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Executive Summary

Overview

The Diversity, Equity, and Inclusion among Graduate Students at the University of Iowa Report describes selected findings from the Graduate Version of the Student Experiences of Research Universities (SERU) survey administered during the spring semester in 2018. The report also summarizes suggestions collected from 4 Strategic Listening Sessions held with graduate students in October-December 2018.

The report summarizes the responses for graduate students as a whole, and also provides disaggregated responses to examine differences in experiences by race/ethnicity identity, gender, sexual orientation, parental education, and self-perceived social class.

Participation

- The Graduate Version of the Student Experiences of Research Universities (SERU) survey had a response rate of 35% with 1,457 respondents.
- The sample of respondents was broadly representative of the graduate student population in terms of degree program, college, and racial/ethnic identity. Women are over-represented in the survey sample.
- Approximately 60 graduate students participated in 4 Strategic Listening Sessions.

Summary

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

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

Overall

Graduate students as a whole report relatively high levels of satisfaction with campus experiences and opportunities to with people with different identities and characteristics but are least likely to report interacting with people who have disabilities. Given the opportunity to offer concrete suggestions (in the strategic listening sessions), students discussed how the current lack of faculty and staff diversity is an issue of both recruitment and retention and how this lack of diversity negatively impacts student engagement and support. Students also discussed how it’s not enough to just focus on one aspect of diversity, it must be broad enough to capture how people identify and experience the campus environment. Students described the critical role that proactive recruitment efforts can make, but that financial concerns and affordability are a major barrier to recruiting and retaining diverse students. In addition to the inadequacy and inconsistency of funding, participants pointed specifically to concerns about the cost of housing in the Iowa City area. To enhance diversity on campus, students suggested increasing faculty and staff diversity, ensuring that the University define diversity broadly, enhancing the focus on diversity in recruitment efforts, and addressing financial concerns and affordability.

Satisfaction with Campus Experience

The vast majority of graduate students report that they are somewhat or very satisfied with the departmental climate in their graduate program (82%), and that knowing what they know now, they would enroll in the same graduate program (84%), would choose the same university (83%), and would recommend this university to someone considering their field of graduate research or study (84%).

Opportunities to Interact with People with Different Social Identities and Characteristics

Graduate students are the most likely to report that during the past 12 months at the University of Iowa they never or seldom interacting with people who have physical or other observable disabilities (44%) or have learning, psychological, or other disabilities that are not readily apparent (33%).
Key Findings: Enhancing the Diversity of the Campus Community

Group-Based Disparities

**Race/Ethnicity**

A lower percentage of international students report that they would probably or definitely enroll in the same graduate/professional program (78%) compared to white students (87%), and a lower percentage of Asian students report that they would probably or definitely choose the same university for their studies (68%) compared to white students (86%).

**Gender**

A lower percentage of women report being somewhat or very satisfied with the departmental climate in their program (80%) compared to men (87%). There are no significant differences among students of different gender identities in reporting that knowing what they know now, they would enroll in the same program, would choose the same university, or would recommend this university to someone considering their field of study.

**Sexual Orientation**

A lower percentage of LGBQ students report being somewhat or very satisfied with the departmental climate in their program (67%) compared to heterosexual students (85%). There are no significant differences among students of different sexual orientations in reporting that knowing what they know now, they would enroll in the same program, would choose the same university, or would recommend this university to someone considering their field of study.

**Self-Perceived Social Class**

A lower percentage of students from lower social class backgrounds report that they would probably or definitely enroll in the same graduate/professional program (79%) compared to students from middle or upper social class backgrounds (86% and 87% respectively). There are no significant differences in satisfaction with departmental climate among students with different social class backgrounds.

**Parental Education**

There are no significant differences among students whose parents have different levels of education in reporting that knowing what they know now, they would enroll in the same program, would choose the same university, or would recommend this university to someone considering their field of study. There are no significant differences in satisfaction with departmental climate among students whose parents have different levels of education.
Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

Overall

The vast majority of graduate students feel that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them and that diversity is important to them. However, 30% of students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University. There is broad support among graduates in the strategic listening sessions for campus programs to enhance diversity, equity, and inclusion awareness and skills. Students discussed a range of potential training topics to help students, faculty, and staff feel more comfortable in addressing diversity, equity, and inclusion issues, which would allow students to feel more included and supported. They also described a lack of diversity in course content as an issue they would like to see addressed. Additionally, students discussed examples of diversity, equity, and inclusion-related programming on campus that could be effective in increasing awareness and skills. To broaden diversity, equity, and inclusion awareness and skills, students suggested providing training on diversity, equity, and inclusion for students, faculty, and staff, embedding diversity, equity, and inclusion content into courses, and having more events and programs for cultural awareness and diversity, equity, and inclusion on campus and in the community.

Personal Values and Beliefs

The vast majority of students report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (94%). Almost one-third of students report that there is too much attention to diversity, equity and inclusion at the University (30%), and one-quarter report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (24%).

Self-Assessed Competencies and Skills

The vast majority of students report they can comfortably define diversity, equity, and inclusion (91%), that they can articulate why diversity, equity, and inclusion are important to the University and its mission (93%), and that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (89%).
Key Findings: Broadening Diversity, Equity, and Inclusion
Awareness and Skills

Group-Based Disparities

Race/Ethnicity

There is no significant difference among students with different racial or ethnic identities in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them. A higher percentage of international students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (53%) compared to URM, Asian, and white students (16%, 30%, and 25% respectively). A higher percentage of international students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (45%) compared to URM and white students (7% and 19% respectively). A higher percentage URM students report that they are competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (98%) compared to Asian students (80%).

Gender

A lower percentage of men report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (90%) compared to women (96%). A higher percentage of men report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (42%) compared to women (23%), and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (35%) compared to women (19%). A higher percentage of women report that they could comfortably define the terms, “diversity, equity, and inclusion” (93%) compared to men (88%).

Sexual Orientation

There is no significant difference among students with different sexual orientations in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them. A higher percentage of heterosexual students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (31%) compared to LGBQ students (9%). A higher percentage heterosexual students report that they are competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (90%) compared to LGBQ students (84%).

Self-Perceived Social Class

There is no significant difference among students with social class backgrounds in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-assessed competencies related to diversity, equity, and inclusion.
Parental Education

There is no significant difference among students whose parents have different levels of education in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them. A higher percentage of students with parents who have a four-year degree report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (29%) compared to first-generation students (16%). There are no significant differences among students whose parents have different levels of education in their self-assessed competencies related to diversity, equity, and inclusion.
Key Findings: Strengthening an Inclusive and Equitable Campus Environment

Overall

Overall, students report feeling like they belong in their graduate/professional program and are proud to be a student in their program. The most prevalent basis for experiences of discrimination reported is political opinions, beliefs, or ideology, followed by gender identity or gender expression. Students in strategic listening sessions described a lack of student support and a greater need for information about resources. Several participants shared personal experiences of instances of negative faculty-student relations involving conflict, disrespect, and lack of support. Students also discussed how seeing or hearing consistent messages about the importance of diversity, equity, and inclusion, and institutional statements of commitment are a crucial element of an inclusive campus environment. Students highlighted the importance of making intentional efforts to create inclusive and accessible spaces on campus, but also the importance of creating a more inclusive community broadly, not just on campus. To strengthen an inclusive and equitable campus environment, students suggested increasing resources and support for diverse students, increasing communication and messaging about diversity, equity, and inclusion, creating inclusive and accessible spaces, and fostering connections between students and faculty-students and creating a more inclusive community.

Perceptions of Value, Respect, and Belonging

The vast majority of students report that they feel that they belong in their graduate program (92%), and that they are proud to be a student at this campus (92%) and in their program (92%). The vast majority of students also report that faculty members in their graduate program give them positive reinforcement for their accomplishments (87%), and that faculty members treat them fairly (92%).

Experiences with Discrimination

Students were asked whether they have experienced obvious/blatant or subtle discrimination over the past 12 months at the University of Iowa on the basis of several identities and characteristics. The most commonly reported type of discriminatory experience is political opinions, beliefs, or ideology, reported by 18% of students, followed by gender identity or gender expression (17%), racial or ethnic identity (14%), age (13%), immigrant or international status or national origin (12%), religion (10%), socioeconomic status or social class (9%), ability or disability status (7%), sexual orientation (5%), and other (2%).

Obstacles to Academic Success

Students were asked to what extent several factors have been obstacles to their degree progress. The most commonly reported obstacles to degree progress that were experienced as large or very large were: course load and course availability (both identified by 19% of students respectively), and curricular requirements other than coursework/research, teaching load, research/experimental setback/failure, inadequate financial support, and family responsibilities/obligations (all identified by 14% of respondents).
Climate Perceptions

The vast majority of students report that they are somewhat or very satisfied with the overall campus climate or environment that they have experienced at the University of Iowa (73%), that the environment is positive and welcoming (90%), that their department creates a collegial and supportive environment, and that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (87%).

Large majorities also report that faculty respect students regardless of their background (88%), and that students respect students regardless of their background (91%). In terms of fairness perceptions, large majorities report that rules and regulations are fair (92%), and that rules and regulations are equitably applied (85%). The vast majority of students also report that faculty encourage the expression of diverse viewpoints from students (87%), and that there are open lines of communication between students and faculty regarding student needs, concerns, and suggestions (82%).

A majority of students report that students are given an active role in departmental decisions that affect them (60%), and large majorities report that there is a sense of solidarity among the students (85%) and that this campus values students’ opinions (85%).
Key Findings: Strengthening an Inclusive and Equitable Campus Environment

Group-Based Disparities

Race/Ethnicity

There are no significant differences among students with different racial or ethnic identities in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program. There are no significant differences among students with different racial or ethnic identities in reporting that faculty members in their graduate program give them positive reinforcement for their accomplishments, and that faculty members treat them fairly.

A higher percentage of Asian and URM students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of racial or ethnic identity (55% and 45% respectively), compared to white students and international students (5% and 23% respectively).

Course load, research/experiment, and course availability were among the most commonly identified obstacles to degree progress for students with different racial or ethnic identities. A higher percentage of international students reported immigration issues as an obstacle to degree progress. For URM students, the most commonly identified obstacle to degree progress is emotional health problems.

A lower percentage of Asian students report being satisfied with the overall climate at the University of Iowa (53%) compared to White students (75%). A lower percentage of URM students agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (75%) compared to 88% of white students and 95% of international students. Asian students are also less likely to agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (77%) compared to international students (93%).

A lower percentage of URM students agree that students respect students regardless of their background (83%) compared to International students (93%). A lower percentage of URM and White students agree that there are open lines of communication between students and faculty (76% and 81% respectively) compared to International students (90%). A lower percentage of URM and White students agree that students are given an active role in departmental decisions that affect them (58% and 56% respectively) compared to International students (74%). A lower percentage of URM students agree that this campus values students’ opinions (77%) compared to International students (90%). URM students are more likely to rate the University of Iowa climate as somewhat or very hostile for URM students compared to White students.

Gender

There are no significant differences among students with different gender identities in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program. A lower percentage of women report that faculty members in their program give them positive reinforcement for their accomplishments (85%) compared to
men (91%). A lower percentage of women report that faculty members in their program treat them fairly (91%) compared to men (95%). Women are more likely to report discrimination on the basis of gender identity or gender expression (23%) compared to men (6%).

Course load and course availability are the most commonly identified obstacles to degree progress for men and women. A higher percentage of women reported family responsibilities and obligations as an obstacle to degree progress (14%) compared to men.

A lower percentage of women agree that faculty respect students regardless of their background (86%) compared to men (92%). Women are less likely to agree that rules and regulations are equitably applied (82%) compared to men (90%). Women are less likely to agree that there are open lines of communication between students and faculty (79%) compared to men (88%). A lower percentage of women agree that their department creates a collegial and supportive environment (85%) compared to men (92%). Men are more likely to rate the University of Iowa climate as somewhat or very hostile for men compared to women.

**Sexual Orientation**

A lower percentage of LGBQ students report that they belong in their program (85%) compared to heterosexual students (93%). A lower percentage LGBQ students report that they are proud to be a student at this campus (82%) compared to heterosexual students (94%). A lower percentage of LGBQ students report that faculty members in their program treat them fairly (87%) compared to heterosexual students (93%). A higher percentage of LGBQ students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of sexual orientation or identity (26%) compared to heterosexual students (2%).

A higher percentage of LGBQ students report that course availability and emotional health problems have been large or very large obstacles to their degree progress compared to heterosexual students.

A lower percentage of LGBQ students report being satisfied with the overall climate at the University of Iowa (56%) compared to heterosexual students (76%); or that they agree that the environment or climate is positive and welcoming (85%) compared to heterosexual students (90%). LGBQ students are less likely to agree that their department creates a collegial and supportive environment (80%) compared to heterosexual students (88%); or agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (79%) compared to heterosexual students (89%). LGBQ students are less likely to agree that this campus values students’ opinions (73%) compared to heterosexual students (87%).

A lower percentage of LGBQ students agree that faculty respect students regardless of their background (79%) compared to heterosexual students (90%); and agree that faculty encourage expression of diverse viewpoints from their students (78%) compared to heterosexual students (88%).

A lower percentage of LGBQ students agree that students are given an active role in departmental decisions that affect them (45%) compared to heterosexual students (61%), and a lower percentage LGBQ students agree that rules and regulations are fair (88%) compared to heterosexual students (93%).
**Self-Perceived Social Class**

There are no significant differences among students with different social class backgrounds in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program. A lower percentage of students from lower social class backgrounds report that faculty members in their program are available to talk with them (90%) compared to students from middle social class backgrounds (95%). A lower percentage of students from lower social class backgrounds report that faculty members in their program give them positive reinforcement for their accomplishments (83%) compared to students from middle social class backgrounds (90%).

A higher percentage of students from lower social class backgrounds report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of socioeconomic status or social class (15%) compared to students from middle or upper social class backgrounds (5% and 8% respectively).

A higher percentage of students from lower class backgrounds report that family responsibilities and obligations and inadequate financial support have been large or very large obstacles to their degree progress compared to students from middle or upper social class backgrounds.

A lower percentage of students from lower social class backgrounds report satisfaction with the overall climate (66%) compared to 75% of students from middle and upper social class backgrounds. A lower percentage of students from lower social class backgrounds agree that there is a sense of solidarity among the students (81%) compared to students from middle or upper class backgrounds (87% and 88% respectively).

A lower percentage of students from a lower social class agree that faculty respect students regardless of their background (84%) compared to students from middle and upper social class backgrounds (90% and 88% respectively); agree that faculty encourage expression of diverse viewpoints from their students (83%) compared to students with middle and upper class backgrounds (89% for both respectively); or agree that there are open lines of communication between students and faculty (77%) compared to students from middle or upper class backgrounds (83% and 85% respectively).

**Parental Education**

There are no significant differences among students whose parents have different levels of education in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program.

A lower percentage of first-generation college students and students with parents who have an advanced degree report that faculty members in their program treat them fairly (90% and 90% respectively) compared to students with parents who have some college (98%).

There are no significant differences among students whose parents have different levels of education in reporting satisfaction with the overall climate, that faculty respect students regardless of their background, that faculty encourage expression of diverse viewpoints from their students, or that there are open lines of communication between students and faculty.
Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Overall

Most graduate students agree that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus. The listening sessions made it clear that although most students strongly support campus diversity, equity, and inclusion efforts, many are frustrated by a lack of accountability, an unclear commitment from the University, and little transparency about diversity, equity, and inclusion efforts and data. Students discussed how the lack of funding and staffing for diversity, equity, and inclusion shows how committed the University is. To increase institutional commitment to diversity, equity, and inclusion, students suggested increasing funding and staffing for diversity, equity, and inclusion, improving accountability and transparency, making a clear commitment to diversity, equity, and inclusion, increasing collaboration in diversity, equity, and inclusion work, building on current strengths, and engaging in strategic, long-term diversity, equity, and inclusion planning and action.

Campus Commitment to Diversity, Equity, and Inclusion

The vast majority of students agree that the University has a strong commitment to diversity, equity and inclusion (87%).
Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Group-Based Disparities

Race/Ethnicity

A lower percentage of URM and Asian students report that the University has a strong commitment to diversity, equity, and inclusion (75% and 73% respectively) compared to white and international students (89% and 92% respectively), and a lower percentage of URM and Asian students report that diversity is important at this campus (72% and 66% respectively) compared to white and international students (86% and 93% respectively).

Gender

There are no significant differences among students with different gender identities in reporting that the University has a strong commitment to diversity, equity, and inclusion or that diversity is important at this campus.

Sexual Orientation

A lower percentage of LGBQ students agree that the University has a strong commitment to diversity, equity, and inclusion (77%) compared to heterosexual students (90%), and a lower percentage of LGBQ students agree that the diversity is important at this campus (68%) compared to heterosexual students (88%).

Self-Perceived Social Class

There are no significant differences among students from different social class backgrounds in reporting that the University has a strong commitment to diversity, equity, and inclusion or that diversity is important at this campus.

Parental Education

There are no significant differences among students whose parents have different levels of education in reporting that the University has a strong commitment to diversity, equity, and inclusion or that diversity is important at this campus.
Section 1: Overview

1.1 Introduction

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

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

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

The report describes the key findings related to:

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

The survey data examining various dimensions of campus climate for diversity, equity, and inclusion are reported for all graduate students as well as disaggregated to examine differences in experience by race/ethnicity, gender, sexual orientation, parental education, and social class.

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

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

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

Goals in Assessing Campus Climate

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

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

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

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

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

Undergraduate and Graduate Student Surveys

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

Professional Student Survey

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

Postdoctoral Scholar and Post-Graduate Trainee Survey

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

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

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

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

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<td>Diversity refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences.</td>
<td>Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities – historic and current – which advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities</td>
<td>Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.</td>
</tr>
</tbody>
</table>
Section 2: Campus Climate for Diversity, Equity, and Inclusion

Survey Data Analysis

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

For each survey item, we are interested in the differences across groups. In the example above, for example, we are measuring the share of respondents who answered “somewhat or very satisfied” to the item “To what extent are you satisfied or dissatisfied with the following aspect of your graduate/professional program: departmental climate”.

A note on measures and differences: All statistical calculations contain some uncertainty. Uncertainty is affected by the number of respondents answering the question, the variation in people’s answers, and characteristics of the survey instrument itself.
To identify which mean differences are meaningful, two criteria can be used: (1) statistical significance and/or (2) substantive magnitude of the difference. The substantive magnitude of the difference assesses the size of the difference. Whether a difference is large enough to be substantively meaningful is a judgement that depends on the social implications and meaning of the difference.

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

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

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

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

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

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

Satisfaction with Campus Experience

To what extent are you satisfied or dissatisfied with the following aspects of your grad/prof program:

- Departmental climate (atmosphere, policies, practice)

Knowing what you know now...

- Would you enroll in the same graduate/professional program?
- Would you choose the same university for your graduate/professional studies?
- Would you recommend this university to someone considering your field of graduate/professional research or study?

Opportunity to Interact with People with Different Social Identities and Characteristics

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

Overall

Graduate students as a whole report relatively high levels of satisfaction with campus experiences and opportunities to with people with different identities and characteristics but are least likely to report interacting with people who have disabilities. Given the opportunity to offer concrete suggestions (in the strategic listening sessions), students discussed how the current lack of faculty and staff diversity is an issue of both recruitment and retention and how this lack of diversity negatively impacts student engagement and support. Students also discussed how it’s not enough to just focus on one aspect of diversity, it must be broad enough to capture how people identify and experience the campus environment. Students described the critical role that proactive recruitment efforts can make, but that financial concerns and affordability are a major barrier to recruiting and retaining diverse students. In addition to the inadequacy and inconsistency of funding, participants pointed specifically to concerns about the cost of housing in the Iowa City area. To enhance diversity on campus, students suggested increasing faculty and staff diversity, ensuring that the University define diversity broadly, enhancing the focus on diversity in recruitment efforts, and addressing financial concerns and affordability.

Satisfaction with Campus Experience

The vast majority of graduate students report that they are somewhat or very satisfied with the departmental climate in their graduate program (82%), and that knowing what they know now, they would enroll in the same graduate program (84%), would choose the same university (83%), and would recommend this university to someone considering their field of graduate research or study (84%).

Opportunities to Interact with People with Different Social Identities and Characteristics

Graduate students are the most likely to report that during the past 12 months at the University of Iowa they never or seldom interacting with people who have physical or other observable disabilities (44%) or how have learning, psychological, or other disabilities that are not readily apparent (33%).
Key Findings: Enhancing the Diversity of the Campus Community
Group-Based Disparities

Race/Ethnicity

A lower percentage of international students report that they would probably or definitely enroll in the same graduate/professional program (78%) compared to white students (87%), and a lower percentage of Asian students report that they would probably or definitely choose the same university for their studies (68%) compared to white students (86%).

Gender

A lower percentage of women report being somewhat or very satisfied with the departmental climate in their program (80%) compared to men (87%). There are no significant differences among students of different gender identities in reporting that knowing what they know now, they would enroll in the same program, would choose the same university, or would recommend this university to someone considering their field of study.

Sexual Orientation

A lower percentage of LGBQ students report being somewhat or very satisfied with the departmental climate in their program (67%) compared to heterosexual students (85%). There are no significant differences among students of different sexual orientations in reporting that knowing what they know now, they would enroll in the same program, would choose the same university, or would recommend this university to someone considering their field of study.

Self-Perceived Social Class

A lower percentage of students from lower social class backgrounds report that they would probably or definitely enroll in the same graduate/professional program (79%) compared to students from middle or upper social class backgrounds (86% and 87% respectively). There are no significant differences in satisfaction with departmental climate among students with different social class backgrounds.

Parental Education

There are no significant differences among students whose parents have different levels of education in reporting that knowing what they know now, they would enroll in the same program, would choose the same university, or would recommend this university to someone considering their field of study. There are no significant differences in satisfaction with departmental climate among students whose parents have different levels of education.
Satisfaction with Campus Experience
To what extent are you satisfied or dissatisfied with the following aspects of your graduate/professional program: Departmental climate (atmosphere, policies, practice)

Key Findings
1. A lower percentage of women report being somewhat or very satisfied with the departmental climate in their program (80%) compared to men (87%).
2. A lower percentage of LGBQ students report satisfaction with the departmental climate in their program (67%) compared to heterosexual students (85%).
Knowing what you know now…

- Would you enroll in the same graduate/professional program?

![Graph showing percentage of graduates who would probably or definitely enroll in the same program]

84%

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

Key Findings

1. A lower percentage of international students report that they would probably or definitely enroll in the same graduate/professional program (78%) compared to white students (87%).

2. A lower percentage of students from lower social class backgrounds report that they would probably or definitely enroll in the same graduate/professional program (79%) compared to students from middle or upper social class backgrounds (86% and 87% respectively).
Knowing what you know now…

- **Would you choose the same university for your graduate/professional studies?**

  ![Bar chart showing 83% of all graduates would choose the same university.]

- **Would you recommend this university to someone considering your field of graduate/professional research or study?**

  ![Bar chart showing 84% of all graduates would recommend the university.]

**Key Findings**

1. A lower percentage of Asian students report that they would probably or definitely choose the same university for their studies (68%) compared to white students (86%)
Opportunity to Interact with People with Different Social Identities and Characteristics

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

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

Key Findings

1. Respondents are the most likely to report never or seldom interacting with people who have different types of disabilities, and least likely to report never or seldom interacting with people whose gender is different.
Listening Session Feedback: Enhancing the Diversity of the Campus Community

With regard to increasing student diversity, participants focused primarily on strategies to:

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

Participants in all four sessions described the importance of increasing faculty and staff diversity. Many participants both in the discussions and in their written feedback noted the importance of the University of Iowa having a “more diverse faculty and staff.” Participants noted that the current lack of faculty and staff diversity at the University of Iowa was an issue of both recruitment and retention. As one participant emphasized, the University of Iowa must do both “hire faculty from diverse background and retain them.”

In discussing the importance of faculty and staff diversity, graduate student participants described what they saw as the overall benefits of faculty and staff diversity as well as shared personal experiences that demonstrate its importance. The most commonly discussed benefit of increased faculty and staff diversity was its impact on student engagement and support. One participant emphasized this point by saying, “there is a lack of diverse faculty that represent our marginalized students, and this can affect the way in which we find our support networks.” Participants also described the benefits of having role models that are representative of their social identities. As another participant revealed, “Another student shared his experience with his advisor, that shares the same ethnicity, and his experiences have improved by being able to share this experience on a more personal level.” And, participants noted that graduate students were more likely to succeed in their program if there was greater representation of diverse graduate student identities.

Participants in two sessions discussed ensuring that the University define diversity broadly. Participants noted the importance of considering different types of diversity, and to not have diversity only considered in racial or ethnic terms. Participants suggested including socioeconomic status, gender, sexual orientation, and disability as particularly important. Participants suggested this in the context of thinking about how the University would push diversity initiatives on campus. As one participant stated, “Any solution needs to have multiple layers to address that multidimensional aspect of diversity. It is not enough to have a single diversity coordinator who focuses on just racial diversity. Different forms of diversity should have resources and people to address their specific needs.” Participants also discussed the importance of having a definition of diversity that is broad so that it captures how people identify and experience the campus environment. For example, one participant suggested, “Have a better operational definition of "diversity" so it actually describes a "diverse" population.”
When discussing how to increase student diversity more specifically, participants in three sessions discussed the importance of **enhancing the focus on diversity in recruitment efforts**. As one participant put it, “Commit to increasing representation on campus.” Participants described the critical role that proactive recruitment efforts can make in determining where people apply to attend graduate school, and many described their personal experiences of being recruited by different institutions and how they made their decisions about where to attend graduate school.

Participants described several different strategies that could be used to proactively recruit diverse students. Some participants focused on increasing local recruitment, as one participant shared, “Brown people and poor people don’t know about Iowa which is right in their backyard. Growing up I didn’t know about the institution down the road from me, but international students were going there.” Other participants noted that from their perspective, it seemed like the University could do more to recruit students through existing pipeline programs like Upward Bound and the Summer Research Opportunity Program, as well as take advantage of other programs that bring diverse students to campus. Participants also suggested more targeted outreach to schools with high density of under-represented minorities and including a larger geographic area for recruitment. For example, one participant suggested, “Create pipelines or partnerships within our institution and with other institutions (HBCUs, etc.).” And another suggested, “Build exchange programs and research collaborations with other universities and internationally.” A final suggestion described by participants was to learn from successful models – both at other institutions, but just as importantly, to identify and learn from models of successful recruitment from departments at the University of Iowa.

Participants in all sessions discussed **financial concerns and affordability** as a barrier to recruiting and retaining diverse students. In terms of recruitment, participants emphasized the importance of fellowships and guaranteed funding for graduate study. Participants also more generally described the inadequacy of the current funding model for graduate students. As one participant mentioned, “Sometimes assistantships get cut or get a decrease in funding for an academic year and doesn’t offer ways to help compensate while being a full-time student.” Participants also pointed to the lack of consistency in funding, noting that most graduate student appointments such as Research and Teaching Assistantships are limited to fall and spring semesters, providing no funding during the summer.

In addition to the inadequacy and inconsistency of funding, participants pointed specifically to concerns about the cost of housing in the Iowa City area. One participant shared, “It’s cheaper for me to drive into Iowa City for an hour and a half than get a place in Iowa City.” Another participant questioned, “Graduate student housing is one of the only guaranteed accessible housing for students. How can graduate students afford to live there with the income that we make? This is an ongoing problem.”

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### Create pipelines or partnerships within our institution and with other institutions (HBCUs, etc.)

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### In regard to retention, many times money is a large issue. Students who are diverse for any reason are much more likely to fall through the cracks. How can we offer more funding/opportunities for these students?
While many of the affordability and funding concerns raised by participants were described as affecting all graduate students. Participants also noted the importance of targeted scholarships or fellowships for under-represented students as a way to increase student diversity and address the potentially greater needs to these students. As one participant described, “In regard to retention, many times money is a large issue. Students who are diverse for any reason are much more likely to fall through the cracks. How can we offer more funding/opportunities for these students?”
2.2 Broadening Diversity, Equity, and Inclusion Awareness and Skills

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

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

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

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.
Survey Items: Broadening Diversity, Equity, and Inclusion Awareness and Skills

**Personal Values**

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

**Self-Assessed Competencies and Skills**

- I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).
- If asked, I could comfortably define the terms, “diversity, equity, and inclusion.”
- I can articulate why diversity, equity, and inclusion are important to the University and its mission.
Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

Overall

The vast majority of graduate students feel that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them and that diversity is important to them. However, 30% of students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University. There is broad support among graduates in the strategic listening sessions for campus programs to enhance diversity, equity, and inclusion awareness and skills. Students discussed a range of potential training topics to help students, faculty, and staff feel more comfortable in addressing diversity, equity, and inclusion issues, which would allow students to feel more included and supported. They also described a lack of diversity in course content as an issue they would like to see addressed. Additionally, students discussed examples of diversity, equity, and inclusion-related programming on campus that could be effective in increasing awareness and skills. To broaden diversity, equity, and inclusion awareness and skills, students suggested providing training on diversity, equity, and inclusion for students, faculty, and staff, embedding diversity, equity, and inclusion content into courses, and having more events and programs for cultural awareness and diversity, equity, and inclusion on campus and in the community.

Personal Values and Beliefs

The vast majority of students report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (94%). Almost one-third of students report that there is too much attention to diversity, equity and inclusion at the University (30%), and one-quarter report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (24%).

Self-Assessed Competencies and Skills

The vast majority of students report they can comfortably define diversity, equity, and inclusion (91%), that they can articulate why diversity, equity, and inclusion are important to the University and its mission (93%), and that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (89%).
Key Findings: Broadening Diversity, Equity, and Inclusion
Awareness and Skills

Group-Based Disparities

Race/Ethnicity

There is no significant difference among students with different racial or ethnic identities in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them. A higher percentage of international students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (53%) compared to URM, Asian, and white students (16%, 30%, and 25% respectively). A higher percentage of international students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (45%) compared to URM and white students (7% and 19% respectively). A higher percentage URM students report that they are competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (98%) compared to Asian students (80%).

Gender

A lower percentage of men report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (90%) compared to women (96%). A higher percentage of men report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (42%) compared to women (23%), and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (35%) compared to women (19%). A higher percentage of women report that they could comfortably define the terms, “diversity, equity, and inclusion” (93%) compared to men (88%).

Sexual Orientation

There is no significant difference among students with different sexual orientations in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them. A higher percentage of heterosexual students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (31%) compared to LGBQ students (9%). A higher percentage heterosexual students report that they are competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (90%) compared to LGBQ students (84%).

Self-Perceived Social Class

There is no significant difference among students with social class backgrounds in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them, or in self-assessed competencies related to diversity, equity, and inclusion.
Parental Education

There is no significant difference among students whose parents have different levels of education in reporting that achieving diversity, equity, and inclusion at the University of Iowa is important to them. A higher percentage of students with parents who have a four-year degree report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (29%) compared to first-generation students (16%). There are no significant differences among students whose parents have different levels of education in their self-assessed competencies related to diversity, equity, and inclusion.
**Personal Values and Beliefs**  
Achieving diversity, equity and inclusion at the UI is personally important to me.

![Bar chart showing 94% agreement]

**Key Findings**

1. Overall, a very high percentage of students report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (94%).

2. A lower percentage of men report that achieving diversity, equity, and inclusion at the University of Iowa is important to them (90%) compared to women (96%).

![Bar chart showing gender differences]
There is too much emphasis put on issues of diversity, equity, and inclusion at the University.

**Key Findings**

1. A higher percentage of international students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (53%) compared to URM, Asian, and white students (16%, 30%, and 25% respectively).

2. A higher percentage of men report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (42%) compared to women (23%).

3. A higher percentage of heterosexual students report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University (31%) compared to LGBQ students (9%).
Attention to diversity, equity and inclusion distracts us from achieving our academic mission.

Key Findings

1. A higher percentage of international students report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to URM and White students. Also, Asian students are more likely to report attention to diversity, equity, and inclusion distracts us compared to URM students.

2. A higher percentage of students with parents who have a college degree report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (29%) compared to first-generation students (16%).

3. A higher percentage of men report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (35%) compared to women (19%).
Diversity is important to me.

**Key Findings**
1. A higher percentage of women report that diversity is important to them (98%) compared to men (93%).

**Gender Differences**
- Man: 93%
- Woman: 98%
- Trans*: N < 10
**Personal Competency and Skills**

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

If asked, I could comfortably define the terms, “diversity, equity, and inclusion.”

I can articulate why diversity, equity, and inclusion are important to the University and its mission.

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**Key Findings**

1. A higher percentage URM students report that they are competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (98%) compared to Asian students (80%).

2. A higher percentage heterosexual students report that they are competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (90%) compared to LGBQ students (84%).

3. A higher percentage of women report that they could comfortably define the terms, “diversity, equity, and inclusion” (93%) compared to men (88%).
Listening Session Feedback: Broadening Diversity, Equity, and Inclusion Awareness and Skills

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

- Training on diversity, equity, and inclusion for students, faculty, and staff
- Embedding diversity, equity, and inclusion content into courses
- Increasing diversity, equity, and inclusion programming

Participants in all four sessions discussed providing training on diversity, equity, and inclusion for students, faculty, and staff. Training topics suggested included cultural proficiency, bias and microaggressions, and how to incorporate diversity, equity, and inclusion into course content. Participants also discussed the importance of having the trainings provide information on how to integrate what is learned in a way that enables people to make changes their behavior or practices. One participant observed, “Diversity training was mostly focused on becoming aware that folks are different, but there wasn’t much professional development on how to handle this. Would like exercises on how to handle discrepancies appropriately (i.e. different religions, etc.).”

Participants suggested that diversity, equity, and inclusion training on campus be expanded in terms of the scope of trainings that were offered, but also called for proactive efforts to provide these resources to specific groups. Some participants called for “Extending the BUILD program more to graduate students,” or providing “Bias training for faculty, RA’s, TA’s.” Other participants pointed to the importance of ensuring that students involved in student organizations are able to access diversity, equity, and inclusion-related training. “Maybe some of the groups can have some diversity/implicit bias/microaggression training so people can feel included when they join groups.” While others focused on the importance of ensuring that faculty participate in diversity, equity, and inclusion-related trainings. “Some of these professors don’t feel comfortable talking about these things because they don’t understand or can’t identify or don’t want to offend anyone. We need to try to train professors on this specific thing to help professors become more comfortable talking about these things.”

Two sessions discussed embedding diversity, equity, and inclusion content into courses by increasing the diversity and inclusiveness of the course materials and curriculum and establishing core competencies. A number of participants described a lack of diversity in course content as an issue they would like to see addressed. One participant shared how she experiences exclusion in many of her courses due to the literary canon being dominated by white male authors. She questioned, “Historically, many underrepresented minorities were excluded but we are not talking about it here on campus. Why is this?” Participants suggested several specific ways to ensure that coursework was more diverse and inclusive. For example, one participant suggested that the University should, “Establish core
competencies for class relating to DEI.” Another participant suggested a number of ways to enhance the diversity of material in courses, “Invite people of different cultural backgrounds to talk in class, choose authors of journal articles from different cultural backgrounds, pick diverse authors.”

Participants in three sessions discussed the importance of increasing diversity, equity, and inclusion-related programming on campus as a strategy for enhancing diversity, equity, and inclusion awareness. The most common way that participants suggested to increase diversity, equity, and inclusion awareness was to have more events and programs for cultural awareness and diversity, equity, and inclusion on campus and in the community. For example, one participant suggested, “Offer more community events that aren’t sports centered.” While another suggested, “Awareness days around campus.” Participants also offered suggestions for how to go about doing this – collaboratively. And several participants also provided specific examples of the kinds of diversity, equity, and inclusion-related programming they thought would be most effective: lunch and learns “Lunch and learns on topics that are needed (food draws people),” facilitated diversity, equity, and inclusion discussions “Spaces to have conversations in an informal way,” and speaker series “seminar/lecture series on DEI awareness, knowledge, and skills.”
2.3 Strengthening an Inclusive and Equitable Campus Environment

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

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

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

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.
Survey Items: Strengthening an Inclusive and Equitable Campus Environment

Perceptions of Value, Respect, and Belonging

- I belong in my graduate/professional program.
- I am proud to be a student at this campus.
- I am proud to be a student in my graduate/professional program.
- I have friends in my graduate/professional program.
- Faculty members in my graduate/professional program are available to talk with me.
- Faculty members in my graduate/professional program give me positive reinforcement for my accomplishments.
- Faculty members in my graduate/professional program treat me fairly.

Experiences of Discrimination

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

Obstacles to Academic Success

To what extent have the following factors been an obstacle to your degree progress: [asked as separate questions] course load, course availability, curricular requirements other than coursework/research, timing of qualifying events, inadequate advising, teaching load, research load, slow/inadequate feedback on submitted work, research/experimental setback/failure, diminished interest in field of study, inadequate financial support, unsupportive or unfriendly environment for students like me, family responsibilities/obligations, physical health problems, emotional health problems, poor/uncertain unemployment prospects after degree, immigration issues.

Climate Perceptions

- In the past 12 months, how satisfied have you been with the overall climate/environment that you have experienced at the University of Iowa?
- Faculty respect students regardless of their background.
- Students respect other students regardless of their background.
- Rules and regulations are fair.
- Rules and regulations are equitably applied.
- Faculty encourage expression of diverse viewpoints from their students.
- There are open lines of communication between students and faculty regarding student needs, concerns, and suggestions.
- Students are given an active role in departmental decisions that affect them.
• The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.
• This campus values students' opinions.
• Overall, the environment or climate is positive and welcoming
• There is a sense of solidarity among the students.
• My department creates a collegial and supportive environment.

How would you rate the overall climate at the University of Iowa for faculty, staff, and students who are: [asked as separate questions] individuals with disabilities, lesbian, gay, bisexual, transgender, or queer (LGBTQ) individuals, underrepresented U.S. racial/ethnic minority (URM), immigrants or non-U.S. citizens, women, men, politically liberal, politically conservative, veterans.

To what extent do you agree or disagree with the following statements about your current graduate/professional program: [asked as separate questions] the climate for female students in my program/department is at least as good as it is for male students, the climate for male students in my program/department is at least as good as it is for female students, the climate for international students in my program/department is at least as good as it is for domestic students, the climate for racial/ethnic minority students in my program/department is at least as good as it is for non-minority students, the climate for LGBT students in my program/department is at least as good as it is for heterosexual students, the climate for disabled students in my program/department is at least as good as it is for non-disabled students, the climate for religious minority students in my program/department is at least as good as it is for non-religious minority students.
Key Findings: Strengthening an Inclusive and Equitable Campus Environment

Overall

Overall, students report feeling like they belong in their graduate/professional program and are proud to be a student in their program. The most prevalent basis for experiences of discrimination reported is political opinions, beliefs, or ideology, followed by gender identity or gender expression. Students in strategic listening sessions described a lack of student support and a greater need for information about resources. Several participants shared personal experiences of instances of negative faculty-student relations involving conflict, disrespect, and lack of support. Students also discussed how seeing or hearing consistent messages about the importance of diversity, equity, and inclusion, and institutional statements of commitment are a crucial element of an inclusive campus environment. Students highlighted the importance of making intentional efforts to create inclusive and accessible spaces on campus, but also the importance of creating a more inclusive community broadly, not just on campus. To strengthen an inclusive and equitable campus environment, students suggested increasing resources and support for diverse students, increasing communication and messaging about diversity, equity, and inclusion, creating inclusive and accessible spaces, and fostering connections between students and faculty-students and creating a more inclusive community.

Perceptions of Value, Respect, and Belonging

The vast majority of students report that they feel that they belong in their graduate program (92%), and that they are proud to be a student at this campus (92%) and in their program (92%). The vast majority of students also report that faculty members in their graduate program give them positive reinforcement for their accomplishments (87%), and that faculty members treat them fairly (92%).

Experiences with Discrimination

Students were asked whether they have experienced obvious/blatant or subtle discrimination over the past 12 months at the University of Iowa on the basis of several identities and characteristics. The most commonly reported type of discriminatory experience is political opinions, beliefs, or ideology, reported by 18% of students, followed by gender identity or gender expression (17%), racial or ethnic identity (14%), age (13%), immigrant or international status or national origin (12%), religion (10%), socioeconomic status or social class (9%), ability or disability status (7%), sexual orientation (5%), and other (2%).

Obstacles to Academic Success

Students were asked to what extent several factors have been obstacles to their degree progress. The most commonly reported obstacles to degree progress that were experienced as large or very large were: course load and course availability (both identified by 19% of students respectively), and curricular requirements other than coursework/research, teaching load, research/experimental setback/failure, inadequate financial support, and family responsibilities/obligations (all identified by 14% of respondents).
Climate Perceptions

The vast majority of students report that they are somewhat or very satisfied with the overall campus climate or environment that they have experienced at the University of Iowa (73%), that the environment is positive and welcoming (90%), that their department creates a collegial and supportive environment, and that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (87%).

Large majorities also report that faculty respect students regardless of their background (88%), and that students respect students regardless of their background (91%). In terms of fairness perceptions, large majorities report that rules and regulations are fair (92%), and that rules and regulations are equitably applied (85%). The vast majority of students also report that faculty encourage the expression of diverse viewpoints from students (87%), and that there are open lines of communication between students and faculty regarding student needs, concerns, and suggestions (82%).

A majority of students report that students are given an active role in departmental decisions that affect them (60%), and large majorities report that there is a sense of solidarity among the students (85%) and that this campus values students’ opinions (85%).
Key Findings: Strengthening an Inclusive and Equitable Campus Environment
Group-Based Disparities

Race/Ethnicity

There are no significant differences among students with different racial or ethnic identities in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program. There are no significant differences among students with different racial or ethnic identities in reporting that faculty members in their graduate program give them positive reinforcement for their accomplishments, and that faculty members treat them fairly.

A higher percentage of Asian and URM students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of racial or ethnic identity (55% and 45% respectively), compared to white students and international students (5% and 23% respectively).

Course load, research/experiment, and course availability were among the most commonly identified obstacles to degree progress for students with different racial or ethnic identities. A higher percentage of international students reported immigration issues as an obstacle to degree progress. For URM students, the most commonly identified obstacle to degree progress is emotional health problems.

A lower percentage of Asian students report being satisfied with the overall climate at the University of Iowa (53%) compared to White students (75%). A lower percentage of URM students agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (75%) compared to 88% of white students and 95% of international students. Asian students are also less likely to agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (77%) compared to international students (93%).

A lower percentage of URM students agree that students respect students regardless of their background (83%) compared to International students (93%). A lower percentage of URM and White students agree that there are open lines of communication between students and faculty (76% and 81% respectively) compared to International students (90%). A lower percentage of URM and White students agree that students are given an active role in departmental decisions that affect them (58% and 56% respectively) compared to International students (74%). A lower percentage of URM students agree that this campus values students’ opinions (77%) compared to International students (90%). URM students are more likely to rate the University of Iowa climate as somewhat or very hostile for URM students compared to White students.

Gender

There are no significant differences among students with different gender identities in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program. A lower percentage of women report that faculty members in their program give them positive reinforcement for their accomplishments (85%) compared to
men (91%). A lower percentage of women report that faculty members in their program treat them fairly (91%) compared to men (95%). Women are more likely to report discrimination on the basis of gender identity or gender expression (23%) compared to men (6%).

Course load and course availability are the most commonly identified obstacles to degree progress for men and women. A higher percentage of women reported family responsibilities and obligations as an obstacle to degree progress (14%) compared to men.

A lower percentage of women agree that faculty respect students regardless of their background (86%) compared to men (92%). Women are less likely to agree that rules and regulations are equitably applied (82%) compared to men (90%). Women are less likely to agree that there are open lines of communication between students and faculty (79%) compared to men (88%). A lower percentage of women agree that their department creates a collegial and supportive environment (85%) compared to men (92%). Men are more likely to rate the University of Iowa climate as somewhat or very hostile for men compared to women.

**Sexual Orientation**

A lower percentage of LGBQ students report that they belong in their program (85%) compared to heterosexual students (93%). A lower percentage LGBQ students report that they are proud to be a student at this campus (82%) compared to heterosexual students (94%). A lower percentage of LGBQ students report that faculty members in their program treat them fairly (87%) compared to heterosexual students (93%). A higher percentage of LGBQ students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of sexual orientation or identity (26%) compared to heterosexual students (2%).

A higher percentage of LGBQ students report that course availability and emotional health problems have been large or very large obstacles to their degree progress compared to heterosexual students.

A lower percentage of LGBQ students report being satisfied with the overall climate at the University of Iowa (56%) compared to heterosexual students (76%); or that they agree that the environment or climate is positive and welcoming (85%) compared to heterosexual students (90%). LGBQ students are less likely to agree that their department creates a collegial and supportive environment (80%) compared to heterosexual students (88%); or agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (79%) compared to heterosexual students (89%). LGBQ students are less likely to agree that this campus values students’ opinions (73%) compared to heterosexual students (87%).

A lower percentage of LGBQ students agree that faculty respect students regardless of their background (79%) compared to heterosexual students (90%); and agree that faculty encourage expression of diverse viewpoints from their students (78%) compared to heterosexual students (88%).

A lower percentage of LGBQ students agree that students are given an active role in departmental decisions that affect them (45%) compared to heterosexual students (61%), and a lower percentage LGBQ students agree that rules and regulations are fair (88%) compared to heterosexual students (93%).
Self-Perceived Social Class

There are no significant differences among students with different social class backgrounds in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program. A lower percentage of students from lower social class backgrounds report that faculty members in their program are available to talk with them (90%) compared to students from middle social class backgrounds (95%). A lower percentage of students from lower social class backgrounds report that faculty members in their program give them positive reinforcement for their accomplishments (83%) compared to students from middle social class backgrounds (90%).

A higher percentage of students from lower social class backgrounds report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of socioeconomic status or social class (15%) compared to students from middle or upper social class backgrounds (5% and 8% respectively).

A higher percentage of students from lower class backgrounds report that family responsibilities and obligations and inadequate financial support have been large or very large obstacles to their degree progress compared to students from middle or upper social class backgrounds.

A lower percentage of students from lower social class backgrounds report satisfaction with the overall climate (66%) compared to 75% of students from middle and upper social class backgrounds. A lower percentage of students from lower social class backgrounds agree that there is a sense of solidarity among the students (81%) compared to students from middle or upper class backgrounds (87% and 88% respectively).

A lower percentage of students from a lower social class agree that faculty respect students regardless of their background (84%) compared to students from middle and upper social class backgrounds (90% and 88% respectively); agree that faculty encourage expression of diverse viewpoints from their students (83%) compared to students with middle and upper class backgrounds (89% for both respectively); or agree that there are open lines of communication between students and faculty (77%) compared to students from middle or upper class backgrounds (83% and 85% respectively).

Parental Education

There are no significant differences among students whose parents have different levels of education in reporting that they feel that they belong in their graduate program, and that they are proud to be a student at this campus, and in their program.

A lower percentage of first-generation college students and students with parents who have an advanced degree report that faculty members in their program treat them fairly (90% and 90% respectively) compared to students with parents who have some college (98%).

There are no significant differences among students whose parents have different levels of education in reporting satisfaction with the overall climate, that faculty respect students regardless of their background, that faculty encourage expression of diverse viewpoints from their students, or that there are open lines of communication between students and faculty.
Perceptions of Value
I belong in my graduate/professional program.

Key Findings
1. A lower percentage of LGBQ students report that they belong in their program (85%) compared to heterosexual students (93%).
I am proud to be a student at this campus.

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

I have friends in my graduate/professional program.

Key Findings

1. A lower percentage LGBQ students report that they are proud to be a student at this campus (82%) compared to heterosexual students (94%).

Over 90% of graduate students report feeling proud to be a student at this campus and in their program.
Faculty members in my graduate/professional program are available to talk with me.

Key Findings
1. A lower percentage of students from lower social class backgrounds report that faculty members in their program are available to talk with them (90%) compared to students from middle social class backgrounds (95%).
Faculty members in my graduate/professional program give me positive reinforcement for my accomplishments.

### Key Findings

1. A lower percentage of women report that faculty members in their program give them positive reinforcement for their accomplishments (85%) compared to men (91%).

2. A lower percentage of first-generation college students report that faculty members in their program give them positive reinforcement for their accomplishments (81%) compared to students with parents who have some college (92%).

3. A lower percentage of students from lower social class backgrounds report that faculty members in their program give them positive reinforcement for their accomplishments (83%) compared to students from middle social class backgrounds (90%).
Faculty members in my graduate/professional program treat me fairly.

Key Findings

1. A lower percentage of women report that faculty members in their program treat them fairly (91%) compared to men (95%).

2. A lower percentage of LGBQ students report that faculty members in their program treat them fairly (87%) compared to heterosexual students (93%).

3. A lower percentage of first-generation college students and students with parents who have an advanced degree report that faculty members in their program treat them fairly (90% and 90% respectively) compared to students with parents who have some college (98%).
Experiences of Discrimination
Over the past 12 months, how often have you experienced obvious/blatant or subtle discrimination at the University of Iowa.

Key Findings
1. The most prevalent basis of discrimination reported is political opinions, beliefs, or ideology (reported by 18% of respondents), followed by gender identity or gender expression (reported by 17% of respondents), and race (reported by 14% of respondents).

2. A higher percentage of women report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of gender identity or gender expression (23%) compared to men (6%).

3. A higher percentage of Asian and URM students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of racial or ethnic identity (55% and 45% respectively) compared to White students and International students (5% and 23% respectively).

4. A higher percentage of LGBQ students report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of sexual orientation or identity (26%) compared to heterosexual students (2%).

5. A higher percentage of students from lower social class backgrounds report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa on the basis of socioeconomic status or social class (15%) compared to students from middle or upper social class backgrounds (5% and 8% respectively).
Experiences of Discrimination (Continued)

**Gender Discrimination Experience**
- Men: 6%
- Women: 23%
- Trans: N < 10

**Racial/Ethnic Identity Discrimination Experience**
- URM: 45%
- Asian: 55%
- White: 5%
- Intl: 23%

**Sexual Orientation Discrimination Experience**
- Heterosexual: 2%
- LGBQ: 26%

**Social Class Discrimination Experience**
- Lower: 15%
- Middle: 5%
- Upper: 8%
**Obstacles to Success**

To what extent have the following factors been an obstacle to your degree progress?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course load</td>
<td>19%</td>
</tr>
<tr>
<td>Course availability</td>
<td>19%</td>
</tr>
<tr>
<td>Family responsibilities/obligations</td>
<td>14%</td>
</tr>
<tr>
<td>Research/experimental setback/failure</td>
<td>14%</td>
</tr>
<tr>
<td>Inadequate financial support</td>
<td>14%</td>
</tr>
<tr>
<td>Curricular requirements other than coursework/research</td>
<td>14%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>14%</td>
</tr>
<tr>
<td>Timing of qualifying events</td>
<td>13%</td>
</tr>
<tr>
<td>Emotional health problems</td>
<td>13%</td>
</tr>
<tr>
<td>Poor/uncertain employment prospects after degree</td>
<td>11%</td>
</tr>
<tr>
<td>Slow/inadequate feedback on submitted work</td>
<td>11%</td>
</tr>
<tr>
<td>Research load</td>
<td>11%</td>
</tr>
<tr>
<td>Inadequate advising</td>
<td>10%</td>
</tr>
<tr>
<td>Immigration issues</td>
<td>7%</td>
</tr>
<tr>
<td>Diminished interest in field of study</td>
<td>6%</td>
</tr>
<tr>
<td>Unsupportive/unfriendly environment for students</td>
<td>6%</td>
</tr>
<tr>
<td>Physical health problems</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Key Findings**

1. Course load and course availability were among the most commonly identified obstacles to degree progress for students.
To what extent have the following factors been an obstacle to your degree progress?

Top 5 Obstacles by Race/Ethnicity

**URM Students**
- Emotional health problems: 23%
- Research/experiment setback/failure: 16%
- Research load: 15%
- Course load: 15%
- Family responsibilities/obligations: 14%

**Asian Students**
- Course load: 29%
- Course availability: 27%
- Inadequate financial support: 21%
- Research load: 21%
- Curricular requirements other than coursework/research: 18%

**White Students**
- Course availability: 17%
- Course load: 17%
- Family responsibilities/obligations: 13%
- Curricular requirements other than coursework/research: 13%
- Inadequate financial support: 12%

**International Students**
- Course load: 28%
- Teaching load: 24%
- Immigration issues: 23%
- Course availability: 23%
- Research/experiment setback/failure: 21%

**Key Findings**

1. Course load, research/experiment, and course availability were among the most commonly identified obstacles to degree progress for students with different racial or ethnic identities.

2. A higher percentage of international students reported immigration issues as an obstacle to degree progress.

3. For URM students, the most commonly identified obstacle to degree progress is emotional health problems.
To what extent have the following factors been an obstacle to your degree progress?

**Top 5 Obstacles by Gender**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course load</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>Course availability</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Teaching load</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Research/experiment setback/failure</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Curricular requirements other than coursework/research</td>
<td>13%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Top 5 Obstacles by Sexual Orientation**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Course load</th>
<th>Course availability</th>
<th>Family responsibilities/obligations</th>
<th>Research/experiment setback/failure</th>
<th>Curricular requirements other than coursework/research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heterosexual</strong></td>
<td>18%</td>
<td>17%</td>
<td>14%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>LGBQ</strong></td>
<td>28%</td>
<td></td>
<td>23%</td>
<td>20%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Key Findings**

1. A higher percentage of LGBQ students report that course availability and emotional health problems have been large or very large obstacles to their degree progress compared to heterosexual students.
To what extent have the following factors been an obstacle to your degree progress?

**Top 5 Obstacles by Social Class**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Lower 20%</th>
<th>Middle 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family responsibilities/obligations</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Course availability</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Course load</td>
<td>20%</td>
<td>14%</td>
</tr>
<tr>
<td>Inadequate financial support</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Course load</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>Course availability</td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Curricular requirements other than coursework/research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timing of qualifying events</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Teaching load</td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>

**Key Findings**

1. A higher percentage of students from lower class backgrounds report that family responsibilities and obligations and inadequate financial support have been large or very large obstacles to their degree progress compared to students from middle or upper social class backgrounds.
To what extent have the following factors been an obstacle to your degree progress?

**Top 5 Obstacles by Parent Education**

<table>
<thead>
<tr>
<th></th>
<th>First-Gen (No College)</th>
<th>Some College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course load</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>Family responsibilities/obligations</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>Inadequate financial support</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>Course availability</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>18%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>4-Year Degree</th>
<th>Advanced Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course load</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Curricular requirements other than coursework/research</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Course availability</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Timing of qualifying events</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Emotional health problems</td>
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<td>Course availability</td>
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<tr>
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<td>15%</td>
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<tr>
<td>Research/experiment setback/failure</td>
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<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Curricular requirements other than coursework/research</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Key Findings**

1. First-generation college students are more likely to report that inadequate advising has been a large or very large obstacle to their degree progress compared to students with parents who have some college.

2. First-generation college students are more likely to report that family responsibilities/obligations have been a large or very large obstacle to their degree progress compared to students with parents who have a four-year or advanced degree.
Climate Perceptions

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

% Somewhat or Very Satisfied

All Graduates

Key Findings

1. A lower percentage of Asian students report being satisfied with the overall climate at the University of Iowa (53%) compared to white students (75%).

2. A lower percentage of LGBQ students report being satisfied with the overall climate at the University of Iowa (56%) compared to heterosexual students (76%).

3. Students from lower social class backgrounds are less likely to report satisfaction with the overall climate (66%) compared to 75% of students from middle and upper social class backgrounds.

Race/Ethnicity Differences

<table>
<thead>
<tr>
<th>Group</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM</td>
<td>66%</td>
</tr>
<tr>
<td>Asian</td>
<td>53%</td>
</tr>
<tr>
<td>White</td>
<td>75%</td>
</tr>
<tr>
<td>Intl</td>
<td>73%</td>
</tr>
</tbody>
</table>

Sexual Orientation Differences

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>76%</td>
</tr>
<tr>
<td>LGBQ</td>
<td>56%</td>
</tr>
</tbody>
</table>
The University provides an environment for the free and open expression of ideas, opinions, and beliefs.

Key Findings

1. A lower percentage of URM students agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (75%) compared to 88% of white students and 95% of international students. Asian students are also less likely to agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (77%) compared to international students (93%).

2. A lower percentage of LGBQ students agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (79%) compared to heterosexual students (89%).
Faculty respect students regardless of their background.

Key Findings

1. A lower percentage of women agree that faculty respect students regardless of their background (86%) compared to men (92%).

2. A lower percentage of LGBQ students agree that faculty respect students regardless of their background (79%) compared to heterosexual students (90%).

3. A lower percentage of students from lower social class agree that faculty respect students regardless of their background (84%) compared to students from middle and upper social class backgrounds (90% and 88% respectively).
Students respect students regardless of their background.

Key Findings

1. A lower percentage of URM students agree that students respect students regardless of their background (83%) compared to international students (93%).
Key Findings

1. A lower percentage LGBQ students agree that rules and regulations are fair (88%) compared to heterosexual students (93%).

2. A lower percentage LGBQ students agree that rules and regulations are equitably applied (88%) compared to heterosexual students (93%).

3. Women are less likely to agree that rules and regulations are equitably applied (82%) compared to men (90%).

Sexual Orientation Rules Fair Differences

- Heterosexual: 93%
- LGBQ: 88%

Gender Rules Equitable Differences

- Men: 90%
- Women: 82%
- Trans: N < 10
Faculty encourage expression of diverse viewpoints from their students.

Key Findings

1. A lower percentage of LGBQ students agree that faculty encourage expression of diverse viewpoints from their students (78%) compared to heterosexual students (88%).

2. Students from lower social class backgrounds agree that faculty encourage expression of diverse viewpoints from their students (83%) compared to 89% of middle and upper class students.
There are open lines of communication between students and faculty regarding student needs, concerns, and suggestions.

Key Findings

1. A lower percentage of URM and White students agree that there are open lines of communication between students and faculty (76% and 81% respectively) compared to International students (90%).

2. Women are less likely to agree that there are open lines of communication between students and faculty (79%) compared to men (88%).

3. A lower percentage of LGBQ students agree that there are open lines of communication between students and faculty (68%) compared to heterosexual students (83%).

4. Students from lower social class backgrounds are less likely to agree that there are open lines of communication between students and faculty (77%) compared to middle or upper class students (83% and 85% respectively)
Students are given an active role in departmental decisions that affect them.

Key Findings
1. A lower percentage of URM and White students agree that students are given an active role in departmental decisions that affect them (58% and 56% respectively) compared to International students (74%).
2. LGBQ students are less likely to agree that students are given an active role in departmental decisions that affect them (45%) compared to heterosexual students (61%).
There is a sense of solidarity among the students.

Key Findings
1. Students from lower social class backgrounds are less likely to agree that there is a sense of solidarity among the students (81%) compared to 87% of students from a middle social class and 88% of students from an upper social class.
This campus values students’ opinions.

Key Findings
1. A lower percentage of URM students agree that this campus values students’ opinions (77%) compared to International students (90%).
2. LGBQ students are less likely to agree that this campus values students’ opinions (73%) compared to heterosexual students (87%).
Overall, the environment or climate is positive and welcoming.

Key Findings

1. A lower percentage of LGBQ students agree that the environment or climate is positive and welcoming (85%) compared to heterosexual students (90%).
My department creates a collegial and supportive environment.

---

**Key Findings**

1. A lower percentage of women agree that their department creates a collegial and supportive environment (85%) compared to men (92%).

2. LGBQ students are less likely to agree that their department creates a collegial and supportive environment (80%) compared to heterosexual students (88%).
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are:

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

Note: Membership of groups is determined by responses to demographic questions at the conclusion of the survey. There is no information about immigrant status, political orientation, disability status, or veteran status on the survey, so the graph displays the overall average response.

Key Findings

1. LGBTQ students are more likely to rate the University of Iowa climate as somewhat or very hostile for individuals with disabilities, LGBTQ individuals, URM, immigrants, and women compared to heterosexual students.

2. URM students are more likely to rate the University of Iowa climate as somewhat or very hostile for URM students compared to white students.

3. Men are more likely to rate the University of Iowa climate as somewhat or very hostile for men compared to women.

4. White students are more likely to rate the University of Iowa climate as somewhat or very hostile for individuals with disabilities, URM, immigrants, women, and politically conservative students compared to international students.
To what extent do you agree or disagree with the following statements about your current graduate/professional program:

The climate for male students in my program/department is at least as good as it is for female students.

The climate for female students in my program/department is at least as good as it is for male students.

The climate for international students in my program/department is at least as good as it is for domestic students.

The climate for LGBQ students in my program/department is at least as good as it is for heterosexual students.

The climate for racial/ethnic minority students in my program/department is at least as good as it is for non-minority students.

The climate for religious minority students in my program/department is at least as good as it is for non-religious minority students.

The climate for disabled students in my program/department is at least as good as it is for non-disabled students.

Key Findings

1. URM students are less likely to agree that the climate for racial/ethnic minority students is at least as good as it is for non-minority students (69%) compared to 88% of White students and 89% of International students.

2. URM and white students are less likely to agree that the climate for female students, disabled students, and religious minority students is at least as good as it is for male students, non-disabled students, and non-religious students.

3. LGBQ students are less likely to agree that the climate for LGBQ students is at least as good as it is for heterosexual students (81%) compared to heterosexual students (94%).

4. Students from lower social class backgrounds are less likely to agree that the climate for racial/ethnic minority students and LGBQ students is at least as good as it is for non-minority and heterosexual students.
Listening Session Feedback: Strengthening an Inclusive and Equitable Campus Climate

With regard to increasing inclusiveness and equitable outcomes, participants focused primarily on strategies to:

- Increase resources and support for diverse students
- Increase communication and messaging
- Create inclusive and accessible spaces
- Foster connections and community

Participants in two sessions highlighted the importance of increasing resources and support for diverse students as a strategy for increasing the inclusiveness and equitability of the campus environment. While both graduate and undergraduates described the importance of supporting diverse students as a way to strengthen an inclusive and equitable campus environment, undergraduate students focused more attention on strategies to increase support for cultural organizations and houses, while graduate students focused more on direct individual student support. Discussed as both an important strategy for student retention and student success, participants suggested providing more resources for students from diverse backgrounds, class scheduling flexibility to accommodate working students, and to work on creating a more inclusive community broadly, not just on campus.

The lack of feeling supported was a widely shared sentiment. As one participant shared from their personal experience, “No one is talking to individuals about what can we do for YOU in your first year so that we can set you up for success.” Another participant mentioned, “A strategy could be to empower students and connect them to resources that exist on campus. Resources are all siloed.” Participants also discussed the importance of increasing accessibility to information about diversity, equity, and inclusion resources. One participant stated, “Having people know that these types of resources are available, or help is there for whoever needs it. It is important that faculty knows these types of resources as well.”

Participants also emphasized that greater support for particular groups of students was needed. For example, one student suggested that the University should have greater “efforts to connect international students with American students” as a way to support international student success. Another participant provided an example of a helpful resource that would support diverse students by suggesting, “Booklet that describes the PhD culture, norms, and requirements: for example, what's required for a dissertation proposal for my program or how to find professors for your dissertation committee. There’s so many unwritten rules that can cause anxiety for first generation college students.”

Participants in three sessions suggested an increase in communication and messaging about diversity, equity, and inclusion-related topics as a way to create a more inclusive campus.
A number of participants discussed the need to increase the visibility and positive messaging of diverse students and student organizations related to diversity, equity, and inclusion. Seeing or hearing consistent messages about the importance of diversity, equity, and inclusion, and institutional statements of commitment were described as a crucial element of an inclusive campus environment. One participant concisely stated this sentiment noting that the University, “Needs to reframe [DEI] to show the benefits everyone.” Another participant suggested more specifically that the University “have representation through advertisements for departments. For example, having a poster that has someone that looks like us would be more welcoming.” However, other participants noted the importance of projecting an image of the University of Iowa that accurately represents the student, staff, and faculty population.

Participants also discussed the importance of publicizing the University’s diversity-related goals, and current efforts to achieve these goals. For example, one participant recommended, “Very publicly state goals and progress for DEI initiatives.” Other participants highlighted the importance of positive recognition and celebrating the institution’s successes in regard to diversity, equity, and inclusion. For example, one participant suggested, “Recognizing through awards and media attention that are doing well and publicly state goals and progress of DEI initiatives from leadership.” Participants also discussed explicitly stating diversity, equity, and inclusion in statements and strategic plans. One participant suggested, “Statements from office of president and other high offices.” Another participant suggested, “Put it in mission and vision, have people buy into it.” One participant questioned, “Does the strategic plan include diversity? Can it be more explicit? If it’s not part of the strategy, not sure how we can see results.”

**Fostering opportunities for creating connections and community** was a strategy discussed in all four sessions. Participants suggested several different ways that this could be done. Participants in all four sessions highlighted the importance of making intentional efforts to create inclusive and accessible spaces. One participant suggested that the University be intentional in designing, “Safe study areas that allow for cultural inclusion.” Other participants highlighted the importance of making key offices and resources accessible. For example, one student suggested to, “Move Student Disability Services to accessible location.” Other participants described the importance of ensuring that events and activities are accessible. For example, one participant shared, “Sometimes off-campus events are not accessible. For example, some departments have happy hours at places that are not accessible.”

Graduate student participants also focused on the importance of improving faculty-student relationships and mentorships as a way to foster a more inclusive environment and enhance student success. Several participants shared personal experiences of instances of negative faculty-student relations involving conflict, disrespect, and lack of support. Turning to how to address these types of issues, one participant suggested, “Consistent mentoring support, having somebody on campus that you can turn to at all times.” While another participant suggested that, “Faculty needs to have some kind of session on
how to treat other students or gauge students before interacting with them so that they know how to connect with each student.”

Participants in the graduate student sessions also focused on creating a more inclusive community broadly, not just on campus. Many participants noted the importance of being able to find others in the community to connect with, and places to go where they felt welcomed and connected. Other participants noted that while Iowa City was seen as an inclusive place for many people, specific groups may not experience it that way. For example, one participant mentioned, “My friends in the queer community don’t feel safe in the city, so this needs to be addressed too.”
2.4 Increasing Institutional Commitment to Diversity, Equity, and Inclusion

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

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

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

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

Campus Commitment to Diversity, Equity, and Inclusion

- The University has a strong commitment to diversity, equity, and inclusion.
- Diversity is important at this campus.
Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Overall

Most graduate students agree that the University has a strong commitment to diversity, equity, and inclusion and that diversity is important at this campus. The listening sessions made it clear that although most students strongly support campus diversity, equity, and inclusion efforts, many are frustrated by a lack of accountability, an unclear commitment from the University, and little transparency about diversity, equity, and inclusion efforts and data. Students discussed how the lack of funding and staffing for diversity, equity, and inclusion shows how committed the University is. To increase institutional commitment to diversity, equity, and inclusion, students suggested increasing funding and staffing for diversity, equity, and inclusion, improving accountability and transparency, making a clear commitment to diversity, equity, and inclusion, increasing collaboration in diversity, equity, and inclusion work, building on current strengths, and engaging in strategic, long-term diversity, equity, and inclusion planning and action.

Campus Commitment to Diversity, Equity, and Inclusion

The vast majority of students agree that the University has a strong commitment to diversity, equity and inclusion (87%).
Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

Group-Based Disparities

Race/Ethnicity

A lower percentage of URM and Asian students report that the University has a strong commitment to diversity, equity, and inclusion (75% and 73% respectively) compared to white and international students (89% and 92% respectively), and a lower percentage of URM and Asian students report that diversity is important at this campus (72% and 66% respectively) compared to white and international students (86% and 93% respectively).

Gender

There are no significant differences among students with different gender identities in reporting that the University has a strong commitment to diversity, equity, and inclusion or that diversity is important at this campus.

Sexual Orientation

A lower percentage of LGBQ students agree that the University has a strong commitment to diversity, equity, and inclusion (77%) compared to heterosexual students (90%), and a lower percentage of LGBQ students agree that the diversity is important at this campus (68%) compared to heterosexual students (88%).

Self-Perceived Social Class

There are no significant differences among students from different social class backgrounds in reporting that the University has a strong commitment to diversity, equity, and inclusion or that diversity is important at this campus.

Parental Education

There are no significant differences among students whose parents have different levels of education in reporting that the University has a strong commitment to diversity, equity, and inclusion or that diversity is important at this campus.
Campus Commitment to Diversity, Equity, and Inclusion
The University has a strong commitment to diversity, equity, and inclusion.

Key Findings
1. A lower percentage of URM and Asian students report that the University has a strong commitment to diversity, equity, and inclusion (75% and 73% respectively) compared to white and international students (89% and 92% respectively).
2. A lower percentage of LGBQ students agree that the University has a strong commitment to diversity, equity, and inclusion (77%) compared to heterosexual students (90%).
Diversity is important at this campus.

Key Findings
1. A lower percentage of URM and Asian students report that diversity is important at this campus (72% and 66% respectively) compared to white and international students (86% and 93% respectively).
2. A lower percentage of LGBQ students agree that the diversity is important at this campus (68%) compared to heterosexual students (88%).
Listening Session Feedback: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

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

- Increase funding for diversity, equity, and inclusion
- Increase staffing for diversity, equity, and inclusion positions
- Improve accountability
- Make a clear commitment to diversity, equity, and inclusion
- Increase transparency
- Increase collaboration in diversity, equity, and inclusion work
- Build on current strengths
- Engage in strategic, long-term diversity, equity, and inclusion planning and action

All four sessions of participants discussed **increasing funding for diversity, equity, and inclusion**. Participants suggested increasing the amount of money allocated towards diversity, equity, and inclusion issues to show that the University is committed to taking action. For example, one participant suggested “Putting money where your mouth is. There were a lot of great ideas that were shared today, but if there is no funding, then they won’t come into fruition.” Participants also noted the importance of increasing state funding, as one participant shared, “Funding shows commitment from the University, it takes funding for any effective solution, but on the University side it also only has so much funding and so one part needs to be support for the University to convince the state legislature and other funding sources to increase funding.” Participants also discussed ideas to allocate more funding for diversity, equity, and inclusion events and research. For example, one participant shared, “Minority groups on campus, make it so they can access funds to do these things. Have issues with funding for great events that could be inclusive to people.” Another participant suggested specifically for, “Money for endowed chairs for individuals who do research in diverse subject areas.”

Two sessions of participants suggested **increasing staffing for diversity, equity, and inclusion positions**. Participants discussed creating more dedicated positions for diversity, equity, and inclusion in administration and in colleges and departments. One participant recommended, “Director of Diversity, Equity and Inclusion in each college on campus that answer to admin level CDO/DEI.” This sentiment was shared by another participant who suggested, “Hire more than one person at the admin level to “take care” of diversity issues. There should be a diversity director-point person in every college that works with the CDO and works at a
college and university level to improve DEI.” Another participant suggested, “Supporting academic positions dedicated to this work.”

Participants in two sessions highlighted the importance of holding people accountable. Participants suggested implementing consequences for discrimination and looking for a change in numbers. For example, one participant noted, “It’s important to hold professors accountable. Tenured professors feel untouchable and that contributes to unwelcoming environment in these departments.” Another participant recommended that the University needed to ensure that there were, “Consequences if you discriminate against someone, or put them in harm’s way academically or professionally.” Other participants noted that their confidence would increase by, “Seeing numbers change, and hold people accountable.”

**Change starts at the top, must be reflected there, president and department chairs.**

Participants in two sessions suggested that the University makes a strong and clear commitment to diversity, equity, and inclusion. Participants discussed the importance of seeing a commitment from leadership to make change. For example, one participant suggested, “Change starts at the top, must be reflected there, president and department chairs.” Similarly, another participant recommended, “I think this needs to be important to the people who can make and implement a change.”

**Make DEI shared responsibility for faculty and staff.**

Participants in two sessions suggested greater transparency about diversity, equity, and inclusion efforts and data reporting. Participants discussed transparency in reporting diversity numbers and in discussing the problems on our campus and areas of improvement. For example, one participant suggested, “Make successes and failures transparent.” Likewise, another participant recommended, “Releasing statistics with a plan to address deficiencies.” Another participant recommended, “Measuring outcomes, reporting with transparency.”

Two sessions of participants discussed the importance of collaboration in diversity, equity, and inclusion work. Participants suggested holding everyone responsible for diversity, equity, and inclusion, not just one office or person. One participant suggested, “Make DEI shared responsibility for faculty and staff.” Another participant suggested, “Not relying on CDO to do all of the work.” Participants also discussed working collaboratively with students on diversity, equity, and inclusion efforts. One participant shared, “We as students have more ideas on how to combat these issues than may be realized; reach out to us for help. We’re more often than not willing to provide.” Another participant suggested, “Strengthen communication on DEI between faculty, staff, and students.” One idea for working with students, suggested by one participant, is an “annual listening session by program.”

Participants in one session discussed building on current strengths and positively rewarding those doing diversity, equity, and inclusion work. For example, one participant suggested, “Toolbox or inventory of programs that are successful to avoid reinventing the wheel.” Another participant suggested, “Recognize champions for DEI through awareness,
Participants in three sessions discussed the importance of engaging in strategic, long-term diversity, equity, and inclusion planning and action. Participants suggested needing comprehensive planning in order to integrate diversity, equity, and inclusion into campus life. For example, one participant recommended, “Need a long-term plan; not just on-and-off; incorporate it to overall life on campus activities.” Another participant suggested, “Long-term comprehensive plan (including education, outreach, activities, media...) based on research findings.” One participant shared the importance on using the plan to incorporate diversity, equity, and inclusion into campus, “Make DEI integrated into each aspect of campus - core curriculum - research, student life - and put money towards those items. Not as an add-on, afterthought.”
Section 3: Conclusion and Next Steps

3.1 Conclusion

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

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

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

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

3.2 Next Steps

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

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

**University of Iowa’s Diversity, Equity, and Inclusion Action Plan**

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

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

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

Many committed minds, hearts, and hands have contributed to the development, collection, and analysis of the survey and listening session data detailed in this report. First and foremost, the work could not have succeeded without the participation of the individual graduate students who took the time to complete the survey and/or attend listening sessions. Funding for graduate research assistance and listening session refreshments was also provided by the Chief Diversity Office, Public Policy Center, and the Office of the Provost. Assistance with University of Iowa administrative data was also provided by the Office of the Provost, University Human Resources, and the Office of Assessment.

The following individuals have played key roles:

**Diversity, Equity, and Inclusion Climate Survey Group**

- Lena Hill, Chief Diversity Office
- Sarah Bruch, Sociology, Charter Committee on Diversity
- Angie Lamb, University College, Charter Committee on Diversity
- Diane Finnerty, Office of the Provost
- Wayne Jacobson, Office of Assessment
- Matt Anson, Office of Assessment
- Elizabeth Felix, graduate student, data analysis team
- Rachel Maller, graduate student, data analysis team
- Hansini Munasinghe, graduate student

**Listening Session Group**

- Sarah Bruch, Sociology, Charter Committee on Diversity
- Angie Lamb, University College, Charter Committee on Diversity
- Teri Schnelle, Office of the Vice President for Student Life
- Thapelo Ncube, graduate student
- Brittney Dodge, graduate student
- Dusty Persinger, graduate student
- Omolola Anaman, graduate student
- Daniela Cardoza, graduate student
- Chris Patterson, graduate student
- Milad Mohebali, graduate student
- Deja Knight, graduate student
- Addison Woll, graduate student
- Winnie Uluocha, graduate student
- Ellie Keuter, graduate student
- Tristan Schmidt, undergraduate student
- Molly Droeszler, undergraduate student
- Katie Graham, graduate student
- Darcell Stokes, graduate student
• Danielle Thomas, graduate student
• Emily Meeks, graduate student
• Shelby Smith, graduate student
• Rachel Maller, graduate student
• Camille Socarras, staff

Charter Committee on Diversity

• Sarah Bruch, co-chair, Sociology
• Angie Lamb, co-chair, University College
• Sarah Andrews, UI Libraries
• Carly Armour, Student Disability Services
• Madhuri Belkale, student
• Amy Chastain, English as a Second Language
• Marc Doobay, Family Medicine
• Jacob Gordon, student
• Maurine Neiman, Biology
• Damani Phillips, Music
• Danielle Thomas, student
• Winnie Uluocha, student
• Melissa Shivers, Division of Diversity, Equity, and inclusion (administrative liaison)
• Teri Schnelle, Office of the Vice President for Student Life (administrative liaison)
• Teresa Kulper, UI Human Resources (administrative liaison)
• Ann Ricketts, Office of the Vice President for Research (administrative liaison)
• Diane Finnerty, Office of the Provost (administrative liaison)
Author Bios

**Sarah K. Bruch, Ph.D. MPA**

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

**Rachel Maller**

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

**KaLeigh White, MA**

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

**Hansini Munasinghe, MA**

Hansini Munasinghe is a Ph.D. student in the Department of Sociology at the University of Iowa. Her research interests are in social stratification, with a focus on immigration and education. Hansini received her MA from the University of Iowa, and her BS from Iowa State University.
Appendices
A.1 Survey Administration, Response Rates and Representativeness

Survey Administration

University of Iowa administered the Graduate version of the Student Experiences of Research University Survey for the first time in Spring 2018. The graduate SERU survey is administered to all degree-seeking graduate students at the University of Iowa. Participation in the survey is voluntary. Students are sent a series of emails from different campus offices and individuals to encourage them to participate. Participation is incentivized by entering all students completing the survey in weekly prize drawings.

The graduate SERU survey includes questions recording background characteristics and addressing academic and research engagement, time use, learning and personal development outcomes, plans and aspirations, and satisfaction with experience on campus. Each campus also has the option to include institution-specific questions. In 2018, the survey included 42 items that are identical to items contained in the 2018 UI Diversity, Equity, and Inclusion Faculty and Staff Survey.

Survey Response Rate

Response rate for the 2018 Graduate SERU survey is 35% (see Table A1).

Table A1. Response Rate for Graduate SERU Survey, 2018

<table>
<thead>
<tr>
<th>Grad SERU 2018</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,119</td>
<td>1,457</td>
</tr>
<tr>
<td>Response Rate</td>
<td></td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: Response Rate Report for 2018

Representativeness of Survey Sample Compared to the Graduate Student Population

Table A2 compares the sample of graduate SERU survey respondents to the population of graduate students at the University of Iowa. The graduate SERU survey sample composition is similar to the general graduate student body with one exception: the survey sample has a higher proportion of female respondents compared to the graduate population.
Table A2. University of Iowa Graduate Population Compared to Grad SERU Respondent Sample

<table>
<thead>
<tr>
<th></th>
<th>Grad SERU 2018</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Level</strong></td>
<td></td>
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</tr>
<tr>
<td>Masters</td>
<td>45%</td>
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</tr>
<tr>
<td>Doctoral – Research</td>
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<td>52%</td>
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</tr>
<tr>
<td>Doctoral – Professional</td>
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<td>7%</td>
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<tr>
<td><strong>College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>4%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>7%</td>
<td>6%</td>
<td></td>
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<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>43%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>4%</td>
<td>4%</td>
<td></td>
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<tr>
<td>Dentistry</td>
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<td>1%</td>
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<tr>
<td>Nursing</td>
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<td>5%</td>
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<tr>
<td><strong>Gender</strong></td>
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<td></td>
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</tr>
<tr>
<td>Female</td>
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</tr>
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<tr>
<td>Transgender</td>
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<td>&lt;1%</td>
<td></td>
</tr>
<tr>
<td><strong>Race, Ethnicity, and International Student Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>&lt;1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
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<td>&lt;1%</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>4%</td>
<td>3%</td>
<td></td>
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<tr>
<td>Hispanic/ Latino(a)</td>
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<tr>
<td>Not reported</td>
<td>6%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>International Student (Student Visa)</td>
<td>20%</td>
<td>21%</td>
<td></td>
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<tr>
<td>White/ Caucasian</td>
<td>59%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>2%</td>
<td>2%</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,119</td>
<td>1,457</td>
<td></td>
</tr>
</tbody>
</table>

Source: Response Rate Report for 2018
A.2 Strategic Listening Sessions Interest and Participation

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

In total, 4 graduate student-specific sessions were held, 3 open enrollment sessions, and 1 session with Graduate and Professional Student Government. In total, approximately 60 students participated in these sessions between October to December 2018.

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

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

Each topic was described generally and illustrated with selected examples of current UI initiatives and practices. Key findings from the SERU survey related to each topic were presented to provide context for the participants. Participants brainstormed ideas and suggestions in small groups and engaged in full group discussions of the suggestions provided from each small group.

At each session, the ideas and suggestions of participants were captured by a designated notetaker. At the conclusion of each session, participants were given the opportunity to offer written reflections in response to the prompts: “What is the main takeaway that we really need to know about diversity, equity, and inclusion on campus?” and “What would be your main recommendation if you had only one?” Of the 60 participants, 47 offered written comments.

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

The suggestions provided by listening session respondents provide insight into how graduate students experience the University of Iowa campus, and provide a wealth of insightful suggestions for how to enhance diversity, equity, and inclusion efforts at the University of Iowa.
The full analysis of the listening session data is provided at the end of each section of the report.

2.1 Enhancing the Diversity of the Campus Community
2.2 Broadening Diversity, Equity and Inclusion Awareness and Skills
2.3 Strengthening an Inclusive and Equitable Campus Environment
2.4 Increasing Institutional Commitment to Diversity, Equity and Inclusion
A.3 Sample Demographics

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

In this section of the report, the distribution of responses for all demographic questions are described. This section also provides the descriptions of the demographic categories used in the campus climate analysis found in Section 2.
Racial and Ethnic Identity

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

The administrative data include 8 options for racial/ethnic identity: American Indian or Alaskan Native, Black/African American, Hispanic/Latino(a), Asian American, White/Caucasian, Multi-racial (which is assigned when a student selects more than one racial identity), Native Hawaiian or Other Pacific Islander, 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 purposes of the report, analyses will be shown for International students, White, Asian American, Multi-racial, and “Under-represented Racial Minorities (URM)” which includes American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Black or African American, or Hispanic/Latino. In total there are 122 URM respondents to the Grad SERU which comprises 8.4% of the survey sample.

Table A3. Race/Ethnicity Distribution among Grad SERU Survey Respondents

<table>
<thead>
<tr>
<th>Racial/Ethnic Identity</th>
<th>Grad SERU 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0.1% (N=2)</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.0% (N=0)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.8% (N=41)</td>
</tr>
<tr>
<td>Hispanic/Latino(a)</td>
<td>5.4% (N=79)</td>
</tr>
<tr>
<td>Asian American</td>
<td>3.4% (N=49)</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>2.0% (N=29)</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>59.9% (N=873)</td>
</tr>
<tr>
<td>International Student</td>
<td>20.8% (N=303)</td>
</tr>
<tr>
<td>Not Reported/Missing</td>
<td>5.6% (N=81)</td>
</tr>
<tr>
<td>Total</td>
<td>1,457</td>
</tr>
</tbody>
</table>
Sex, Gender, and Sexual Orientation

The gender of respondents was obtained from the SERU question asking, “What is your current gender identity?” The response options were: man; woman; genderqueer/gender non-conforming; and prefer not to disclose. The survey-based measure of gender was used as the primary source for this information rather than the gender provided by the administrative data because it is a more recent reflection of a student’s gender identity. When the survey question was not answered, the administrative data was used to assign a gender identity to the respondent. Due to the small number of respondents who selected trans male/man, trans female/woman, and genderqueer/gender non-conforming, responses were collapsed into a “trans/non-binary” category for analysis.

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

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

Table A4. Gender Distribution among Grad SERU Survey Respondents

<table>
<thead>
<tr>
<th>Grad SERU 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>34.7% (N=505)</td>
</tr>
<tr>
<td>Woman</td>
<td>64.5% (N=940)</td>
</tr>
<tr>
<td>Genderqueer/Gender Non-Conforming</td>
<td>0.6% (N=8)</td>
</tr>
<tr>
<td>Decline to State/Not Reported</td>
<td>0.3% (N=4)</td>
</tr>
<tr>
<td>Total</td>
<td>1,457</td>
</tr>
</tbody>
</table>

Table A5. Sex Distribution among Grad SERU Survey Respondents

<table>
<thead>
<tr>
<th>Grad SERU 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27.9% (N=407)</td>
</tr>
<tr>
<td>Female</td>
<td>51.1% (N=744)</td>
</tr>
<tr>
<td>Intersex</td>
<td>&lt;0.1% (N=1)</td>
</tr>
<tr>
<td>Decline to State/Not Reported</td>
<td>20.9% (N=305)</td>
</tr>
<tr>
<td>Total</td>
<td>1,457</td>
</tr>
</tbody>
</table>
### Table A6. Sexual Orientation Distribution among Grad SERU Survey Respondents

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Grad SERU 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual or Straight</td>
<td>68.6% (N=999)</td>
</tr>
<tr>
<td>Gay or Lesbian</td>
<td>3.3% (N=48)</td>
</tr>
<tr>
<td>Bisexual</td>
<td>3.0% (N=43)</td>
</tr>
<tr>
<td>Questioning</td>
<td>0.4% (N=6)</td>
</tr>
<tr>
<td>Queer</td>
<td>1.1% (N=16)</td>
</tr>
<tr>
<td>Other</td>
<td>0.8% (N=12)</td>
</tr>
<tr>
<td>Decline to State/Not Reported</td>
<td>22.9% (N=333)</td>
</tr>
<tr>
<td>Total</td>
<td>1,457</td>
</tr>
</tbody>
</table>
Parental Education

The graduate SERU survey asks respondents, “Which of the following best describes the educational experience of your parents?” Response options were: “neither parent attended any college,” “one or both parents attended some college,” “one parent has a four-year degree,” “both parents have a four year degree,” “one parent has a graduate or professional degree,” and “both parents have a graduate or professional degree.”

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

- neither parent attended college
- one or both parents attended some college
- at least one parent has a four year degree
- at least one parent has a graduate or professional degree

Table A7. Parental Education Distribution among Grad SERU Survey Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Grad SERU 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Parental College Experience</td>
<td>11.9% (N=174)</td>
</tr>
<tr>
<td>Some Parental College Experience</td>
<td>9.8% (N=143)</td>
</tr>
<tr>
<td>Parent/s Have 4 Year Degree</td>
<td>25.3% (N=368)</td>
</tr>
<tr>
<td>Parent/s Have Graduate or Professional Degree</td>
<td>34.2% (N=498)</td>
</tr>
<tr>
<td>Not Reported/Missing</td>
<td>18.8% (N=274)</td>
</tr>
<tr>
<td>Total</td>
<td>1,457</td>
</tr>
</tbody>
</table>
Self-Perceived Social Class

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

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

Table A8. Self-Perceived Social Class Distribution among Grad SERU Survey Respondents

<table>
<thead>
<tr>
<th>Class</th>
<th>Grad SERU 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Class</td>
<td>25.9% (N=378)</td>
</tr>
<tr>
<td>Middle Class</td>
<td>37.2% (N=542)</td>
</tr>
<tr>
<td>Upper Class</td>
<td>18.3% (N=266)</td>
</tr>
<tr>
<td>Not Reported/Missing</td>
<td>18.6% (N=271)</td>
</tr>
<tr>
<td>Total</td>
<td>1,457</td>
</tr>
</tbody>
</table>