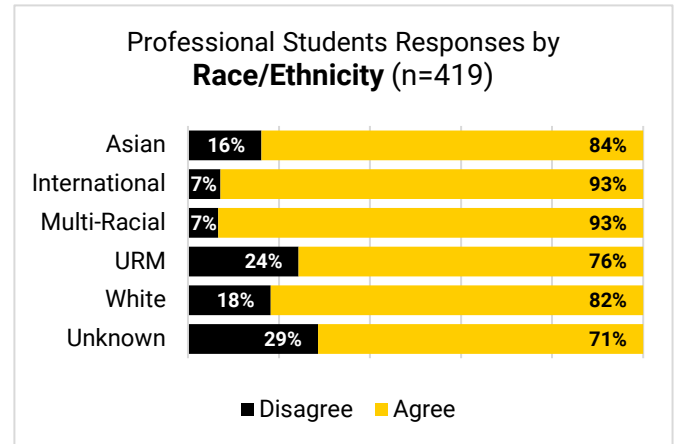
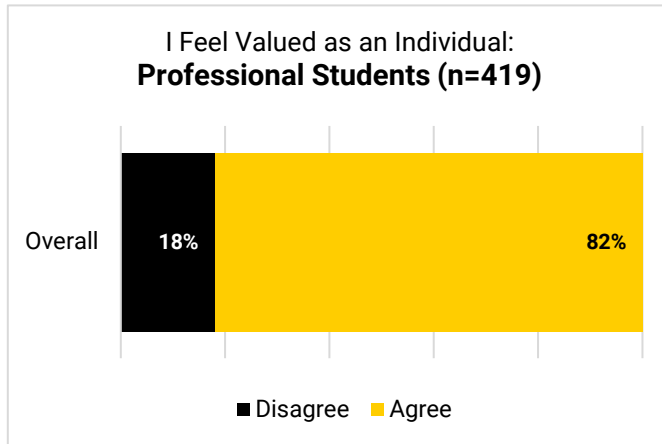
APPENDIX 2 DISAGGREGATED DATA

Faculty, Staff, and Postdocs: Disaggregated responses to “I feel valued as an individual at the University of Iowa”



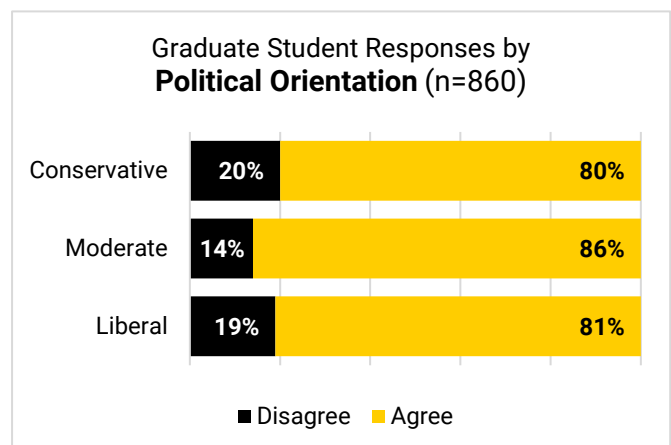
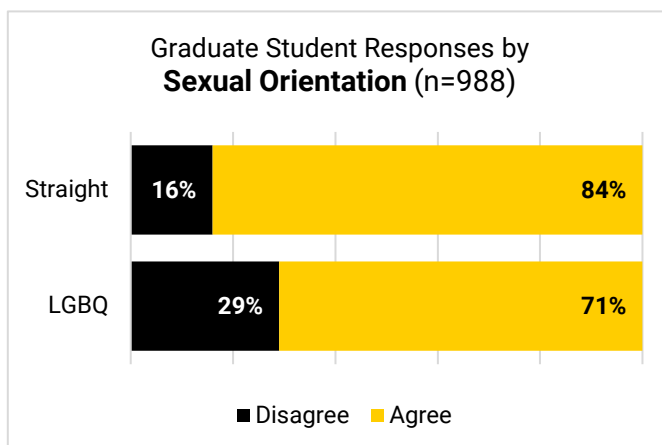
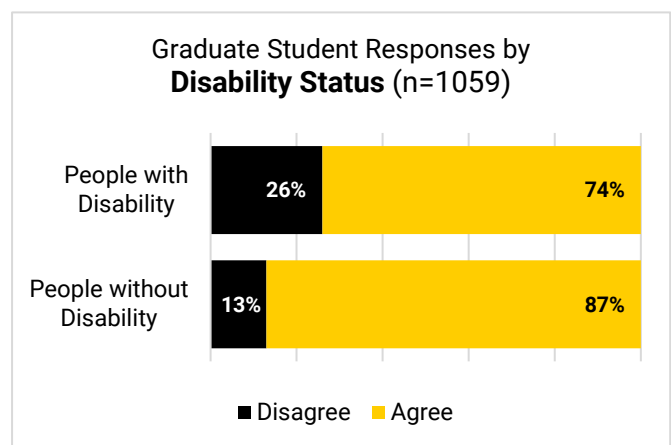
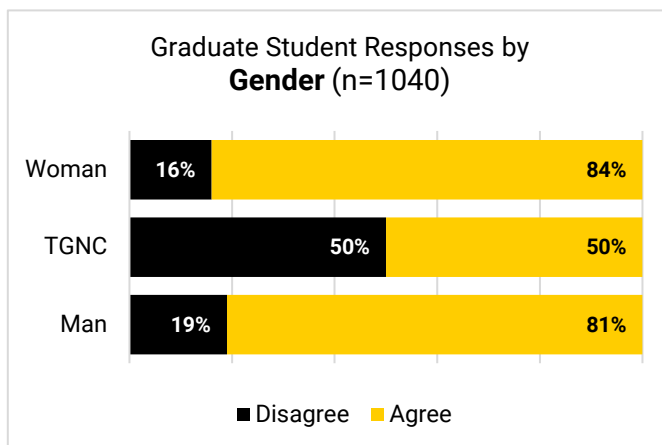
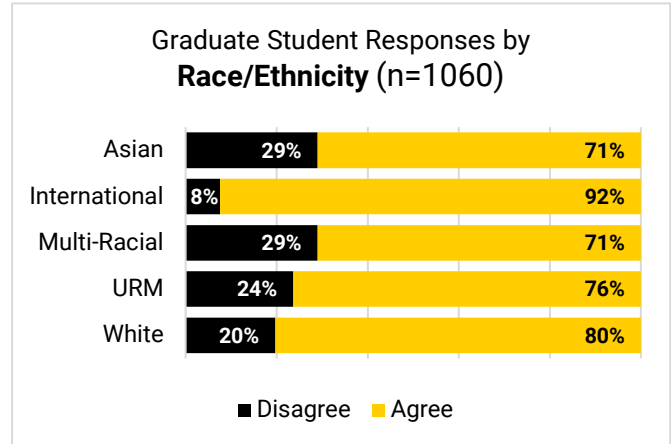
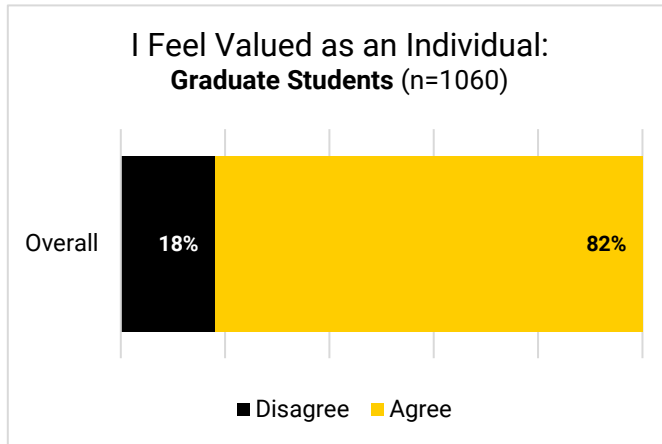
APPENDIX 2 DISAGGREGATED DATA

Professional Students: Disaggregated responses to “I feel valued as an individual at the University of Iowa” follow.



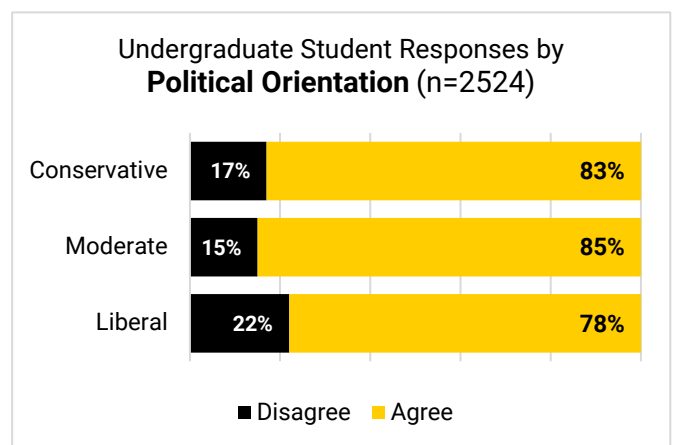
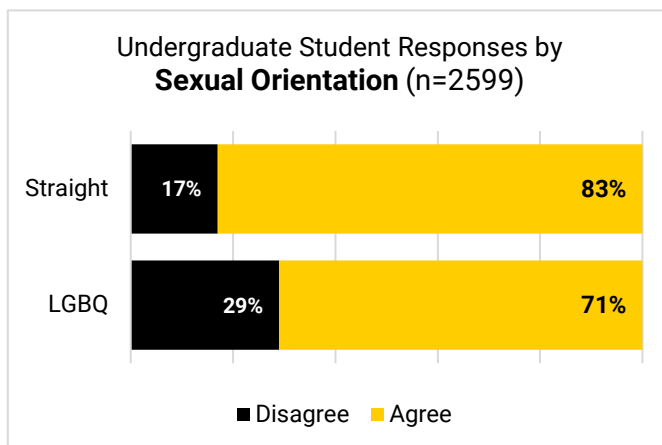
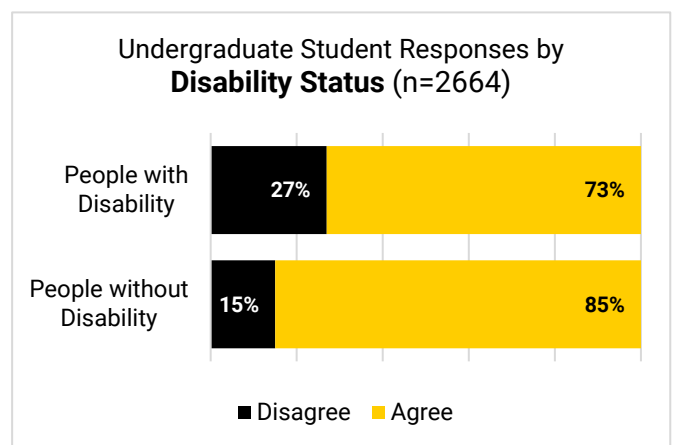
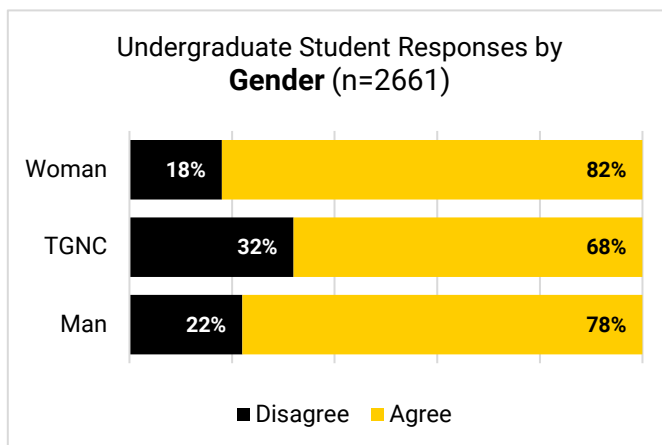
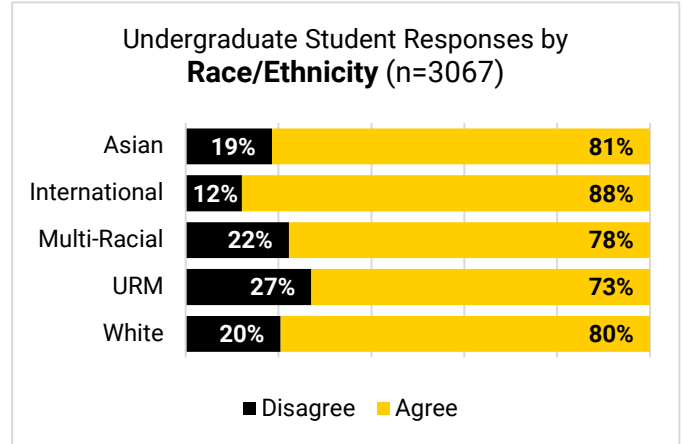
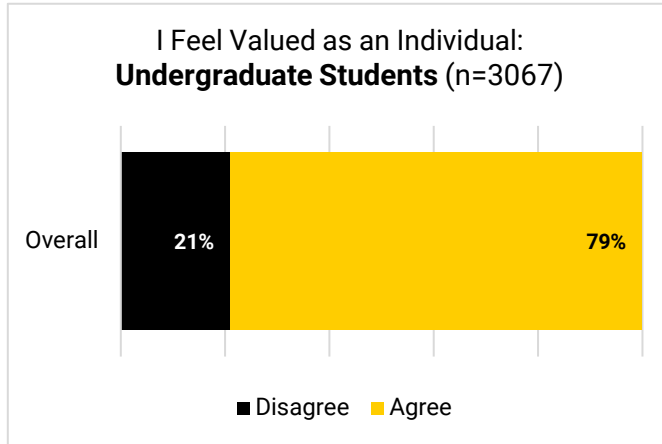
APPENDIX 2 DISAGGREGATED DATA

Graduate Students: Disaggregated responses to “I feel valued as an individual at the University of Iowa” follow.



APPENDIX 2 DISAGGREGATED DATA

Undergraduate Students: Disaggregated responses to “I feel valued as an individual at the University of Iowa” follow.



APPENDIX 2 TRENDS

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

Faculty and Staff:

	2018	2020	2022
Overall	85%	80%	77%
Faculty	86%	76%	71%
Staff	85%	81%	79%
Postdocs	-	80%	70%

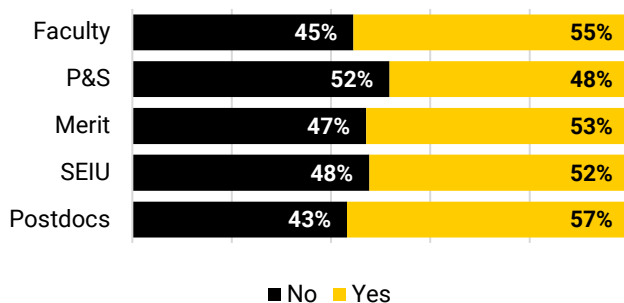
Students:

	2018	2021	2022
Overall	-	-	81%
Undergraduate	79%	-	79%
Graduate	-	-	82%
Professional	-	-	82%

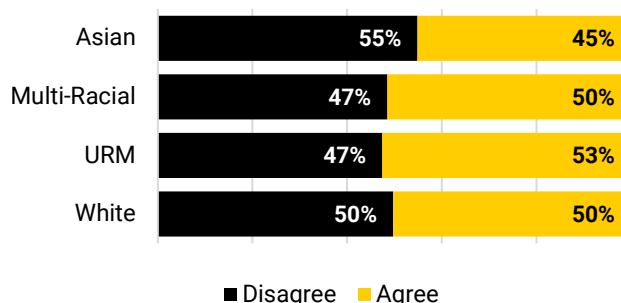
APPENDIX 3 DISAGGREGATED DATA

Disaggregated responses to the question “In the past 12 months, I have seriously considered leaving the University of Iowa.”

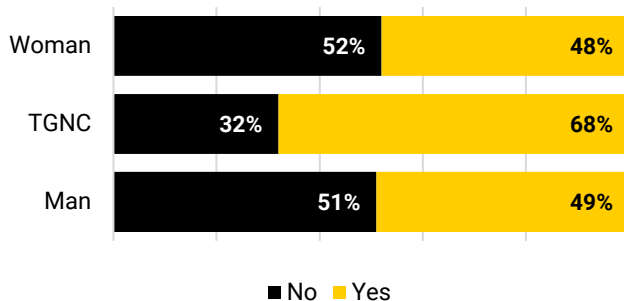
Considered Leaving the UI:
Job Appointment Type (n=5729)



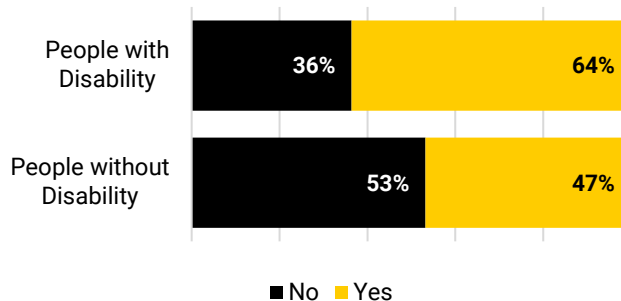
Faculty, Staff, and Postdoc Responses by
Race/Ethnicity (n=5728)



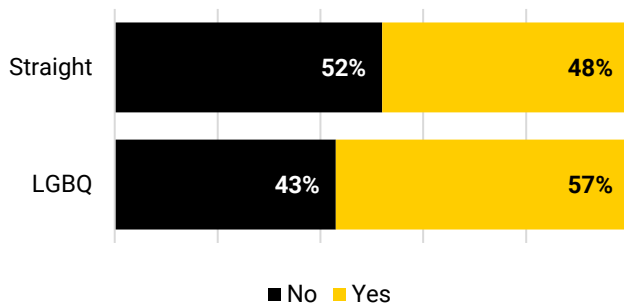
Faculty, Staff, and Postdoc Responses by
Gender (n=5121)



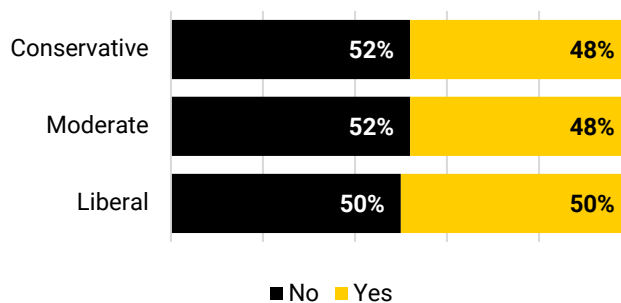
Faculty, Staff, and Postdoc Responses by
Disability Identity (n=5158)



Faculty, Staff, and Postdoc Responses by
Sexual Orientation (n=4789)



Faculty, Staff, and Postdoc Responses by
Political Orientation (n=4481)



APPENDIX 3 TRENDS

In the past 12 months, I have seriously considered leaving the University of Iowa. (Faculty and staff only).

Percentages show respondents who answered “yes” (considered leaving the UI).

	2018	2020	2022
Overall	39%	41%	51%
Faculty	44%	48%	55%
Staff	37%	40%	50%
Postdocs	-	28%	57%

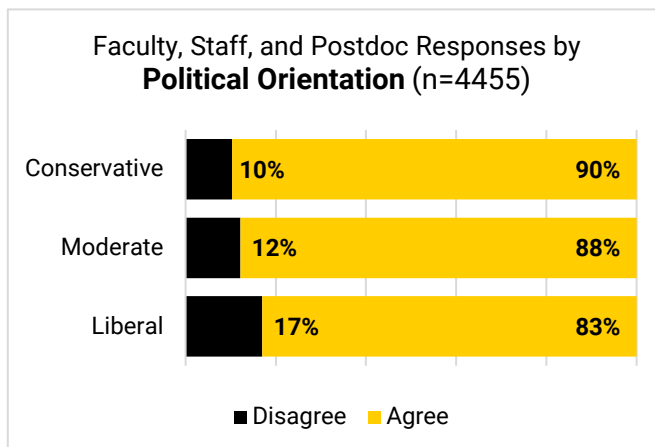
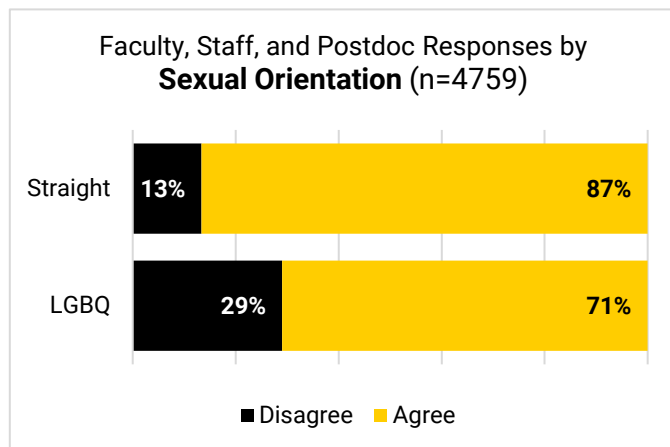
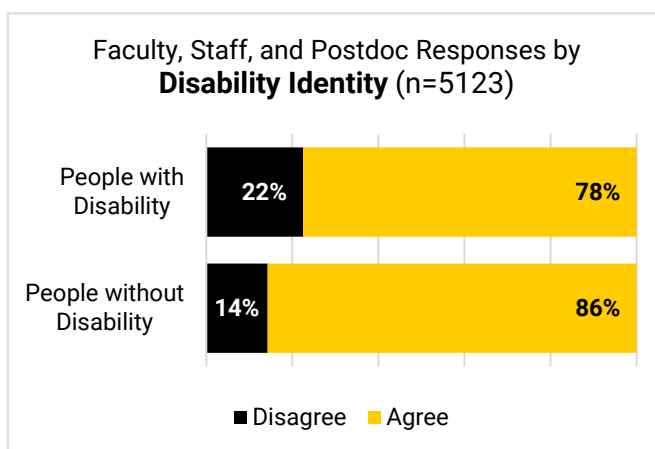
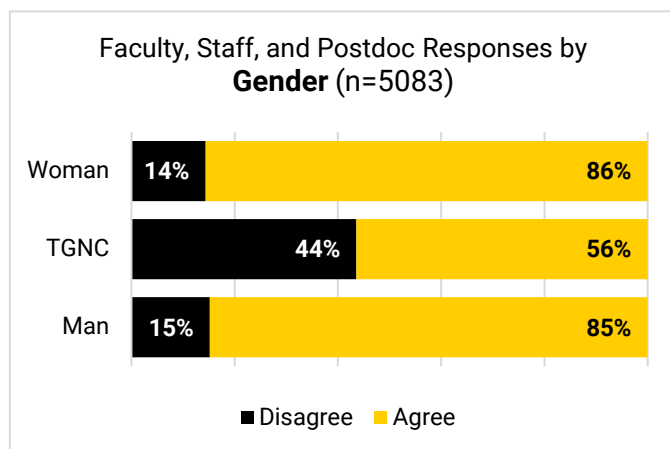
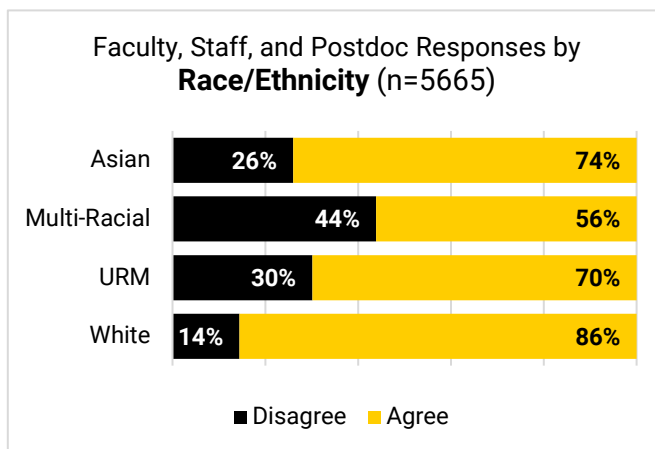
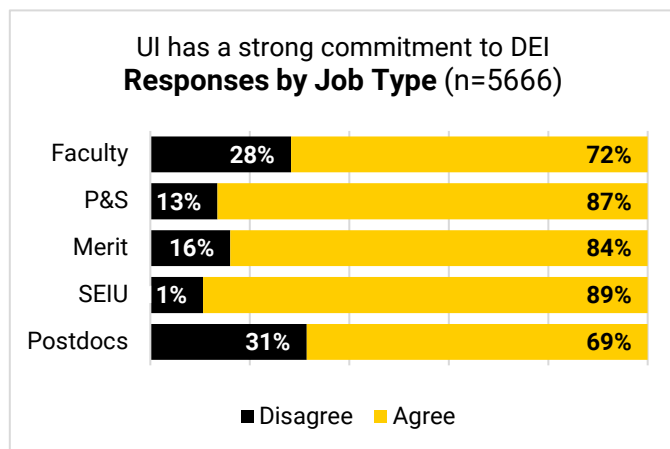
Top three reasons for leaving:

Those who answered “Yes” to the question above are prompted with the follow-up question to understand their motives for leaving.

Order	2018	2020	2022
1	Salary (Faculty) Departmental Climate (Staff)	Departmental climate (both)	Salary (both)
2	Departmental Climate (Faculty) Salary (Staff)	Salary (both)	Departmental climate (both)
3	Career advancement opportunity (both)	Career advancement opportunity (both)	Career advancement opportunity (both)

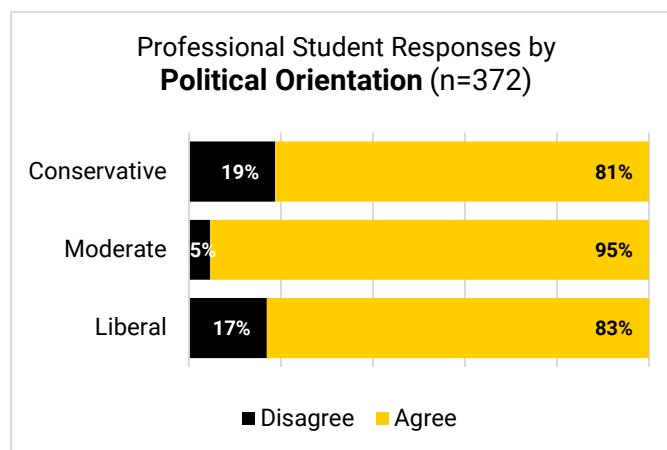
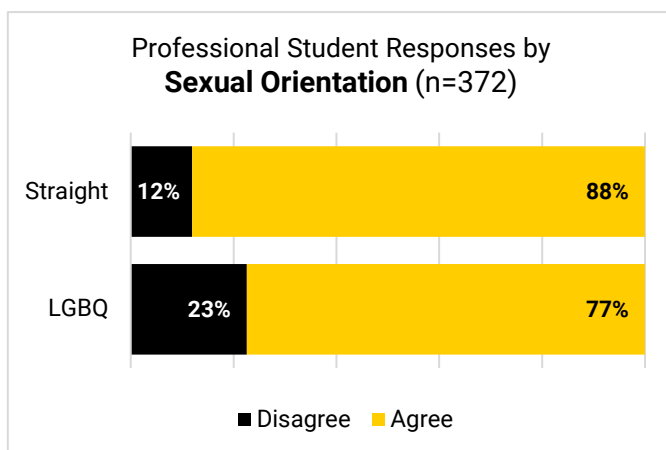
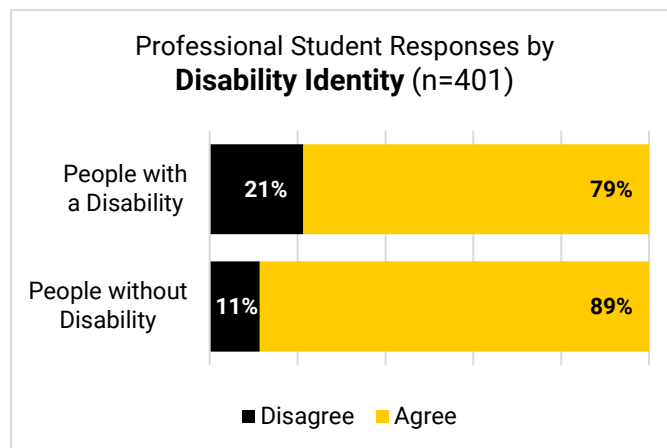
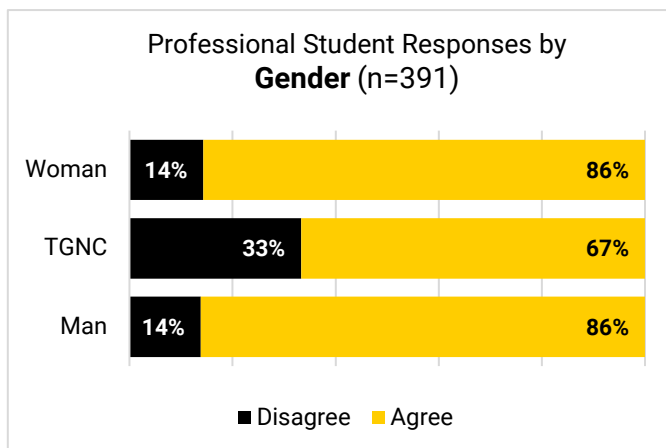
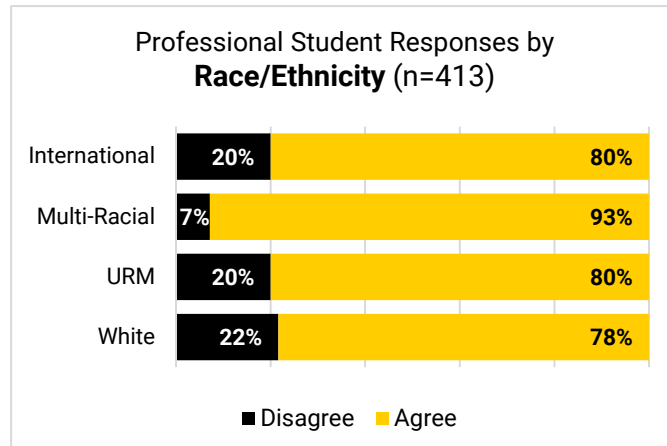
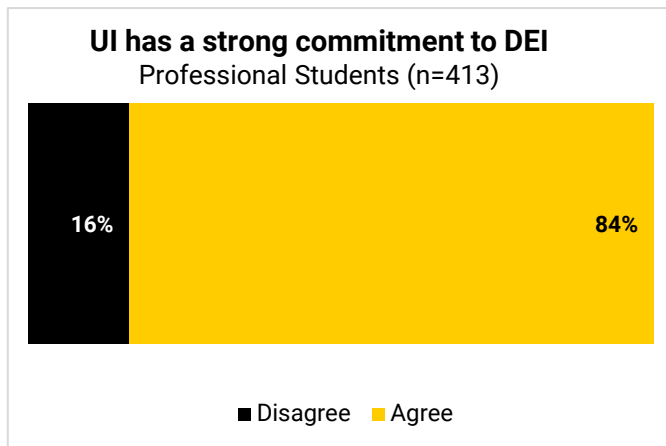
APPENDIX 4 DISAGGREGATED DATA

Faculty, Staff, and Postdocs: Disaggregated responses to the question “The University of Iowa has a strong commitment to diversity, equity, and inclusion.”



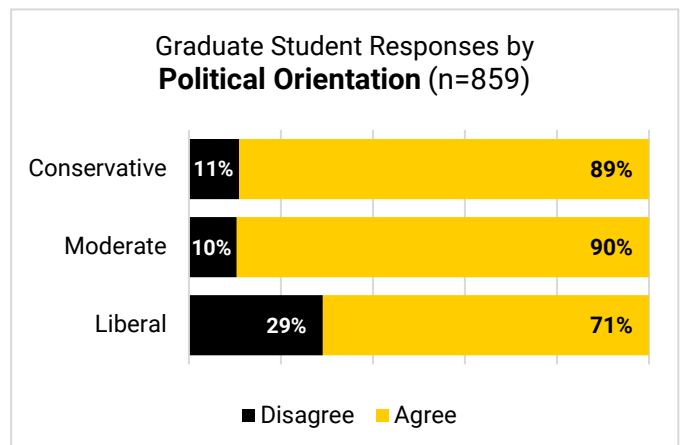
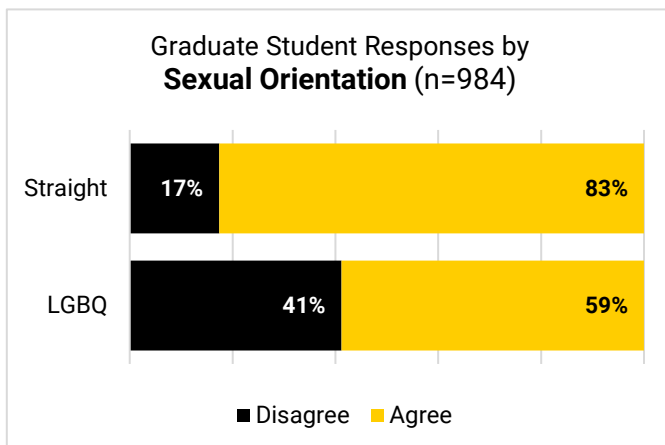
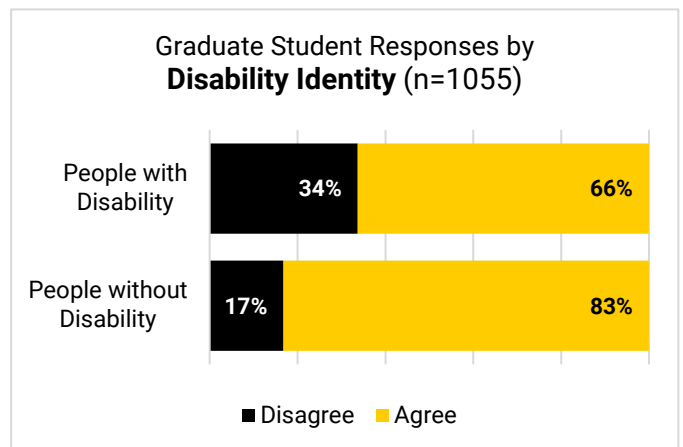
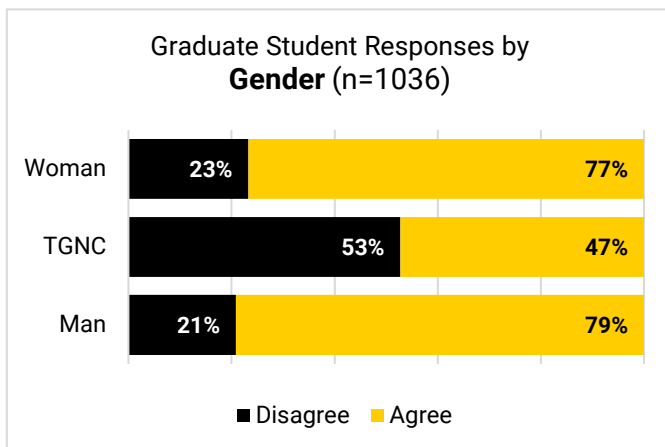
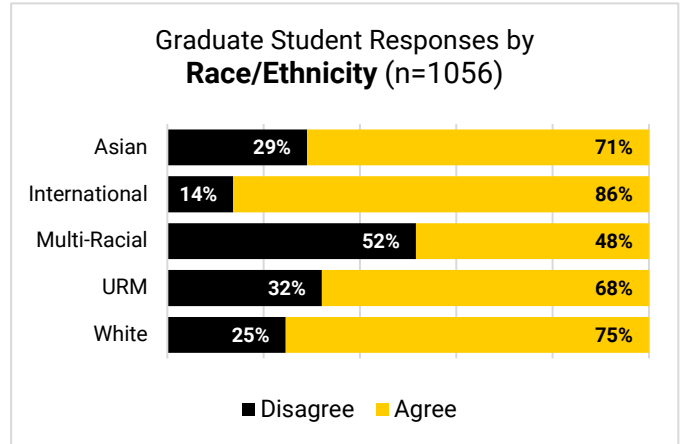
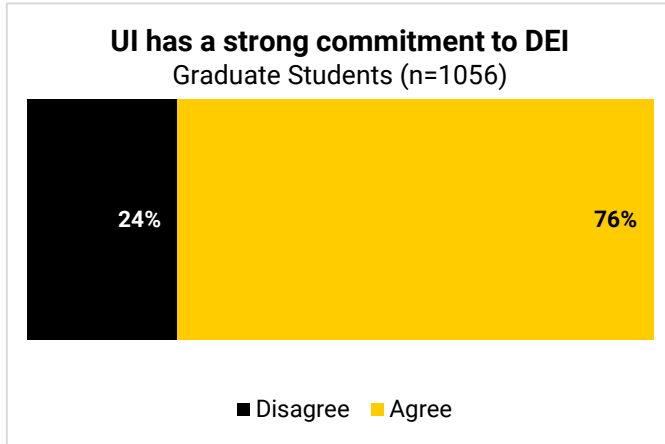
APPENDIX 4 DISAGGREGATED DATA

Professional Students: Disaggregated responses to the question “The University of Iowa has a strong commitment to diversity, equity, and inclusion.”



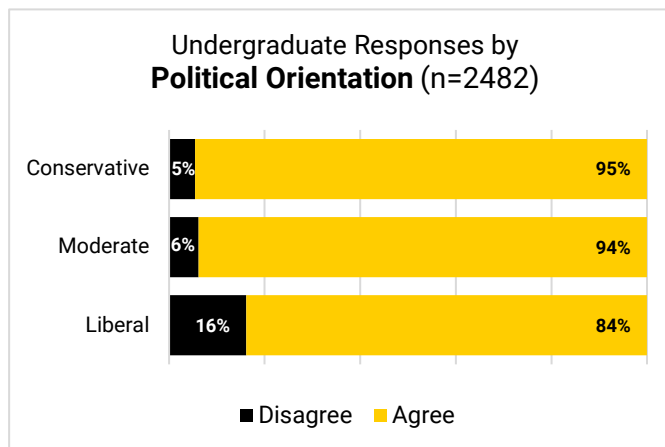
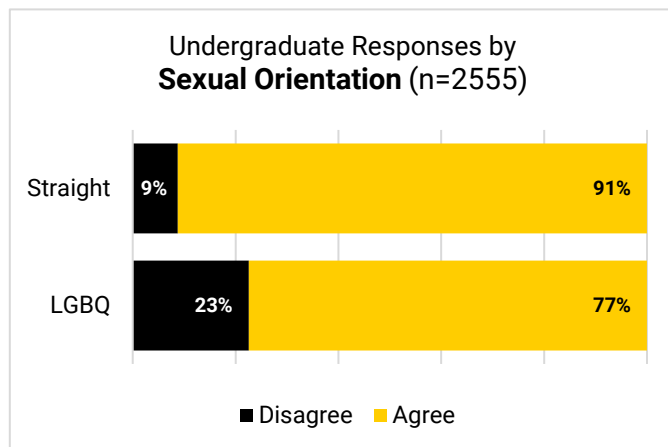
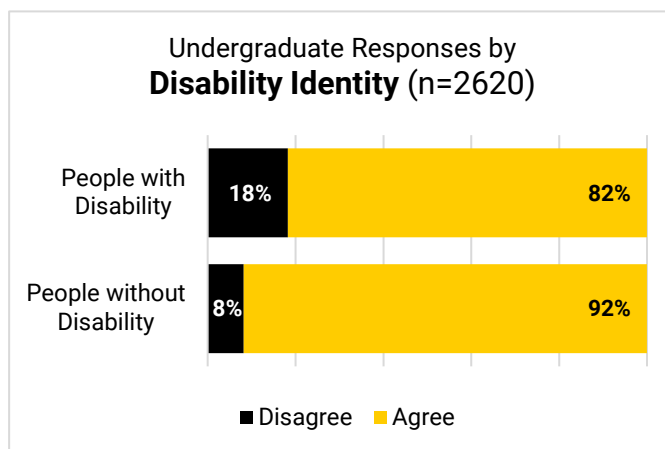
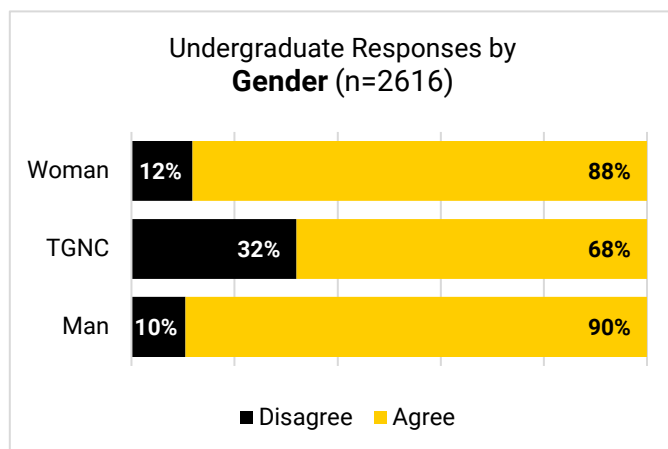
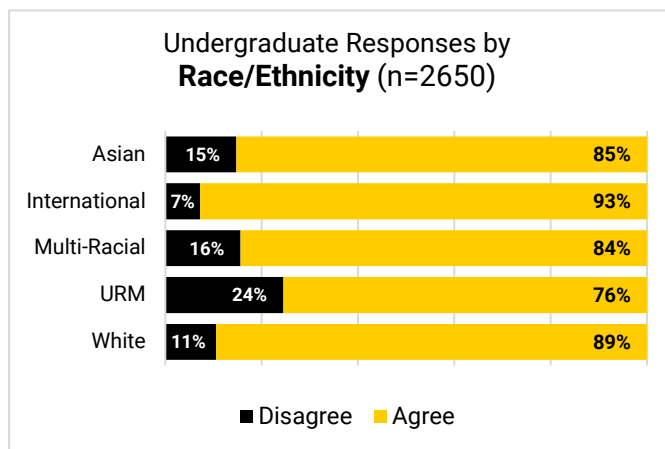
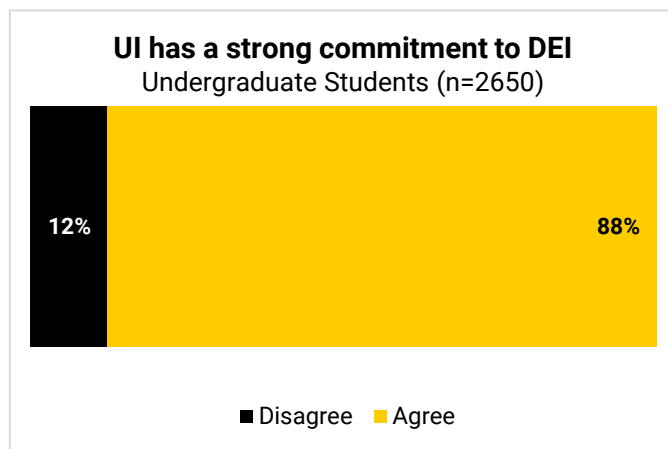
APPENDIX 4 DISAGGREGATED DATA

Graduate Students: Disaggregated responses to the question “The University of Iowa has a strong commitment to diversity, equity, and inclusion.”



APPENDIX 4 DISAGGREGATED DATA

Undergraduate Students: Disaggregated responses to the question “The University of Iowa has a strong commitment to diversity, equity, and inclusion.”



APPENDIX 4 TRENDS

The University of Iowa has a strong commitment to DEI

Faculty and staff:

	2018	2020	2022
Overall	91%	86%	83%
Faculty	83%	75%	72%
Staff	93%	89%	86%
Postdocs	-	87%	69%

Students:

	2018	2021	2022
Overall	90%	-	83%
Undergraduate	92%	-	88%
Graduate	87%	-	76%
Professional	-	-	84%

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

This is a reverse score item. Percentages show respondents who “Disagree” that there is too much emphasis put on issues of diversity, equity, and inclusion. The percentages of disagreement for all groups are relative to within-group comparisons.

Faculty and Staff

Too much DEI Emphasis – Faculty and Staff

	2018	2020	2022
Overall	70%	69%	64%
Faculty	77%	79%	69%
Staff	69%	66%	63%
Postdocs	---	71%	72%

APPENDIX 4 TRENDS

Students

Too much DEI Emphasis – Students

	2018	2021	2022
Overall	67%	%	65%
Undergraduate	63%	%	64%
Graduate	70%	%	68%
Professional	---	%	62%

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

This is a reverse score item. Percentages show respondents who **“Disagree”** that attention to diversity, equity, and inclusion distracts us from achieving our academic mission. The percentages of disagreement for all groups are relative to within-group comparisons.

Faculty and Staff

Attention to DEI distracts from academics – F & S

	2018	2021	2022
Overall	79%	75%	73%
Faculty	85%	83%	78%
Staff	78%	74%	72%
Postdocs	---	72%	70%

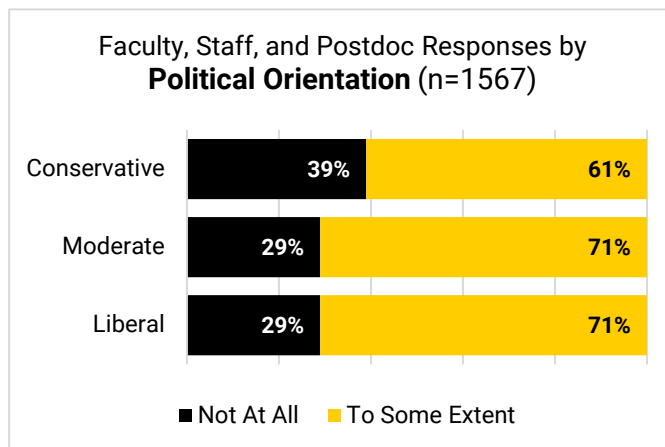
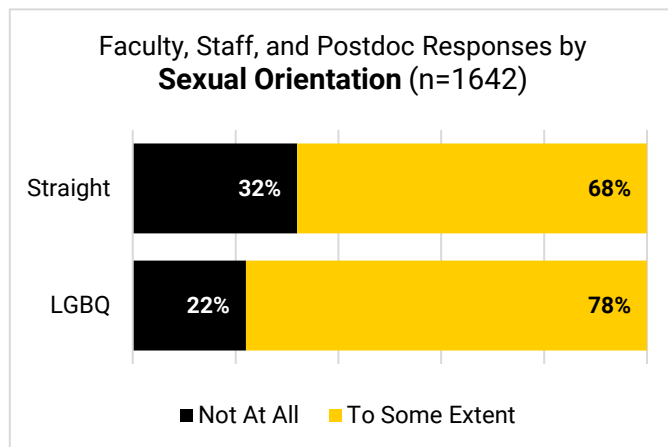
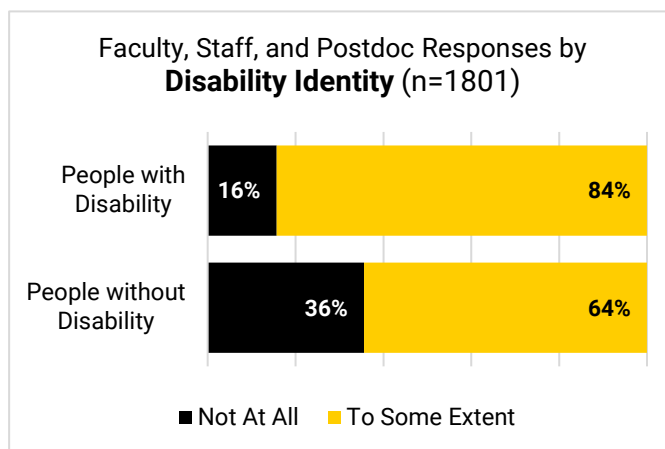
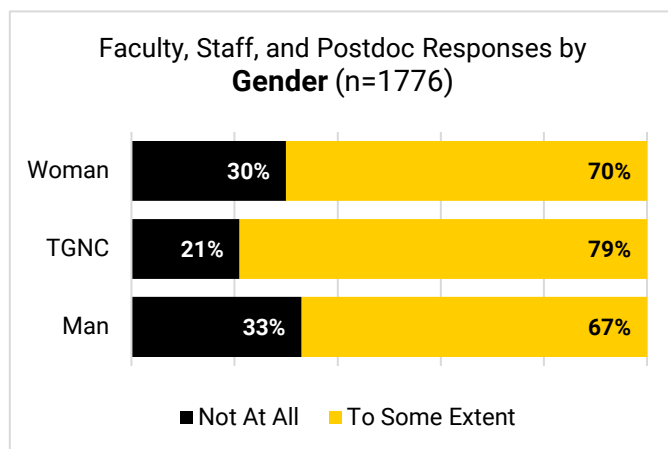
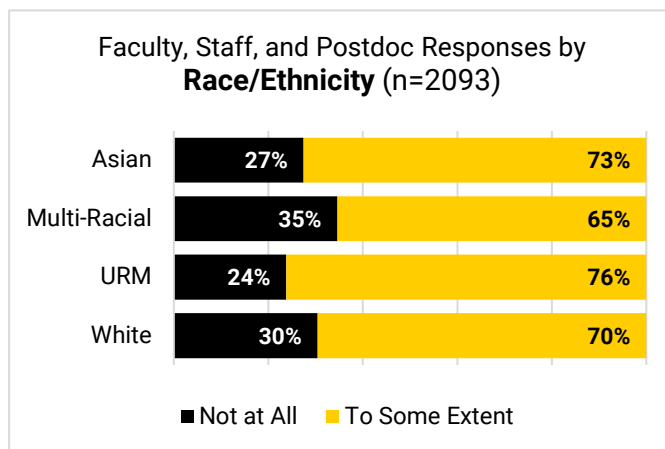
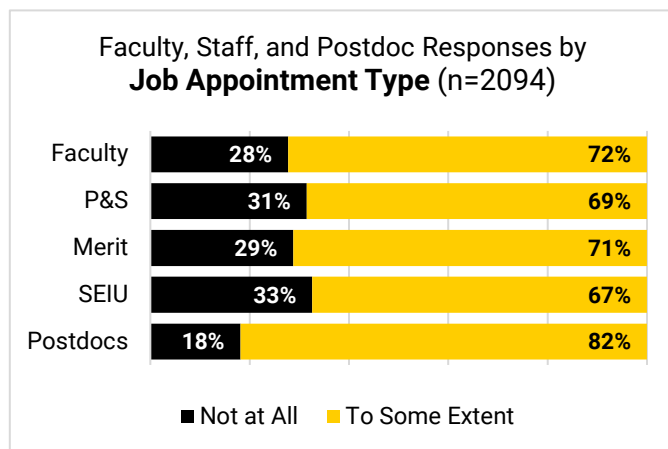
Students

Attention to DEI distracts from academics - Students

	2018	2021	2022
Overall	72%	%	72%
Undergraduate	68%	%	71%
Graduate	76%	%	73%
Professional	---	%	69%

APPENDIX 5 DISAGGREGATED DATA

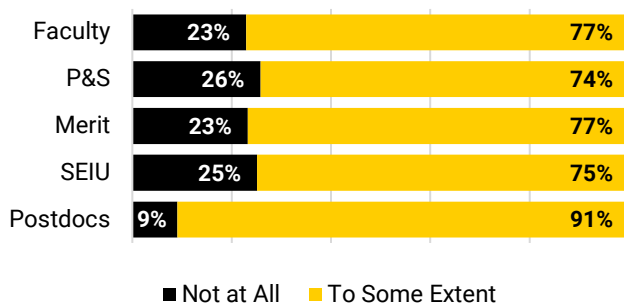
Faculty, Staff, and Postdoc: Disaggregated responses to the question “[Experienced Bias] Interfered with my work performance”



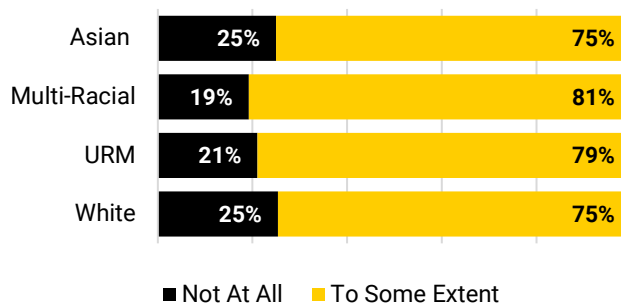
APPENDIX 5 DISAGGREGATED DATA

Faculty, Staff, and Postdoc: Disaggregated responses to the question “[Experienced Bias] Caused me to consider leaving the University”

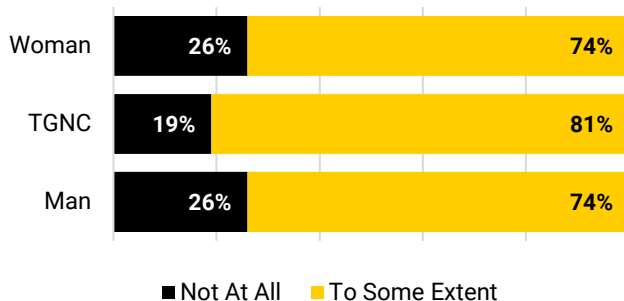
Faculty, Staff, and Postdoc Responses by
Job Appointment Type (n=2095)



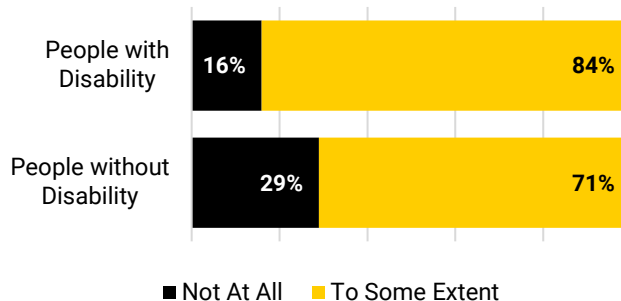
Faculty, Staff, and Postdoc Responses by
Race/Ethnicity (n=2094)



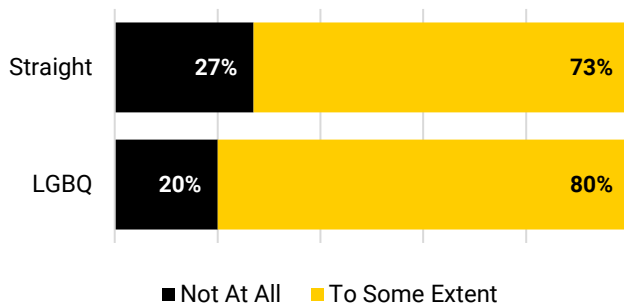
Faculty, Staff, and Postdoc Responses by
Gender (n=1718)



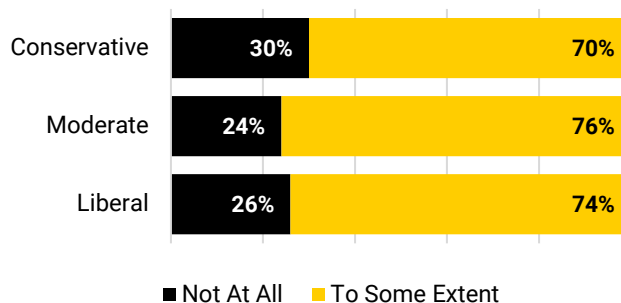
Faculty, Staff, and Postdoc Responses by
Disability Identity (n=1802)



Faculty, Staff, and Postdoc Responses by
Sexual Orientation (n=1644)



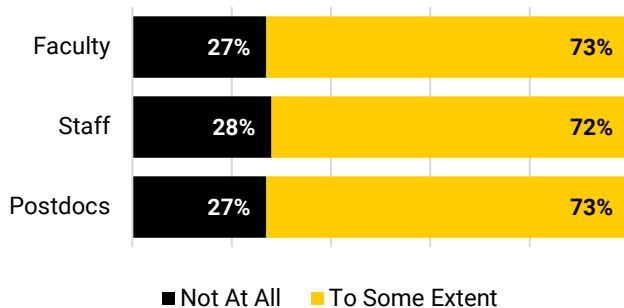
Faculty, Staff, and Postdoc Responses by
Political Orientation (n=1569)



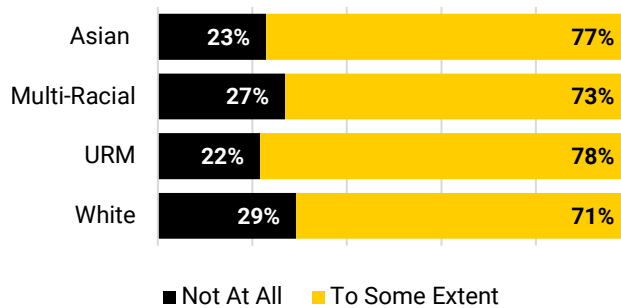
APPENDIX 5 DISAGGREGATED DATA

Faculty, Staff, and Postdoc: Disaggregated responses to the question “[Experienced Bias] Affected my health (mental and/or physical)”

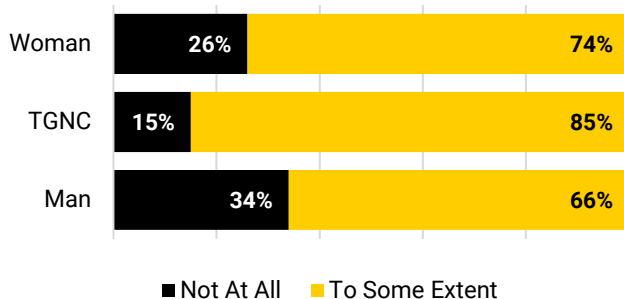
Faculty, Staff, and Postdoc Responses by
Job Appointment Type (n=2096)



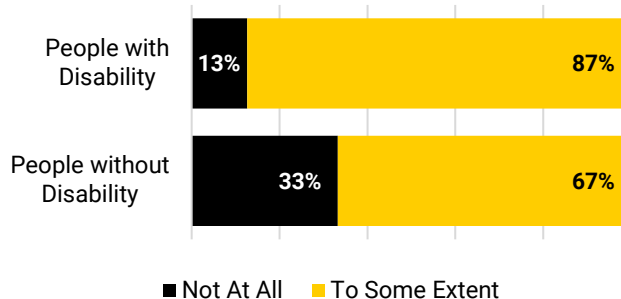
Faculty, Staff, and Postdoc Responses by
Race/Ethnicity (n=2095)



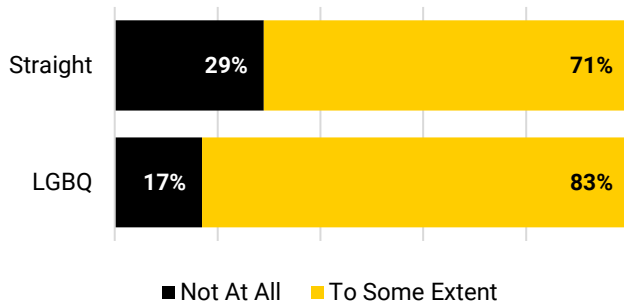
Faculty, Staff, and Postdoc Responses by
Gender (n=1778)



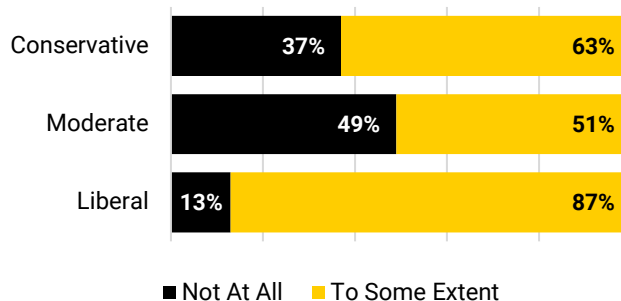
Faculty, Staff, and Postdoc Responses by
Disability Identity (n=1803)



Faculty, Staff, and Postdoc Responses by
Sexual Orientation (n=1644)

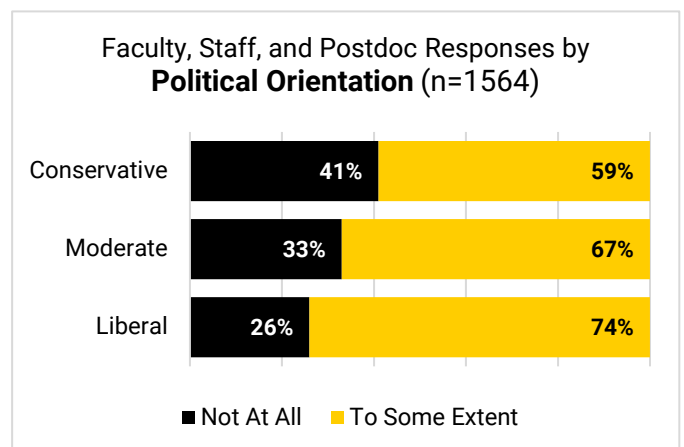
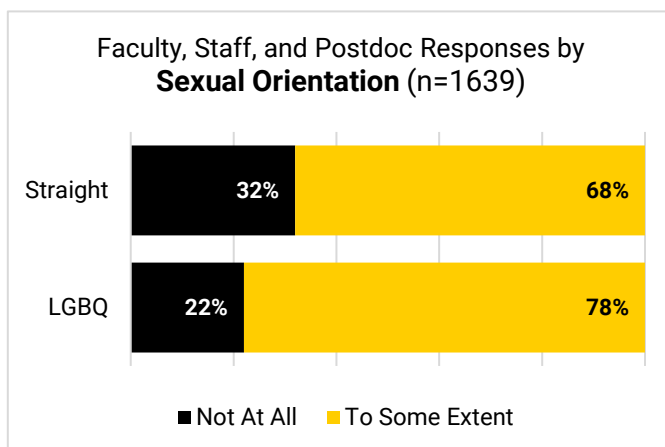
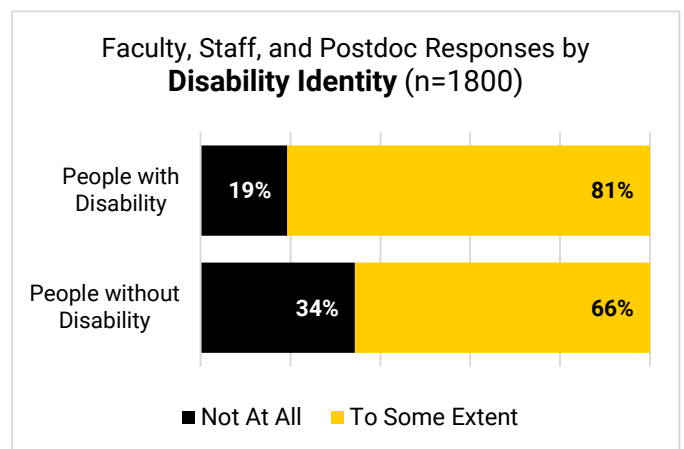
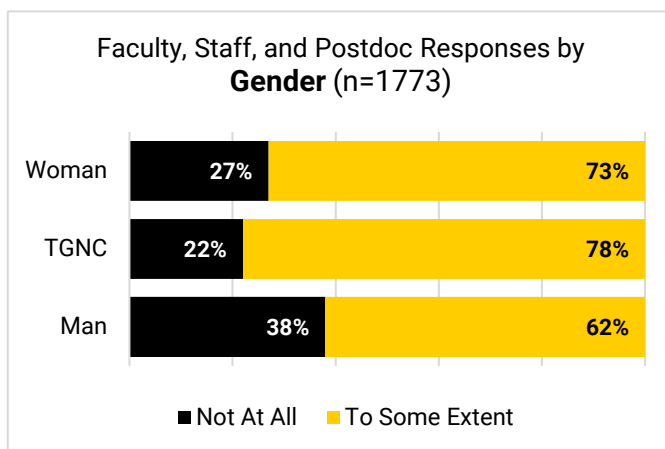
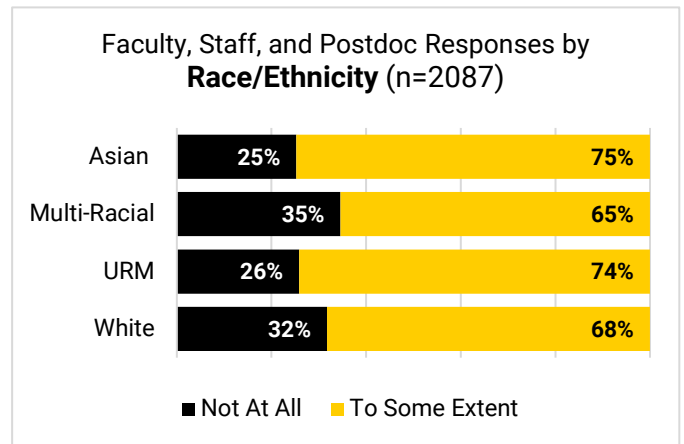
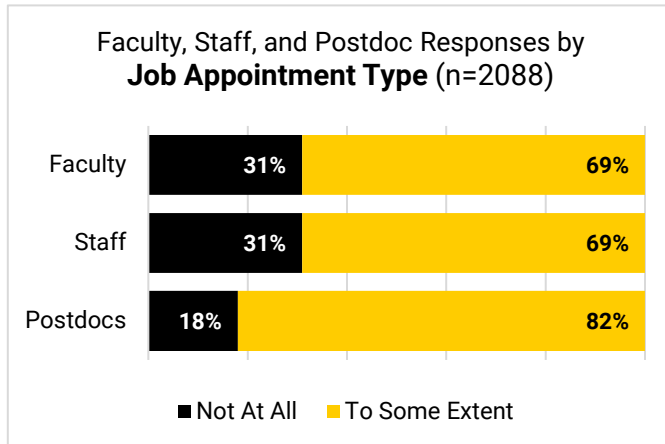


Faculty, Staff, and Postdoc Responses by
Political Orientation (n=1568)



APPENDIX 5 DISAGGREGATED DATA

Faculty, Staff, and Postdoc: Disaggregated responses to the question “[Experienced Bias] Eroded my confidence in my abilities” follow.



APPENDIX 5 TRENDS

The following questions are answered by survey respondents who indicated experiencing at least one form of bias, intimidating, or hostile treatment at the UI. Percentages show agreement to bias impacting the following areas to some extent.

“[Experienced Bias] Interfered with my work performance” (Faculty and Staff Only).

Bias impacted work performance – Faculty & Staff

	2018*	2020	2022
Overall	---	67%	70%
Faculty	---	69%	72%
Staff	---	65%	69%
Postdocs	---	81%	82%

*Questions not part of the 2018 survey.

“[Experienced Bias] Caused me to consider leaving the University” (Faculty and Staff Only).

Bias caused me to consider leaving - Faculty & Staff

	2018*	2020	2022
Overall	---	69%	75%
Faculty	---	74%	77%
Staff	---	69%	75%
Postdocs	---	81%	91%

“[Experienced Bias] Affected my health (mental and/or physical)” (Faculty and Staff Only).

Bias affected my health – Faculty & Staff

	2018*	2020	2022
Overall	---	51% (physical) 74% (mental)	72%
Faculty	---	55% (physical) 76% (mental)	73%
Staff	---	50% (physical) 73% (mental)	72%
Postdocs	---	81% (physical) 81% (mental)	73%

“[Experienced Bias] Eroded my confidence in my abilities” (Faculty and Staff Only).

Bias eroded my confidence – Faculty & Staff

	2018*	2020	2022
Overall	---	68%	69%
Faculty	---	72%	69%
Staff	---	66%	69%
Postdocs	---	81%	82%