

Iowa State University
Campus Climate Survey for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

ISU Equal Opportunity Office
eooffice@isu.edu

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:
ISU Equal Opportunity Office
eooffice@isu.edu

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at Iowa State. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at Iowa State and provide us with specific information about how the environment for learning, living, and working at Iowa State can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone please copy and paste the link below into a new browser to contact a resource:

www.campusclimate.iastate.edu/survey/resources

Benefits

The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at Iowa State is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Iowa State Institutional Review Board.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Daniel Merson, PhD
Senior Research Associate
Rankin & Associates Consulting
dan@rankin-consulting.com
(814) 625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
(814) 625-2780

Questions regarding the survey process may also be directed to:

Kate Gregory
Senior Vice President for University Services
campusclimateadmin@iastate.edu
(515) 294-6162

Reginald Stewart
Vice President for Diversity & Inclusion
campusclimateadmin@iastate.edu
(515) 294-8840

Questions concerning the rights of participants:

Research at Iowa State that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Office of Responsible Research
(515) 294-4566
irb@iastate.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due situations such as the following: serious health conditions that makes employees unable to perform their jobs; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Non-binary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender

Position: The status one holds by virtue of their role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Sexual assault is as any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, which is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Iowa State?
 - Undergraduate Student
 - Started at Iowa State as a first-year student
 - Transferred from another institution
 - Graduate Student/Veterinary Medicine
 - Faculty – Tenured/Tenure Track
 - Assistant Professor
 - Associate Professor
 - Professor
 - Faculty - Non-Tenure Eligible Academic Appointment
 - Lecturer/Senior Lecturer
 - Clinician/Senior Clinician
 - Instructor
 - Adjunct
 - Assistant Professor
 - Associate Professor
 - Professor
 - Affiliate/Collaborator
 - Research faculty
 - Visiting faculty
 - Post-doctoral
 - Academic Administrative with Faculty Rank (e.g., Deans, Associate Deans, Vice President)
 - Staff (salary)
 - Professional and Scientific
 - Merit
 - Staff (hourly)
 - Professional and Scientific
 - Merit
 - Contract staff
2. Are you full-time or part-time in that **primary** position?
 - Full-time
 - Part-time

Part 1: Personal Experiences

When responding to questions 3 - 5, think about your experiences during the past year at Iowa State.

3. Overall, how comfortable are you with the climate at Iowa State?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
4. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at Iowa State?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at Iowa State?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
6. Have you ever **seriously considered** leaving Iowa State?
- No **[SKIP TO QUESTION #11]**
 - Yes
7. **Students only:** When did you seriously consider leaving Iowa State? **(Mark all that apply.)**
- During my first year as a student
 - During my second year as a student
 - During my third year as a student
 - During my fourth year as a student
 - During my fifth year as a student
 - After my fifth year as a student
8. **Undergraduate Students only:** Why did you seriously consider leaving Iowa State? **(Mark all that apply.)**
- Climate was not welcoming
 - Coursework was too difficult
 - Coursework not challenging enough
 - Didn't like major
 - Didn't have my major
 - Didn't meet the selection criteria for a major
 - Discrimination/harassment
 - Financial reasons
 - Homesick
 - Immigration status
 - Lack of a sense of belonging
 - Lack of social life
 - Lack of support group
 - Lack of support services
 - My marital/relationship status
 - Personal reasons (e.g., medical, mental health, family emergencies)
 - A reason not listed above (Please specify.) _____

9. **Graduate/Faculty/Staff only:** Why did you seriously consider leaving Iowa State? **(Mark all that apply.)**

- Campus climate was unwelcoming
- Discrimination/harassment
- Family responsibilities
- Immigration status
- Inability to effect change
- Institutional support (e.g., tech support, lab space/equipment)
- Increased workload
- Interested in a position at another institution
- Lack of benefits
- Lack of sense of belonging
- Limited opportunities for advancement
- Local community did not meet my (my family) needs
- Local community climate was not welcoming
- Personal reasons (e.g., medical, mental health, family emergencies)
- Lack of professional development opportunities
- Recruited or offered a position at another institution/organization
- Desire to live in a different location
- Low salary/pay rate
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Tension with supervisor/manager
- Tension with coworkers
- A reason not listed above (Please specify.) _____

10. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Iowa State.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave Iowa State before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct that has interfered with your ability to work, learn, or live at Iowa State?
- No **[SKIP TO QUESTION #22]**
 - Yes
13. **Within the past year**, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances
14. What do you believe was the basis of the conduct? **(Mark all that apply.)**
- Academic performance
 - Age
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Learning disability/condition
 - Length of service at Iowa State
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental health/psychological disability/condition
 - Medical disability/condition
 - Military/Veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.) _____
 - Physical characteristics
 - Physical disability/condition
 - Philosophical views
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Rural background
 - Sexual identity
 - Socioeconomic status
 - Urban background
 - Do not know
 - A reason not listed above (Please specify.) _____

15. How would you describe what happened? **(Mark all that apply.)**

- I was ignored or excluded.
- I was intimidated/bullied.
- I was isolated or left out.
- I was denied or questioned about reasonable accommodations
- I felt others staring at me.
- I experienced a hostile classroom environment.
- The conduct made me fear that I would get a poor grade.
- I experienced a hostile work environment.
- I was the target of workplace incivility.
- I was the target of derogatory verbal remarks.
- I received derogatory written comments.
- I received derogatory phone calls/text messages/email.
- I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
- I was singled out as the spokesperson for my identity group.
- I received a low or unfair performance evaluation.
- I was not fairly evaluated in the promotion and tenure process.
- Someone assumed I was admitted/hired/promoted due to my identity group.
- Someone assumed I was not admitted/hired/promoted due to my identity group.
- I was the target of graffiti/vandalism.
- I was the target of racial/ethnic profiling.
- I was the target of stalking.
- The conduct threatened my physical safety.
- The conduct threatened my family's safety.
- I received threats of physical violence.
- I was the target of physical violence.
- An experience not listed above (Please specify.) _____

16. Where did the conduct occur? **(Mark all that apply.)**

- At a Iowa State event/program
- In a class/lab
- In a faculty office
- In a religious center
- In or near Greek housing
- In a meeting with one other person
- In a meeting with a group of people
- In a Iowa State administrative office
- In a Iowa State dining facility
- In a Iowa State library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces at Iowa State
- In campus housing
- In the counseling center
- In off-campus housing
- In the Thielen Student Health Center
- Off campus
- On a campus bus/safety escort
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- While walking on campus
- While working at a Iowa State job
- A venue not listed above (Please specify.) _____

17. Who/what was the source of the conduct? **(Mark all that apply.)**

- Academic adviser
- Alumnus/a
- Athletic coach/trainer
- Iowa State media (e.g., posters, brochures, flyers, handouts, websites)
- Iowa State University Police
- Coworker/colleague
- Department/program chair/head/director
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Off-campus police
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student lab assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

18. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I was afraid.
- I was angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

19. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know who to go to.
- I sought information online.
- I sought support from off campus hotline/advocacy services.
- I posted it on social media (e.g., Facebook, Twitter, Snapchat)
- I contacted an Iowa State resource.
 - Faculty member
 - Senior administrator (e.g., dean, vice president, provost)
 - Iowa State University Police
 - Student Counseling Services
 - Employee Assistance Program
 - Office of Equal Opportunity
 - Office of Diversity and Inclusion
 - Ombudsperson
 - Human Resources staff
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., community adviser, student coordinators, building managers, event staff)
 - Staff person
 - Supervisor
 - Veterans Center
 - Dean of Students Office
 - College Multicultural Liaison Officer
 - Thielen Student Health Center
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through the Campus Climate Response Team.
- A response not listed above (Please specify.) _____

20. Did you report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - Yes, I reported the incident, but felt that it was not responded to appropriately.

21. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

www.campusclimate.iastate.edu/survey/resources

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact/conduct you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources offered below.

This survey is for surveying purposes only and cannot and should not be used for purposes of (or understood as) filing a complaint under any university policy. To file a formal report, please go to <http://www.sexualmisconduct.dso.iastate.edu/>

22. **While a member of the Iowa State community**, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?

- No [**SKIP TO QUESTION #33**]
- Yes – relationship violence (e.g., ridiculed, controlling, hitting)
[Please complete questions 23rv – 32rv]
- Yes – stalking (e.g., following me, on social media, texting, phone calls)
[Please complete questions 23stlk – 32stlk]
- Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
[Please complete questions 23si – 32si]
- Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
[Please complete questions 23sc – 32sc]

23rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

24rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (**Mark all that apply.**)

- During my time as a graduate/professional student at Iowa State
- Prior to my first semester (e.g., Orientation, pre-collegiate program at ISU)
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

25rv. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Iowa State faculty member
- Iowa State staff member
- Stranger
- Iowa State student
- Current or former dating/intimate partner
- Other role/relationship not listed above

26rv. **Students only.** Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

27rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Off-campus (Please specify location.) _____
- On-campus (Please specify location.) _____

28rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

29rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)?

(Mark all that apply.)

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know who to go to.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an Iowa State resource.
 - Faculty member
 - Senior administrator (e.g., dean, vice president, provost)
 - Iowa State University Police
 - Student Counseling Services
 - Employee Assistance Program
 - Office of Equal Opportunity
 - Office of Diversity and Inclusion
 - Ombudsperson
 - Human Resources staff
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., community adviser, student coordinators, building managers, event staff)
 - Staff person
 - Supervisor
 - Veterans Center
 - Dean of Students Office
 - College Multicultural Liaison Officer
 - Thielen Student Health Center
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) _____

30rv. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)?

- No, I did not report it.
- Yes, I reported the incident.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - Yes, I reported the incident, but felt that it was not responded to appropriately.

31rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

32rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting), but that it was not responded to appropriately. Please explain why you felt that it was not.

23stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

24stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as a graduate/professional student at Iowa State
- Prior to my first semester (e.g., Orientation, pre-collegiate program at ISU)
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

25stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Iowa State faculty member
- Iowa State staff member
- Stranger
- Iowa State student
- Current or former dating/intimate partner
- Other role/relationship not listed above

26stlk. **Students only.** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

27stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Off-campus (Please specify location.) _____
- On-campus (Please specify location.) _____

28stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

29stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know who to go to.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an Iowa State resource.
 - Faculty member
 - Senior administrator (e.g., dean, vice president, provost)
 - Iowa State University Police
 - Student Counseling Services
 - Employee Assistance Program
 - Office of Equal Opportunity
 - Office of Diversity and Inclusion
 - Ombudsperson
 - Human Resources staff
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., community adviser, student coordinators, building managers, event staff)
 - Staff person
 - Supervisor
 - Veterans Center
 - Dean of Students Office
 - College Multicultural Liaison Officer
 - Thielen Student Health Center
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) _____

30stlk. Did you report the stalking (e.g., following me, on social media, texting, phone calls)?

- No, I did not report it.
- Yes, I reported the incident.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - Yes, I reported the incident, but felt that it was not responded to appropriately.

31stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

32stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls), but that it was not responded to appropriately. Please explain why you felt that it was not.

- 23si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?
- Less than 6 months ago
 - 6 - 12 months ago
 - 13 - 23 months ago
 - 2 - 4 years ago
 - 5 - 10 years ago
 - 11 - 20 years ago
 - More than 20 years ago
- 24si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- During my time as a graduate/professional student at Iowa State
 - Prior to my first semester (e.g., Orientation, pre-collegiate program at ISU)
 - Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
 - After my fourth year as an undergraduate
- 25si. Who did this to you? **(Mark all that apply.)**
- Acquaintance/friend
 - Family member
 - Iowa State faculty member
 - Iowa State staff member
 - Stranger
 - Iowa State student
 - Current or former dating/intimate partner
 - Other role/relationship not listed above
- 26si. **Students only.** Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- No
 - Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs
- 27si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**
- Off-campus (Please specify location.) _____
 - On-campus (Please specify location.) _____

28si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

29si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know who to go to.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an Iowa State resource.
 - Faculty member
 - Senior administrator (e.g., dean, vice president, provost)
 - Iowa State University Police
 - Student Counseling Services
 - Employee Assistance Program
 - Office of Equal Opportunity
 - Office of Diversity and Inclusion
 - Ombudsperson
 - Human Resources staff
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., community adviser, student coordinators, building managers, event staff)
 - Staff person
 - Supervisor
 - Veterans Center
 - Dean of Students Office
 - College Multicultural Liaison Officer
 - Thielen Student Health Center
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) _____

30si. Did you report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No, I did not report it.
- Yes, I reported the incident.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - Yes, I reported the incident, but felt that it was not responded to appropriately.

31si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

32si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), but that it was not responded to appropriately. Please explain why you felt that it was not.

23sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

24sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- During my time as a graduate/professional student at Iowa State
- Prior to my first semester (e.g., Orientation, pre-collegiate program at ISU)
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

25sc. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Iowa State faculty member
- Iowa State staff member
- Stranger
- Iowa State student
- Current or former dating/intimate partner
- Other role/relationship not listed above

26sc. **Students only.** Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

27sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Off-campus (Please specify location.) _____
- On-campus (Please specify location.) _____

28sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

29sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know who to go to.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an Iowa State resource.
 - Faculty member
 - Senior administrator (e.g., dean, vice president, provost)
 - Iowa State University Police
 - Student Counseling Services
 - Employee Assistance Program
 - Office of Equal Opportunity
 - Office of Diversity and Inclusion
 - Ombudsperson
 - Human Resources staff
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., community adviser, student coordinators, building managers, event staff)
 - Staff person
 - Supervisor
 - Veterans Center
 - Dean of Students Office
 - College Multicultural Liaison Officer
 - Thielen Student Health Center
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) _____

30sc. Did you report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No, I did not report it.
- Yes, I reported the incident.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - Yes, I reported the incident, but felt that it was not responded to appropriately.

31sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

32sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent), but that it was not responded to appropriately. Please explain why you felt that it was not.

33. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of Iowa State Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: http://www.sexualmisconduct.dso.iastate.edu/get-help/campus-community-resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that Iowa State standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Iowa State Public Safety Report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that Iowa State sends a Timely Warning to the campus community when such an incident occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

www.campusclimate.iastate.edu/survey/resources

Part 2: Workplace Climate

34. **Tenured and Tenure-Track Faculty only:** As a faculty member at Iowa State, I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa State faculty who qualify for delaying their tenure-clock feel empowered to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within Iowa State committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

36. Non-Tenure-Track Academic Appointment only: As an employee with a non-tenure-track appointment at Iowa State I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Non-Tenure-Track Academic Appointment only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

38. **All Faculty:** As a faculty member at Iowa State, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for non-tenure track professors are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa State provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa State provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively about my career opportunities at Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Iowa State as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **All Staff:** As a staff member at Iowa State, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or related guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups, and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a hierarchy within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa State provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. **All Staff:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

42. **All Staff:** As a staff member at Iowa State I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Iowa State provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa State is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa State policies (e.g., FMLA) are fairly applied across Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa State is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on Iowa State committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Iowa State faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear procedures on how I can advance at Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively about my career opportunities at Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Iowa State as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. **All Staff:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

44. **Graduate/Professional Students only:** As a graduate student I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my adviser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my adviser) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members (other than my adviser) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adequate opportunities for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my adviser to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my adviser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. **Graduate/Professional Students only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

46. What is your birth sex (assigned)?

- Female
- Intersex
- Male

47. What is your gender/gender identity? **(Mark all that apply.)**

- Genderqueer
- Man
- Non-binary
- Transgender
- Woman
- A gender not listed here (Please specify.) _____

48. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed here (Please specify.) _____

49. What is your citizenship status in U.S.? (responses listed in alphabetical order)

- A visa holder (such as F-1, J-1, H1-B, and U)
- Currently under a withholding of removal status
- DACA (Deferred Action for Childhood Arrival)
- DAPA (Deferred Action for Parental Accountability)
- Other legally documented status
- Permanent Resident
- Refugee status
- Undocumented resident
- U.S. citizen, birth
- U.S. citizen, naturalized

50. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**

- Alaska Native (If you wish, please specify your enrolled or principal corporation.) _____
- American Indian/Native American/First Nation (If you wish, please specify your enrolled or principal tribe.) _____
- Asian/Asian American (If you wish, please specify.) _____
- Black/African American (If you wish, please specify.) _____
- Hispanic/Latin@/Chican@ (If you wish, please specify.) _____
- Middle Eastern (If you wish, please specify.) _____
- Native Hawaiian (If you wish, please specify.) _____
- South Asian (If you wish, please specify.) _____
- Pacific Islander (If you wish, please specify.) _____
- White/European American (If you wish, please specify.) _____
- A racial/ethnic identity not listed here (If you wish, please specify.) _____

51. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 | |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 | |

52. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed here (Please specify.) _____

53. Do you have substantial parenting or caregiving responsibility?

- No
- Yes (**Mark all that apply.**)
 - Children 5 years or under
 - Children 6-18 years
 - Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years of age
 - Sick or disabled partner
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here e.g., pregnant, adoption pending) (Please specify.) _____

54. If you are a U.S. Veteran, are currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member), please indicate your current **primary** status.

- Never served in the military
- U.S. Veteran
- Currently serving active duty in a branch of the U.S. military (Army, Navy, Air Force, Marines, Coast Guard)
- National Guard
- Reservist
- ROTC
- Child or spouse/domestic partner of a U.S. Veteran or currently serving U.S. military member

55. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD, DVM)
- Unknown
- Not applicable

Parent/Guardian 2:

- Not applicable
- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD, DVM)
- Unknown

56. **Staff only:** What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD, DVM)

57. **Faculty/Staff only:** How long have you been employed at Iowa State?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

58. **Undergraduate Students only:** Where are you in your Iowa State college career?

- First year
- Second year
- Third year
- Fourth year
- Fifth year
- Sixth year (or more)

59. **Graduate Students only:** Where are you in your graduate career?

- Master's student
 - First year
 - Second year
 - Third (or more) year
- Doctoral student/Veterinary student
 - First year
 - Second year
 - Third (or more) year
- All but dissertation (ABD)

60. **Faculty only:** With which academic division are you **primarily affiliated** at this time?

- College of Agriculture and Life Sciences
 - Dual appointment with extension
- College of Business
- College of Design
 - Dual appointment with extension
- College of Engineering
- College of Human Sciences
 - Dual appointment with extension
- College of Liberal Arts and Sciences
- College of Veterinary Medicine
- Ames Laboratory
- University Library

61. **Staff only:** With which academic division or work unit are you **primarily affiliated** at this time?

- College of Agriculture and Life Sciences
- College of Business
- College of Design
- College of Engineering
- College of Human Sciences
- College of Liberal Arts and Sciences
- College of Veterinary Medicine
- Graduate College
- President's Office
- Senior Vice President and Provost's Office
- Senior Vice President for University Services
- Senior Vice President for Student Affairs
- Vice President for Diversity and Inclusion
- Vice President for Research
- Division of Finance
- Extension and Outreach
- University Library
- Ag Experiment Station
- Ames Laboratory
- Facilities Planning and Management
- Information Technology
- Plant Sciences Institute

62. **Undergraduate Students only:** What is your major (if modified choose the primary department/program, excluding minors)? **(Mark all that apply.)**

Agricultural and Life Sciences

- Agricultural and Life Sciences Education
- Agricultural Biochemistry
- Agricultural Business
- Agricultural Studies
- Agricultural Systems Technology
- Agriculture and Life Sciences Exploration
- Agriculture and Society
- Agriculture Certificate (Non-Degree)
- Agriculture Specials
- Agronomy
- Animal Ecology
- Animal Science
- Biology (AGLS)
- Culinary Science - Agriculture
- Dairy Science
- Dietetics (AGLS)
- Environmental Science (AGLS)
- Food Science (AGLS)
- Forestry
- General Preveterinary Medicine
- Genetics (AGLS)
- Global Resource Systems
- Horticulture
- Industrial Technology
- Microbiology
- Nutritional Science (AGLS)
- Pre-Dietetics (AGLS)
- Public Service and Administration in Agriculture

Business

- Accounting
- Business Economics
- Business Specials (Non-Degree)
- Business Undeclared
- Finance
- Management
- Management Information Systems
- Marketing
- Pre-Business
- Supply Chain Management

Design

- Architecture-Professional Degree
- Art and Design (Bachelor of Arts)
- Community and Regional Planning
- Design
- Design Certificate (Non-Degree)
- Design Specials (Non-Degree)
- Design Undeclared
- Graphic Design
- Industrial Design
- Integrated Studio Arts
- Interior Design
- Landscape Architecture
- Pre-Architecture
- Pre-Community and Regional Planning
- Pre-Graphic Design
- Pre-Industrial Design
- Pre-Integrated Studio Arts
- Pre-Interior Design

- Pre-Landscape Architecture

Engineering

- Aerospace Engineering
- Agricultural Engineering
- Biological Systems Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Construction Engineering
- Electrical Engineering
- Engineering
- Engineering Specials (Non-Degree)
- Industrial Engineering
- Materials Engineering
- Mechanical Engineering
- Software Engineering

Human Sciences

- Apparel, Merchandising, and Design
- Athletic Training
- Child, Adult, and Family Services
- Culinary Science - Human Sciences
- Diet and Exercise (H SCI)
- Dietetics (H SCI)
- Early Childcare Education and Programming
- Early Childhood Education
- Elementary Education
- Event Management
- Family and Consumer Science Education and Studies
- Financial Counseling and Planning
- Food Science (H SCI)
- Hospitality Management
- Human Sciences
- Human Sciences Special (Non-Degree)
- Kinesiology and Health
- Nutritional Science (H SCI)
- Pre-Athletic Training
- Pre-Diet and Exercise (H SCI)
- Pre-Dietetics (H SCI)
- Pre-Early Childcare Education and Programming

Liberal Arts and Sciences

- Advertising
- Anthropology
- Biochemistry
- Bioinformatics and Computational Biology
- Biological/Pre-Medical Illustration
- Biology
- Biophysics
- Chemistry
- Communication Studies
- Computer Science
- Criminal Justice Studies
- Earth Science
- Economics
- English
- Environmental Science (LAS)
- Genetics (LAS)
- Geology
- History
- Intensive English and Orientation Program LAS
- Interdisciplinary Studies
- Journalism and Mass Communication
- Liberal Arts and Sciences Specials (Non-Degree)

- Liberal Arts and Sciences- Open Option
- Liberal Studies
- Linguistics
- Mathematics
- Meteorology
- Music
- Open Option (LAS)/Undecided
- Performing Arts
- Philosophy
- Physics
- Political Science
- Pre-Biological/Pre-Medical Illustration
- Pre-Computer Science
- Pre-Liberal Studies
- Preparation for Human Medicine
- Preparation for Law
- Pre-professional Health Programs
- Psychology
- Public Relations
- Religious Studies
- Sociology
- Software Engineering
- Speech Communication
- Statistics
- Technical Communication
- Women's Studies
- World Languages and Cultures

63. **Graduate Students only:** What is your academic division? **(Mark all that apply.)**

Agricultural and Life Sciences

- Agricultural & Life Sciences, Other
- Agricultural Economics
- Agricultural Education
- Agricultural Meteorology
- Agronomy
- Animal Breeding and Genetics
- Animal Physiology
- Animal Science
- Biochemistry
- Bioinformatics and Computational Biology
- Crop Production and Physiology
- Ecology and Evolutionary Biology
- Economics
- Entomology
- Environmental Science
- Fisheries Biology
- Food Science and Technology
- Forestry
- Genetics
- Genetics and Genomics
- Horticulture
- Human Computer Interaction
- Immunobiology
- Industrial and Agricultural Technology
- Meat Science
- Microbiology
- Molecular Cellular and Developmental Biology
- Nutritional Sciences
- Plant Biology
- Plant Breeding
- Plant Pathology

- Professional Agriculture
- Rural Sociology
- Seed Technology and Business
- Sociology
- Soil Science
- Sustainable Agriculture
- Toxicology
- Wildlife Ecology

Business

- Accounting
- Business Administration
- Business Analytics
- Business and Technology
- Business, Other
- Finance
- Information Assurance
- Information Systems
- Interdisciplinary Graduate Studies

Design

- Architecture
- Community and Regional Planning
- Design, Other
- Environmental Science
- Graphic Design
- Human Computer Interaction
- Industrial Design
- Integrated Visual Arts
- Interdisciplinary Graduate Studies
- Interior Design
- Landscape Architecture
- Sustainable Agriculture
- Sustainable Environments
- Transportation
- Urban Design

Engineering

- Aerospace Engineering
- Agricultural and Biosystems Engineering
- Agricultural Engineering
- Bioinformatics and Computational Biology
- Biorenewable Resources and Technology
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Energy Systems Engineering
- Engineering Management
- Engineering Mechanics
- Engineering, Other
- Environmental Science
- Human Computer Interaction
- Industrial and Agricultural Technology
- Industrial and Manufacturing Systems Engineering
- Information Assurance
- Materials Science and Engineering
- Mechanical Engineering
- Microbiology
- Operations Research
- Sustainable Agriculture
- Systems Engineering
- Wind Energy Science Engineering and Policy

Human Sciences

- Apparel Merchandising and Design

- Diet and Exercise
- Dietetics Internship
- Education
- Family and Consumer Sciences
- Food Science and Technology
- Gerontology
- Hospitality Management
- Human Computer Interaction
- Human Development and Family Studies
- Immunobiology
- Kinesiology
- Microbiology
- Neuroscience
- Nutritional Sciences
- Science Education
- Human Sciences, Other

Interdisciplinary Graduate Studies

- Agricultural Education
- Analytical Chemistry
- Animal Science
- Bioinformatics and Computational Biology
- Business Administration
- Chemical Engineering
- Ecology and Evolutionary Biology
- Education
- Electrical Engineering
- Engineering Management
- English
- Food Science and Technology
- Genetics
- Genetics and Genomics
- Gerontology
- Human Computer Interaction
- Immunobiology
- Information Assurance
- Integrated Visual Arts
- Interdisciplinary Graduate Studies
- Interdisciplinary, Other
- Molecular Cellular and Developmental Biology
- Neuroscience
- Nutritional Sciences
- Plant Biology
- Seed Technology and Business
- Statistics
- Sustainable Agriculture
- Toxicology
- Wind Energy Science Engineering and Policy

Liberal Arts & Sciences

- Agricultural History and Rural Studies
- Analytical Chemistry
- Anthropology
- Applied Linguistics and Technology
- Applied Mathematics
- Astrophysics
- Biochemistry
- Bioinformatics and Computational Biology
- Biophysics
- Chemistry
- Computer Science
- Condensed Matter Physics
- Creative Writing and Environment
- Ecology and Evolutionary Biology

- Economics
- Electrical Engineering
- English
- Environmental Science
- Genetics
- Genetics and Genomics
- Geology
- High Energy Physics
- History
- History of Technology and Science
- Human Computer Interaction
- Immunobiology
- Information Assurance
- Inorganic Chemistry
- Interdisciplinary Graduate Studies
- Journalism and Mass Communication
- Liberal Arts and Sciences, Other
- Mathematics
- Meteorology
- Microbiology
- Molecular Cellular and Developmental Biology
- Neuroscience
- Nuclear Physics
- Organic Chemistry
- Physical Chemistry
- Physics
- Plant Biology
- Political Science
- Psychology
- Public Administration
- Rhetoric and Professional Communication
- Rhetoric Composition and Professional Communication
- Rural Agricultural Technological and Environmental History
- School Mathematics
- Sociology
- Statistics
- Sustainable Agriculture
- Teaching English as a Second Language/Applied Linguistics
- Wind Energy Science Engineering and Policy

Veterinary Medicine

- Bioinformatics and Computational Biology
- Biomedical Sciences
- Genetics
- Genetics and Genomics
- Human Computer Interaction
- Immunobiology
- Microbiology
- Molecular Cellular and Developmental Biology
- Neuroscience
- Toxicology
- Veterinary Clinical Science
- Veterinary Microbiology
- Veterinary Pathology
- Veterinary Preventive Medicine
- Veterinary Medicine
- Veterinary Medicine Nebraska Alliance
- Veterinary Medicine Special (Non-Degree)

64. Do you have a condition/disability that influences your learning, working, or living activities?

- No **[SKIP TO QUESTION #66]**
- Yes

65. Which, if any, of the conditions listed below impact your learning, working, or living activities? **(Mark all that apply.)**
- Acquired/Traumatic Brain Injury
 - Chronic diagnosis or medical condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
 - Hard of hearing or Deaf
 - Learning disability (e.g., Asperger's/Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)
 - Low vision or Blind
 - Mental health/psychological condition (e.g., anxiety, depression)
 - Physical/mobility condition that affects walking
 - Physical/mobility condition that affects use of upper extremities
 - Speech/communication condition
 - A disability/condition not listed here (Please specify.) _____
66. **Faculty/Staff only:** Have you disclosed this disability with ISU Human Resources?
- No **[SKIP TO QUESTION #68]**
 - Yes
67. If no, why didn't you disclose? **(Mark all that apply.)**
- I was afraid I wouldn't be hired
 - I was afraid I would be fired
 - I was afraid I wouldn't be considered for promotion or tenure
 - I was concerned about being treated differently by my co-workers
 - I was concerned about being treated differently by my supervisor/manager
 - I was concerned about being viewed differently by my co-workers
 - I was concerned about being viewed differently by my supervisor/manager
 - I didn't think the university would do anything even if they knew about it
 - I didn't think my disability is relevant to my position/ability to do my job
 - I was concerned about losing my health care benefits
 - I was concerned I wouldn't get health care benefits
 - I didn't think my supervisor/manager would be supportive of my needs
 - I wanted to keep my disability private
 - Another reason not listed here (Please specify.) _____
68. Is English your primary language?
- Yes
 - No (Please specify your primary language.) _____
69. What is your religious or spiritual identity? **(Mark all that apply.)**
- Agnostic
 - Atheist
 - Baha'i
 - Buddhist
 - Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Orthodox
 - Christian Methodist Episcopal
 - Christian Reformed Church (CRC)
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Lutheran
 - Mennonite
 - Moravian
 - Nondenominational Christian

- Pentecostal
- Presbyterian
- Protestant
- Protestant Reformed Church (PR)
- Quaker
- Reformed Church of America (RCA)
- Russian Orthodox
- Seventh Day Adventist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- United Church of Christ
- A Christian affiliation not listed here (Please specify.) _____
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed here (Please specify.) _____
- Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here (Please specify.) _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.) _____

70. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- I receive no support for living/educational expenses from family/guardian.
- I receive support for living/educational expenses from family/guardian.

71. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more

72. **Students only:** Where do you live?

- Campus housing
 - Barton Hall
 - Birch Hall
 - Buchanan Hall
 - Eaton Hall
 - Elm Hall
 - Frederiksen Court Apartments
 - Freeman Hall
 - Friley Hall
 - Geoffroy Hall
 - Helser Hall
 - Iowa State West Apartments
 - Larch Hall
 - Legacy Tower Apartments
 - Linden Hall
 - Lyon Hall
 - Maple Hall
 - Martin Hall
 - Memorial Union
 - Oak Hall
 - Roberts Hall
 - Schilleter Village (apartments)
 - University Village (apartments)
 - Wallace Hall
 - Welch Hall
 - Willow Hall
 - Wilson Hall
- Non-campus housing
 - College-owned housing
 - Greek housing
 - Independently in an apartment/house
 - Living with family member/guardian
- Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

73. **Students only:** Since having been a student at Iowa State, have you been a member or participating in any of the following? **(Mark all that apply.)**

- I do not participate in any clubs or organizations at Iowa State.
- Academic and Academic Honorary Organizations
- Council (i.e., Student Government, college student council, Inter-Residence Hall Association, etc.)
- Fraternities
- Media Production Organization
- Military Organization
- Multicultural Organization
- Music & Performing Arts Organizations
- Political & Activism Organizations
- Religious/Spiritual/Faith Organizations
- Residence Hall Organization
- Service & Volunteerism Organization
- Sororities
- Special Interest Organization
- Sports & Recreation Organization
- A student organization not listed above (please specify.) _____

74. **Students only:** At the end of your last semester, what was your cumulative Iowa State grade point average?

- 3.75 – 4.00
- 3.25 – 3.74
- 3.00 – 3.24
- 2.50 – 2.99
- 2.00 - 2.49
- Below 2.00
- No GPA – first year student

75. **Students only:** Have you experienced financial hardship while attending Iowa State?
- No **[SKIP TO QUESTION #77]**
 - Yes
76. **Students only:** How have you experienced the financial hardship? **(Mark all that apply.)**
- Difficulty affording tuition
 - Difficulty purchasing my books/course materials
 - Difficulty participating in social events
 - Difficulty affording food
 - Difficulty affording utilities
 - Difficulty affording co-curricular events or activities
 - Difficulty in affording unpaid internships/research opportunities
 - Difficulty in affording alternative spring breaks
 - Difficulty affording travel to and from Iowa State
 - Difficulty affording commuting to campus
 - Difficulty in affording housing
 - Difficulty in affording health care
 - Difficulty in affording child care
 - Difficulty in affording other campus fees
 - Other (Please specify.) _____
77. **Students only:** How are you currently paying for your education at Iowa State? **(Mark all that apply.)**
- Campus employment
 - Credit card
 - Home country
 - Family contribution
 - Military educational benefits (e.g., GI Bill, NGEAP)
 - Graduate/research/teaching assistantship
 - Loans
 - Need-based scholarship (e.g., Gates, Hixson, MVP)
 - Non-need based scholarship (e.g., merit, ROTC, athletic, music)
 - Grant (e.g., Pell)
 - Personal contribution/job
 - Community adviser
 - A method of payment not listed here (Please specify.) _____
78. **Undergraduate Students only:** Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
- No
 - Yes, I work on campus – (Please indicate total number of hours you work)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week
 - Yes, I work off campus – (Please indicate total number of hours you work)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week

Part 4: Perceptions of Campus Climate

79. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working or learning environment at Iowa State?

- No [**SKIP TO QUESTION #89**]
- Yes

80. **Within the past year**, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?

- 1 instance
- 2 instances
- 3 instances
- 4 instances
- 5 or more instances

81. Who/what was the **target** of the conduct? (**Mark all that apply.**)

- Academic adviser
- Alumnus/a
- Athletic coach/trainer
- Iowa State media (e.g., posters, brochures, flyers, handouts, websites)
- Iowa State University Police
- Coworker/colleague
- Department/program chair/head/director
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Off-campus police
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student lab assistant/student tutor
- Do not know target
- A source not listed above (Please specify.) _____

82. Who/what was the **source** of the conduct? **(Mark all that apply.)**

- Academic adviser
- Alumnus/a
- Athletic coach/trainer
- Iowa State media (e.g., posters, brochures, flyers, handouts, websites)
- Iowa State University Police
- Coworker/colleague
- Department/program chair/head/director
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Off-campus police
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student lab assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

83. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**

- Academic performance
- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Iowa State
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/Veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Rural background
- Sexual identity
- Socioeconomic status
- Urban background
- Do not know
- A reason not listed above (Please specify.) _____

84. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Derogatory verbal remarks
- Derogatory phone calls/text messages/email
- Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
- Derogatory written comments
- Graffiti/vandalism
- Person intimidated/bullied
- Person ignored or excluded
- Person isolated or left out
- Person experienced a hostile classroom environment
- Person experienced a hostile work environment
- Person was the target of workplace incivility
- Person being stared at
- Racial/ethnic profiling
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was unfairly evaluated in the promotion and tenure process
- Person was stalked
- Physical violence
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Person was denied or questioned about reasonable accommodations
- Something not listed above (Please specify.) _____

85. Where did this conduct occur? **(Mark all that apply.)**

- At a Iowa State event/program
- In a class/lab
- In a faculty office
- In a religious center
- In or near Greek housing
- In a meeting with one other person
- In a meeting with a group of people
- In a Iowa State administrative office
- In a Iowa State dining facility
- In a Iowa State library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces at Iowa State
- In campus housing
- In the counseling center
- In off-campus housing
- In the Thielen Student Health Center
- Off campus
- On a campus bus/safety escort
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- While walking on campus
- While working at a Iowa State job
- A venue not listed above (Please specify.) _____

86. What was your response to observing this conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know who to go to.
- I sought information online.
- I sought support from off campus hotline/advocacy services.
- I posted it on social media (e.g., Facebook, Twitter, Snapchat)
- I contacted an Iowa State resource.
 - Faculty member
 - Senior administrator (e.g., dean, vice president, provost)
 - Iowa State University Police
 - Student Counseling Services
 - Employee Assistance Program
 - Office of Equal Opportunity
 - Office of Diversity and Inclusion
 - Ombudsperson
 - Human Resources staff
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., community adviser, student coordinators, building managers, event staff)
 - Staff person
 - Supervisor
 - Veterans Center
 - Dean of Students Office
 - College Multicultural Liaison Officer
 - Thielen Student Health Center
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through the Campus Climate Response Team.
- A response not listed above (Please specify.) _____

87. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - Yes, I reported the incident, but felt that it was not responded to appropriately.

88. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

89. **Faculty/Staff/Graduate Students only:** Have you observed **hiring** practices at Iowa State (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
- No **[[SKIP TO QUESTION #92]**
 - Yes

90. **Faculty/Staff/Graduate Students only:** I believe that the unjust **hiring** practices were based upon... **(Mark all that apply.)**

- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Iowa State
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/Veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Rural background
- Sexual identity
- Socioeconomic status
- Urban background
- Do not know
- A reason not listed above (Please specify.) _____

91. **Faculty/Staff/Graduate Students only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

92. **Faculty/Staff/Graduate Students only:** Have you observed promotion/tenure/reappointment/reclassification practices at Iowa State that you perceive to be unjust?
- No [SKIP TO QUESTION #95]
 - Yes
93. **Faculty/Staff/Graduate Students only:** I believe the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... **(Mark all that apply.)**
- Age
 - Educational credentials (e.g., BS, MS, PhD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Learning disability/condition
 - Length of service at Iowa State
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental health/psychological disability/condition
 - Medical disability/condition
 - Military/Veteran status
 - Nepotism/cronyism
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.) _____
 - Physical characteristics
 - Physical disability/condition
 - Philosophical views
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Rural background
 - Sexual identity
 - Socioeconomic status
 - Urban background
 - Do not know
 - A reason not listed above (Please specify.) _____
94. **Faculty/Staff/Graduate Students only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

95. **Faculty/Staff/Graduate Students only:** Have you observed employment-related discipline or action, up to and including dismissal, at Iowa State that you perceive to be unjust?
- No [SKIP TO QUESTION #98]
 - Yes
96. **Faculty/Staff/Graduate Students only:** I believe that the unjust employment-related disciplinary actions were based upon...**(Mark all that apply.)**
- Age
 - Educational credentials (e.g., BS, MS, PhD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Learning disability/condition
 - Length of service at Iowa State
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental health/psychological disability/condition
 - Medical disability/condition
 - Military/Veteran status
 - Nepotism/cronyism
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.) _____
 - Physical characteristics
 - Physical disability/condition
 - Philosophical views
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Rural background
 - Sexual identity
 - Socioeconomic status
 - Urban background
 - Do not know
 - A reason not listed above (Please specify.) _____
97. **Faculty/Staff/Graduate Students only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

98. Using a scale of 1–5, please rate the overall campus climate at Iowa State on the following dimensions:
 (Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	Hostile				
Inclusive	<input type="radio"/>	Exclusive				
Improving	<input type="radio"/>	Regressing				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer, or transgender				
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds				
Positive for People of Color	<input type="radio"/>	Negative for People of Color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for non-native English speakers	<input type="radio"/>	Negative for non-native English speakers				
Positive for people who are not U.S. citizens	<input type="radio"/>	Negative for people who are not U.S. citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people of various political affiliations	<input type="radio"/>	Negative for people of various political affiliations				
Positive for people in active military/veterans status	<input type="radio"/>	Negative for people in active military/veterans status				

99. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
 (Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic	<input type="radio"/>	Homophobic				
Not biphobic	<input type="radio"/>	Biphobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not ageist	<input type="radio"/>	Ageist				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Not classist (position: faculty, staff, student)	<input type="radio"/>	Classist (position: faculty, staff, student)				
Disability friendly (Not ableist)	<input type="radio"/>	Not disability friendly (Ableist)				
Not xenophobic	<input type="radio"/>	Xenophobic				
Not ethnocentric	<input type="radio"/>	Ethnocentric				

100. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by Iowa State faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Iowa State staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Iowa State encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

101. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair/head/director.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at Iowa State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department/ program chair/head/director prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that students prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Iowa State encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

102. **Graduate Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

103. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Iowa State students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Iowa State faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Iowa State encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

104. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Iowa State in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus housing (e.g., residence halls, campus apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greek housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thielen Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TopHat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard/Canvas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AccessPlus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity			
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Thielen Student Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video/audio capture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

105. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

106. As a person who identifies as genderqueer, non-binary, or transgender, have you experienced a barrier in any of the following areas at Iowa State in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus housing (e.g., residence halls, campus apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greek housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Iowa State ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AccessPlus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard/Canvas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Thielen Student Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing/Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

108. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Iowa State.

	If This Initiative IS Available at Iowa State			If This Initiative IS NOT Available at Iowa State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing violent incident response training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusivity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with toolkits to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training (e.g., department/program chair/head/director)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing programs to support the wellbeing of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

109. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

110. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Iowa State.

	If This Initiative IS Available at Iowa State			If This Initiative IS NOT Available at Iowa State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusivity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing violent incident response training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing staff with tuition reimbursement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing staff with professional development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing programs to support the wellbeing of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

111. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

112. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Iowa State.

	If This Initiative IS Available at Iowa State			If This Initiative IS NOT Available at Iowa State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusivity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusivity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusivity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., Memorial Union, community advisers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing programs to support the wellbeing of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective peer mentorship among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

113. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

114. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

115. Do you have any specific recommendations for improving the climate at Iowa State?

116. Have events external to campus influenced your perceptions of campus climate? If so, how have they influenced you and how do you feel ISU responded?

117. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Iowa State community for their participation in this survey, you have an opportunity to win a prize.

Submitting your contact information for a survey prize is optional. ***No survey information is connected to entering your information.***

To be eligible to win a survey prize, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

One of TEN gift cards valued at \$50.00 each

- Faculty
- Staff
- Student

Name: _____

E-mail address: _____

Prizes will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people. If you experienced any discomfort in responding to these questions and would like to speak with someone please go to the following website:

www.campusclimate.iastate.edu/survey/resources