



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Iowa State
University

Campus Climate Survey
for Learning, Living, &
Working
Final Report

April 2018



Rankin & Associates, Consulting

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Executive Summary

History of the Project

Iowa State University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

Iowa State University also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Iowa State University's mission statement, it is the university's mission to "Create, share, and apply knowledge to make Iowa and the world a better place" and "as the world has gotten smaller, the scope of Iowa State's mission has increased. ISU faculty, staff, and students are dedicated to improving lives around the nation and the world."¹ To better understand the campus climate, the senior administration at Iowa State University recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During fall 2017, Iowa State University conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In spring 2017, members of Iowa State University formed the Climate Study Work Group. The Climate Study Work Group was composed of faculty, staff, students, and administrators. Ultimately, Iowa State University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Iowa State University Campus Climate Survey for Learning, Living, and Working." Data gathered via reviews of relevant Iowa State University literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented to the Iowa State University community at forums during spring 2018, which will then develop and complete two or three action items.

¹<https://www.president.iastate.edu/mission>.

Project Design and Campus Involvement

The conceptual model used as the foundation for Iowa State University's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (A. Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. Iowa State University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The Climate Study Work Group collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for Iowa State University that would reveal the various dimensions of power and privilege that shape the campus experience. The final Iowa State University survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Seven thousand three hundred twenty-six (7,326) people completed the survey. In the end, the assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at Iowa State University.

Iowa State University Participants

Iowa State University community members completed seven thousand three hundred twenty-six (7,326) surveys for an overall response rate of 17%. Response rates for subgroups are provided in the full report. One should use caution when generalizing specific results to the Iowa State University population for that subgroup when response rates are less than 30%. Only surveys

that were at least 50% completed were included in the final data set for analyses.² Fifty-four percent ($n = 3,939$) of the sample were Undergraduate Students, 11% ($n = 817$) were Graduate/Veterinary Medicine Students, 25% ($n = 1,813$) were Staff, and 10% ($n = 757$) were Faculty. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.³

²Seventy-eight surveys were removed because the respondents did not complete at least 50% of the survey, and 46 duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 121$). Any additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

³The total n for each demographic characteristic may differ as a result of missing data.

Table 1. Iowa State University Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Undergraduate Student	3,939	53.8
	Graduate/Veterinary Medicine Student	817	11.2
	Faculty	757	10.3
	Staff	1,813	24.7
Gender identity	Woman	4,213	57.5
	Man	2,918	39.8
	Transspectrum/Multiple/Other	145	2.0
	Missing	50	0.7
Racial/ethnic identity	White/European American	5,731	78.2
	American Indian/Native American/First Nation	7	0.1
	Alaska Native	1	0.0
	Asian/Asian American	456	6.2
	Black/African American	194	2.6
	Hispanic/Latin@/Chican@	234	3.2
	Middle Eastern	41	0.6
	South Asian	113	1.5
	Native Hawaiian	2	0.0
	Pacific Islander	5	0.1
	Multiracial	367	5.0
	Other/Not Listed	51	0.7
	Missing	124	1.7
Sexual identity	LGBQ	727	9.9
	Heterosexual	6,261	85.5
	Missing	338	4.6
Citizenship status	U.S. Citizen	6,227	85.0
	Not-U.S./Naturalized Citizen	1,049	14.3
	Missing	50	0.7
Disability status	Single Disability	596	8.1
	No Disability	6,410	87.5
	Multiple Disabilities	271	3.7
	Missing	49	0.7

Table 1. Iowa State University Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Religious affiliation	Christian Religious Affiliation	4,143	56.6
	Other Religious Affiliation	365	5.0
	No Religious Affiliation	2,353	32.1
	Multiple Religious Affiliations	276	3.8
	Missing	189	2.6

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. High levels of comfort with the climate at Iowa State University

Climate is defined as 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.⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 79% ($n = 5,791$) of survey respondents were “very comfortable” or “comfortable” with the climate at ISU.
- 73% ($n = 1,871$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/work units.
- 85% ($n = 4,667$) of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

2. Faculty Respondents – Positive attitudes about faculty work

Tenured and Tenure-Track

- 87% ($n = 419$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued at ISU.

Non-Tenure-Track

- 84% ($n = 162$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by ISU.

All Faculty

- 80% ($n = 594$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom.
- 85% ($n = 635$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive.
- 70% ($n = 523$) of Faculty respondents “strongly agreed” or “agreed” that they would recommend ISU as a good place to work.

3. Staff Respondents –Positive attitudes about staff work

- 82% ($n = 1,472$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department.

⁴Rankin & Reason (2008)

- 76% ($n = 1,367$) “strongly agreed” or “agreed” that their supervisor provided adequate support for them to manage work-life balance.
- The majority of Staff respondents indicated that they had supervisors (67%, $n = 1,200$) and colleagues/coworkers (73%, $n = 1,319$) who gave them job/career advice or guidance when they needed it.
- 71% ($n = 1,275$) of Staff respondents “strongly agreed” or “agreed” that ISU provided them with resources to pursue training/professional development opportunities.
- Staff respondents indicated that vacation and personal time packages (87%, $n = 1,553$), health insurance benefits (88%, $n = 1,572$), and retirement benefits (78%, $n = 1,381$) were competitive.
- 74% ($n = 1,331$) of Staff respondents “strongly agreed” or “agreed” that they would recommend ISU as a good place to work.

4. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁵ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁶ Attitudes toward academic pursuits are one indicator of campus climate.

- 75% ($n = 3,543$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Iowa State faculty, 74% ($n = 3,495$) felt valued by ISU staff, and 76% ($n = 3,584$) felt valued by ISU faculty in the classroom.
- 72% ($n = 3,369$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models.
- 82% ($n = 668$) of Graduate/Veterinary Medicine Student respondents “strongly agreed” or “agreed” that they felt they had adequate access to their advisors.
- 81% ($n = 658$) of Graduate/Veterinary Medicine Student respondents “strongly agreed” or “agreed” that their advisor responded to their emails, calls, or voicemails in a prompt manner.

⁵Pascarella & Terenzini (2005)

⁶Hale (2004); Harper & Hurtado (2007); Harper & Quaye (2004)

- 82% ($n = 659$) of Graduate/Veterinary Medicine Student respondents “strongly agreed” or “agreed” they felt comfortable sharing their professional goals with their advisor.

5. Student Respondents Perceived Academic Success

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 11 on the survey. Analyses using this scale revealed:

- A significant difference existed in the overall test for means for Student respondents by gender identity, racial identity, sexual identity, disability status, and citizenship status on *Perceived Academic Success*.

Examples of Findings

- Asian/Asian American, Black/African American, and Multiracial Undergraduate Student respondents all had lower *Perceived Academic Success* scores than White Undergraduate Student respondents.
- LGBTQ Undergraduate Student respondents’ scores indicated lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. The same was found for Graduate/Veterinary Medicine Student respondents.
- U.S. Citizen Undergraduate Student respondents had greater *Perceived Academic Success* than Not-U.S. Citizen Undergraduate Student respondents.

Key Findings – Opportunities for Improvement

1. Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁷ Research also underscores the relationship between workplace discrimination and subsequent productivity.⁸ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

⁷Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

⁸Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

- 19% ($n = 1,375$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.⁹
 - Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity, gender/gender identity, and position status.

Differences based on position status, gender identity, and racial identity

- By position status, a higher percentage of Faculty respondents (25%, $n = 188$), Staff respondents (25%, $n = 444$), and Graduate/Veterinary Medicine Student respondents (23%, $n = 186$) than Undergraduate Student respondents (14%, $n = 557$) noted they believed that they had experienced this conduct.
 - Of those respondents who noted that they had experienced this conduct, a higher percentage of Staff respondents (38%, $n = 170$) thought that the conduct was based on their position status compared with Faculty respondents (23%, $n = 43$) and Graduate/Veterinary Medicine Student respondents (20%, $n = 37$), with Undergraduate Student respondents (4%, $n = 24$) indicating that the conduct was based on their position status the least of the four groups.
- By gender identity, 31% ($n = 44$) of Transspectrum respondents, 22% ($n = 919$) of Women respondents, and 14% ($n = 399$) of Men respondents indicated that they had experienced this conduct.
 - 69% ($n = 31$) of Transspectrum respondents, 35% ($n = 325$) of Women respondents, and 14% ($n = 56$) of Men respondents who had experienced this conduct indicated that the conduct was based on their gender identity.
- By racial identity, a higher percentage of Respondents of Color (28%, $n = 308$) and Multiracial respondents (31%, $n = 113$) indicated that they had experienced this conduct than White respondents (16%, $n = 924$).
 - 60% ($n = 185$) of Respondents of Color, 44% ($n = 50$) of Multiracial respondents, and 5% ($n = 42$) of White respondents who had experienced this conduct indicated that the conduct was based on their ethnicity.

⁹The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at ISU. Five hundred ninety-two (592) respondents elaborated on experiences with this conduct. Two hundred ninety respondents (290) were ISU Employees. Four themes emerged from the Employee responses: hostile colleague or coworker, hostile supervisor, negative work environment, and negative perceptions of ISU's harassment reporting processes. Three hundred and two (302) Student respondents elaborated on their experiences with exclusionary, intimidating, offensive and/or hostile conduct. Four themes emerged from the Student responses: hostile campus climate for political conservatives, hostile campus climate for Women Students, harassment based on individuals' race or ethnicity, and sexual assault/harassment.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, and veterans).¹⁰ Several groups at Iowa State University indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

Examples of Findings for Overall Climate at Iowa State University

- A higher percentage of Transspectrum respondents (18%, $n = 26$) than Women respondents (7%, $n = 281$) or Men respondents (5%, $n = 156$) felt “uncomfortable” with the overall climate.
- 83% ($n = 4,725$) of White respondents were “very comfortable” or “comfortable” with the overall climate at Iowa State University compared with 67% ($n = 735$) of Respondents of Color and 66% ($n = 245$) of Multiracial respondents.
- 16% ($n = 119$) of LGBQ respondents compared with 28% ($n = 1,730$) of Heterosexual respondents felt “very comfortable” with the overall climate.

¹⁰Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington, Navarro, Loewy, & Hart (2008)

Examples of Findings for Department/Program and Work Unit Climate

- 38% ($n = 284$) of Faculty respondents compared with 43% ($n = 787$) of Staff respondents felt “comfortable” with the climate in their department/program or work unit.
- A higher percentage of White Faculty and Staff respondents (43%, $n = 937$) than Faculty and Staff Respondents of Color (33%, $n = 85$) felt “comfortable” with the climate in their department/program or work unit (Multiracial Faculty and Staff respondents (43%, $n = 31$) were not significantly different in their responses to being “comfortable” with the work climate).
- 33% ($n = 8$) of Transspectrum Faculty and Staff respondents, compared with 11% ($n = 158$) of Women Faculty and Staff respondents and 8% ($n = 80$) of Men Faculty and Staff respondents felt “uncomfortable” with the climate in their department/program or work unit.

Examples of Findings for Classroom Climate

- 24% ($n = 229$) of Faculty and Student Respondents of Color and 23% ($n = 74$) of Multiracial Faculty and Student respondents, compared with 36% ($n = 1,486$) of White Faculty and Student respondents, were “very comfortable” with the climate in their classes.
- 24% ($n = 150$) of LGBTQ Faculty and Student respondents compared with 35% ($n = 1,599$) of Heterosexual Faculty and Student respondents felt “very comfortable” with the climate in their classes.
- A higher percentage of Faculty and Student Respondents with No Disability (34%, $n = 1,635$), compared with Faculty and Student Respondents with a Single Disability (26%, $n = 124$) and Faculty and Student Respondents with Multiple Disabilities (23%, $n = 49$), were “very comfortable” with the climate in their classes.

3. Faculty and Staff Respondents – Seriously Considered Leaving Iowa State University

- 54% ($n = 411$) of Faculty respondents and 50% ($n = 908$) of Staff respondents had seriously considered leaving ISU in the past year.

- 53% ($n = 481$) of those Staff respondents who seriously considered leaving did so because of low salary/pay rate. Other reasons included limited opportunities for advancement (49%, $n = 443$), increased workload (33%, $n = 301$), inability to effect change (32%, $n = 293$), and tension with supervisor/manager (31%, $n = 280$).
- 47% ($n = 192$) of those Faculty respondents who seriously considered leaving did so because of low salary/pay rate, 40% ($n = 164$) because of interest in a position at another institution/organization, 37% ($n = 152$) because of increased workload, 31% ($n = 128$) because of a desire to live in a different location, 30% ($n = 123$) because of an inability to effect change, and 30% ($n = 122$) because of being recruited or offered a position at another institution.

4. Staff Respondents – Challenges with work-life issues

- 23% each of Staff respondents “strongly agreed” or “agreed” that staff salaries ($n = 404$) or child care benefits ($n = 413$) were competitive.
- 33% ($n = 587$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by ISU faculty and administration.
- 58% ($n = 1,040$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others.
- 41% ($n = 738$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive.
- 43% ($n = 774$) of Staff respondents “strongly agreed” or “agreed” that ISU provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).
- 36% ($n = 641$) of Staff respondents “strongly agreed” or “agreed” that Iowa State University policies (e.g., FMLA) were fairly applied across ISU.
- 22% ($n = 390$) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at ISU.
- 39% ($n = 690$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at ISU.

Staff respondents elaborated on their perceptions of the workplace climate at ISU.

Several themes emerged from the responses including: overwhelming workload, supervisor experiences, inequitable treatment, compensation, job security concerns, inadequate professional development support, lack of advancement opportunities, flexible scheduling, and leave options.

5. Faculty Respondents – Challenges with faculty work

- 37% ($n = 275$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty were competitive and 23% ($n = 169$) “strongly agreed” or “agreed” that salaries for non-tenure-track professors were competitive.
- 23% ($n = 163$) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive.
- 33% ($n = 241$) of Faculty respondents “strongly agreed” or “agreed” that ISU provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, and transportation).
- 39% ($n = 184$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators.
- 25% ($n = 48$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators.
- 35% ($n = 67$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that criteria used for contract renewal were applied equally to all positions.
- 37% ($n = 72$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security.

Faculty respondents elaborated on statements regarding their perceptions of work-life balance at ISU. Three themes emerged from the Faculty respondents’ comments: salary concerns, resources/support, and inadequate child care. In addition, Tenured and Tenure-Track Faculty respondents elaborated on faculty input, service responsibilities, committee work, the interplay of research and teaching, and issues of inequality. Non-Tenure-Track

Faculty respondents commented on job security concerns, not feeling valued, and salary concerns.

6. A small, but meaningful, percentage of respondents experienced unwanted sexual conduct.

In 2014, Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Iowa State University survey requested information regarding sexual assault.

- 11% ($n = 770$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at ISU.
 - 1% ($n = 80$) experienced relationship violence (e.g., ridiculed, controlling, hitting).
 - 2% ($n = 157$) experienced stalking (e.g., following me, on social media, texting, phone calls).
 - 8% ($n = 554$) experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment).
 - 3% ($n = 221$) experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent).
- Respondents identified ISU students, current or former dating/intimate partners, strangers, and acquaintances/friends as sources of unwanted sexual contact/conduct.
- 80% - 90% of respondents did not report the unwanted sexual contact/conduct.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The rationales cited for not reporting these incidents included a fear of consequences, that the conduct was not serious enough to report, and that they handled it themselves.

Conclusion

Iowa State University campus climate findings¹¹ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹² For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A similar percentage (79%) of Iowa State University respondents indicated that they were “very comfortable” or “comfortable” with the climate at Iowa State University. Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Iowa State University, a slightly lower percentage of respondents (19%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹³

Iowa State University's campus climate assessment report provides baseline data on diversity and inclusion, and addresses Iowa State University's mission and goals. While the findings may guide decision-making in regard to policies and practices at Iowa State University, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Iowa State University community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Iowa State University, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

¹¹Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹²Rankin & Associates Consulting (2016)

¹³Guiffreda, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al.(2008); Yosso et al. (2009)

Introduction

History of the Project

Iowa State University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

Iowa State University also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Iowa State University's mission statement, the university's mission is to "Create, share, and apply knowledge to make Iowa and the world a better place" and "as the world has gotten smaller, the scope of Iowa State's mission has increased. ISU faculty, staff, and students are dedicated to improving lives around the nation and the world."¹⁴ To better understand the campus climate, the senior administration at Iowa State University recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall, 2017, Iowa State University conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In spring 2017, members of Iowa State University formed the Climate Study Work Group. The Climate Study Work Group was composed of faculty, staff, students, and administrators. Ultimately, Iowa State University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Iowa State University Campus Climate Survey for Learning, Living, and Working." Data gathered via reviews of relevant Iowa State University literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented to the Iowa State University community at forums during spring 2018, which will then develop and complete two or three action items.

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Foundation of Campus Climate Research and Assessment

Almost three decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of "a larger, more integrative

vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too” (Boyer, 1990).

The Association of American Colleges and Universities (AAC&U) also challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (1995). The AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard” (p. xxi). The report asserted that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a campus climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as:

The current attitudes, behaviors, and standards, and practices of employees and students in an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition

includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Using this foundational definition, Rankin & Associates Consulting develops assessment tools and analyzes subsequent data to identify, understand, and evaluate campus climate.

Influence of Climate on Students, Faculty, and Staff

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Put simply, the degree to which individuals experience a sense of belonging in their roles as a students, faculty members, or staff members frequently correlates with their intention to remain or persist in their roles at an institution (Hausmann, Schofield, & Woods, 2007; Lefever, 2012; Oseguera & Rhee, 2009; Ostrove & Long, 2007). Strayhorn (2012) explains that the need to belong takes on "increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed." For many underrepresented and/or underserved students, faculty, and staff, college and university campuses represent these types of environments.

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic success, physical and/or emotional well-being, personal and/or social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one's identity combine and influence another identity) of students, faculty, and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

Campus Climate & Students. Most literature regarding campus climate and students examines campus climate in the context of students' racial identity, sexual identity, and/or gender identity.

Research regarding the campus climate experiences of populations such as low-income students, first-generation students, students who are veterans, international students, undocumented students, and student-athletes has emerged within the past decade.¹⁵ A summary of the most robust areas of campus climate research specific to student experiences is offered here.

Research demonstrates that campus climate influences students' social and academic development, academic success, and well-being. Hostile or exclusionary campus environments negatively affect students in several ways. For example, scholars have found that when students of color perceive their campus environments as hostile, outcomes such as persistence and academic performance are negatively influenced (Booker, 2016; Guiffrida, Gouveia, Wall, & Seward, 2002; Hurtado & Ponjuan, 2005; D. R. Johnson et al., 2007; Strayhorn, 2013; Yosso, Smith, Ceja, & Solórzano, 2009). Booker (2016) specifically described the challenges that undergraduate women of color face in the classroom, including microaggressions from faculty and from peers, and an expectation that students represent their race when speaking on specific course topics. The outcome of these experiences is that women students of color feel a reduced sense of belonging in the classroom and a perception that faculty members are non-approachable. Additional research by Solórzano, Ceja, and Yosso (2000) and Sue (2010) evaluates the ways that race-based microaggressions contribute to hostile and exclusionary campus climate for students of color, often resulting in reduced academic success and decreases in retention and persistence.

Sense of belonging has been found to be a key indicator of students' campus climate experiences as well as students' likelihood of academic success, social integration, and retention. In a study of racially diverse women in science, technology, engineering, and math (STEM), Johnson (2005) found that perceptions of campus racial climate and students' experiences within different college environments including residence halls, classrooms, and dining facilities were significant predictors of students' sense of belong. Similarly, Ostrove and Long (2007), in their

¹⁵Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including: student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al., 2016). Additional literature regarding the campus climate experience of minority student populations is available at www.rankin-consulting.com.

investigation of the role of social class in understanding students' first year experience, found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.

Students' processes of social integration and sense of belonging also have been investigated in the context of students with disabilities. In their investigation of students with disabilities attending four-year institutions, Fleming, Oertle, Hakun, and Hakun (2017) found that the way students with disabilities perceive campus climate affects these students' sense of belonging and satisfaction at their institution. Vaccaro, Daly-Cano, and Newman (2015) also emphasize the importance of sense of belonging among students with disabilities, specifically first-year students with disabilities, as they transition to a postsecondary educational environment. Relatedly, DaDeppo (2009) found that both academic and social integration variables were unique predictors of freshmen and sophomore students with disabilities' intent to persist.

Campus climate research specific to the experiences queer-spectrum and trans-spectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2016; Nicolazzo, 2016).

Faculty & Campus Climate. Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. The majority of research regarding faculty and campus

climate is specific to faculty members' racial identity, sexual identity, and/or gender identity. A summary of the literature is offered here.¹⁶

Campus climate research regarding the experiences of faculty of color has found that faculty of color commonly experience high levels of work-related stress (Eagan & Garvey, 2015), moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Jayakumar, Howard, Allen, & Han, 2009; Patton & Catching, 2009; Urrieta, Mendez, & Rodriguez, 2015; Whittaker, Montgomery, & Martinez Acosta, 2015). Faculty of color at two-year institutions report similar climate experiences, specifically negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of hostile campus climate (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015; Walpole, Chambers, & Goss, 2014). Dade et al. (2015) argue that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism are substantial barriers to the emotional well-being and professional success of faculty members of color.

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These experiences prompt higher rates of institutional departure by women faculty in comparison to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as a primary contributor to women faculty's perception of a "chilly" departmental experience. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

Campus climate research regarding the experiences of queer-spectrum and trans-spectrum faculty and staff has found that queer-spectrum and trans-spectrum individuals experience hostile

¹⁶For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

and exclusionary institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result of unwanted scrutiny from fellow faculty members, queer-spectrum faculty and staff report feeling compelled to maintain secrecy regarding their marginalized identities. Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution.

Staff & Campus Climate. A shortage of research exists regarding how staff members experience campus climate and how campus climate influences staff members' professional success and overall well-being. From the limited research available, the findings suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals' personal characteristics such as age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), Jones and Taylor (2012), and Mayhew, Grunwald, and Dey (2006) highlight how staff members' perceptions of campus climate are constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working within a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' office/department directly affects staff members perceptions of campus climate. Garcia's findings were similar to scholarship conducted by Mayhew et al. (2006), who found that how staff members experience their immediate office/department affects how staff members perceive the broader campus climate. According to Mayhew et al. (2006), "staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

Campus Climate: Institution Type

In recent years, campus climate research has broadened to include investigations of different institutional types, including public and private institutions, predominantly White institutions (PWI), historically Black colleges and universities (HBCU), Hispanic serving institutions (HSI), and religiously-affiliated institutions. For example, research released within the last few years has begun to examine the experiences of Hispanic students (Cuellar & Johnson-Ahorlu, 2016), LGBTQ students (Garvey et al., 2015), faculty of color (Levin et al., 2014, 2015), African American women (Walpole et al., 2014), and students in two-year, community college environments.

Influence of Diversity and Inclusivity Efforts on the Campus Community

Diversity and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; S. R. Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Nagi, & Hurtado, 2007). Hurtado et al. (1999) reported, “Students’ openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values” (p. 53). These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Climates that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) note that demographics, or “structural diversity,” is a key element to building an inclusive racial climate. But merely increasing the number of individuals from underserved and underrepresented groups is insufficient in fostering an inclusive and equitable climate; interactions between diverse individuals must also take place. According to Gurin et al. (2002), informal interactions offer a constructive opportunity for individuals to learn about and from one another. Gurin et al. (2002)

state, “informal interactional diversity was influential for all groups and more influential than classroom diversity” (p. 353). Interactions with diverse individuals, beliefs, and perspectives as well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

Campus Climate and Unwanted Sexual Conduct

Sexual harassment, stalking, intimate partner violence, and sexual assault at institutions of higher education have been the focus of national attention. In response, federal initiatives and institutionally specific climate surveys have been developed (Wood, Sulley, Kammer-Kerwick, Follingstad, & Busch-Armendariz, 2017). Similar to the research pertaining to social identities described in previous sections of this report, differential collegiate experiences of women, graduate students, lesbian and bisexual women, and those who have experienced unwanted sexual conduct in the past have been established (Martin, Fisher, Warner, Krebs, & Lindquist, 2011; Rosenthal, Smidt, & Freyd, 2016). The connections between campus climate and unwanted sexual conduct for various members of the collegiate community was determined to be a priority by the Institute of Medicine as well as President Barack Obama’s White House Task Force to Protect Students from Sexual Assault, and is beginning to be explored (Coulter & Rankin, 2017). For example, a recent national study found that, after controlling for sexual orientation, gender identity, race/ethnicity, and year in college, higher levels of perceived inclusion of LGBT individuals on campus were associated with significantly lower odds of experiencing sexual assault (Coulter & Rankin, 2017). The complex intersections of campus climate, unwanted sexual conduct, and various social identities such as gender identity, sexual identity, and racial identity, justify further research and attention from college practitioners and administrators (Coulter & Rankin, 2017; Lundy-Wagner & Winkle-Wagner, 2013).

Role of Campus Administrators

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado et al. (1999) suggested, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses

with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Whatever the approach may be, institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through to be successful (Ingle, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) also suggested that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution... to be successful they must engage the entire campus community” (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus climate.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁷ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003) with the assistance of the Climate Study Work Group. The Climate Study Work Group reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the Iowa State University population. The final Iowa State University campus-wide survey contained 113 questions,¹⁸ including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Iowa State University's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Iowa State University's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform Iowa State University's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this

¹⁷Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

¹⁸To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

quality improvement activity also could be used for research. The IRB approved the project on August 8, 2017.

Prospective participants received an invitation from Interim President Benjamin Allen that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 25.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Iowa State University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.¹⁹

¹⁹Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

Actual percentages²⁰ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis.

A factor analysis was conducted on the Perceived Academic Success scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.²¹ One question from the

²⁰Actual percentages were derived using the total number of survey respondents.

²¹Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

scale (Q11_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.863 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach's alpha was only 0.776 (Table 2).

Table 2. Survey Items Included in the Perceived Academic Success Factor Analyses

Scale	Academic experience
<i>Perceived Academic Success</i>	I am performing up to my full academic potential.
	I am satisfied with my academic experience at Iowa State.
	I am satisfied with the extent of my intellectual development since enrolling at Iowa State.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to Iowa State.

Factor Scores. The factor score for *Perceived Academic Success* was created by reverse coding each question and taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Higher scores on the *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (Other People of Color, Asian/Asian American, Black/African American, Latin@/Chican@/Hispanic, Multiracial Respondents, White)
- Sexual identity (LGBQ, Heterosexual)
- Citizenship status (U.S. Citizen, Not-U.S. Citizen)

- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., sexual identity), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at Iowa State University, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed²² using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²²Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of Iowa State University's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at Iowa State University.

Description of the Sample²³

Seven thousand three hundred twenty-six (7,326) surveys were returned for a 17% overall response rate. The sample and population figures, chi-square analyses,²⁴ and response rates are presented in Table 3. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Iowa State University.

- Women were significantly overrepresented in the sample; Men were underrepresented.
- American Indian/Native American/First Nation/Alaskan Natives and Hispanic/Latin@/Chican@s were significantly underrepresented in the sample.
- Faculty and Staff were significantly overrepresented in the sample. Undergraduate Students and Graduate/Veterinary Medicine Students were significantly underrepresented in the sample.

²³All frequency tables are provided in Appendix B.

²⁴Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Iowa State University.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		<i>N</i>	%	<i>n</i>	%	
Gender identity	Woman	18,888	44.1	4,213	57.5	22.3
	Man	23,983	55.9	2,918	39.8	12.2
	Transspectrum/Multiple/Other	NA	NA	145	2.0	NA
	Missing	0	0.0	50	0.7	> 100.0
Racial/ethnic identity	Asian/Asian American	1,807	4.2	456	6.2	25.2
	American Indian/Native American/First Nation/Alaskan Native	91	0.2	8	0.1	8.8
	Black/African American	1,105	2.6	194	2.6	17.6
	Hispanic/Latin@/Chican@	1,999	4.7	234	3.2	11.7
	Middle Eastern	NA	NA	41	0.6	NA
	Native Hawaiian/South Asian/Pacific Islander	33	0.1	120	0.1	> 100
	Multiracial	774	1.8	367	5.0	47.4
	White/European American	30,911	72.1	5,731	78.2	18.5
	International	4,115	9.6	NA	NA	NA
	Other/Not Listed	NA	NA	51	0.7	NA
	Missing	2,037	4.8	124	1.7	2.5
Position status	Undergraduate Student	30,406	70.9	3,939	53.8	13.0
	Graduate/Vet Med Student	5,587	13.0	817	11.2	14.6
	Faculty	2,290	5.3	757	10.3	33.1
	Staff	4,588	10.7	1,813	24.7	39.5
Citizenship status	U.S. Citizen	NA	NA	6,227	85.0	NA
	Not-U.S./Naturalized Citizen/Multiple	NA	NA	1,049	14.3	NA
	Missing	NA	NA	50	0.7	NA
Disability status	Single Disability	NA	NA	596	8.1	NA
	No Disability	NA	NA	6,410	87.5	NA
	Multiple Disabilities	NA	NA	271	3.7	NA
	Missing	NA	NA	49	0.7	NA
Religious affiliation	Religious/Spiritual Affiliation	NA	NA	4,784	65.3	NA
	No Religious/Spiritual Affiliation	NA	NA	2,353	32.1	NA
	Missing	NA	NA	189	2.6	NA

*NA: No Data Available

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of Iowa State University's Climate Study Work Group reviewed the bank of items available for the survey.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from Climate Study Work Group members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.²⁵ Correlations between the responses to questions about overall campus climate for various groups (survey Question 98) and to questions that rated overall campus climate on various scales (survey Question 99) were strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁶ are provided in Table 4.

²⁵Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

²⁶Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, a relationship existed between all selected pairs of responses.

A strong relationship (between .62 and .70) existed for all five pairs of variables: between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Not Ableist (Disability Friendly).

Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Not Ableist
Positive for People of Color	.696*				
Positive for Lesbian, Gay, Bisexual, or Queer People		.653*			
Positive for Women			.619*		
Positive for People of Low-Income Status				.658*	
Positive for People with Disabilities					.673*

* $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics²⁷

For the purposes of several analyses, demographic responses were collapsed into categories established by the Climate Study Work Group to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate/Veterinary Medicine Student respondents, Faculty respondents, and Staff respondents.²⁸ Of respondents, 54% ($n = 3,939$) were Undergraduate Students, 11% ($n = 817$) were Graduate/Veterinary Medicine Students, 25% ($n = 1,813$) were Staff, and 10% ($n = 757$) were Faculty (Figure 1). Ninety-six percent ($n = 7,021$) of respondents were full-time in their

²⁷ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

²⁸ Collapsed position status variables were determined by the Climate Study Work Group.

primary position status. Subsequent analyses indicated that 98% ($n = 3,857$) of Undergraduate Student respondents, 87% ($n = 713$) of Graduate/Veterinary Medicine Student respondents, 92% ($n = 699$) of Faculty respondents, and 97% ($n = 1,752$) of Staff respondents were full-time in their primary position status.

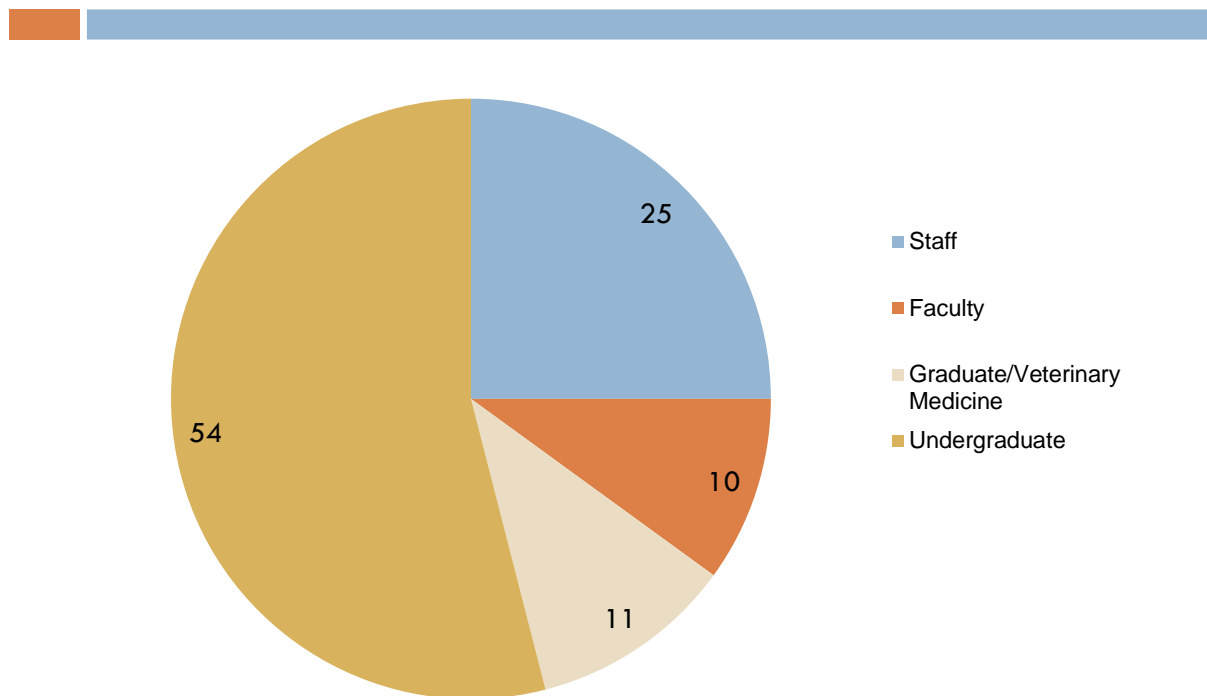


Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 17% ($n = 306$) were affiliated with the Senior Vice President for Student Affairs, 10% ($n = 178$) were affiliated with the College of Agriculture and Life Sciences, and 8% ($n = 146$) were affiliated with Extension and Outreach.

Table 5. Staff Respondents' Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
College of Agriculture and Life Sciences	178	9.8
College of Business	37	2.0
College of Design	18	1.0
College of Engineering	116	6.4
College of Human Sciences	89	4.9
College of Liberal Arts and Sciences	116	6.4
College of Veterinary Medicine	73	4.0
Graduate College	10	0.6
President's Office	73	4.0
Senior Vice President and Provost's Office	38	2.1
Senior Vice President for University Services	115	6.3
Senior Vice President for Student Affairs	306	16.9
Vice President for Diversity and Inclusion	6	0.3
Vice President for Research	56	3.1
Division of Finance	22	1.2
Extension and Outreach	146	8.1
University Library	60	3.3
Ag Experiment Station	< 5	---
Ames Laboratory	46	2.5
Facilities Planning and Management	115	6.3
Information Technology	46	2.5
Plant Sciences Institute	0	0.0
Missing	146	8.1

Note: Table reports only responses from Staff respondents ($n = 1,813$).

Of Faculty respondents, 35% ($n = 265$) were affiliated with the College of Liberal Arts and Sciences, 19% ($n = 140$) with the College of Agriculture and Life Sciences, 12% ($n = 90$) with the College of Human Sciences, and 10% ($n = 73$) with the College of Engineering (Table 6).

Table 6. Faculty Respondents' Primary Academic Division Affiliations

Academic division	<i>n</i>	%
College of Agriculture and Life Sciences	140	18.5
<i>Dual appointment with extension</i>	14	NA
College of Business	53	7.0
College of Design	35	4.6
<i>Dual appointment with extension</i>	3	NA
College of Engineering	73	9.6
College of Human Sciences	90	11.9
<i>Dual appointment with extension</i>	3	NA
College of Liberal Arts and Sciences	265	35.0
College of Veterinary Medicine	60	7.9
Ames Laboratory	6	0.8
University Library	8	1.1
Missing	27	3.6

NA: Percentages not reported for dual appointments with extension.

Note: Table reports only responses from Faculty respondents (*n* = 757).

In terms of length of employment, 32% (*n* = 582) of Staff respondents were employed at Iowa State University between one and five years and 28% (*n* = 207) of Faculty respondents were employed at Iowa State University between one and five years (Table 7). Twenty-three percent (*n* = 408) of Staff respondents and 12% (*n* = 163) of Faculty respondents were employed at Iowa State University for more than 20 years.

Table 7. Faculty and Staff Respondents' Length of Employment

Time	Faculty respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	53	7.1	156	8.6
1-5 years	207	27.8	582	32.2
6-10 years	137	18.4	291	16.1
11-15 years	99	13.3	187	10.4
16-20 years	86	11.5	180	10.0
More than 20 years	163	11.5	408	22.6

Note: Table reports only responses from Faculty and Staff respondents (*n* = 2,570).

More than half of the sample (59%, $n = 4,246$) were Women; 40% ($n = 2,953$) were Men.²⁹ One percent of respondents identified as Genderqueer ($n = 50$) or Non-binary ($n = 53$), and less than one percent ($n = 30$) of respondents identified as Transgender.³⁰ Fifty-eight respondents (1%) marked “a gender not listed here” and offered identities such as “Agender” and “Gender Fluid.”

For the purpose of some analyses, the Climate Study Work Group agreed to collapse the categories Transgender, Genderqueer, Non-binary, and “gender not listed here” into the “Transspectrum” category (2%, $n = 145$), and agreed not to include the Transspectrum category in some analyses to maintain the confidentiality of those respondents.

Figure 2 illustrates that 2,270 (58%) Women Undergraduate Student respondents and 1,551 (40%) Men Undergraduate Student respondents completed the survey. A higher percentage of Women Graduate/Veterinary Medicine Student respondents (54%, $n = 436$) than Men Graduate/Veterinary Medicine Student respondents (45%, $n = 364$) completed the survey. A higher percentage of Staff respondents were women (66%, $n = 1,173$) than were men (34%, $n = 603$). A higher percentage of Faculty respondents identified as men (54%, $n = 400$) than identified as women (45%, $n = 334$). Three percent ($n = 107$) of Undergraduate Student respondents, 2% ($n = 14$) of Graduate/Veterinary Medicine Student respondents, 1% ($n = 15$) of Staff respondents, and 1% ($n = 9$) of Faculty respondents were Transspectrum respondents.

²⁹The majority of respondents identified their birth sex as female (59%, $n = 4,296$), while 41% ($n = 2,981$) of respondents identified as male and ten (< 1%) identified as intersex. Additionally, 57% ($n = 4,160$) identified their gender expression as feminine, 39% ($n = 2,880$) as masculine, 1% ($n = 101$) as androgynous, and 1% ($n = 91$) as “a gender expression not listed here.”

³⁰Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report to maintain the respondents’ confidentiality.

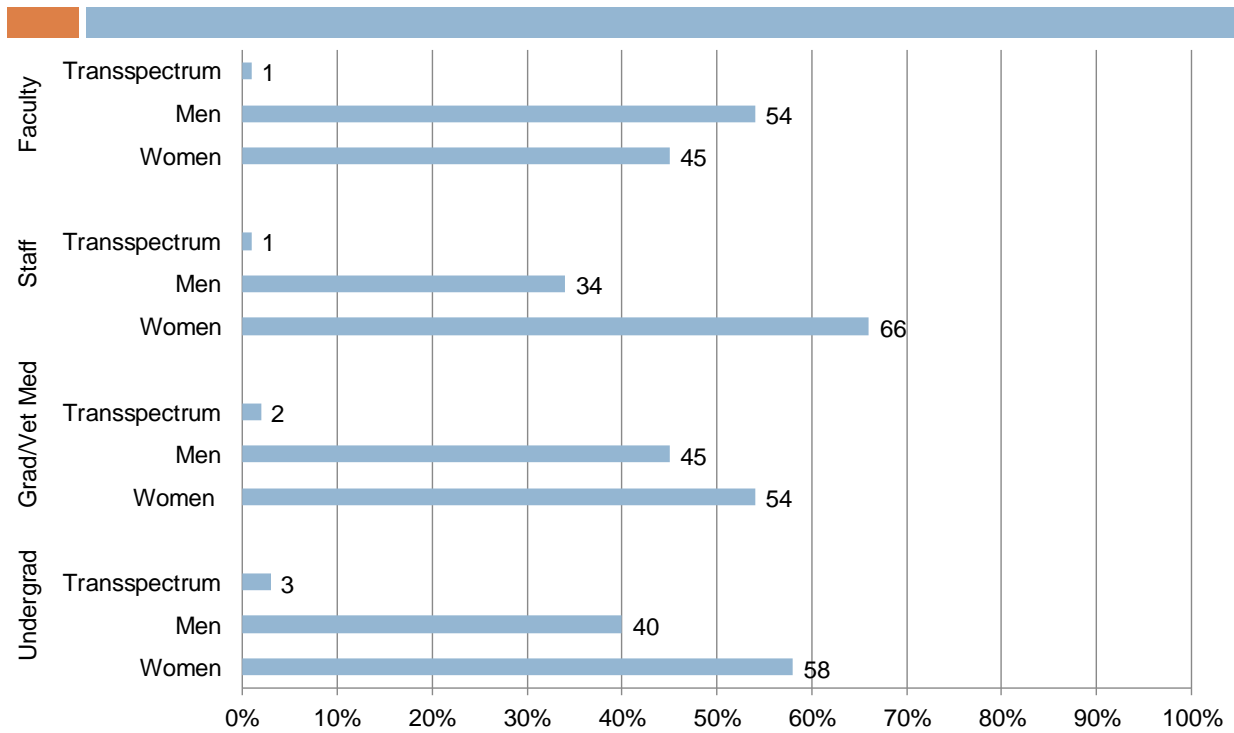


Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual³¹ (90%, $n = 6,261$) and 10% ($n = 727$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

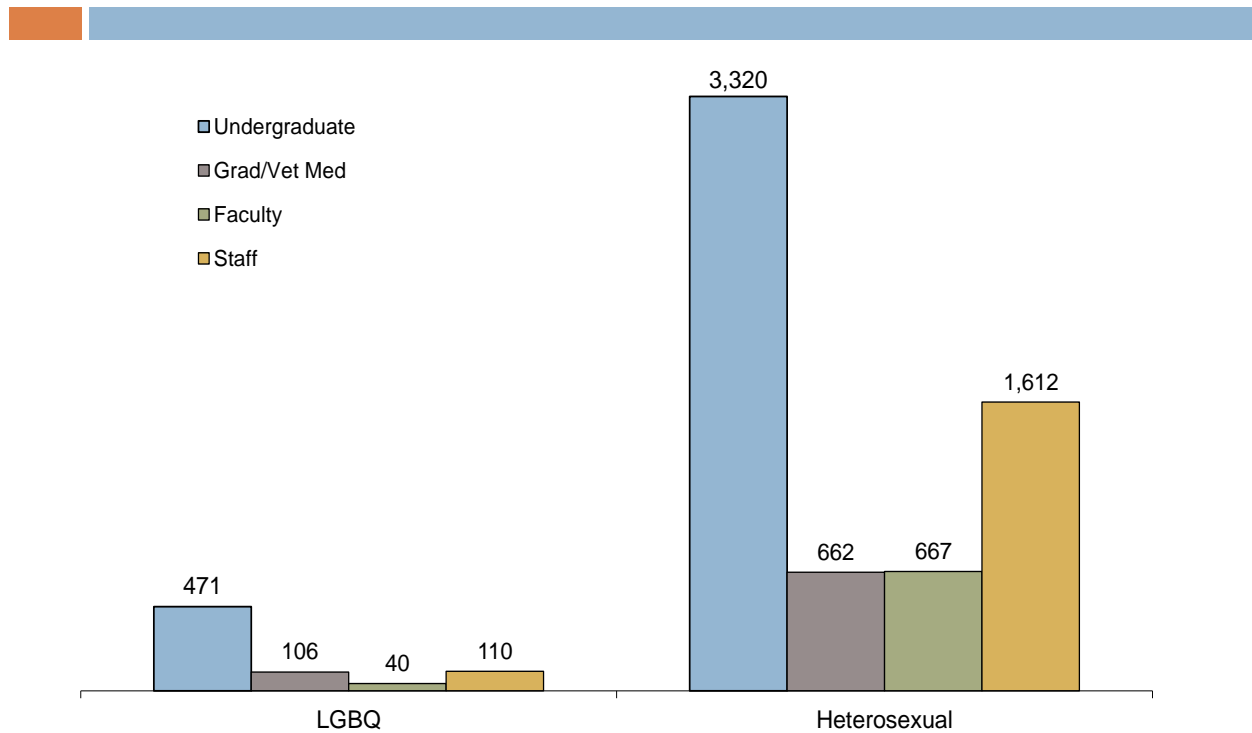
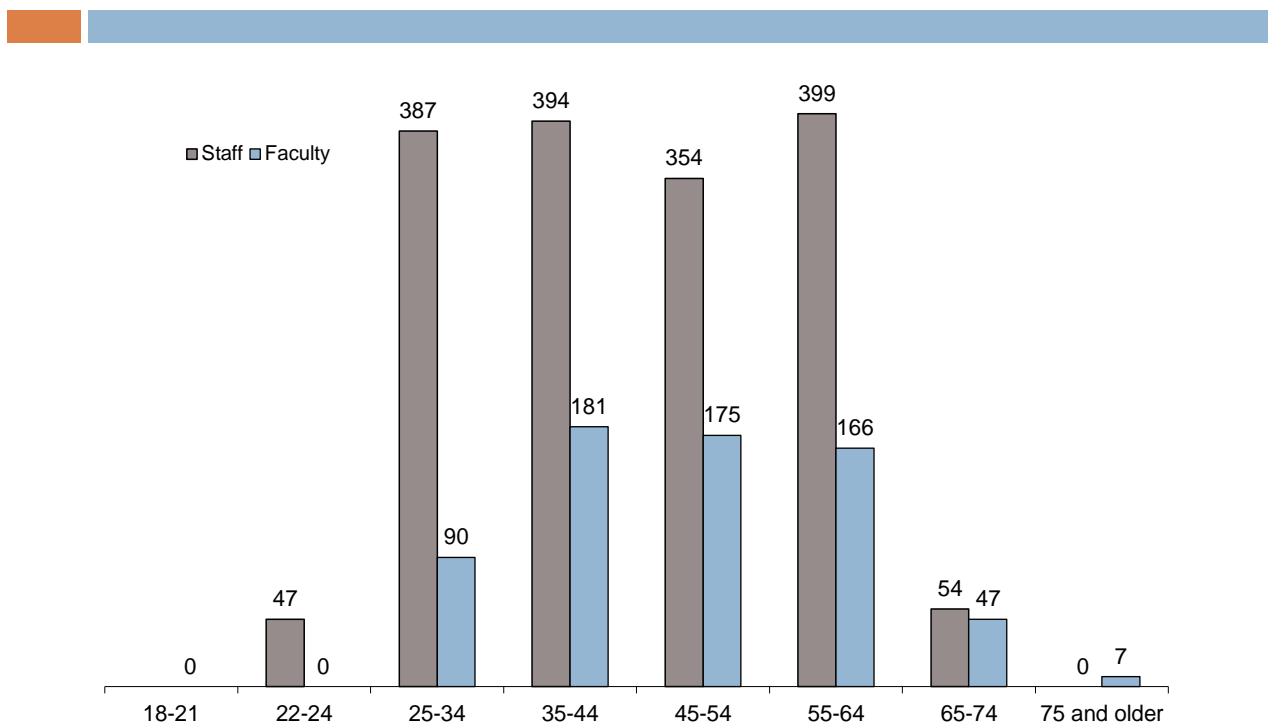


Figure 3. Respondents by Sexual Identity and Position Status (n)

³¹This report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “asexual,” “biromantic,” “demisexual,” and “fluid.”

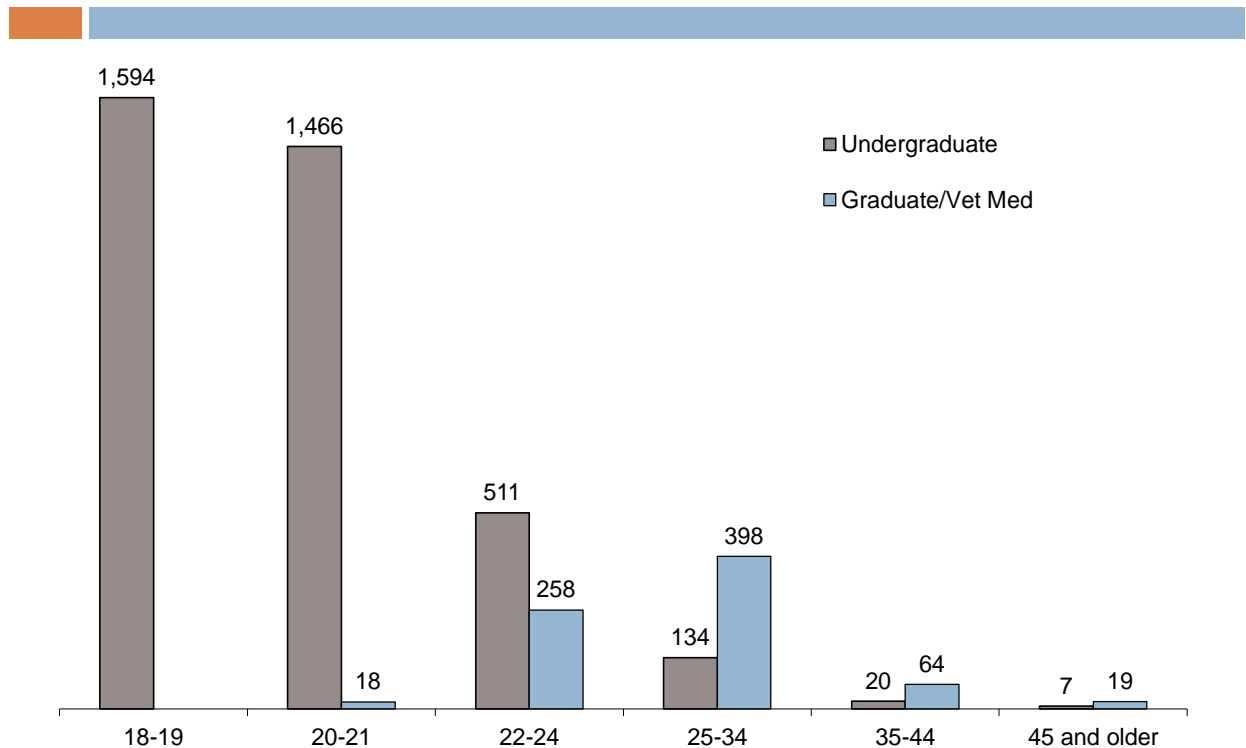
Of Staff respondents, 27% ($n = 434$) were 22 through 34 years old, 24% ($n = 394$) were 35 through 44 years old, 22% ($n = 354$) were 45 through 54 years old, and 28% ($n = 453$) were 55 through 74 years old (Figure 4). Of Faculty respondents, 41% ($n = 271$) were 25 through 44 years old, 26% ($n = 175$) were 45 through 54 years old, and 32% ($n = 213$) were 55 through 74 years old.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Faculty, Staff, and Administrator Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 43% ($n = 1,594$) were 18 or 19 years old, 39% ($n = 1,466$) were 20 or 21 years old, and 14% ($n = 511$) were 22 through 24 years old (Figure 5). Of responding Graduate/Veterinary Medicine Student, 34% ($n = 258$) were 22 through 24 years old, 53% ($n = 398$) were 25 through 34 years old, and 8% ($n = 64$) were 35 through 44 years old.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Student Respondents by Age (n)

Regarding racial identity, 82% ($n = 6,037$) of the respondents identified as White/European American (Figure 6). Eight percent ($n = 549$) of respondents identified as Asian/Asian American, 5% ($n = 377$) as Hispanic/Latin@/Chican@, 4% ($n = 274$) as Black/African American, 2% ($n = 136$) as South Asian, 1% each as American Indian/Native American/Alaska Native ($n = 87$) or Middle Eastern ($n = 70$), and less than one percent were Pacific Islander ($n = 18$), Native Hawaiian ($n = 10$), or Alaska Native ($n = 7$). Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote comments such as “A little of everything really,” “African,” “American,” “human,” “Jewish,” or identified with a specific country.

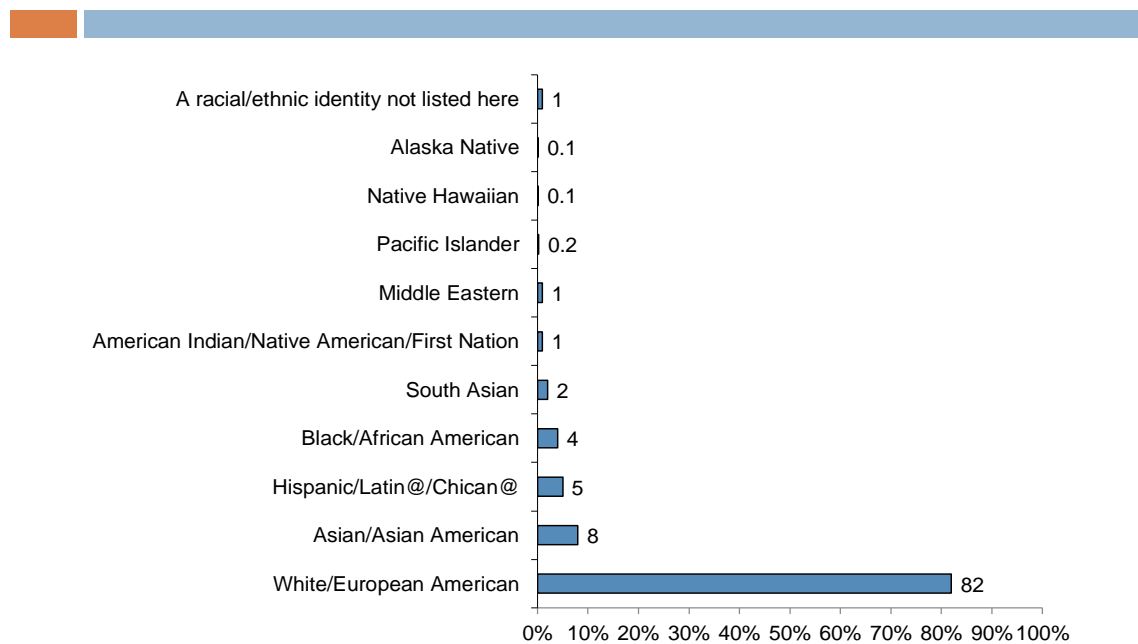


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³² allowing them to identify as biracial or multiracial. For the purposes of some analyses, the Climate Study Work Group created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (78%, $n = 5,731$) as their identity (Figure 7). Other respondents identified as Asian/Asian American (6%, $n = 456$), Multiracial³³ (5%, $n = 367$), Additional People of Color³⁴ (3%, $n = 220$), Hispanic/Latin@/Chican@ (3%, $n = 234$), and Black/African American (3%, $n = 194$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%, $n = 124$).

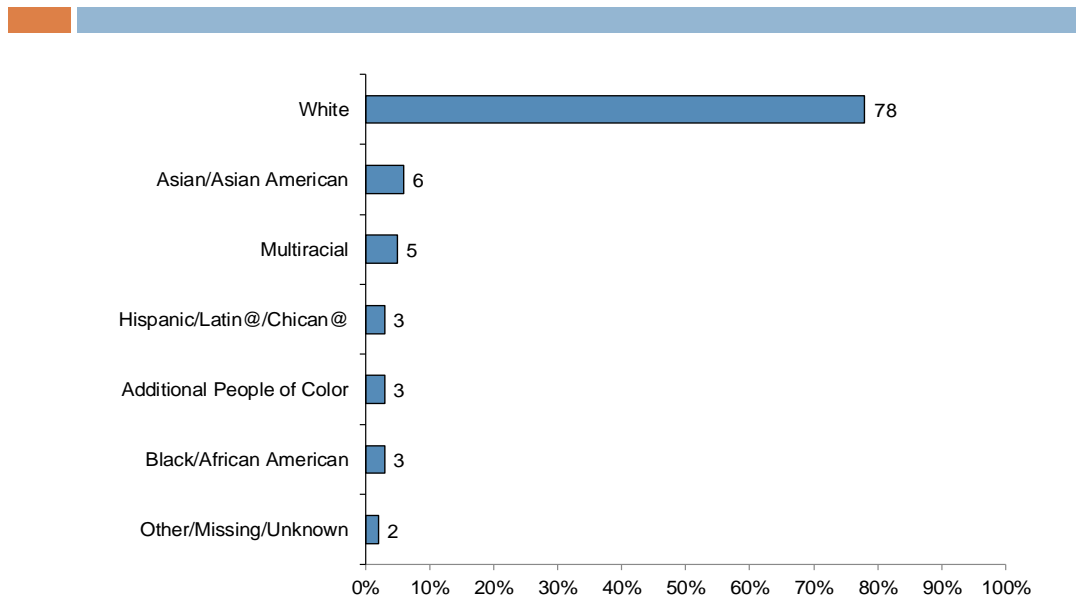


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

³²While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African-American or Latin@ versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

³³Per the Climate Study Work Group, respondents who identified as more than one racial identity were recoded as Multiracial.

³⁴Per the Climate Study Work Group, the Additional People of Color category included respondents who identified as American Indian/Native American/First Nation, Alaska Native, Middle Eastern, South Asian, Native Hawaiian, or Pacific Islander. This group is used when Asian/Asian American, Black/African American, and Hispanic/Latin@/Chican@ are also distinguished. For some analyses, all racial minorities are grouped together to protect confidentiality when low numbers of respondents existed (referred to, in this report, as People of Color).

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. Per the Climate Study Work Group, the responses were collapsed into two categories. Sixty-five percent ($n = 4,784$) of respondents identified as having a Religious/Spiritual Affiliation and 32% ($n = 2,353$) of respondents indicated No Religious/Spiritual Affiliation (Figure 8).

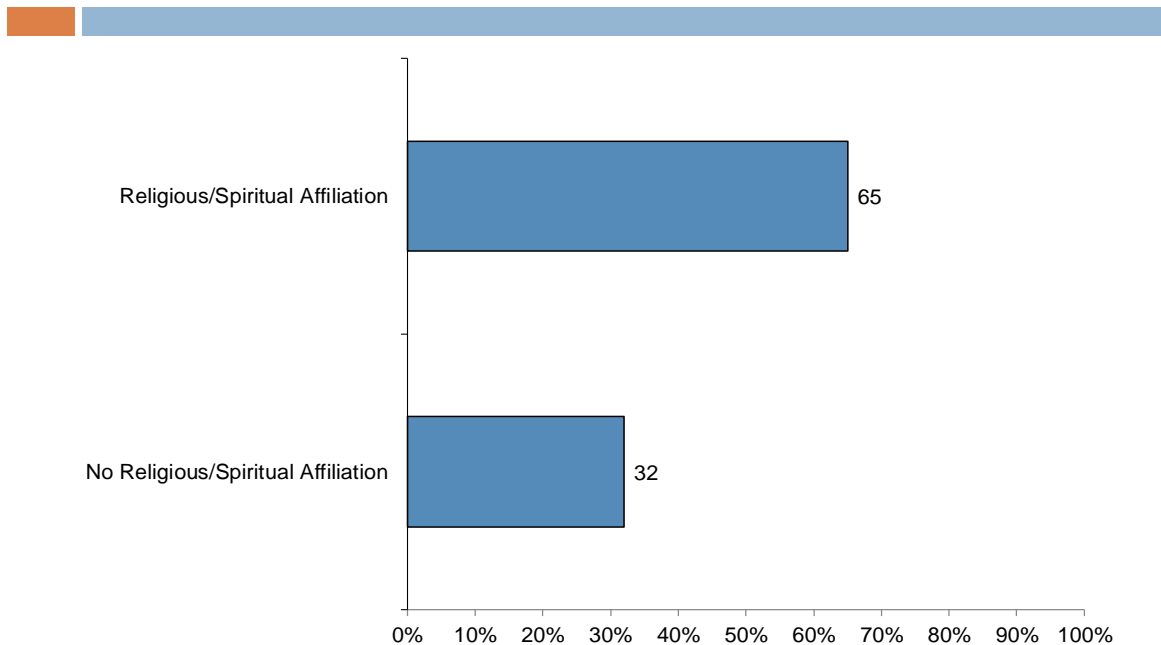
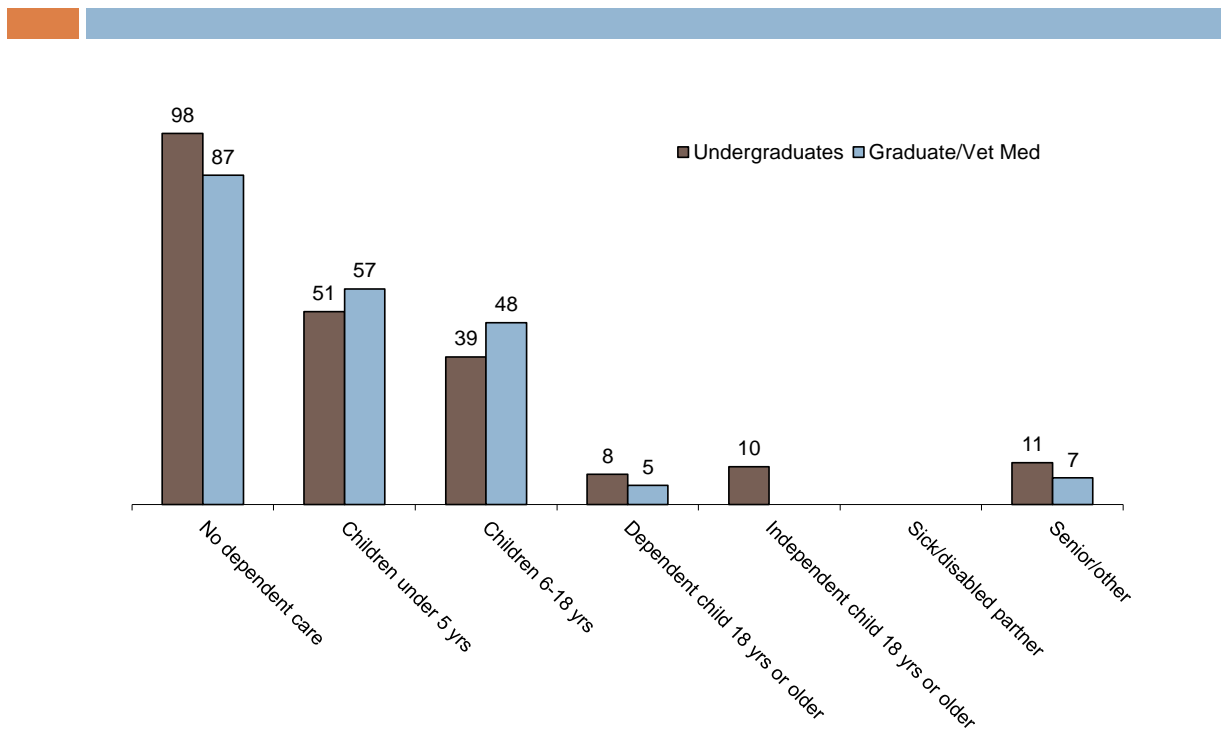


Figure 8. Respondents by Religious/Spiritual Affiliation (%)

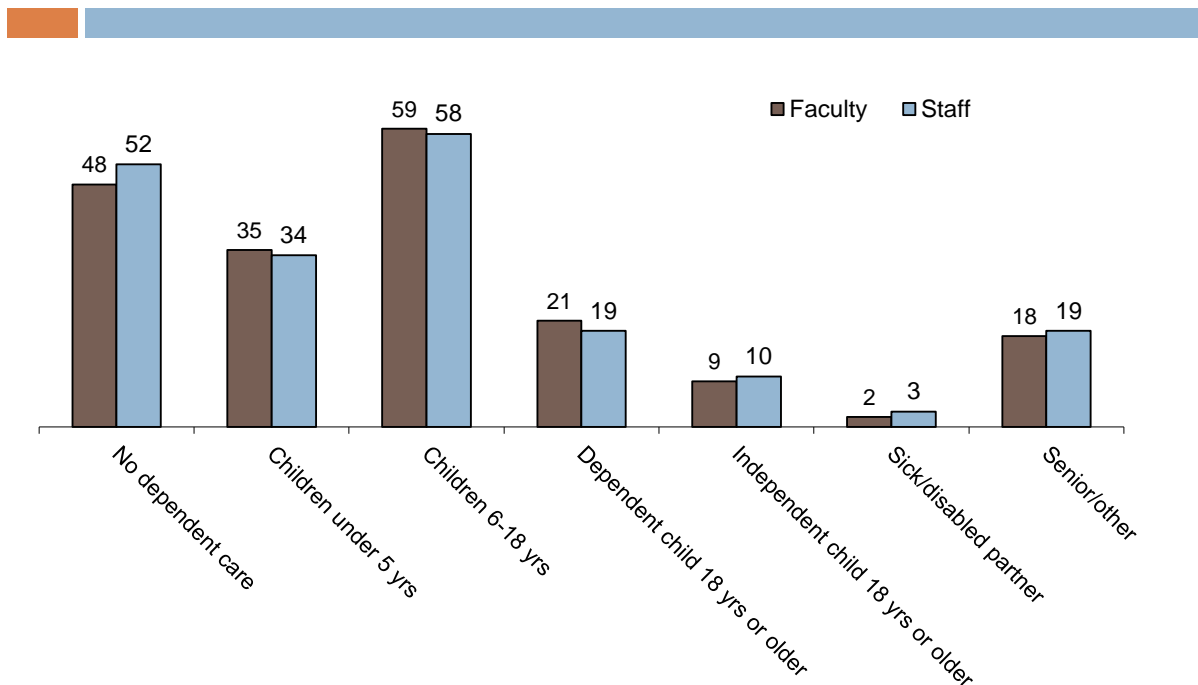
Seventy-nine percent ($n = 5,783$) of respondents had no parenting or caregiving responsibilities. Of those respondents who indicated they did have parenting or caregiving responsibilities, 51% ($n = 37$) of Undergraduate Student respondents and 57% ($n = 61$) of Graduate/Veterinary Medicine Student respondents had children up to 5 years old (Figure 9).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Forty-eight percent ($n = 359$) of Faculty respondents and 52% ($n = 929$) of Staff respondents had no substantial parenting or caregiving responsibilities (Figure 10). Of those respondents who indicated they did have parenting or caregiving responsibilities, 35% ($n = 133$) of Faculty respondents and 34% ($n = 284$) of Staff respondents were caring for children under the age of five years; 59% ($n = 226$) of Faculty respondents and 58% ($n = 486$) of Staff respondents were caring for children ages 6 to 18 years; 21% ($n = 79$) of Faculty respondents and 19% ($n = 161$) of Staff respondents were caring for dependent children over 18 years old; 9% ($n = 33$) of Faculty respondents and 10% ($n = 82$) of Staff respondents had independent children over the age of 18 years; 2% ($n = 9$) of Faculty respondents and 3% ($n = 21$) of Staff respondents were caring for sick and disabled partners; 18% ($n = 69$) of Faculty respondents and 19% ($n = 162$) of Staff respondents were caring for senior or other family members.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Twelve percent ($n = 891$) of respondents had conditions that substantially influenced learning, working, or living activities. Fifty-five percent ($n = 486$) of respondents who indicated that they had a disability had mental health/psychological conditions, 32% ($n = 286$) had learning disabilities, and 24% ($n = 217$) had chronic health diagnoses or medical conditions (Table 8). Subsequent analyses indicated that 8% ($n = 596$) of respondents had a single condition that substantially influenced learning, working, or living activities and 4% ($n = 271$) had multiple conditions that substantially influenced learning, working, or living activities.

Table 8. Respondents' Conditions That Affect Learning, Working, Living Activities

Conditions	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	486	54.5
Learning disability (e.g., Asperger's/Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)	286	32.1
Chronic diagnosis or medical condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	217	24.4
Physical/mobility condition that affects walking	67	7.5
Hard of hearing or Deaf	57	6.4
Physical/mobility condition that affects use of upper extremities	35	3.9
Low vision or Blind	25	2.8
Acquired/Traumatic Brain Injury	21	2.4
Speech/communication condition	14	1.6
A disability/condition not listed here	14	1.6

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question XX ($n = 891$). Percentages may not sum to 100 as a result of multiple response choices.

Of the 229 Faculty and Staff respondents who indicated they had a disability, 28% ($n = 64$) had disclosed their disability to ISU Human Resources. Forty-seven percent ($n = 77$) of respondents who indicated that they had not disclosed their disability to ISU Human Resources did so because they didn't think their disability was relevant to their position/ability to do their job, 40% ($n = 66$) wanted to keep their disability private, and 30% ($n = 50$) didn't think the university would do anything even if they knew about it (Table 9).

Table 9. Respondents' Reasons for not Disclosing Their Disability to ISU Human Resources

Reasons	<i>n</i>	%
I didn't think my disability is relevant to my position/ability to do my job	77	46.7
I wanted to keep my disability private	66	40.0
I didn't think the university would do anything even if they knew about it	50	30.3
I was concerned about being viewed differently by my supervisor/manager	35	21.2
I was concerned about being viewed differently by my coworkers	34	20.6
I was concerned about being treated differently by my supervisor/manager	33	20.0
I was concerned about being treated differently by my coworkers	31	18.8
I was afraid I wouldn't be considered for promotion or tenure	28	17.0
I didn't think my supervisor/manager would be supportive of my needs	21	12.7
I was afraid I wouldn't be hired	20	12.1
I was concerned about losing my health care benefits	15	9.1
I was afraid I would be fired	12	7.3
I was concerned I wouldn't get health care benefits	8	4.8
Another reason not listed here	42	25.5

Note: Table includes answers from only those faculty/staff respondents who indicated that they have not disclosed a disability in Question 66 (*n* = 229). Percentages may not sum to 100 as a result of multiple response choices.

Table 10 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the Climate Study Work Group created two citizenship categories:³⁵ 86% (*n* = 6,227) of respondents were U.S. Citizens and 14% (*n* = 1,049) were Not-U.S. Citizens.

Table 10. Respondents' Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen, birth	6,227	85.0
A visa holder (such as F-1, J-1, H1-B, and U)	532	7.3
U.S. citizen, naturalized	288	3.9
Permanent Resident	207	2.8
DACA (Deferred Action for Childhood Arrival)	14	0.2
Other legally documented status	< 5	---
Refugee status	< 5	---

³⁵For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Not-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, and U visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Table 10. Respondents' Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
Undocumented resident	< 5	---
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Missing	50	0.7

Eighty-nine percent ($n = 6,517$) of respondents indicated that English was their primary language and 9% ($n = 681$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Arabic, Bengali, Chinese, French, German, Gujarati, Hindi, Indonesian, Italian, Japanese, Kannada, Korean, Malay, Mandarin, Marathi, Nepali, Persian, Portuguese, Russian, Spanish, Tamil, Telugu, and Vietnamese.

Additional analyses revealed that 88% ($n = 6,439$) of respondents had never served in the military. Two percent ($n = 133$) of respondents were U.S. Veterans and 3% ($n = 241$) were a child or spouse/domestic partner of a U.S. veteran or currently serving U.S. military member. One percent each of respondents were in ROTC ($n = 48$) or the National Guard ($n = 46$). Less than 1% each of respondents were Reservists ($n = 17$) or on active duty ($n = 10$).

Thirty-four percent ($n = 614$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 31% ($n = 569$) had a bachelor's degree, 9% ($n = 154$) had finished some graduate work, 7% ($n = 129$) had a doctoral degree, and 5% each had finished some college ($n = 97$) or had an associate's degree ($n = 93$).

Table 11 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 10% ($n = 463$) of Student respondents were First-Generation Students.³⁶

³⁶With the Climate Study Work Group's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, or high school/GED.

Table 11. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	101	2.1	98	2.1
Some high school	108	2.3	131	2.8
Completed high school/GED	580	12.2	621	13.1
Some college	552	11.6	489	10.3
Business/technical certificate/degree	200	4.2	266	5.6
Associate's degree	335	7.0	381	8.0
Bachelor's degree	1,562	32.8	1,676	35.2
Some graduate work	74	1.6	88	1.9
Master's degree (MA, MS, MBA)	814	17.1	631	13.3
Specialist degree (EdS)	17	0.4	19	0.4
Doctoral degree (PhD, EdD)	210	4.4	90	1.9
Professional degree (MD, JD)	163	3.4	99	2.1
Unknown	14	0.3	55	1.2
Not applicable	14	0.3	87	1.8
Missing	12	0.3	25	0.5

Note: Table reports only responses from Student respondents (*n* = 4,756).

As indicated in Table 12, 29% (*n* = 1,123) of Undergraduate Student respondents were first-year students, 25% (*n* = 967) were second-year students, 22% (*n* = 863) were third-year students, 19% (*n* = 750) were fourth-year students, and 5% (*n* = 205) were fifth-year students. One percent (*n* = 27) of Undergraduate Student respondents were in their sixth year or more of their college career.

Table 12. Undergraduate Student Respondents' Year in College Career

Year in college career	<i>n</i>	%
First year	1,123	28.5
Second year	967	24.5
Third year	863	21.9
Fourth year	750	19.0
Fifth year	205	5.2
Sixth year (or more)	27	0.7
Missing	4	0.1

Note: Table reports only responses from Student respondents (*n* = 3,939).

As indicated in Table 13, 42% ($n = 346$) of Graduate/Veterinary Medicine Student respondents were master's students, 51% ($n = 419$) were doctoral or veterinary students, and 6% ($n = 49$) were all but dissertation (ABD) students. Forty-three percent ($n = 133$) of Master's Student respondents and 31% ($n = 118$) of Doctoral/Veterinary Student respondents were in their first year of their graduate career.

Table 13. Graduate Student Respondents' Year in Graduate Career

Year in graduate career	<i>n</i>	%
Master's student	346	42.4
First year	133	42.9
Second year	135	43.5
Third (or more) year	42	13.5
Doctoral/Veterinary student	419	51.3
First year	118	30.8
Second year	84	21.9
Third (or more) year	181	47.3
All but dissertation (ABD)	49	6.0
Missing	3	0.4

Note: Table reports only responses from Graduate/Veterinary Student respondents ($n = 817$).

Table 14 reveals that 8% ($n = 313$) of Undergraduate Student respondents were majoring in Animal Science, 5% ($n = 206$) were majoring in Mechanical Engineering, and 4% ($n = 139$) were majoring in Computer Engineering.

Table 14. Undergraduate Student Respondents' Majors

Major	<i>n</i>	%
Agricultural and Life Sciences		
Agricultural and Life Sciences Education	55	1.4
Agricultural Business	63	1.6
Agricultural Studies	23	0.6
Agricultural Systems Technology	18	0.5
Agronomy	70	1.8
Animal Ecology	49	1.2
Animal Science	313	7.9
Biology (AGLS)	78	2.0

Table 14. Undergraduate Student Respondents' Majors

Major	<i>n</i>	%
Environmental Science (AGLS)	36	0.9
Food Science (AGLS)	24	0.6
Genetics (AGLS)	18	0.5
Global Resource Systems	57	1.4
Horticulture	53	1.3
Industrial Technology	34	0.9
Microbiology	24	0.6
Business		
Accounting	102	2.6
Finance	112	2.8
Management	74	1.9
Management Information Systems	90	2.3
Marketing	117	3.0
Pre-Business	61	1.5
Supply Chain	81	2.1
Design		
Architecture-Professional Degree	29	0.7
Graphic Design	23	0.6
Industrial Design	18	0.5
Interior Design	23	0.6
Pre-Architecture	18	0.5
Engineering		
Aerospace Engineering	126	3.2
Agricultural Engineering	27	0.7
Biological Systems Engineering	27	0.7
Chemical Engineering	93	2.4
Civil Engineering	77	2.0
Computer Engineering	139	3.5
Construction Engineering	37	0.9
Electrical Engineering	74	1.9
Engineering	28	0.7
Industrial Engineering	73	1.9
Materials Engineering	67	1.7
Mechanical Engineering	206	5.2

Table 14. Undergraduate Student Respondents' Majors

Major	<i>n</i>	%
Software Engineering	73	1.9
Human Sciences		
Apparel, Merchandising, and Design	44	1.1
Child, Adult, and Family Services	45	1.1
Diet and Exercise (H SCI)	2	0.1
Dietetics (H SCI)	22	0.6
Early Childhood Education	19	0.5
Elementary Education	77	2.0
Event Management	64	1.6
Family and Consumer Science Education and Studies	18	0.5
Kinesiology and Health	114	2.9
Liberal Arts and Sciences		
Advertising	18	0.5
Biochemistry	25	0.6
Biology	84	2.1
Chemistry	23	0.6
Communication Studies	24	0.6
Computer Science	63	1.6
Criminal Justice Studies	68	1.7
Economics	23	0.6
English	51	1.3
Environmental Science (LAS)	20	0.5
Genetics (LAS)	26	0.7
History	44	1.1
Journalism and Mass Communication	59	1.5
Mathematics	41	1.0
Music	33	0.8
Open Option (LAS)/Undecided	57	1.4
Physics	18	0.5
Political Science	63	1.6
Psychology	117	3.0
Public Relations	47	1.2
Sociology	33	0.8
Statistics	27	0.7

Table 14. Undergraduate Student Respondents' Majors

Major	<i>n</i>	%
Women's Studies	22	0.6
World Languages and Cultures	41	1.0

Note: Table reports only responses from Undergraduate Student respondents ($n = 3,939$). Percentages may not sum to 100 because of multiple response choices. For a complete list of undergraduate majors, please see Table B19 in Appendix B.

Among Graduate/Veterinary Medicine Student respondents, 9% ($n = 76$) were in Veterinary Medicine, 9% ($n = 75$) were in Education, 6% ($n = 47$) were in Mechanical Engineering, and 4% ($n = 34$) were in Animal Science (Table 15).

Table 15. Graduate/Veterinary Medicine Student Respondents' Academic Divisions

Academic division	<i>n</i>	%
Agricultural and Life Sciences		
Agricultural & Life Sciences, Other	27	3.3
Agricultural Education	6	0.7
Agronomy	18	2.2
Animal Breeding and Genetics	8	1.0
Animal Physiology	5	0.6
Animal Science	34	4.2
Biochemistry	7	0.9
Bioinformatics and Computational Biology	7	0.9
Ecology and Evolutionary Biology	14	1.7
Economics	5	0.6
Entomology	5	0.6
Environmental Science	9	1.1
Food Science and Technology	6	0.7
Genetics	9	1.1
Genetics and Genomics	16	2.0
Microbiology	7	0.9
Molecular Cellular and Developmental Biology	5	0.6
Plant Biology	6	0.7
Plant Breeding	7	0.9
Plant Pathology	6	0.7
Soil Science	5	0.6
Sustainable Agriculture	8	1.0

Table 15. Graduate/Veterinary Medicine Student Respondents' Academic Divisions

Academic division	<i>n</i>	%
Business		
Business Administration	20	2.4
Business Analytics	7	0.9
Business, Other	5	0.6
Information Systems	7	0.9
Design		
Architecture	5	0.6
Community and Regional Planning	15	1.8
Landscape Architecture	5	0.6
Engineering		
Aerospace Engineering	10	1.2
Agricultural and Biosystems Engineering	16	2.0
Chemical Engineering	9	1.1
Civil Engineering	26	3.2
Computer Engineering	23	2.8
Electrical Engineering	21	2.6
Human Computer Interaction	9	1.1
Industrial and Manufacturing Systems Engineering	15	1.8
Information Assurance	5	0.6
Materials Science and Engineering	19	2.3
Mechanical Engineering	47	5.8
Human Sciences		
Education	75	9.2
Hospitality Management	6	0.7
Human Development and Family Studies	15	1.8
Kinesiology	7	0.9
Interdisciplinary Graduate Studies		
Education	6	0.7
Genetics and Genomics	7	0.9
Human Computer Interaction	10	1.2
Liberal Arts & Sciences		
Applied Linguistics and Technology	5	0.6
Chemistry	27	3.3
Computer Science	16	2.0

Table 15. Graduate/Veterinary Medicine Student Respondents' Academic Divisions

Academic division	<i>n</i>	%
English	12	1.5
History	7	0.9
Human Computer Interaction	5	0.6
Journalism and Mass Communication	5	0.6
Mathematics	7	0.9
Physics	7	0.9
Political Science	5	0.6
Psychology	18	2.2
Statistics	12	1.5
Veterinary Medicine		
Biomedical Sciences	13	1.6
Veterinary Clinical Science	8	1.0
Veterinary Microbiology	7	0.9
Veterinary Pathology	5	0.6
Veterinary Preventive Medicine	14	1.7
Veterinary Medicine	76	9.3

Note: Table reports only responses from Graduate/Veterinary Medicine Student respondents ($n = 817$). Percentages may not sum to 100 because of multiple response choices. For a complete list of graduate academic programs, please see Table B20 in Appendix B.

Thirty-six percent ($n = 1,420$) of Undergraduate Student respondents were employed on campus, while 25% ($n = 987$) of Undergraduate Student respondents were employed off campus (Table 16). Of Undergraduate Student respondents who were employed on campus, 45% ($n = 617$) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 35% ($n = 338$) worked between one and 10 hours per week.

Table 16. Student Employment

	Undergraduate Student respondents	
Employed	<i>n</i>	%
No	1,721	43.7
Yes, I work on campus	1,420	36.0
1-10 hours/week	617	44.6
11-20 hours/week	728	52.6
21-30 hours/week	33	2.4

Table 16. Student Employment

Employed	Undergraduate Student respondents	
	<i>n</i>	%
31-40 hours/week	< 5	---
More than 40 hours/week	< 5	---
Yes, I work off campus	987	25.1
1-10 hours/week	338	35.3
11-20 hours/week	403	42.1
21-30 hours/week	145	15.2
31-40 hours/week	54	5.6
More than 40 hours/week	17	1.8

Note: Table reports only responses from Undergraduate Student respondents ($n = 3,939$).

Forty percent ($n = 1,890$) of Student respondents experienced financial hardship while attending Iowa State University, including 41% ($n = 1,584$) of Undergraduate Student respondents and 38% ($n = 306$) of Graduate/Veterinary Medicine Student respondents. Of these Student respondents, 66% ($n = 1,240$) had difficulty affording tuition, 51% ($n = 961$) had difficulty purchasing books/course materials, 50% ($n = 942$) had difficulty affording housing, 40% ($n = 746$) had difficulty affording food, and 36% ($n = 683$) had difficulty participating in social events (Table 17). “Other” responses included “car payments,” “parking tickets,” “raising a family,” and “study abroad.”

Table 17. Student Respondents Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Difficulty affording tuition	1,240	65.6
Difficulty purchasing my books/course materials	961	50.8
Difficulty in affording housing	942	49.8
Difficulty affording food	746	39.5
Difficulty participating in social events	683	36.1
Difficulty affording utilities	486	25.7
Difficulty in affording other campus fees	478	25.3
Difficulty affording co-curricular events or activities	422	22.3
Difficulty in affording alternative spring breaks	420	22.2
Difficulty affording travel to and from Iowa State	419	22.2
Difficulty in affording unpaid internships/research opportunities	417	22.1

Table 17. Student Respondents Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Difficulty in affording health care	313	16.6
Difficulty affording commuting to campus	156	8.3
Difficulty in affording child care	66	3.5
A financial hardship not listed here	64	3.4

Note: Table reports only responses of Students respondents who indicated on the survey that they experienced financial hardship ($n = 1,890$).

Fifty-four percent ($n = 2,582$) of Student respondents depended on family contributions to pay for their education at Iowa State University (Table 18). Sixty-two percent ($n = 2,437$) of Undergraduate Student respondents and 18% ($n = 145$) of Graduate/Veterinary Medicine Student respondents relied on family contributions to pay for their education. Subsequent analyses indicated that 20% ($n = 179$) of Low-Income Student respondents,³⁷ 63% ($n = 2,329$) of Not-Low-Income Student respondents, 31% ($n = 144$) of First-Generation Student respondents, and 57% ($n = 2,436$) of Not-First-Generation Student respondents depended on family contributions.

Forty-eight percent ($n = 2,270$) of Student respondents used loans to pay for college. Fifty-two percent ($n = 2,040$) of Undergraduate Student respondents and 28% ($n = 230$) of Graduate/Veterinary Medicine Student respondents relied on loans to pay for their education.

Thirty-eight percent ($n = 1,816$) of Student respondents used personal contributions/job to pay for their education. Forty-two percent ($n = 1,651$) of Undergraduate Student respondents and 20% ($n = 165$) of Graduate/Veterinary Medicine Student respondents relied on personal contributions/job to pay for their education. Additionally, 31% ($n = 282$) of Low-Income Student respondents, 40% ($n = 1,494$) of Not-Low-Income Student respondents, 32% ($n = 147$) of First-Generation Student respondents, and 39% ($n = 1,666$) of Not-First-Generation Student respondents depended on personal contributions/job.

³⁷The Climate Study Work Group defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

Table 18. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Family contribution	2,582	54.3
Loans	2,270	47.7
Personal contribution/job	1,816	38.2
Non-need based scholarship (e.g., merit, ROTC, athletic, music)	1,645	34.6
Grant (e.g., Pell)	1,174	24.7
Campus employment	947	19.9
Need-based scholarship (e.g., Gates, Hixson, MVP)	783	16.5
Graduate/research/teaching assistantship	520	10.9
Credit card	321	6.7
Military educational benefits (e.g., GI Bill, NGEAP)	123	2.6
Home country	62	1.3
Community adviser	62	1.3
A method of payment not listed here	127	2.7

Note: Table reports only responses from Student respondents ($n = 4,756$).

Sixty-five percent ($n = 3,078$) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 31% ($n = 1,476$) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 25% ($n = 928$) of Undergraduate Student respondents, 70% ($n = 548$) of Graduate/Veterinary Medicine Student respondents, 71% ($n = 632$) of Low-Income Student respondents, 23% ($n = 818$) of Not-Low-Income Student respondents, 55% ($n = 244$) of First-Generation Student respondents, and 30% ($n = 1,228$) of Not-First-Generation Student respondents were financially independent.

Nineteen percent ($n = 920$) of Student respondents indicated that they or their families had an annual income of less than \$30,000 and 11% ($n = 508$) had an income between \$30,000 and \$49,999. Twenty-nine percent ($n = 1,397$) of Student respondents indicated an annual income between \$50,000 and \$99,999; 19% ($n = 925$) between \$100,000 and \$149,999; 13% ($n = 626$) between \$150,000 and \$249,999; and 5% ($n = 243$) indicated an annual income of \$250,000 or more. These figures are displayed by student status in Figure 11. Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they

were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

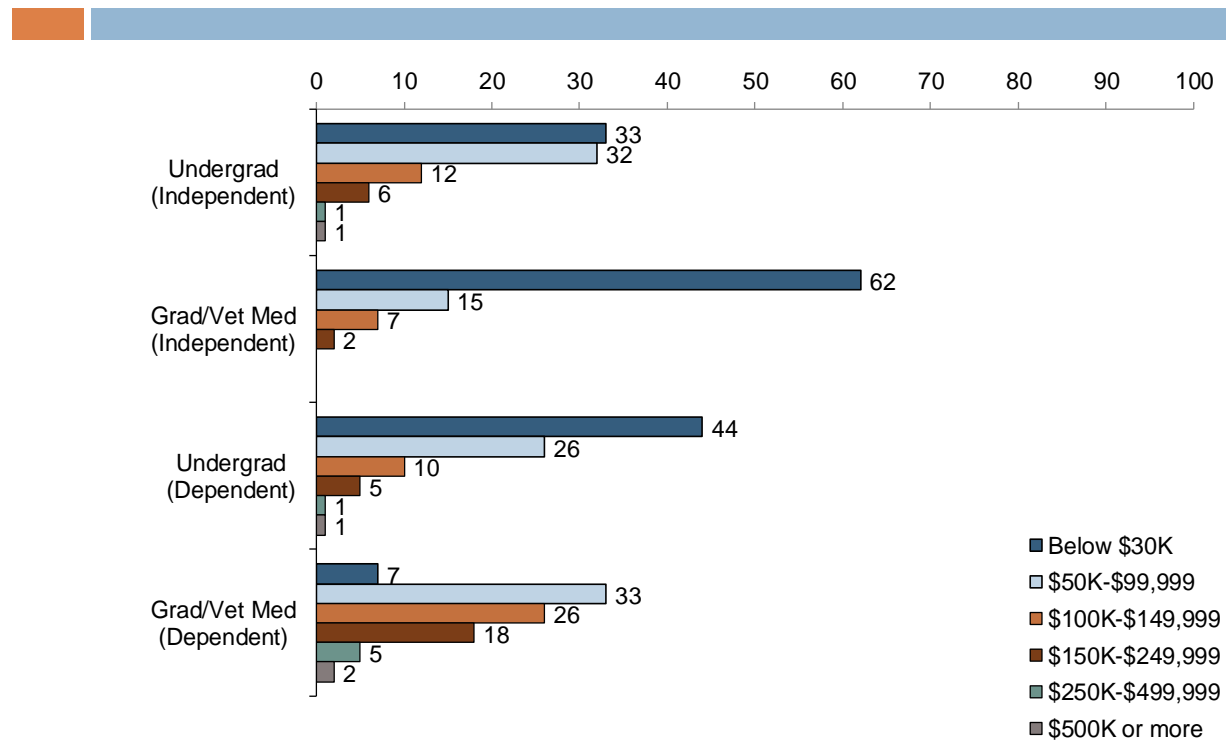


Figure 11. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Students completing the survey, 43% ($n = 2,054$) lived in campus housing, 56% ($n = 2,643$) lived in non-campus housing, and less than one percent ($n = 10$) identified as transient (Table 19).

Table 19. Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	2,054	43.2
Barton Hall	16	1.0
Birch Hall	23	1.4

Table 19. Student Respondents' Residence

Residence	<i>n</i>	%
Buchanan Hall	52	3.1
Eaton Hall	52	3.1
Elm Hall	52	3.1
Frederiksen Court Apartments	360	21.5
Freeman Hall	18	1.1
Friley Hall	147	8.8
Geoffroy Hall	75	4.5
Helser Hall	107	6.4
Iowa State West Apartments	74	4.4
Larch Hall	48	2.9
Legacy Tower Apartments	37	2.2
Linden Hall	38	2.3
Lyon Hall	26	1.6
Maple Hall	50	3.0
Martin Hall	58	3.5
Memorial Union	12	0.7
Oak Hall	59	3.5
Roberts Hall	8	0.5
Schilleter Village (apartments)	48	2.9
University Village (apartments)	109	6.5
Wallace Hall	60	3.6
Welch Hall	25	1.5
Willow Hall	53	3.2
Wilson Hall	68	4.1
Non-campus housing	2,643	55.6
College-owned housing	51	2.2
Greek housing	204	8.7
Independently in an apartment/house	1,945	83.2
Living with family member/guardian	138	5.9
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	9	0.2
Missing	50	1.1

Note: Table reports only responses from Student respondents ($n = 4,756$). Percentages for sub-categories are valid percentages and do not include missing responses.

Twenty-nine percent ($n = 1,365$) of Student respondents participated in academic and academic honorary organizations, 23% ($n = 1,086$) participated in sports and recreation organizations, and 22% ($n = 1,024$) participated in special interest organizations at Iowa State University (Table 20). Eighteen percent ($n = 860$) did not participate in any clubs or organizations at Iowa State.

Table 20. Student Respondents' Participation in Clubs/Organizations at Iowa State University

Club/organization	<i>n</i>	%
Academic and Academic Honorary Organizations	1,365	28.7
Sports & Recreation Organization	1,086	22.8
Special Interest Organization	1,024	21.5
I do not participate in any clubs or organizations at Iowa State.	860	18.1
Service & Volunteerism Organization	715	15.0
Religious/Spiritual/Faith Organizations	700	14.7
Council (i.e., Student Government, college student council, Inter-Residence Hall Association, etc.)	644	13.5
Residence Hall Organization	629	13.2
Sororities	496	10.4
Music & Performing Arts Organizations	459	9.7
Multicultural Organization	446	9.4
Fraternities	294	6.2
Political & Activism Organizations	268	5.6
Media Production Organization	136	2.9
Military Organization	77	1.6
A student organization not listed above	416	8.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 ($n = 4,756$). Percentages may not sum to 100% as a result of multiple response choices.

Table 21 indicates that most Student respondents earned passing grades. Forty-seven percent ($n = 2,215$) earned above a 3.25 grade point average (G.P.A.).

Table 21. Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	Undergraduate Student respondents		Graduate/Veterinary Student respondents	
	<i>n</i>	%	<i>n</i>	%
3.75 – 4.00	717	18.2	357	44.2
3.25 – 3.74	932	23.7	209	25.9
3.00 – 3.24	468	11.9	44	5.4

Table 21. Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	Undergraduate Student respondents		Graduate/Veterinary Student respondents	
	<i>n</i>	%	<i>n</i>	%
2.50 – 2.99	558	14.2	15	1.9
2.00 – 2.49	199	5.1	< 5	---
1.99 and below	68	1.7	< 5	---
No GPA-first year student	990	25.2	181	22.4

Note: Table reports only responses from Student respondents ($n = 4,756$).

Campus Climate Assessment Findings³⁸

The following section reviews the major findings of this study.³⁹ The review explores the climate at Iowa State University through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort With the Climate at Iowa State University

The survey posed questions regarding respondents' levels of comfort with Iowa State University's campus climate. Table 22 illustrates that 79% ($n = 5,791$) of the survey respondents were "very comfortable" or "comfortable" with the climate at Iowa State University. Seventy-three percent ($n = 1,871$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. Eighty-five percent ($n = 4,667$) of Student respondents and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 22. Respondents' Comfort With the Climate at Iowa State University

Level of Comfort	Comfort with overall climate		Comfort with climate in department/program or work units*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	1,921	26.2	801	31.2	1,812	33.0
Comfortable	3,871	52.8	1,071	41.7	2,855	52.0
Neither comfortable nor uncomfortable	978	13.4	351	13.7	626	11.4
Uncomfortable	472	6.4	257	10.0	169	3.1
Very uncomfortable	83	1.1	90	3.5	29	0.5

*Only responses from Faculty and Staff respondents ($n = 2,570$).

**Only responses from Faculty and Student respondents ($n = 5,513$).

³⁸Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

³⁹The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.⁴⁰

Figure 12 illustrates that statistically significant differences existed by position status regarding respondents' comfort with the overall campus climate. Thirty-one percent ($n = 1,210$) of Undergraduate Student respondents, 25% ($n = 204$) of Graduate/Veterinary Medicine Student respondents, and 19% ($n = 344$) of Staff respondents felt "very comfortable" with the overall climate at Iowa State University, while 55% ($n = 993$) of Staff respondents and 48% ($n = 363$) of Faculty respondents felt "comfortable" with the overall climate.ⁱ A higher percentage of Salary Staff respondents (10%, $n = 163$) than Hourly Staff respondents (6%, $n = 13$) were "uncomfortable" with the overall climate at ISU.ⁱⁱ

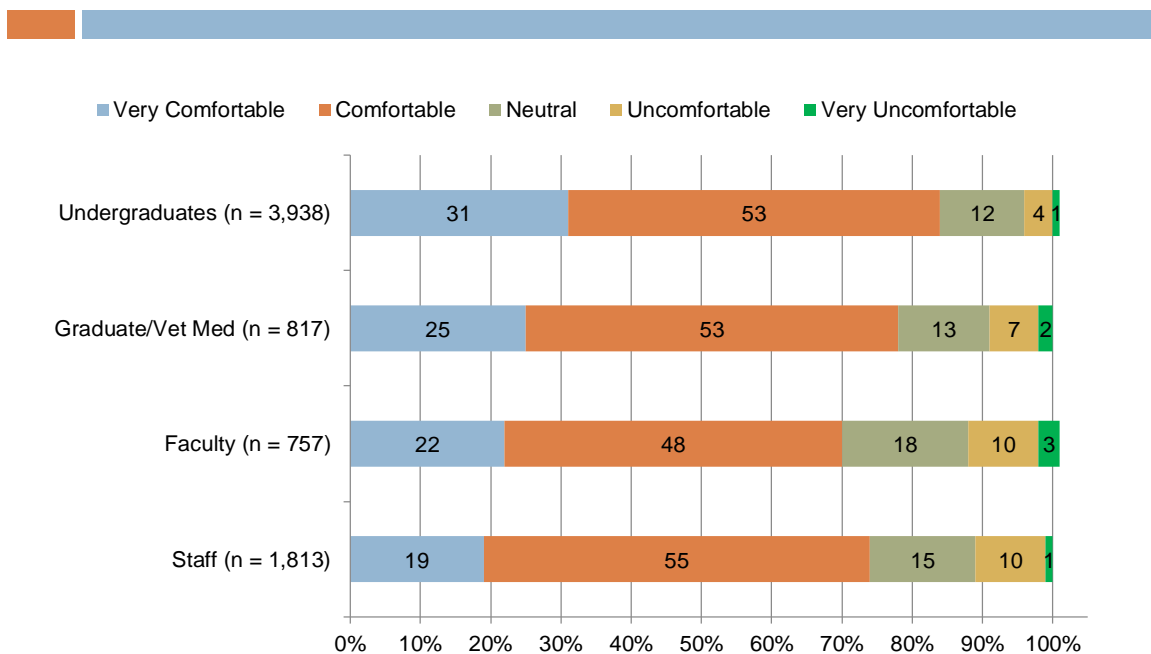


Figure 12. Respondents' Comfort With Overall Climate by Position Status (%)

⁴⁰Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

Figure 13 illustrates the difference in percentages of Faculty respondents (38%, $n = 284$) and Staff respondents (43%, $n = 787$) who were “comfortable” with the climate in their department/program or work unit at Iowa State University.ⁱⁱⁱ

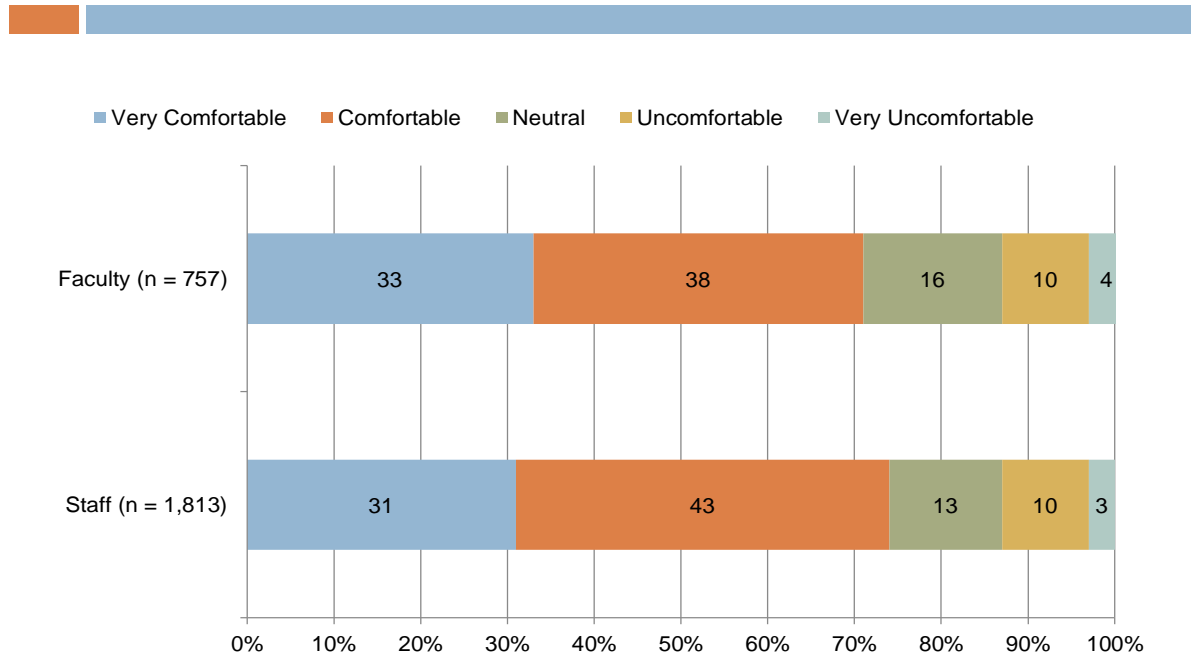
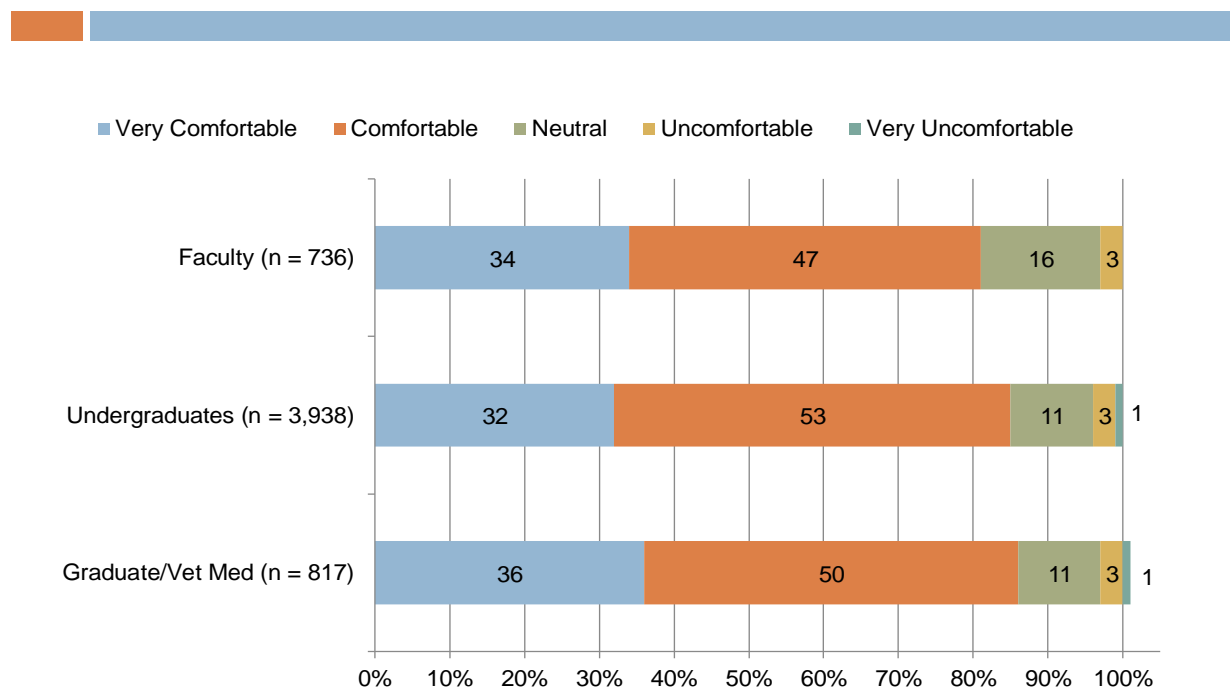


Figure 13. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Position Status (%)

When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in their classes (Figure 14). A lower percentage of Faculty respondents (47%, $n = 344$) than Undergraduate Student respondents (53%, $n = 2,102$) were “comfortable” with the climate in their classes (with Graduate/Veterinary Medicine Student respondents (50%, $n = 409$) not being statistically different from the other two groups).^{iv}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Faculty, Undergraduate, and Graduate/Veterinary Medicine Student Respondents’ Comfort With Climate in Classes by Position Status (%)

By gender identity,⁴¹ 34% ($n = 982$) of Men respondents, compared with 21% ($n = 900$) of Women respondents and 21% ($n = 30$) of Transspectrum respondents felt “very comfortable” with the overall climate at Iowa State University. Also noteworthy, 57% ($n = 2,387$) of Women respondents compared with 48% ($n = 1,409$) of Men respondents and 40% ($n = 58$) of Transspectrum respondents felt “comfortable” with the climate (Figure 15). A higher percentage of Transspectrum respondents (18%, $n = 26$) than Women respondents (7%, $n = 281$) or Men respondents (5%, $n = 156$) felt “uncomfortable” with the climate.^v

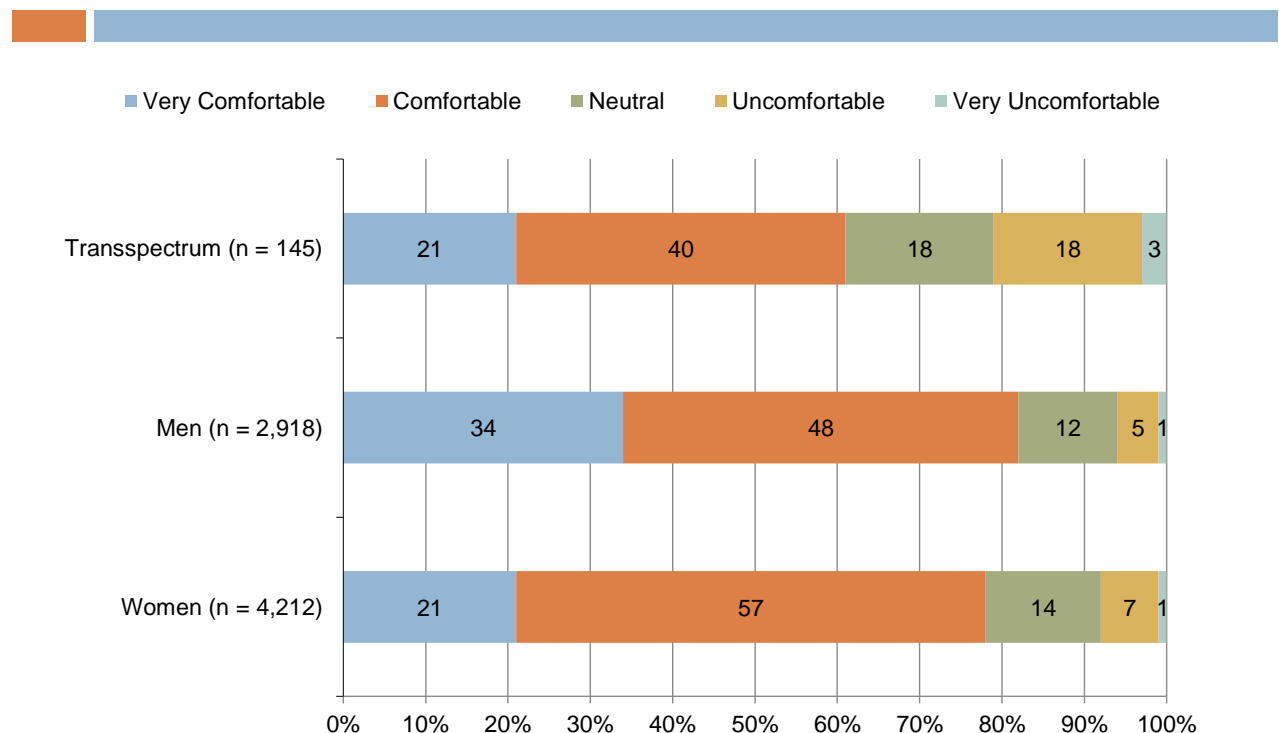
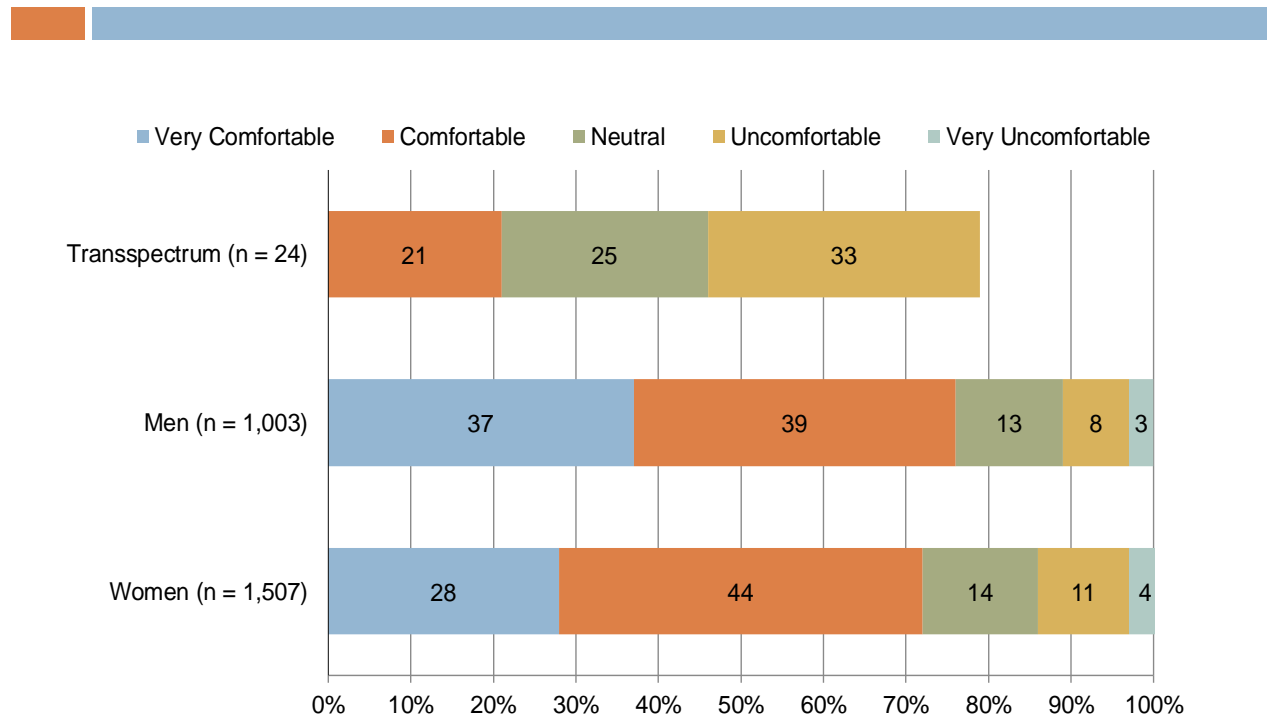


Figure 15. Respondents' Comfort With Overall Climate by Gender Identity (%)

⁴¹Per the Climate Study Work Group, gender identity was recoded into the categories Men ($n = 2,918$), Women ($n = 4,213$), and Transspectrum/Multiple/Other ($n = 145$), where Transspectrum respondents included those individuals who marked “transgender,” “non-binary,” “genderqueer,” or “a gender not listed here” only for the question, “What is your gender/gender identity (mark all that apply)?” Transspectrum/Multiple/Other respondents were not included in some analyses to maintain the confidentiality of their responses.

A higher percentage of Transspectrum Faculty and Staff respondents (33%, $n = 8$) than Women Faculty and Staff respondents (11%, $n = 158$) or Men Faculty and Staff respondents (8%, $n = 80$) felt “uncomfortable” with the climate in their department/program or work unit (Figure 16).^{vi}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 16. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

A lower percentage of Men Faculty and Student respondents (2%, $n = 46$) than Women Faculty and Student respondents (4%, $n = 115$) or Transspectrum Faculty and Student respondents (6%, $n = 8$) felt “uncomfortable” in their classes (Figure 17). Additionally, a higher percentage of Transspectrum Faculty and Student respondents (5%, $n = 6$) than Men Faculty and Student respondents (1%, $n = 13$) or Women Faculty and Student respondents (<1%, $n = 10$) felt “very uncomfortable” in their classes.^{vii}

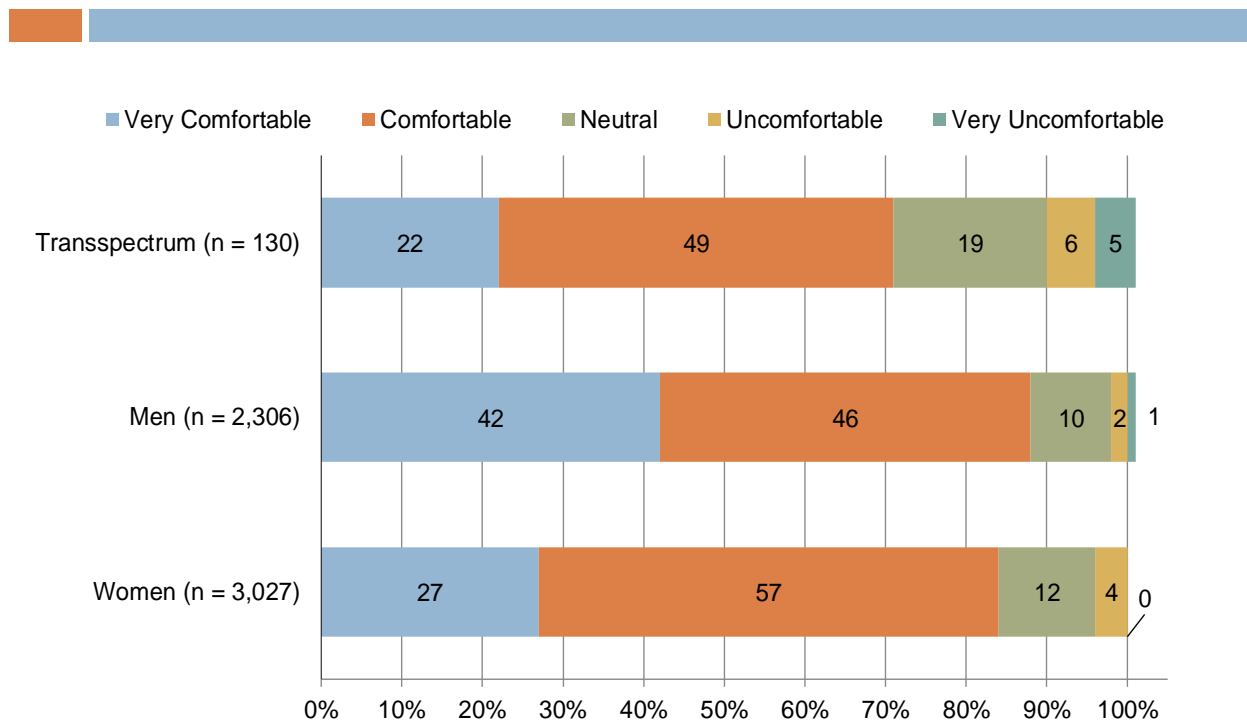


Figure 17. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial identity,⁴² 83% ($n = 4,725$) of White respondents were “very comfortable” or “comfortable” with the overall climate at Iowa State University compared with 67% ($n = 735$) of Respondents of Color and 66% ($n = 245$) of Multiracial respondents (Figure 18).^{viii}

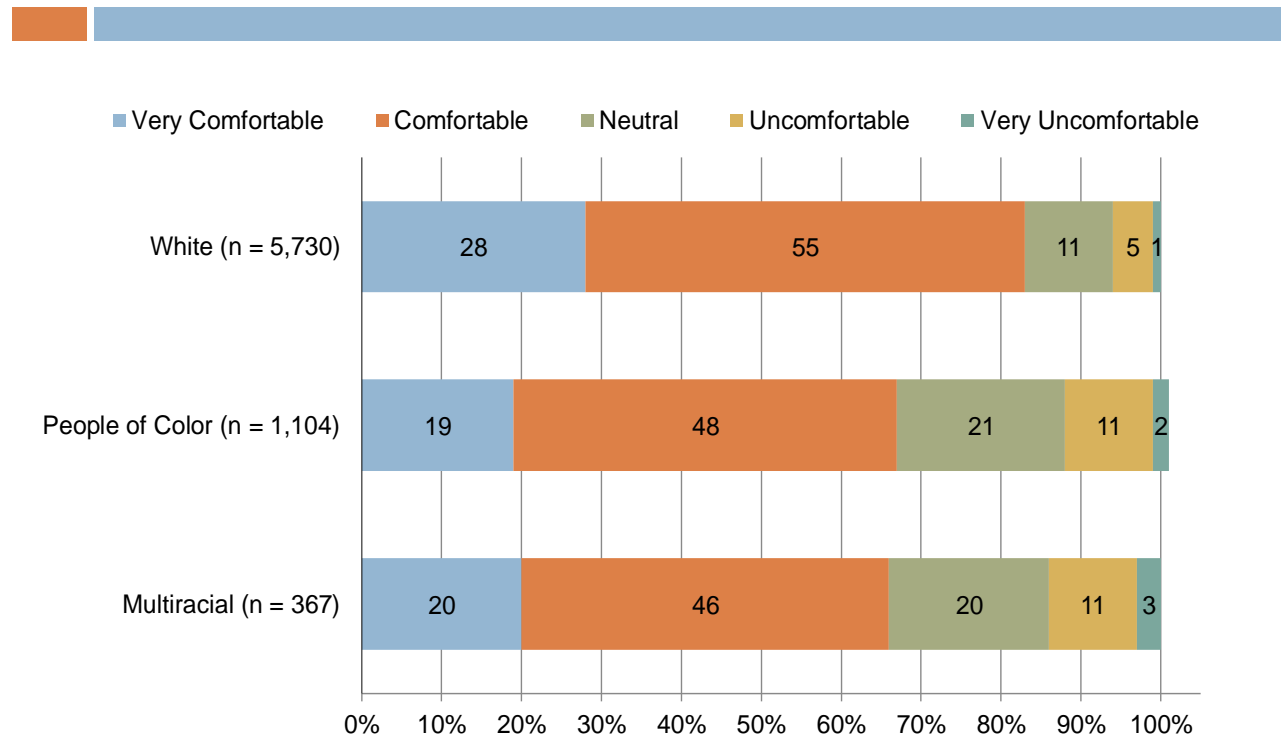
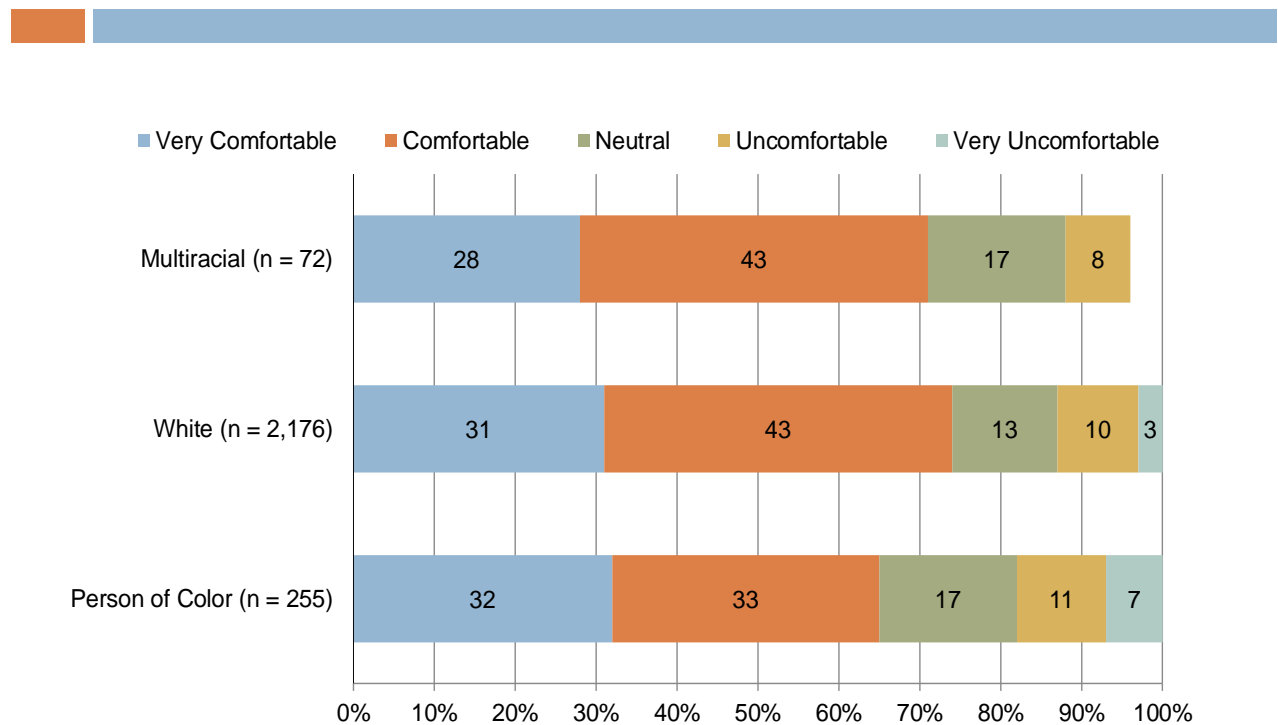


Figure 18. Respondents' Comfort With Overall Climate by Racial Identity (%)

⁴²The Climate Study Work Group proposed six collapsed racial identity categories (Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, White/European American, Other People of Color, and Multiracial) with Other People of Color represents Alaska Native, American Indian/Native American/First Nation, Middle Eastern, Native Hawaiian, Pacific Islander, and “a racial/ethnic identity not listed.” For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, and Other People of Color were collapsed into one People of Color category.

Figure 19 shows that a higher percentage of White Faculty and Staff respondents (43%, $n = 937$) than Faculty and Staff Respondents of Color (33%, $n = 85$) felt “comfortable” with the climate in their department/program or work unit (Multiracial Faculty and Staff respondents (43%, $n = 31$) were not significantly different in their responses to being “comfortable” with the work climate).^{ix}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Racial Identity (%)

Figure 20 illustrates that a lower percentage of Faculty and Student Respondents of Color (24%, $n = 229$) and Multiracial Faculty and Student respondents (23%, $n = 74$), compared with White Faculty and Student respondents (36%, $n = 1,486$) were “very comfortable” with the climate in their classes.^x

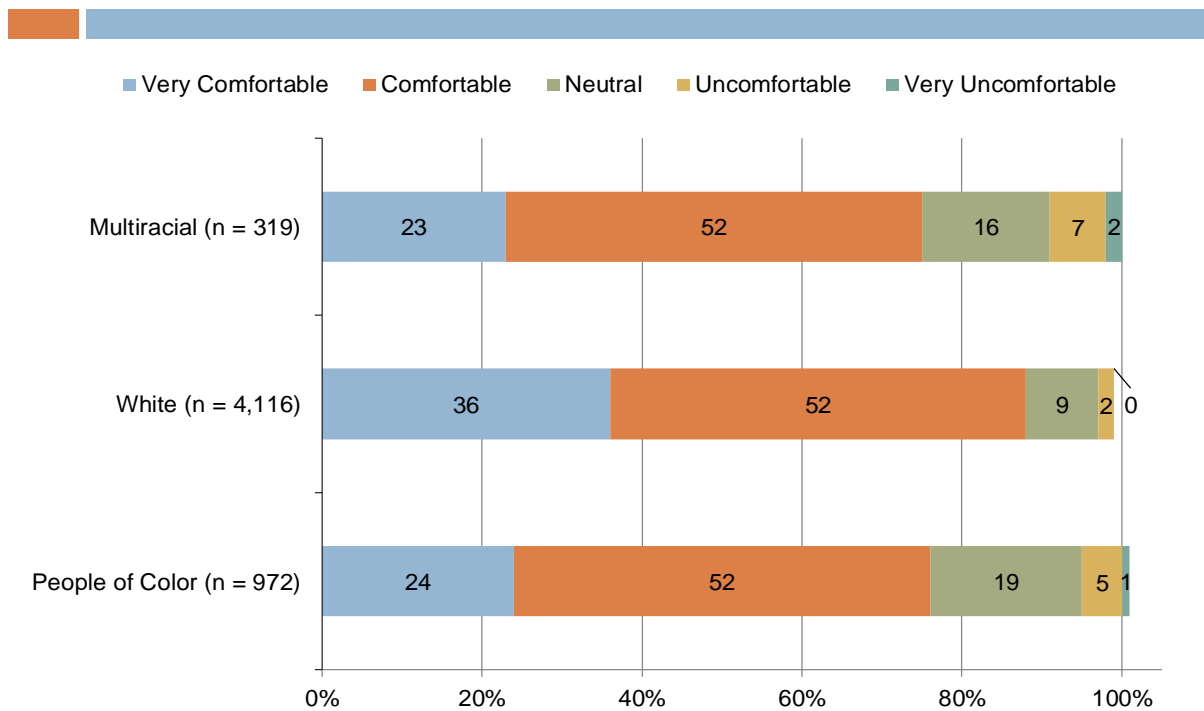


Figure 20. Faculty and Student Respondents’ Comfort With Climate in Classes by Racial Identity (%)

Significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 21). A lower percentage of LGBQ respondents (16%, $n = 119$) than Heterosexual respondents (28%, $n = 1,730$) felt "very comfortable" with the overall climate at Iowa State University.^{xi}

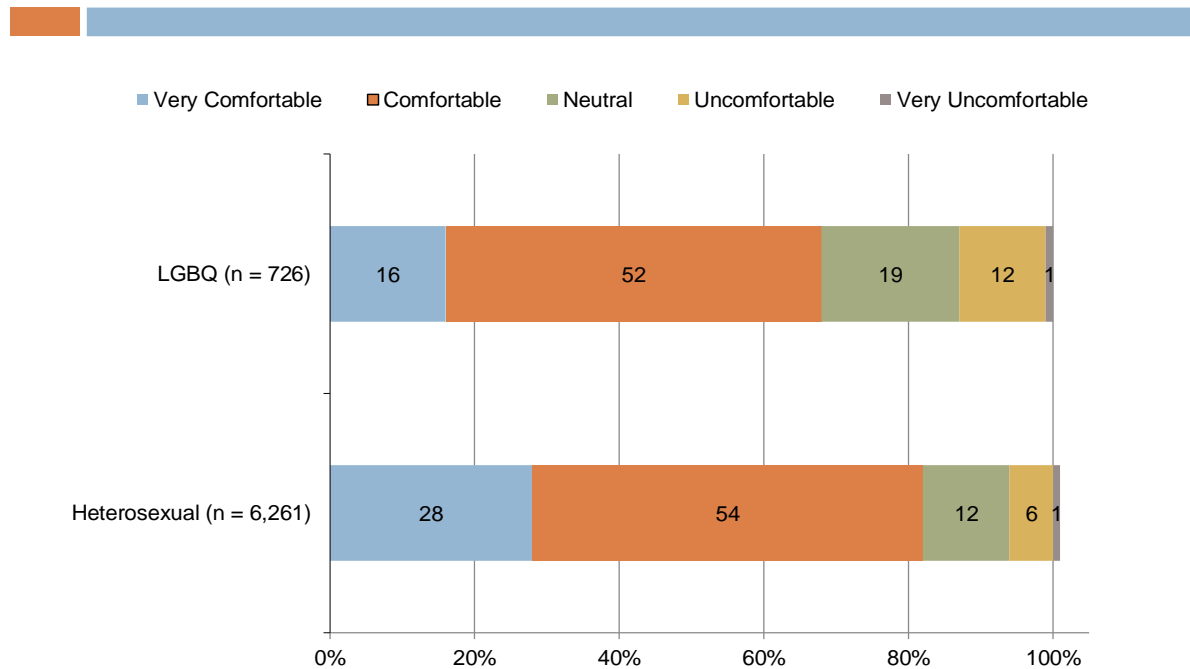


Figure 21. Respondents' Comfort With Overall Climate by Sexual Identity (%)

There were no significant differences among Faculty and Staff Respondents by sexual identity regarding their comfort in their department/program or work unit.

Significant differences existed in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 22). A lower percentage of LGBTQ Faculty and Student respondents (24%, $n = 150$) compared with Heterosexual Faculty and Student respondents (35%, $n = 1,599$) felt "very comfortable" with the climate in their classes.^{xii}

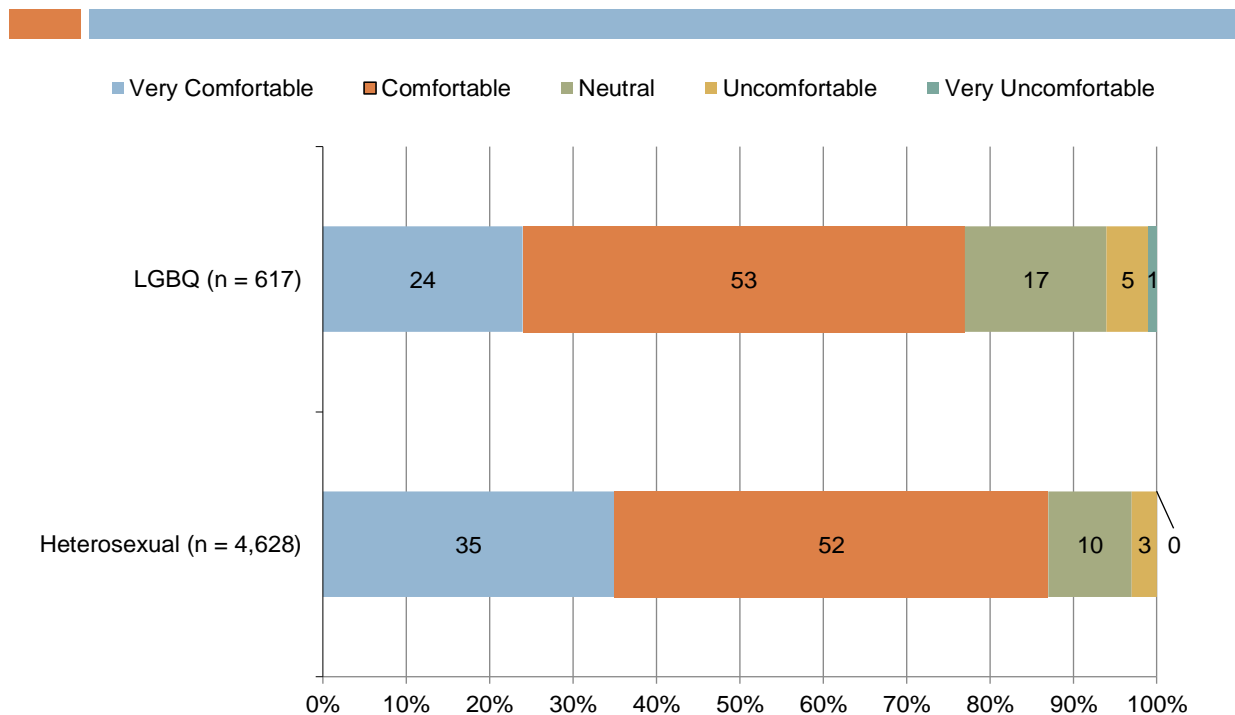


Figure 22. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status.⁴³ Figure 23 illustrates that a higher percentage of Respondents with No Disability (27%, $n = 1,748$) than Respondents with a Single Disability (20%, $n = 117$) or Respondents with Multiple Disabilities (18%, $n = 49$) were “very comfortable” with the overall climate at Iowa State University.^{xiii}

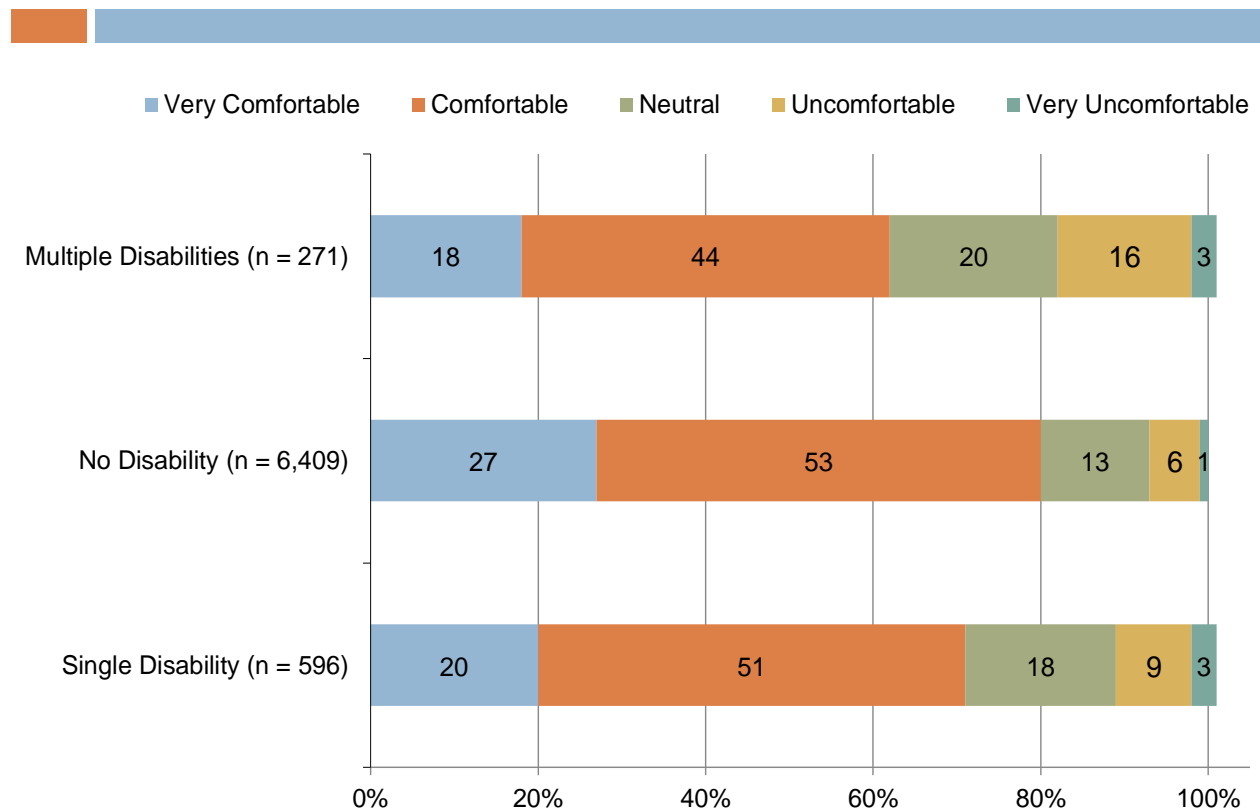


Figure 23. Respondents' Comfort With Overall Climate by Disability Status (%)

⁴³The Climate Study Work Group proposed three collapsed disability status categories (No Disability, Single Disability, and Multiple Disabilities).

Figure 24 illustrates that, among Faculty and Staff respondents, a lower percentage of Respondents with No Disability (3%, $n = 70$) than Respondents with a Single Disability (7%, $n = 11$) or Respondents with Multiple Disabilities (8%, $n = 6$) were “very uncomfortable” with the climate in their department/program or work unit at Iowa State University.^{xiv}

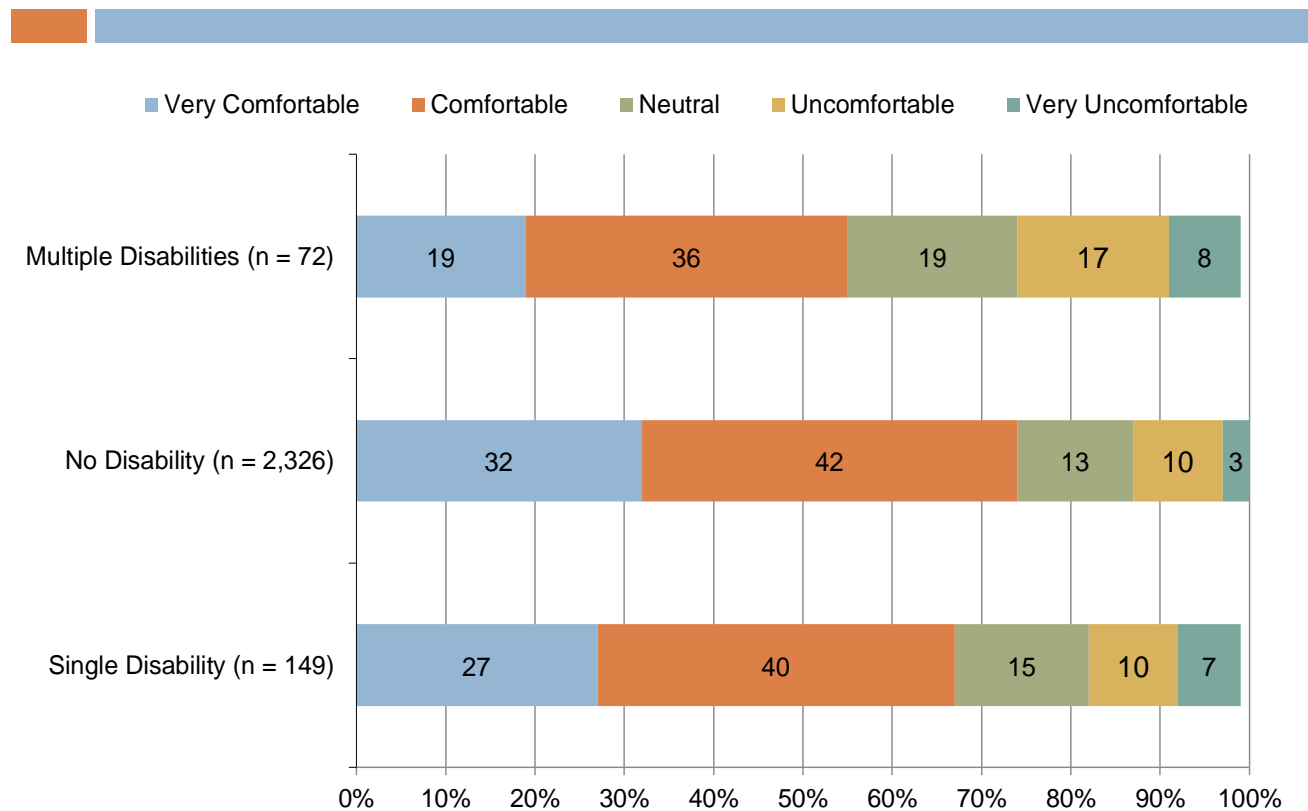


Figure 24. Respondents' Comfort With Climate in Department/Program or Work Unit by Disability Status (%)

Figure 25 illustrates that a higher percentage of Faculty and Student Respondents with No Disability (34%, $n = 1,635$), compared with Faculty and Student Respondents with a Single Disability (26%, $n = 124$) or Faculty and Student Respondents with Multiple Disabilities (23%, $n = 49$), were “very comfortable” with the climate in their classes.^{xv}

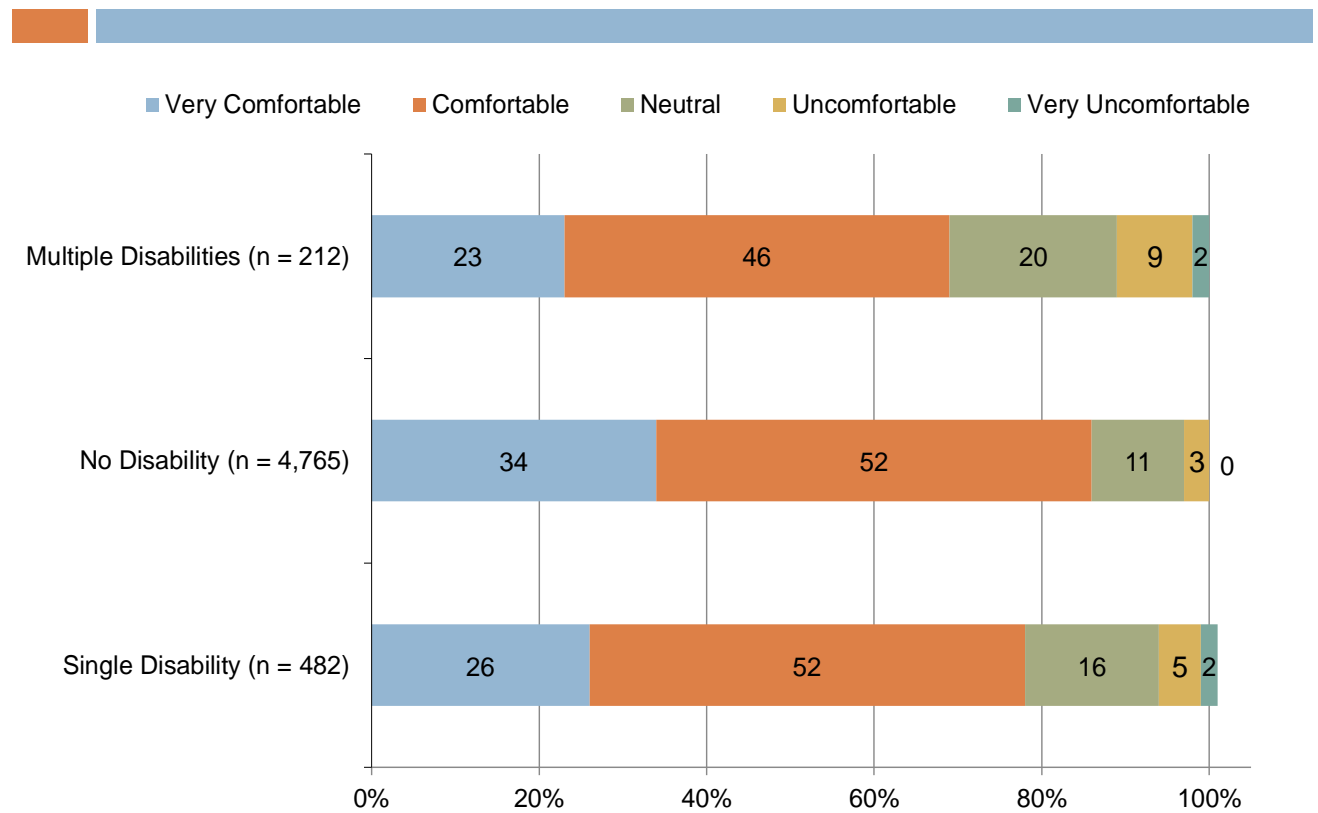


Figure 25. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 26). A lower percentage of Low-Income Student respondents (24%, $n = 217$) were "very comfortable" with the overall climate when compared with that of Not-Low-Income Student respondents (32%, $n = 1,168$).^{xvi}

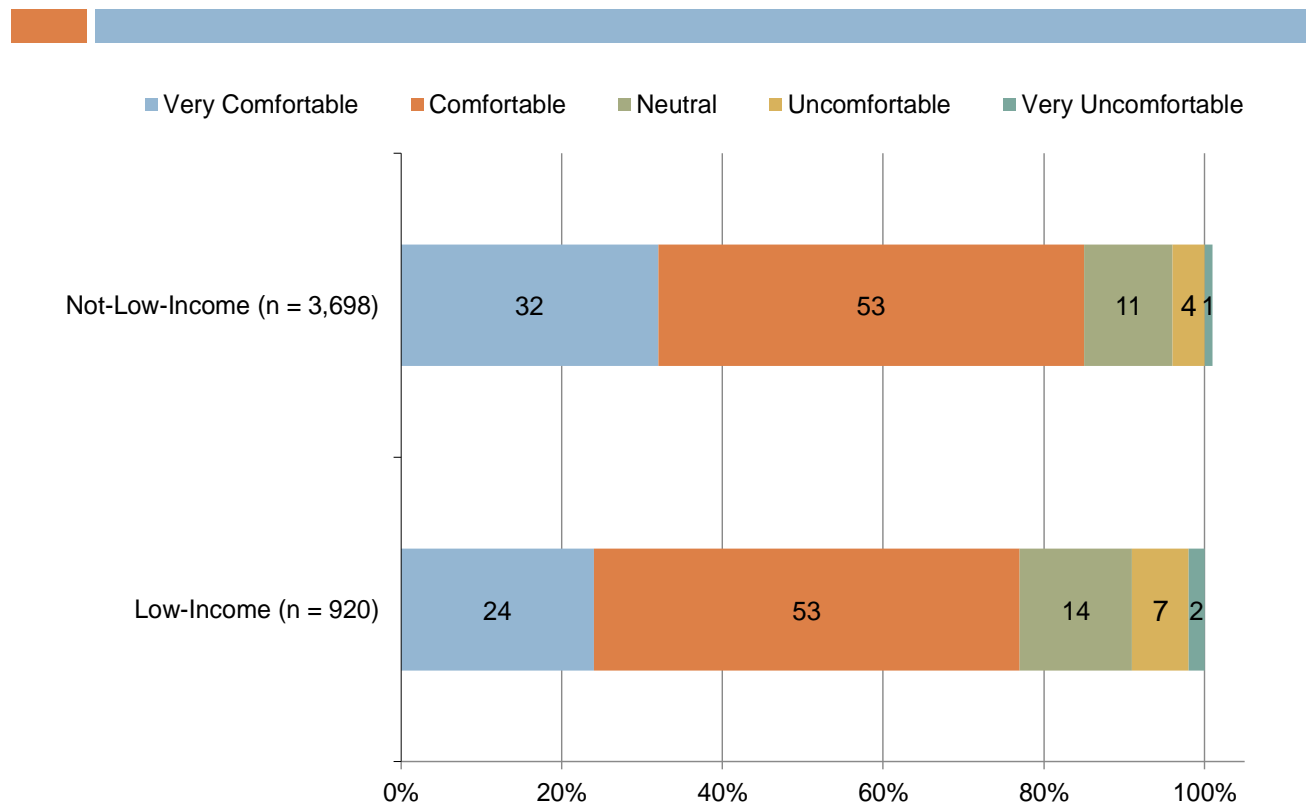


Figure 26. Student Respondents' Comfort With Overall Climate by Income Status (%)

A lower percentage of Low-Income Student respondents (27%, $n = 252$) than Not-Low-Income Student respondents (35%, $n = 1,279$) felt “very comfortable” with the climate in their classes (Figure 27).^{xvii}

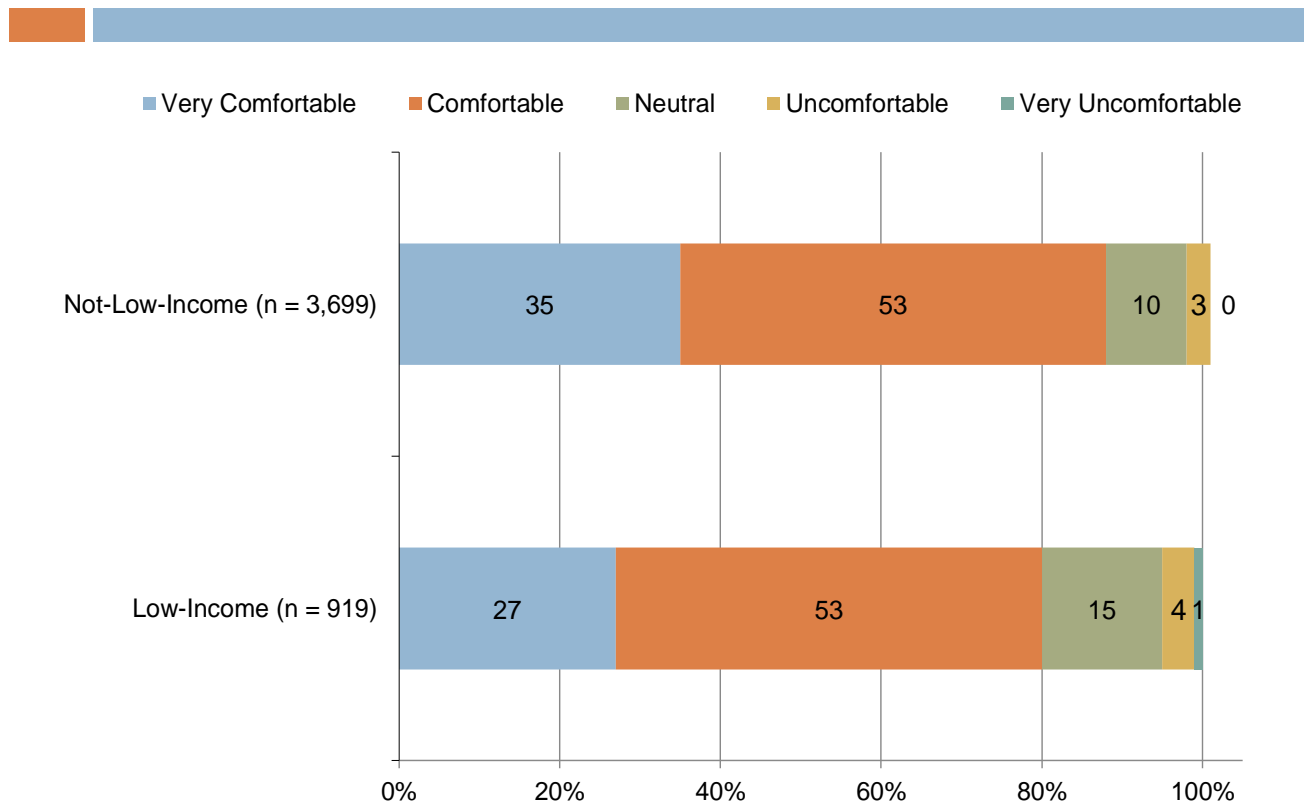


Figure 27. Student Respondents' Comfort With Climate in Their Classes by Income Status (%)

By first-generation status, a lower percentage of First-Generation Student respondents (22%, $n = 101$) than Not-First-Generation Student respondents (31%, $n = 1,310$) were “very comfortable” with the overall campus climate (Figure 28).^{xviii}

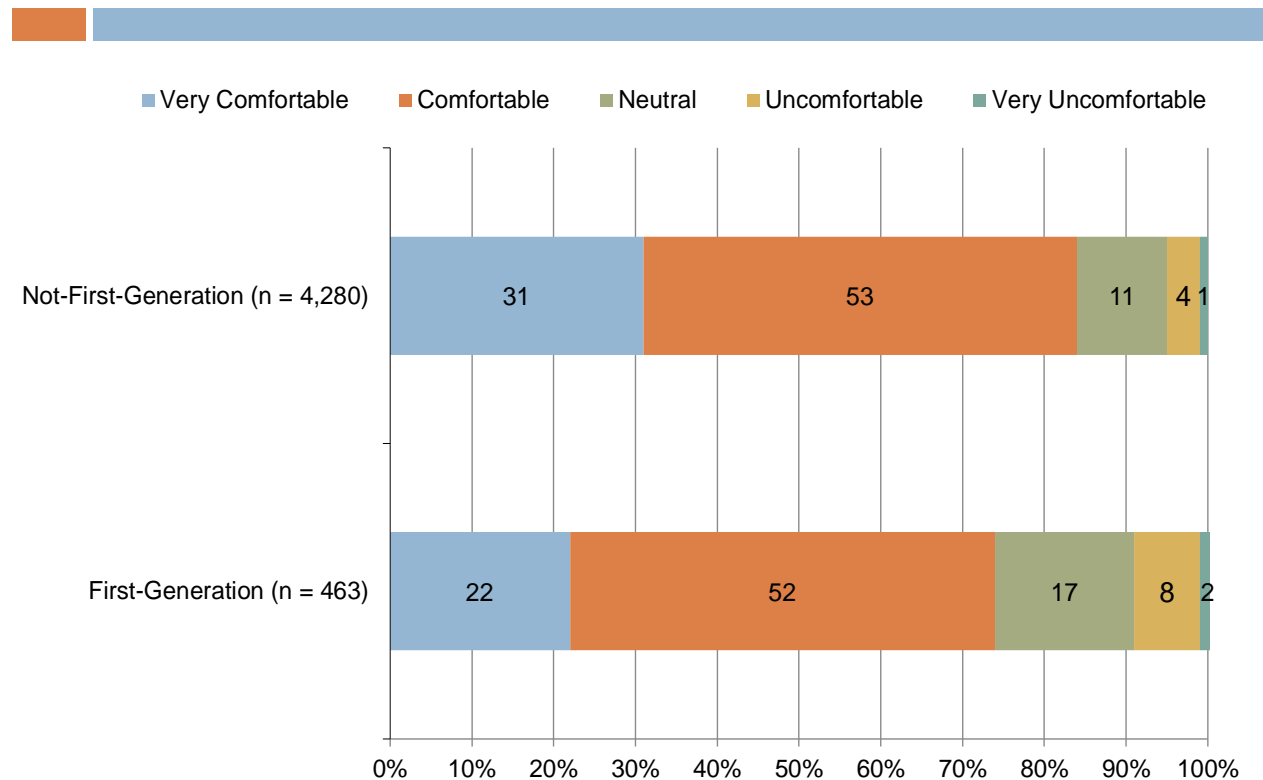
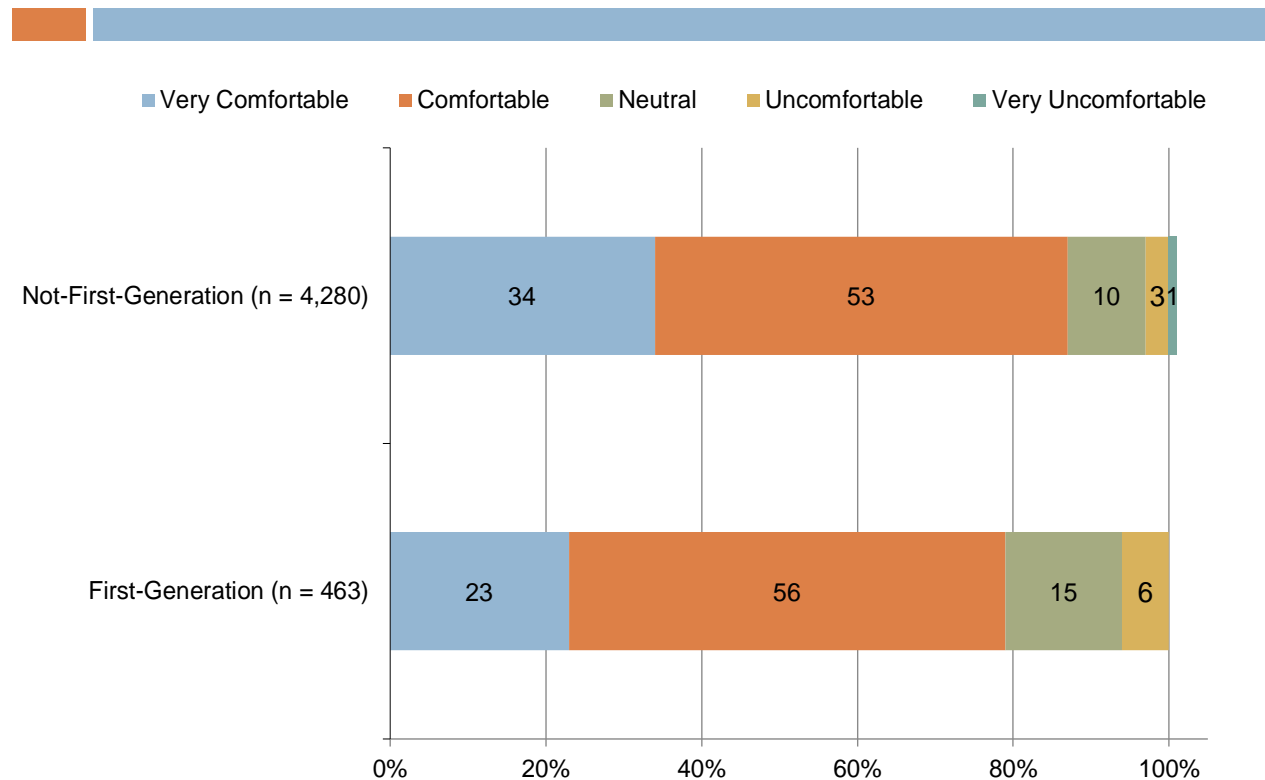


Figure 28. Student Respondents' Comfort With Overall Climate by First-Generation Status (%)

A lower percentage of First-Generation Student respondents (23%, $n = 105$) than Not-First-Generation Student respondents (34%, $n = 1,451$) felt “very comfortable” with the climate in their classes (Figure 29).^{xix}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 29. Student Respondents’ Comfort With Climate in Their Classes by First-Generation Status (%)

By citizenship status, a lower percentage of Not-U.S. Citizen respondents (73%, $n = 763$) than U.S. Citizen respondents (81%, $n = 4,993$) were “very comfortable” or “comfortable” with the overall campus climate (Figure 30).^{xx}

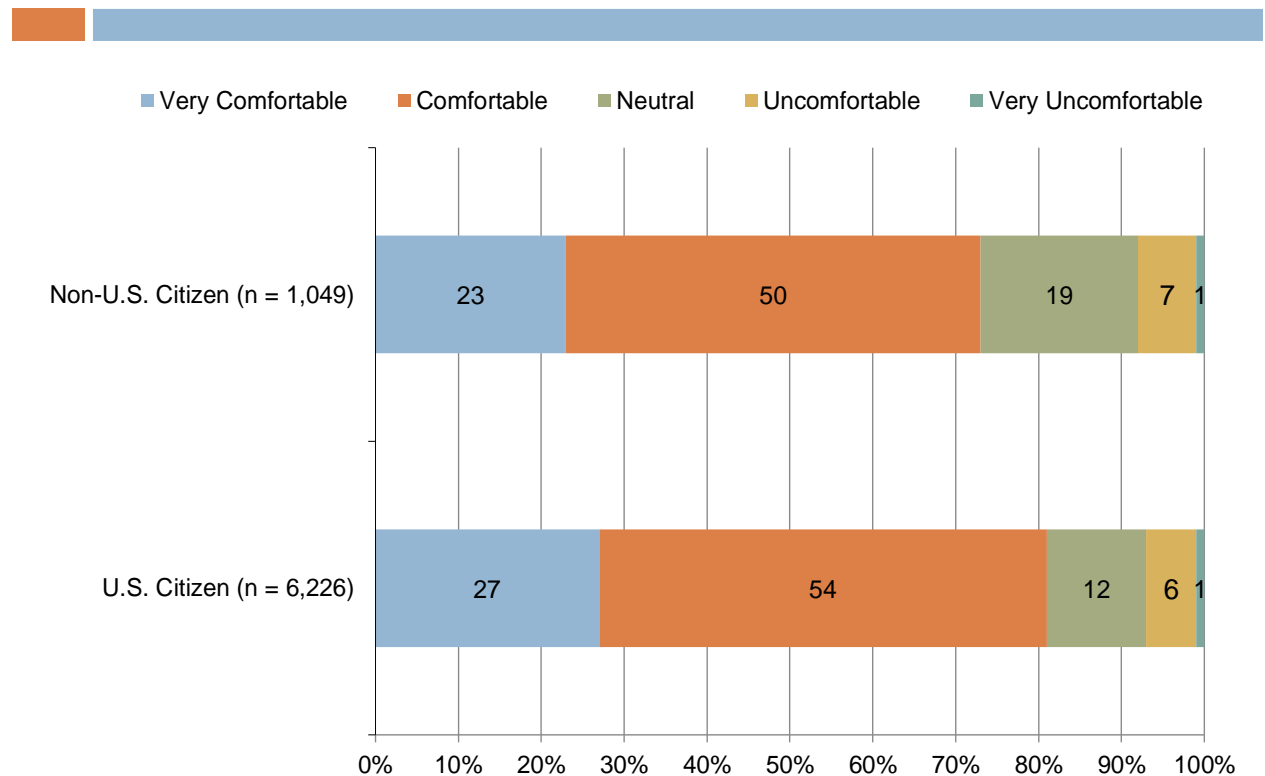
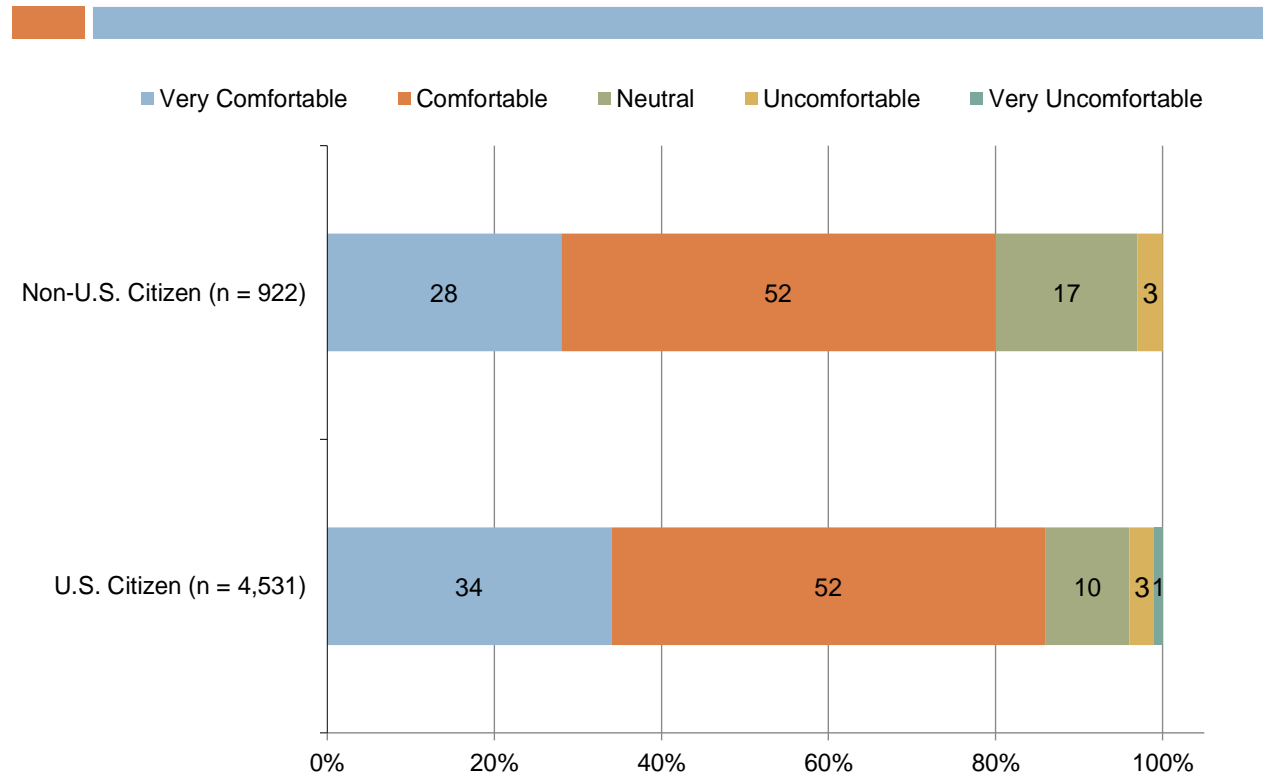


Figure 30. Respondents' Comfort With Overall Climate by Citizenship Status (%)

Among Faculty and Student respondents, a lower percentage of Not-U.S. Citizen Faculty and Student respondents (28%, $n = 254$) than U.S. Citizen Faculty and Student respondents (34%, $n = 1,543$) felt “very comfortable” with the climate in their classes (Figure 31).^{xxi}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 31. Faculty and Student Respondents' Comfort With Climate in Their Classes by Citizenship Status (%)

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(12, N = 7,325) = 203.300, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with the overall climate by position status: $\chi^2(4, N = 1,813) = 11.010, p < .05$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by position status: $\chi^2(4, N = 2,570) = 10.282, p < .05$.

^{iv}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by position status: $\chi^2(8, N = 5,491) = 29.390, p < .001$.

^vA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 7,272) = 185.745, p < .001$.

-
- ^{vi}A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by gender identity: $\chi^2(8, N = 2,534) = 45.390, p < .001$.
- ^{vii}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by gender identity: $\chi^2(8, N = 5,463) = 198.425, p < .001$.
- ^{viii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(8, N = 7,201) = 199.246, p < .001$.
- ^{ix}A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by racial identity: $\chi^2(8, N = 2,503) = 17.026, p < .05$.
- ^xA chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by racial identity: $\chi^2(8, N = 5,407) = 173.192, p < .001$.
- ^{xi}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(4, N = 6,987) = 95.949, p < .001$.
- ^{xii}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by sexual identity: $\chi^2(4, N = 5,245) = 51.620, p < .001$.
- ^{xiii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 7,276) = 117.536, p < .001$.
- ^{xiv}A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by disability status: $\chi^2(8, N = 2,547) = 23.910, p < .01$.
- ^{xv}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by disability status: $\chi^2(8, N = 5,459) = 97.581, p < .001$.
- ^{xvi}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by income status: $\chi^2(4, N = 4,618) = 56.366, p < .001$.
- ^{xvii}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by income status: $\chi^2(4, N = 4,618) = 38.666, p < .001$.
- ^{xviii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by first-generation status: $\chi^2(4, N = 4,743) = 37.395, p < .001$.
- ^{xix}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by first-generation status: $\chi^2(4, N = 4,743) = 37.439, p < .001$.
- ^{xx}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: $\chi^2(4, N = 7,275) = 37.138, p < .001$.
- ^{xxi}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by citizenship status: $\chi^2(4, N = 5,453) = 47.495, p < .001$.

Barriers at Iowa State University for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at Iowa State University within the past year. Tables 23 through 26 highlight where Respondents with Disabilities most often experienced barriers at Iowa State University.⁴⁴ With regard to campus facilities, 15% ($n = 124$) of Respondents with Disabilities experienced barriers in classrooms/labs, 14% ($n = 115$) in classroom buildings, and 11% ($n = 89$) related to parking within the past year (Table 23).

Table 23. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>
Campus housing (e.g., residence halls, campus apartments)	83	9.8	364	43.0	399	47.2
Campus transportation	63	7.5	463	55.1	314	37.4
Classroom buildings	115	13.6	456	53.8	277	32.7
Classrooms, labs (including computer labs)	124	14.6	435	51.3	289	34.1
Dining facilities	59	7.0	429	50.9	355	42.1
Doors	55	6.5	490	58.2	297	35.3
Elevators/lifts	56	6.7	487	58.0	296	35.3
Office furniture (e.g., chair, desk)	77	9.2	468	55.8	294	35.0
Parking	89	10.6	441	52.4	311	37.0
Restrooms	59	7.0	498	59.2	284	33.8
Temporary barriers due to construction or maintenance	65	7.8	461	55.1	311	37.2
Walkways, pedestrian paths, crosswalks	65	7.8	483	57.7	289	34.5

Note: Table reports only responses from individuals who indicated on the survey that they had a disability ($n = 891$).

Table 24 illustrates that, in terms of the technological or online environment, 7% each of Respondents with Disabilities had difficulty with an accessible electronic format ($n = 61$) or computer equipment (e.g., screens, mouse, keyboard) ($n = 55$).

⁴⁴See Appendix B, Table B114 for all responses to the question, “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?”

Table 24. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	61	7.3	503	60.6	266	32.0
Blackboard/Canvas	51	6.2	489	59.2	286	34.6
Computer equipment (e.g., screens, mouse, keyboard)	55	6.7	515	62.3	256	31.0
Electronic forms	50	6.0	525	63.5	252	30.5
Electronic surveys (including this one)	41	5.0	534	64.5	253	30.6
TopHat	47	5.7	416	50.4	363	43.9
Website	44	5.3	528	64.1	252	30.6

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (*n* = 891).

In terms of identity, 5% each of Respondents with Disabilities had difficulty with classroom technology (*n* = 44) or surveys (*n* = 40) (Table 25).

Table 25. Barriers in Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Classroom technology	44	5.4	493	60.2	282	34.4
Email account	26	3.2	558	67.7	240	29.1
Intake forms (e.g., Thielen Student Health Center)	32	3.9	473	57.4	319	38.7
Surveys	40	4.9	542	66.0	239	29.1

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (*n* = 891).

In terms of instructional and campus materials, 7% (*n* = 59) of Respondents with Disabilities had difficulty with textbooks and 6% (*n* = 48) had difficulty with food menus (Table 26).

Table 26. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brochures	21	2.5	527	63.6	281	33.9
Food menus	48	5.8	502	60.4	281	33.8
Forms	25	3.0	536	64.8	266	32.2
Journal articles	25	3.0	525	63.4	278	33.6

Table 26. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Library books	26	3.1	512	61.7	292	35.2
Other publications	23	2.8	519	62.7	286	64.5
Syllabi	39	4.7	487	58.9	301	36.4
Textbooks	59	7.1	477	57.6	292	35.3
Video-closed captioning and text description	33	4.0	483	58.4	311	37.6
Video/audio capture	37	4.5	484	59.0	299	36.5

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (*n* = 891).

There were 244 respondents who identified with a disability and elaborated on their responses regarding accessibility. Four themes emerged from the responses: mobility concerns, coursework barriers, accommodation support, and mental health issues.

Mobility Concerns. In the first theme, respondents shared concerns about mobility and getting around campus. Some respondents reported that outer doors were “very challenging to open.” One respondent wrote, “Not all buildings have an auto door opener. I used a knee scooter and couldn't walk, so it was hard to open doors many places.” Another respondent shared, “When I was on crutches, I frequently found doors that wouldn't open with the handicap button.” Another respondent requested, “Could we please fix the automated doors on this campus so they function properly?!?!” Other respondents commented on the availability of handicap parking. One respondent noted, “Parking at the commuter lot didn't have any handicapped parking.” Another respondent observed, “There are not enough handicapped spaces close to my building and they are not sufficiently monitored. I know that handicapped spaces are often used by non-handicapped drivers to just ‘run in.’”

Wintry weather also affected mobility around campus with one respondent noting, “Even for a person without disabilities in the winter sidewalks/stairs remain not properly cleared/slippery in many parts of the campus.” Another respondent added, “Walkways are at times too icy during the winter. Depending on the amount of snow, the attempt to brush the snow off the cement with the brushes only causes it to become buffed/polished ice.” Some respondents commented on the

availability of elevators. One respondent shared, “My issue primarily manifests as a knee problem which periodically makes stairs difficult. Old, frequently malfunctioning elevators are a problem when my office and lab are on a high floor.” Another respondent stated, “Some areas are ONLY accessible via stairs, there are no elevators. This is a problem.”

Coursework Barriers. For the second theme, Student respondents discussed how their disability affected their ability to complete their coursework. Some respondents addressed the relationship between their learning disability and school work. One respondent wrote, “I am dyslexic. It just means I read very slow and sometimes require extra time for long exams.” Another respondent stated, “I only have issues with extended periods of focus (ie. tests, studying).” Respondents noted difficulties with tasks like, “Not having enough exam time or a quiet distraction free spot to learn,” “Reading is very challenging for me,” or “my ability to focus, learn, retain information, and function as a student in class activities and assignments.” One respondent explained, “The only time I feel Iowa State makes learning difficult with my disability (A.D.D.) is when we (3rd year vet students) have 4 hours straight of scheduled, non-optional lecture 4 days a week. It's just too long for me to sit in one place and pay attention well.” Another respondent shared, “Reading difficulty makes many of these things difficult. Tophat does not allow time or a way to make it work for those with testing accommodations. BB doesn't have adjustable timing.”

One respondent described how anxiety influenced completion of academic work, “Since I have anxiety, I have a hard time completing my homework and studying for exams. I know for a fact that I am not performing to my fullest potential.” Another respondent shared, “As a person with anxiety it is hard for me to not know my grades, none of my classes have any centralized grading system. Test and homework grades are recorded on blackboard, but grades are weighted differently and there is in class participation points that I have no idea how they're scored. As of now, I do not know my official grade in any class.”

Accommodation Support. In the third theme, respondents discussed how well they felt supported in their needed accommodations. Some respondent offered substantial praise to Iowa State for doing a “great job of helping those with disabilities.” One respondent stated, “In general the people at SDR are awesome, and the professors are all understanding,” while another respondent noted, “Iowa State has been very accommodating of my medical condition and the student health

center has been awesome to work with. The doctors there have gone above and beyond.” One respondent applauded ISU’s support, “My experience regarding my disability here at ISU is actually incredible. The staff at the Disability Resources center is incredible, and they are the main reason I decided to stay here in this graduate program...Other universities should look to Iowa State University with how they help students with disability for lessons in what to do!!!! 10/10!!”

Other respondents reported they did not feel supported in their disability accommodations. One respondent observed, “The campus has a long ways to go to be more inclusive and accessible for disabled students. Administrations commonly blow off students concerns and comments.” Another respondent shared, “There is not a lot of information that is shared about academic accommodations for students with learning disabilities, so I have not even bothered to try and request them.” One respondent reported, “I feel I have not been given adequate on-campus resources to combat the difficulties I face in this particular environment [with ADHD]. SCS was not understanding of my problem, nor did they realize that they were not giving me what I needed.”

Some respondents had experienced negative reactions to their disability. One respondent wrote, “My coworker are assholes. If I make a mistake, it because of my disability and is a another example of why I should have never been hired in the first place.” Another respondent reported, “I have been told by a staff member that because I have a disability I will most likely work at McDonalds.” Fear of a negative reaction also affected one respondent who wrote, “While my medical condition doesn't affect my work performance directly, . . . I did fear telling my department chair (though I felt obligated to do so) because I had seen how abominably she treated elders, the sick, and the grieving in our department. I didn't want to give her any ammunition, either to use against me or against my program.”

Other respondents commented on the difficulty of receiving accommodations that should be available. One respondent shared, “As an individual with mental illnesses, it is difficult to get support. I have been turned away from counseling due to the severity and been given outdated resources. It only caused things to get worse as my insurance wasn't valid in Iowa.” Another respondent wrote, “Receiving accommodations for learning disabilities is way too difficult. By

the time you get through the process, you are worn out.” Another respondent explained, “the main issue I have faced is with accommodations regarding disability, it is not easy to access the accommodations I need.” One respondent wrote, “I just needed approved time off for regular medical treatment. My supervisor was very supportive, but UHR was very slow to respond which was stressful. I appreciated that they were willing to approve my request, but it was very difficult to get ahold of them and finalize everything.”

Mental Health Issues. For the fourth theme, respondents addressed issues specifically related to mental health. First, respondents pointed out that the accompanying items did not really apply to mental health disabilities with statements such as, “None are applicable to my disability (anxiety/depression),” and “I do not have a physical disability and the nature of my mental disabilities do not impact any of the above.” One respondent pointed out, “You forgot to address any form of mental disability in this list....” Another respondent observed, “Depression and anxiety can make basic living more difficult but there are no accessibility issues.”

Second, respondents noted the lack of support and acceptance for mental health disabilities. One respondent wrote simply, “Lack of acceptance of mental health issues,” while another respondent shared, “There is still sometimes a stigma against those with mental health issues.” One respondent wrote, “I marked my disability as depression/anxiety. Syllabi do not mention accommodation for such disabilities, perhaps there are not accommodations for such disabilities in our policies but I deeply believe there should be if there are not.” Respondents were frustrated by the limited amount of help from Student Services. One respondent wrote, “The only issues I have had with my mental health is with the Student Services Office. After the 7-8 weeks of help, I was not really given helpful information of who to contact or where to find information to keep my therapy going.” Another respondent stated, “The student psychology services are abysmal. You feel like you're on a time limit to get better- you get 8 weeks with this therapist and then you gotta go somewhere else.” One respondent wanted more support, “I wish the student disability services had more to offer students who have depression/anxiety/ADHD. Being placed in a quiet room for tests and access to more notes do not help me.”

Barriers at Iowa State University for Transgender/Genderqueer/Nonbinary Respondents

One survey item asked Transgender/Genderqueer/Nonbinary Respondents if they had experienced barriers in facilities or identity accuracy at Iowa State University within the past year. Tables 27 through 28 depict where Transgender/Genderqueer/Nonbinary Respondents most often experienced barriers at Iowa State University.⁴⁵ With regard to campus facilities, 28% ($n = 44$) of Transgender/Genderqueer/Nonbinary Respondents experienced barriers in restrooms and 22% each experienced barriers in campus housing ($n = 34$) and signage ($n = 35$) within the past year (Table 27).

Table 27. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic and recreational facilities	24	15.3	54	34.4	79	50.3
Campus housing	34	21.8	53	34.0	69	44.2
Changing rooms/locker rooms	27	17.3	50	32.1	79	50.6
Greek housing	10	6.4	40	25.6	106	67.9
Restrooms	44	28.2	63	40.4	49	31.4
Signage	35	22.4	63	40.4	58	37.2

Note: Table reports only responses from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Nonbinary ($n = 166$).

Table 28 illustrates that, in terms of identity accuracy, 24% ($n = 36$) of Transgender/Genderqueer/Nonbinary Respondents had difficulty with surveys.

Table 28. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
AccessPlus	25	16.2	79	51.3	50	32.5
Blackboard/Canvas	22	14.2	79	51.0	54	34.8
Email account	23	14.8	81	52.3	51	32.9
Intake forms (e.g., Thielen Student Health Center)	23	14.9	59	38.3	72	46.8
Iowa State ID Card	29	18.7	73	47.1	53	34.2

⁴⁵See Appendix B, Table B115 for all responses to the question, “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?”

Table 28. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Learning technology	22	14.2	75	48.4	58	37.4
Marketing/Communications	27	17.6	72	47.1	54	35.3
Surveys	36	23.5	69	45.1	48	31.4

Note: Table reports only responses from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Nonbinary (*n* = 166).

There were 54 respondents who elaborated on their responses regarding barriers for a person who identifies as transgender, genderqueer, or nonbinary. Four themes emerged from the responses: anti-LGBT responses, preferred name usage, identity not a concern, and bathroom concerns.

Anti-LGBT Responses. In the first theme, respondents wrote statements that questioned the validity of gender identity questions and concerns. One respondent echoed a recent parody video on gender identity inclusiveness by writing, “This school is not inclusive enough for those of us who identify as Bell AH-1 Cobra Attack Helicopters. WHERE'S THE INCLUSIVENESS FOR US, HUH???” Another respondent wrote, “Someone told me I couldn't be a duck billed platypus and I said that's not cool man.” Some respondents requested less emphasis on LGBT rights and issues. One such respondent shared, “There is too much emphasis on gender, transgender, bisexual, gay, lesbian, etc. Keep it to your personal life; the university shouldn't promote nor detract from your life style and it's not the university's job to promote the gender agenda.” Other respondents were firmly against gender identity beyond the binary. One respondent wrote simply, “I am straight I just clicked other to say that there are only two genders,” while another respondent was much more vehement in their denunciation of LGTB concerns, “Guys, seriously, what are you doing? This isn't helping anyone, people with mental illnesses should be seeking help, not getting their delusions indulged.”

Preferred Name Usage. For the second theme, respondents discussed how Iowa State handled their legal versus preferred name. Several respondents were frustrated by the fact that Iowa State did not allow them to use their preferred name in an official capacity. One respondent wrote, “It is impossible to change names and genders in the Iowa State system to my preferred name

because it is not my legal name.. Cannot change my email account from one that uses my dead name. Feel forced to use my dead name for all Iowa State correspondence.” Another respondent shared, “I’m forced to look at my deadname every time i sign into my email or accessplus or BB and every time I clock in for work.” Respondents wished for a way to use their preferred name while at Iowa State without it drawing attention to themselves. One respondent wrote, “It would be incredibly helpful to be able to change at least your preferred name on things like accessplus/ Blackboard/ ID Cards. Every semester I have to come out either to my professor and TA before class or in front of the whole class room because my legal name has not been changed yet.” Another respondent suggested, “I’m trans but I’m closeted. I wish there was a way that everything didn’t require a name that isn’t mine on all my forms, and allowed me to use my real name without the people who would threaten my safety knowing about it.” One respondent wondered if it was even possible to change one’s name within ISU’s system, “I do not know how to change my name to my preferred name or if that is even allowed.”

Identity Not a Concern. For the third theme, respondents reported that they did not face any barriers related to gender identity because of how they express their identity. One respondent wrote, “I don’t identify as either gender, but I still act androgynously male. if you see me you’d think I was a male, so I’ve had no barriers.” Another respondent stated, “My identity has not been an issue (as I don’t ‘look’ non-binary).” One respondent noted, “I’m generally comfortable using the facilities that people perceive I should use as a feminine presenting person.” One respondent acknowledged others may face more difficulties, “I have chosen to operate primarily as feminine in line with sex assigned at birth. I have seen this be a barrier for my peers who identify as trans* and genderqueer, but has not been a barrier for me based on how I express my gender.”

Bathroom Concerns. For the fourth theme, respondents discussed their concerns related to using the bathroom. Primarily respondents were concerned about the lack of gender neutral restrooms around campus. One respondent wrote “Also, a lot of signs, especially here where I live say public restrooms are for a certain sex only. I don’t see very many gender neutral restrooms, which prevents me from going to the bathroom in public without feeling uncomfortable.” Another respondent shared, “Restrooms are very limited in my building with only one male and one female restroom shared by multiple different groups. This can be uncomfortable for me.

There are not enough gender-neutral restrooms on campus,” while another respondent noted, “I have only seen 1 non-binary restroom - the one in Beyer.”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴⁶

Nineteen percent ($n = 1,375$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at Iowa State University within the past year.⁴⁷ Of those respondents, 18% ($n = 243$) had experienced one instance of exclusionary conduct, 23% ($n = 306$) had experienced two instances, 21% ($n = 287$) had experienced three instances, 7% ($n = 87$) had experienced four instances, and 32% ($n = 424$) had experienced five or more instances.

The following figures depict the responses by position and gender/gender identity of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Iowa State University?”

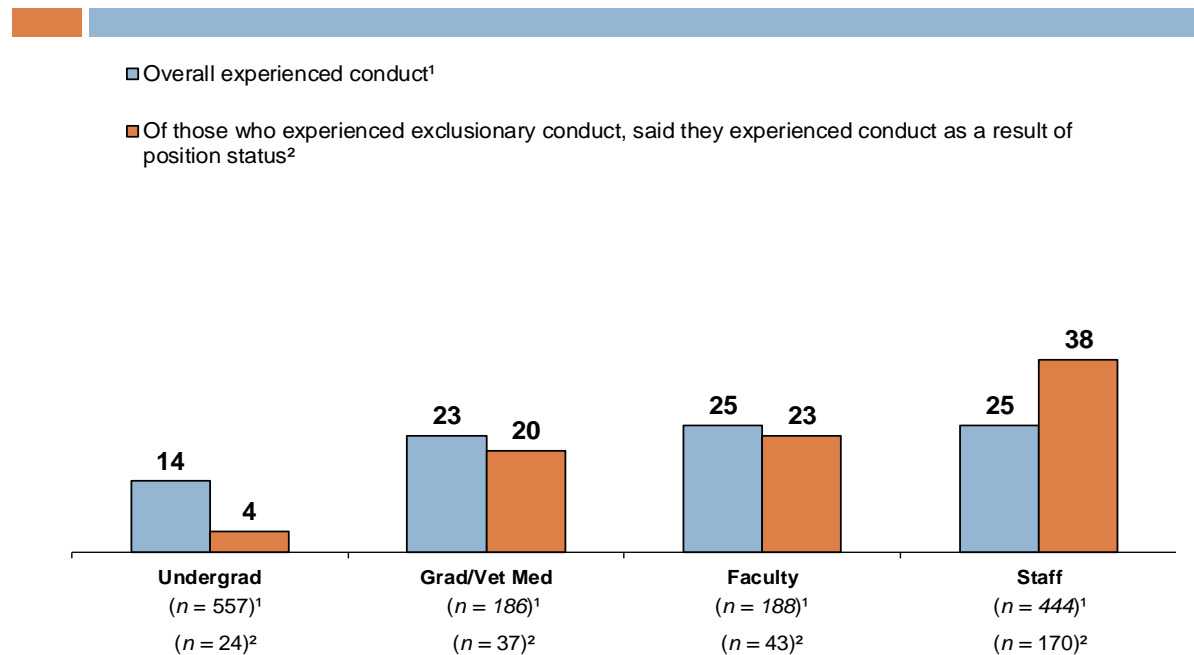
Of the respondents who experienced such conduct, 30% ($n = 414$) indicated that the conduct was based on their gender identity at Iowa State University. Twenty-one percent ($n = 283$) noted that the conduct was based on their ethnicity, and 20% ($n = 274$) felt that it was based on their position status. “Reasons not listed above” included responses such as “caring about following the rules,” “classification,” “family makeup,” “non-faculty position,” “parental status-not having children,” “personal dislike,” and “power play.”

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 32). A lower percentage of Undergraduate Student respondents (14%, $n = 557$) than Faculty respondents (25%, $n = 188$), Staff respondents (25%, $n = 444$), or Graduate/Veterinary Medicine Student respondents (23%, n

⁴⁶This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁴⁷The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

= 186) noted they believed that they had experienced this conduct.^{xxii} Of those respondents who noted that they had experienced this conduct, a higher percentage of Staff respondents (38%, $n = 170$) than Faculty respondents (23%, $n = 43$) and Graduate/Veterinary Medicine Student respondents (20%, $n = 37$) thought that the conduct was based on their position status. Undergraduate Student respondents (4%, $n = 24$) thought that the conduct was based on their position status the least of the four groups.^{xxiii}

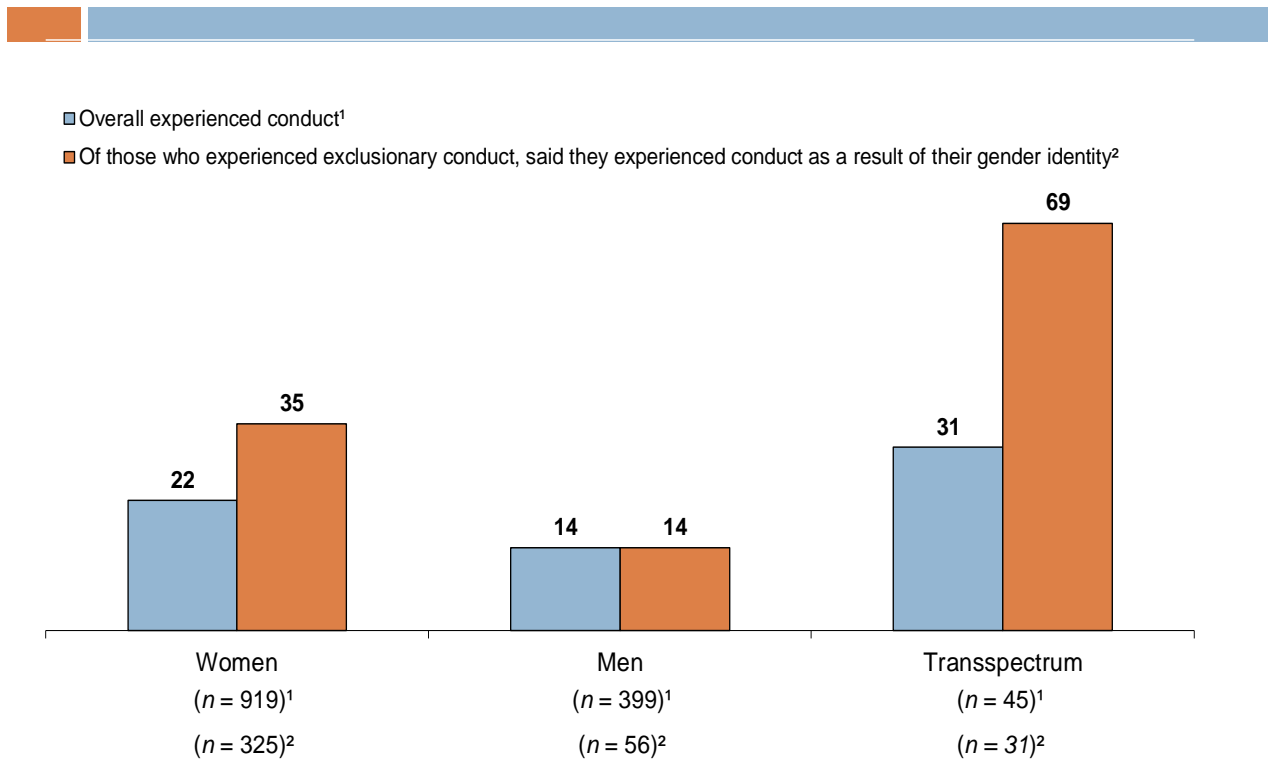


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

Significant differences emerged by gender identity, with 31% ($n = 45$) of Transspectrum respondents, 22% ($n = 919$) of Women respondents, and 14% ($n = 399$) of Men respondents indicating that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 33).^{xxiv} Of the respondents who had experienced exclusionary, intimidating, offensive, and/or hostile conduct, 69% ($n = 31$) of Transspectrum respondents, 35% ($n = 325$) of Women respondents, and 14% ($n = 56$) of Men respondents indicated that the conduct was based on their gender identity.^{xxv}



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By racial identity, a higher percentage of Respondents of Color (28%, $n = 308$) and Multiracial respondents (31%, $n = 113$) than White respondents (16%, $n = 924$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 34).^{xxvi} Of the respondents who had experienced exclusionary, intimidating, offensive, and/or hostile conduct, 60% ($n = 185$) of Respondents of Color, 44% ($n = 50$) of Multiracial respondents, and 5% ($n = 42$) of White respondents indicated that the conduct was based on their ethnicity.^{xxvii}

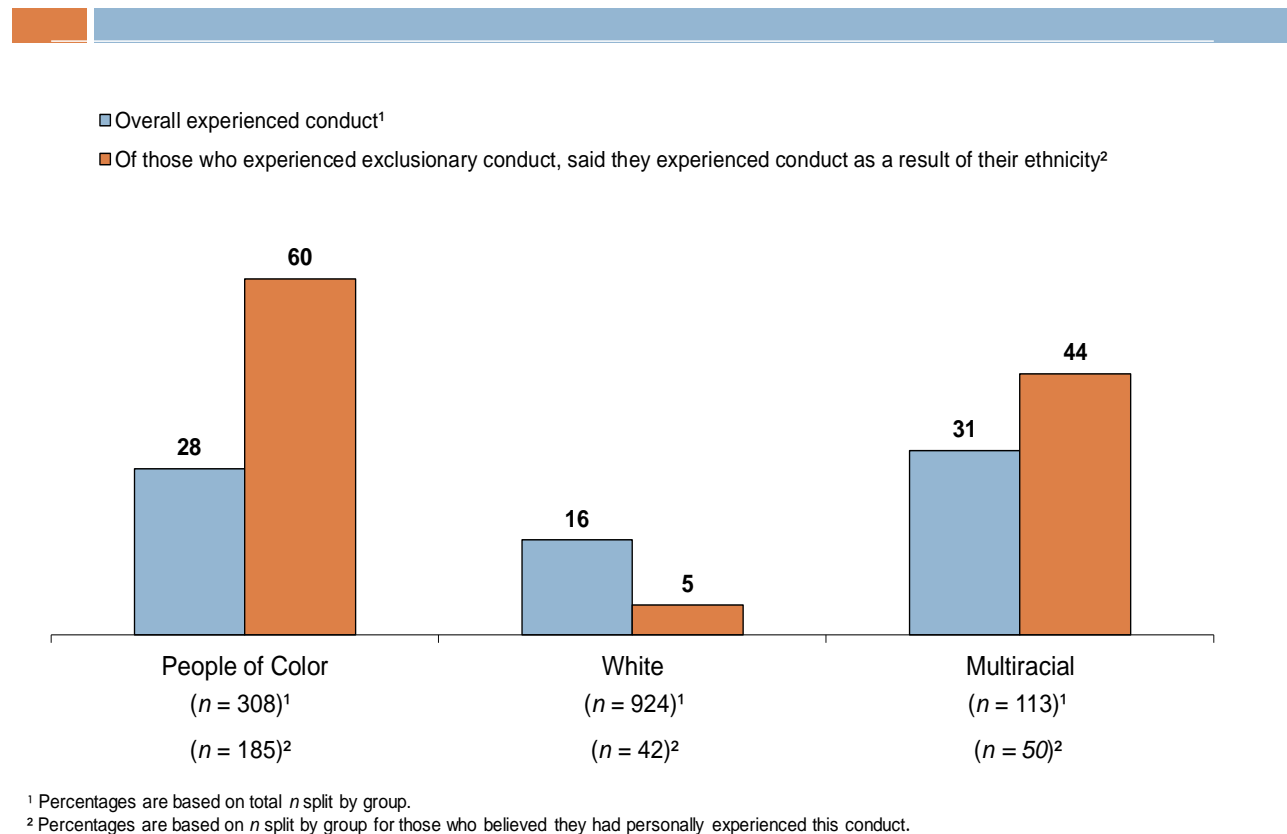


Figure 34. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

Tables 29 through 31 reflect the top perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 38% ($n = 170$) believed that it was based on their position status, 23% ($n = 104$) felt that

it was based on their gender/gender identity. Twenty-three ($n = 103$) indicated that the conduct was based on age, 23% ($n = 101$) noted that the conduct was based on their length of service at Iowa State University, and 18% ($n = 79$) thought it was based on their educational credentials (Table 29).

Table 29. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position status (e.g., staff, faculty, student)	170	38.3
Gender/gender identity	104	23.4
Age	103	23.2
Length of service at Iowa State	101	22.7
Educational credentials (e.g., BS, MS, PhD, MD)	79	17.8

Note: Table reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 444$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B46 in Appendix B.

Of the Faculty respondents who experienced such conduct, 33% ($n = 62$) indicated that the conduct was based on their gender/gender identity (Table 30). Twenty-three percent ($n = 43$) noted that the conduct was based on their position status at Iowa State University (e.g., staff, faculty, student), 20% ($n = 37$) felt that it was based on their ethnicity, 19% ($n = 35$) on their age, 18% ($n = 33$) on their philosophical views, and 17% ($n = 31$) on their political views.

Table 30. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	62	33.0
Position status (e.g., staff, faculty, student)	43	22.9
Ethnicity	37	19.7
Age	35	18.6
Philosophical views	33	17.6
Political views	31	16.5

Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 188$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B46 in Appendix B.

Of the Student respondents who experienced such conduct, 33% ($n = 248$) indicated that the conduct was based on their gender/gender identity (Table 31). Twenty-seven percent ($n = 201$) noted that the conduct was based on their ethnicity and 21% each on their racial identity ($n = 157$) or political views ($n = 153$). Fifteen percent ($n = 109$) felt that it was based on their

academic performance and 14% each on their major field of study ($n = 101$) or their mental health/psychological disability/condition ($n = 100$).

Table 31. Student Respondents' Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	248	33.4
Ethnicity	201	27.1
Racial identity	157	21.1
Political views	153	20.6
Academic performance	109	14.7
Major field of study	101	13.6
Mental health/psychological disability/condition	100	13.5

Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 743$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B46 in Appendix B.

Table 32 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-eight percent ($n = 661$) felt ignored or excluded, 39% ($n = 540$) felt isolated or left out, 37% ($n = 504$) felt intimidated and bullied, 27% ($n = 377$) were the target of derogatory verbal remarks, and 26% ($n = 358$) experienced a hostile work environment. Other forms of such conduct included “body shamed,” “Given assignments outside what I had done for over 15 years, and was assigned duties I was not trained nor had experience in,” “hostile staff meetings,” “my job duties were changed,” and “refuses to use my pronouns even after specifying.”

Table 32. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	661	48.1
I was isolated or left out.	540	39.3
I was intimidated/bullied.	504	36.7
I was the target of derogatory verbal remarks.	377	27.4
I experienced a hostile work environment.	358	26.0
I felt others staring at me.	271	19.7
I was the target of workplace incivility.	260	18.9
I experienced a hostile classroom environment.	173	12.6

Table 32. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was denied or questioned about reasonable accommodations	144	10.5
I was singled out as the spokesperson for my identity group.	137	10.0

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,375$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B47 in Appendix B.

Figures 35 and 36 depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Fifty-one percent ($n = 224$) of Staff respondents felt ignored or excluded and 50% ($n = 220$) experienced a hostile work environment (Figure 35). Forty-three percent each of Faculty respondents felt intimidated/bullied ($n = 81$) or ignored/excluded ($n = 80$).

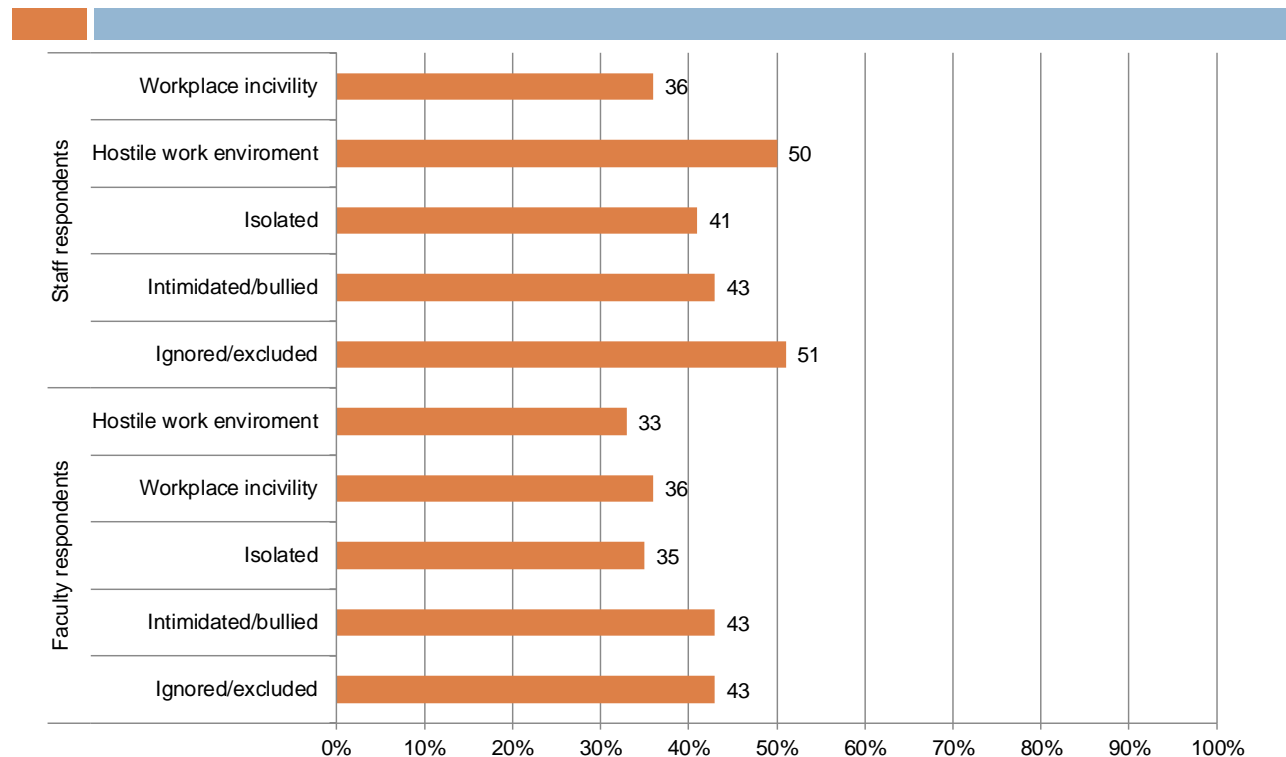


Figure 35. Employee Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Forty-seven percent ($n = 259$) of Undergraduate Student respondents felt ignored or excluded and 41% ($n = 226$) felt isolated or left out (Figure 36). Fifty-three percent ($n = 53$) of Graduate Student respondents felt ignored or excluded, 36% ($n = 66$) felt isolated or left out and 34% ($n = 64$) felt intimidated/bullied.

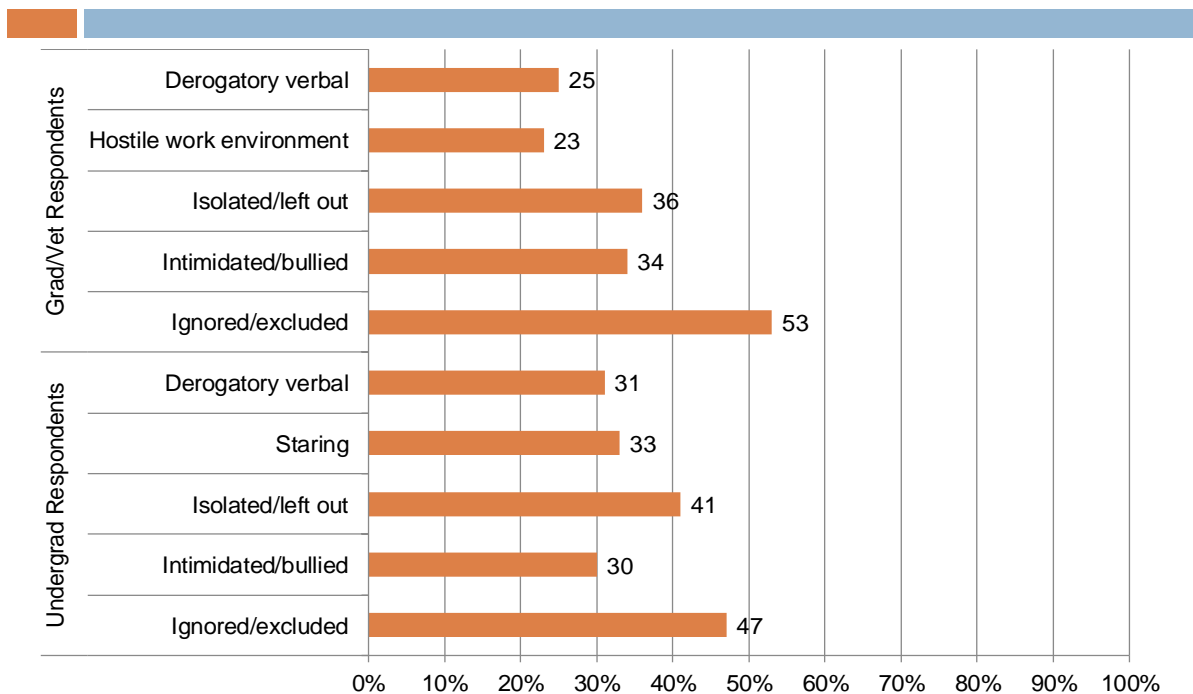


Figure 36. Student Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at an Iowa State University job (26%, $n = 363$), in a class/lab (26%, $n = 358$), and/or in a meeting with a group of people (26%, $n = 351$). Many respondents who marked "a location not listed above" described, "conference," "county extension office," and "hallway" as the location where the conduct occurred.

Table 33 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including: while working at an Iowa State job

(57%, $n = 251$), in a meeting with a group of people (35%, $n = 155$), in an Iowa State administrative office (26%, $n = 116$), in a meeting with one other person (23%, $n = 104$), and in other public spaces at Iowa State (10%, $n = 46$).

Table 33. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at an Iowa State job	251	56.5
In a meeting with a group of people	155	34.9
In an Iowa State administrative office	116	26.1
In a meeting with one other person	104	23.4
In other public spaces at Iowa State	46	10.4

Note: Table reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 444$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B48 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often at a meeting with a group of people (46%, $n = 86$), a faculty office (29%, $n = 54$), an Iowa State job (28%, $n = 53$), a meeting with one other person (22%, $n = 41$), and an Iowa State administrative office (21%, $n = 39$) (Table 34).

Table 34. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	86	45.7
In a faculty office	54	28.7
While working at an Iowa State job	53	28.2
In a meeting with one other person	41	21.8
In an Iowa State administrative office	39	20.7

Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 188$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B48 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (44%, $n = 323$), in campus housing (22%, $n = 163$), in other

public spaces at Iowa State (21%, $n = 155$), off campus (19%, $n = 142$), and while walking on campus (17%, $n = 129$) (Table 35).

Table 35. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class/lab	323	43.5
In campus housing	163	21.9
In other public spaces at Iowa State	155	20.9
Off campus	142	19.1
While walking on campus	129	17.4

Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 743$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B48 in Appendix B.

Forty percent ($n = 555$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 30% ($n = 406$) identified coworkers/colleagues, and 19% ($n = 256$) identified faculty members/other instructional staff as the sources of the conduct (Table 36). Respondents who marked a “source not listed above” wrote examples such as “administrator,” “council member,” “county extension staff,” and “roommate.”

Table 36. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Student	555	40.4
Coworker/colleague	406	29.5
Faculty member/other instructional staff	256	18.6
Supervisor or manager	183	13.3
Staff member	179	13.0
Department/program chair/head/director	178	12.9
Stranger	175	12.7

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,375$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B49 in Appendix B.

Figures 37 through 38 display the perceived source of experienced exclusionary conduct by position status. Students were indicated as the greatest source of exclusionary conduct for both Undergraduate Student respondents (70%, $n = 387$) and Graduate/Veterinary Medicine Student respondents (51%, $n = 95$).

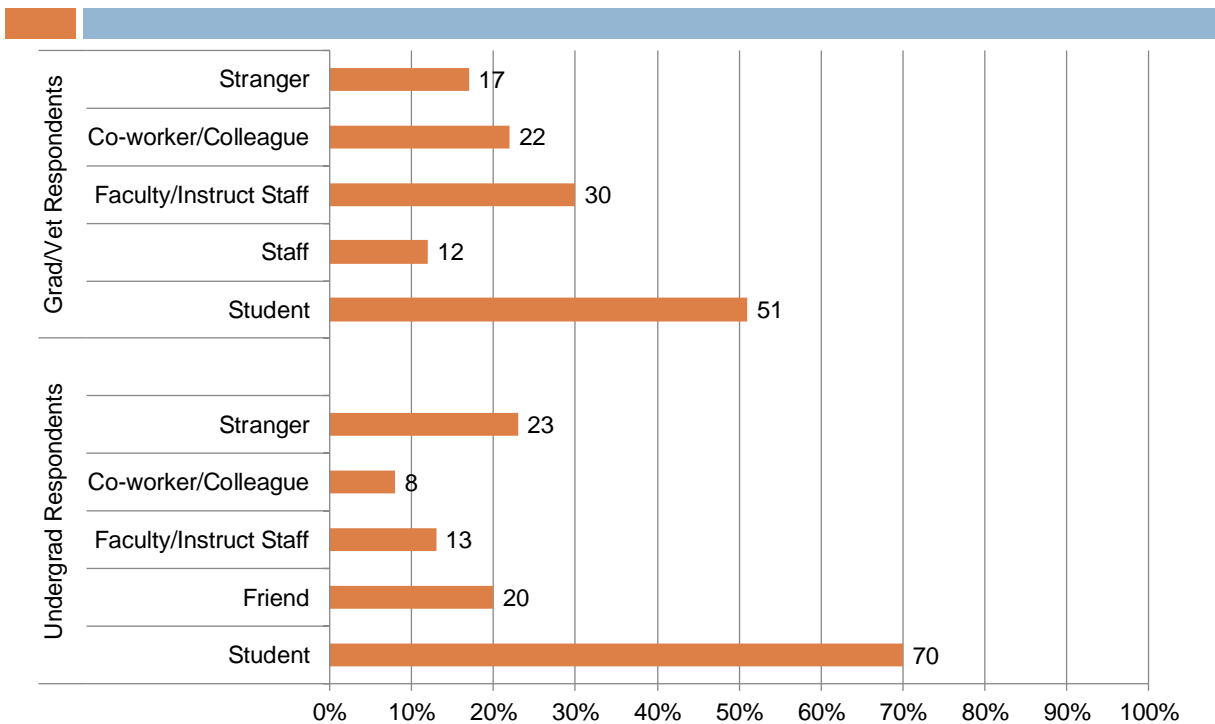


Figure 37. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues (55%, $n = 104$) and faculty members/instructional staff members (37%, $n = 69$) as the source of the exclusionary conduct. Staff respondents most often cited coworkers/colleagues (49%, $n = 219$) and supervisors/managers (32%, $n = 141$) as the source of the exclusionary conduct (Figure 38).

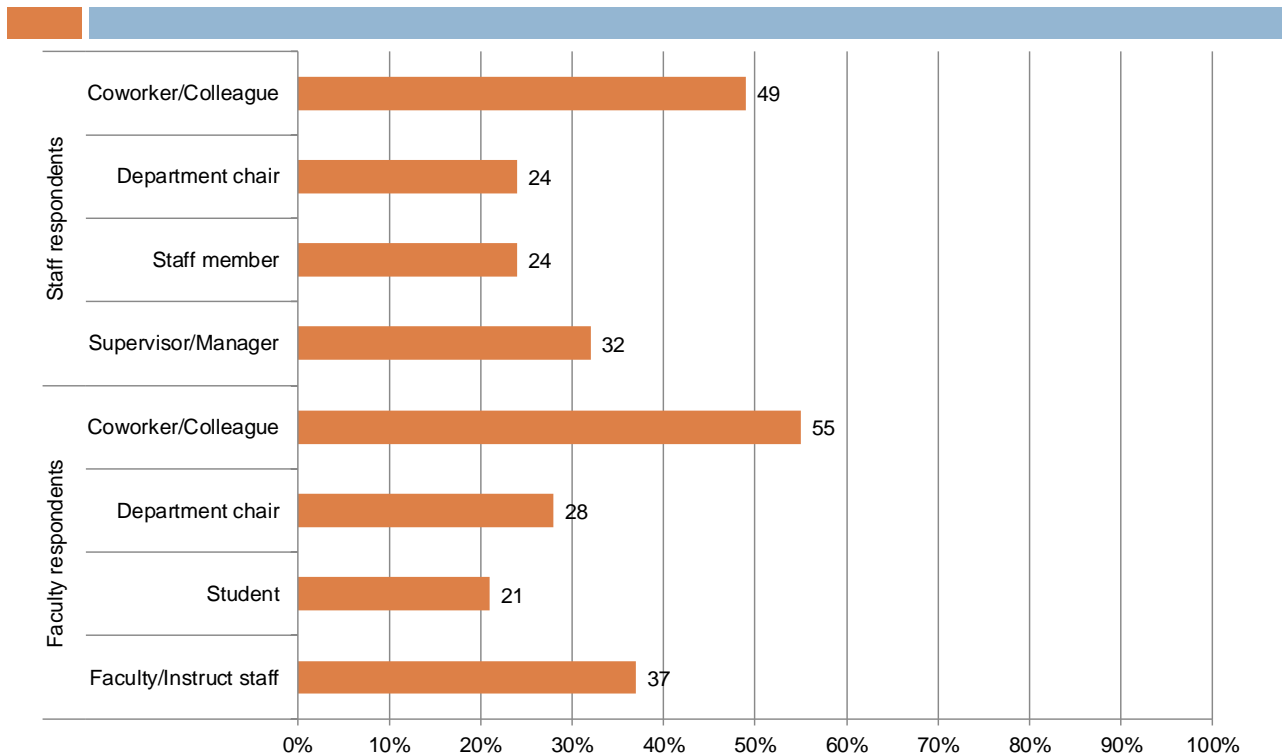


Figure 38. Employee Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

In response to this conduct, 69% ($n = 953$) of respondents felt angry, 38% ($n = 525$) felt embarrassed, 27% ($n = 365$) ignored it, 26% ($n = 355$) felt afraid, and 18% ($n = 248$) felt somehow responsible (Table 37). Of respondents who indicated their experience was not listed, several added comments that indicated many respondents felt “annoyed,” “anxious,” “confused,” “depressed,” “disappointed,” “frustrated,” “hopeless,” “sad,” and “upset.”

Table 37. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	953	69.3
I felt embarrassed.	525	38.2
I ignored it.	365	26.5
I was afraid.	355	25.8
I felt somehow responsible.	248	18.0
A feeling not listed above	338	24.6

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,375$). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to experiencing the conduct, 44% ($n = 608$) told a friend, 41% ($n = 563$) avoided the person/venue, 34% ($n = 461$) told a family member, and 38% ($n = 521$) did not do anything (Table 38). Of the 17% ($n = 228$) of respondents who sought support from an Iowa State University resource, 29% ($n = 65$) sought support from their supervisor, 25% ($n = 56$) from a faculty member, and 24% ($n = 54$) from a senior administrator (e.g., dean, vice president, provost).

Table 38. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	608	44.2
I avoided the person/venue.	563	40.9
I did not do anything.	521	37.9
I told a family member.	461	33.5
I contacted an Iowa State resource.	228	16.6
<i>Supervisor</i>	65	28.5
<i>Faculty member</i>	56	24.6

Table 38. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
<i>Senior administrator (e.g., dean, vice president, provost)</i>	54	23.7
<i>Office of Equal Opportunity</i>	49	21.5
<i>Human Resources staff</i>	49	21.5
I confronted the person(s) at the time.	218	15.9
I confronted the person(s) later.	193	14.0
I did not know who to go to.	189	13.7
A response not listed above	208	15.1

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,375$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B51 in Appendix B.

Table 39 illustrates that 82% ($n = 1,113$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 18% ($n = 249$) of respondents did report the incident. Of the respondents who reported the incident, 18% ($n = 34$) were satisfied with the outcome, 27% ($n = 50$) felt that their complaint was responded to appropriately, and 55% ($n = 101$) felt the incident did not receive an appropriate response.

Table 39. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	1,113	81.7
Yes, I reported it	249	18.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	34	18.4
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	50	27.0
<i>Yes, I reported the incident but felt that it was not responded to appropriately.</i>	101	54.6

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,375$). Percentages do not sum to 100 as a result of multiple response choices.

Five hundred ninety-two (592) respondents elaborated on experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that interfered with their ability to work, learn, or live at Iowa State University. Two hundred ninety respondents were ISU Employees. Four themes emerged from the Employee responses: hostile

colleague or coworker, hostile supervisor, negative work environment, and negative perceptions of ISU's harassment reporting processes. Three hundred and two Student respondents elaborated on their experiences with exclusionary, intimidating, offensive and/or hostile conduct. Four themes emerged from the Student responses: hostile campus climate for political conservatives, hostile campus climate for Women Students, harassment based on individuals' race or ethnicity, and sexual assault/harassment.

Employee respondents

Hostile Colleague or Coworker. In the first Employee theme, respondents described hostile or "bullying" behaviors by a coworker. Respondents commented, "There is a couple of people on our staff who target and bully others" and "We have a senior faculty member in our department who bullies others into compliance." Multiple respondents referred to hostile behaviors by an individual colleague. Respondent offered, "A co-worker consistently picked on me, talked bad about me to other co-workers, blamed me for their mistakes" and "I have a very aggressive co-worker who is good at self-promotion and tries to exclude everyone else." Another respondent wrote, "Coworker yells at everyone a lot and doesn't own her actions. For example, if a small mistake is made, she will yell at you in front of everyone in the office and then she will make the same mistake."

Hostile Supervisor. In the second Employee theme, respondents reported hostile and inappropriate actions by supervisors and department chairs. Respondents specifically wrote, "Treated poorly by Department Chair" and "I was bullied by my boss multiple times over the past year." In particular, respondents described being yelled at or "verbally abused" by their supervisor. According to one respondent, "My supervisor yelled at me in public on situation that she didn't have a full understanding of it. She talked to me as if I was a little child and as if I brought this treatment to myself." Other respondents shared, "my supervisor yelled profanities at me because she didn't like that I asked for clarification on an email that she responded to" and "My previous department chair was verbally abusive and often threatened me." Respondents noted the effect that their supervisor's actions have had on the employee's sense of worth and morale. Specifically, one respondent wrote, "Our department chair has created an atmosphere where she is the dictator and no one else's thoughts or opinions seem to matter - especially if

they be different than her own.” Another respondent replied, “Sometimes the boss' mood is extremely uncalled for. The boss speaks negatively about other individuals on campus and talks down on others intelligence. Makes the team feel as though we'll never be good enough to leave our current positions.”

Negative Work Environment. In the third Employee theme, respondents described experiencing a negative work environment. According to respondents, the hostile work environment that they experience has been constructed through on-going incidents of exclusion and hostility by coworkers and supervisors. A respondent explained, “There are several moments where my work place environment includes some form of exclusion, bullying, incivility, and so on. This is experienced by myself and other co-workers.” Other respondents offered, “There have been multiple instances of exclusion, belittling, micromanaging to the point of me not being able to perform my job” and “There were multiple incidents of bullying, outburst, and intimidation/treating employees like they are stupid within that department.” Another respondent simply wrote, “uncivil and unprofessional attitude and atmosphere created by staff/management.”

Negative Perceptions of ISU's Harassment Reporting Processes. In the fourth Employee theme, respondents conveyed a lack of faith in ISU's harassment reporting processes. Respondents offered several examples of reporting an incident yet feeling as though the incident was not responded to or addressed properly. Respondents wrote, “I do not feel that the person was dealt with appropriately. My supervisor and his supervisor have tried to sweep it under the rug without addressing it” and “I have experienced harassment from both my direct supervisor and from a faculty member. In both incidents, I consulted [an ISU resource] and [he/she] did nothing.” Another respondent shared, “I discussed the incident with a university official but nothing came of it.” Respondents suggested that reporting an incident does not produce tangible results, and thus, it was not worth the time or energy. One respondent simply called the reporting process “worthless.” Respondents also expressed a perception that ISU does not take any action as a result of reports. According to one respondent, “What's the point in reporting? Other faculty and staff have continually expressed that nothing will change, and if you do report then the institution will not be responsive or responsible.” Another respondent explained, “I did not report it through official channels because it would not do any good anyway.” Respondents suggested that there is

a sentiment that reports against superiors will not be addressed or tended to properly.

Demonstrating this sentiment, a respondent wrote, “I think it is extremely difficult to report incidents with a supervisor when our campus system has shown that little to nothing happens as far as accountability.” Other respondents shared, “there's a distinct feeling that any complaints from subordinate members are futile to report” and “Report to whom? The admin will not take action against itself.”

Student respondents

Hostile Campus Climate for Political Conservatives. In the first Student theme, respondents depicted ISU’s campus climate as hostile for Republicans and political conservatives.

Respondents described feeling unwelcome, silenced, and unsafe as conservatives at ISU. One respondent explained, “The Iowa State campus is not a safe place to express any type of conservative political opinion without risking alienation, retaliation, and possible physical harm.” Another respondent shared, “I had been called 'racist, bigot, xenophobic, homophobic, stupid, retarded, idiotic, transphobic,' and many other names, simply for supporting President Trump. I am none of these things, and the labels are unfair and untrue.” Other respondents wrote, “Republicans are targets of verbal abuse on campus by students and professors” and “I have worn clothing with republican logos and slogans on campus and people have come up to me and told me to F*&% off and that I should take that S%\$# off.” One respondent simply stated, “Was called racist, ignorant and a bad person because I sided mostly with Republican views.” Noting the possible academic repercussions of publically identifying as a conservative, a respondent shared that they intentionally choose to not disclose their political viewpoints in their academic coursework. The respondent, who self-identified as politically conservative, remarked, “My political beliefs have also been attacked on numerous occasions, to the point where I felt unsafe sharing my opinion or viewpoint in class. I frequently write papers masking what my true opinion is because I am afraid that I will be docked points from papers, tests, assignments, and any participatory points the professor provides.”

Hostile Campus Climate for Women Students. In the second student theme, respondent described ISU’s campus climate as hostile and unwelcoming to women students. Respondents described being disrespected, dismissed, and excluded by faculty and fellow students at ISU based on the

respondent's gender. Respondents also described various experiences of being perceived as less intelligent or skilled than their peers. One respondent specifically wrote, "Male faculty members have questioned my ability to do work as well as my male peers." According to another respondent, "Some of my peers in the [redacted] Department seem to still think women don't have valid opinions. So, when I had something to say, this particular person didn't consider my input in group discussions until another (Male) student agreed that I was right in the situation." Another respondent shared, "White men invalidating my experiences as a woman, students assuming my knowledge and ability based on my gender, racists comments."

Multiple respondents specifically identified hostilities they have faced as a woman student in an engineering field. Specifically, a respondent wrote, "As a Caucasian female in an engineering field, I encounter a lot of microaggressions and sexism." Other respondents added, "Derogatory remarks about being a female in engineering" and "I consistently receive derogatory statements, threats, and abuse because I am a woman in engineering." One respondent shared, "as a minority in the engineering college, I often hear that I only got an interview/job because I am a woman and companies need to fill a diversity quota and that I'm not actually as qualified." Noting their intersectional experience as a woman and a racial/ethnic minority, respondents shared, "Questioning my ability/lack of ability as an Asian woman in STEM."

Harassment Based on Individuals' Race or Ethnicity. In the third Student theme, respondents described experiencing various forms of harassment based on their actual or perceived racial or ethnic identity. Noting their experiences as victims of verbal harassment, respondents shared, "A huge group of guys started yelling 'Build that Wall' to a group of us, who are all Hispanic" and "A large group of fellow Iowa State students yelled 'go back to Mexico' as we were walking on Lincoln way." Respondents also wrote, "a group of unknown people yelled 'build a wall' at me while I walked home from class" and "was told to go back to my own country." Another respondent shared, "I have on numerous occasions have students who referred to people of color as colored people." Noting harassing and discriminatory behavior by some ISU faculty, a respondent wrote, "Many times faculty make comments that are homophobic and xenophobic." Another respondent offered, "Once our professor talked about my country as a terrorist supporter and enemy." Respondents also shared that they have been excluded and dismissed by fellow classmates as a result of their racial or ethnic identity. One respondent wrote, "I've had fellow

students dismiss my experience as a latinx and speak over me in issues regarding my home country.” One respondent summarized their on-going experiences of harassment and discrimination by ISU students and faculty. According to the respondent, “The occasions in which the discrimination/harassment came from other students or strangers they mostly consisted of denigrating comments towards my person and cultural background, snares when something was deemed ‘third-worldly,’ assessing me as a person of lesser importance because of my race or ethnicity. When it came from a teacher or advisor it was in the form of a snarky comment, generalization from unfounded information, and lack of engagement or desire to help with the normal tasks provided for other students. Many also deny or refuse to admit that what they said or did was offensive and wrong.”

Sexual Assault/Harassment. In the fourth Student theme, respondents reported their experiences as victims of sexual assault and/or sexual harassment at ISU. In response to the question, multiple respondent self-identified as victims of sexual assault. Respondents specifically wrote, “I was sexually assaulted in my dorm room,” “I was sexually assaulted by an acquaintance. I went to the student health center and the doctor got me help,” and “I was sexually assaulted by my roommate’s friend.” Another respondent shared, “I was sexually assaulted, talked to the OEE and Ames Police, but did not pursue any charges.” Respondents also described various incidents of sexual harassment, including individuals’ making sexually explicit comments to or about the respondent. Respondents explained, “My lab partner told me to ‘put your girls away’ even though I was wearing a sweatshirt. Next week he said ‘you’re a very dirty girl’” and “I received anonymous emails and Snapchat messages describing how my ‘ass looked great’ etc and accurate descriptions of what I was wearing every day.” Another respondent wrote, “I was waiting for a bus at the bus stop outside the library. It was just starting to get dark, but the area was well lit. A group of guys walked up and started to make sexual comments towards me and my body. I tried to ignore them, but they started acting more aggressive to how I should ‘help’ them. Luckily, the bus came and I could escape.” Respondents also shared their experiences of being cat-called while a student at ISU. Respondents wrote, “A bunch of men in a truck were driving around recklessly and cat calling women down the street” and “Catcalled regularly along Lincoln Way past MU and around the bend towards Maple.” Respondents also commented, “I have been cat-called on multiple occasions,” “I have been cat called and followed while walking on or near campus at night,” and “Cat calls, sexual remarks.”

^{xxii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 7,320) = 121.416, p < .001$.

^{xxiii}A chi-square test was conducted to compare percentages of respondents who indicated that the exclusionary conduct was based on their position by position status: $\chi^2(3, N = 1,375) = 179.984, p < .001$.

^{xxiv}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 7,270) = 89.791, p < .001$.

^{xxv}A chi-square test was conducted to compare percentages of respondents who indicated that the exclusionary conduct was based on their gender by gender identity: $\chi^2(2, N = 1,363) = 92.994, p < .001$.

^{xxvi}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(2, N = 7,196) = 122.253, p < .001$.

^{xxvii}A chi-square test was conducted to compare percentages of respondents who indicated that the exclusionary conduct was based on their ethnicity by racial identity: $\chi^2(2, N = 1,345) = 477.612, p < .001$.

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty-nine percent ($n = 2,107$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Iowa State University⁴⁸ within the past year. Of those respondents, 22% ($n = 444$) had experienced one instance of exclusionary conduct, 24% ($n = 485$) had experienced two instances, 19% ($n = 395$) had experienced three instances, 5% ($n = 100$) had experienced four instances, and 31% ($n = 639$) had experienced five or more instances.

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity (41%, $n = 859$), racial identity (37%, $n = 772$), gender/gender identity (32%, $n = 681$), political views (24%, $n = 515$), gender expression (19%, $n = 406$), immigrant/citizen status (19%, $n = 400$), and sexual identity (19%, $n = 395$). Eleven percent ($n = 240$) of respondents indicated that they did not know the basis (Table 40).

Table 40. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Ethnicity	859	40.8
Racial identity	772	36.6
Gender/gender identity	681	32.3
Political views	515	24.4
Gender expression	406	19.3
Immigrant/citizen status	400	19.0
Sexual identity	395	18.7
Do not know	240	11.4

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 2,107$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of target's characteristics, please see Table B97 in Appendix B.

⁴⁸This report uses "conduct" and the phrase "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "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 (bullying, harassing) working or learning environment at Iowa State University?"

Figures 39 and 40 separate by demographic categories (i.e., racial identity, gender identity, sexual identity, and citizenship status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

Significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by racial identity, with 49% ($n = 94$) of Black/African American respondents, 45% ($n = 165$) of Multiracial respondents, 40% ($n = 93$) of Hispanic/Latin@/Chican@ respondents, 28% ($n = 1,592$) of White respondents, 24% ($n = 52$) of Additional Respondents of Color, and 19% ($n = 87$) of Asian/Asian American respondents having observed exclusionary, intimidating, offensive, and/or hostile conduct^{xxviii} (Figure 39). Also, a higher percentage of LGBQ respondents (43%, $n = 315$) than Heterosexual respondents (27%, $n = 1,694$) observed such conduct.^{xxix}

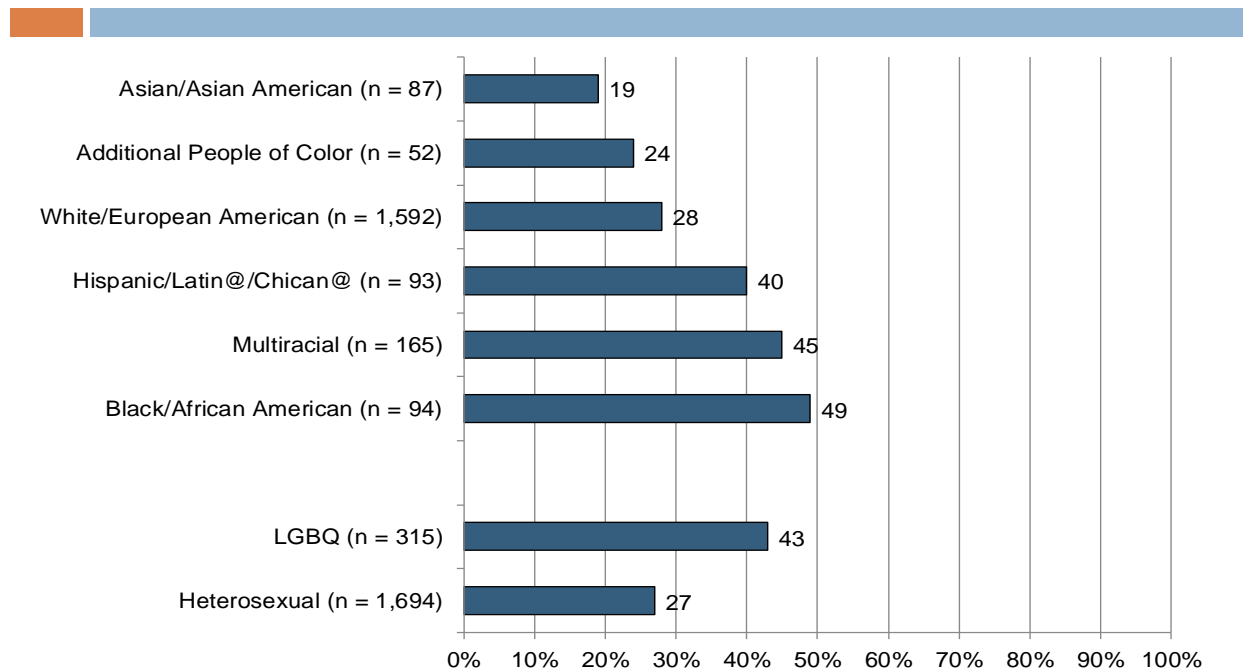


Figure 39. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity and Sexual Identity (%)

In terms of gender identity, a higher percentage of Transspectrum respondents (48%, $n = 70$) than Men respondents (24%, $n = 709$) or Women respondents (31%, $n = 1,311$) observed such conduct^{xxx} (Figure 40). Additionally, a higher percentage of U.S. Citizen respondents (30%, $n = 1,870$) than Not-U.S. Citizen respondents (21%, $n = 219$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct.^{xxxi}

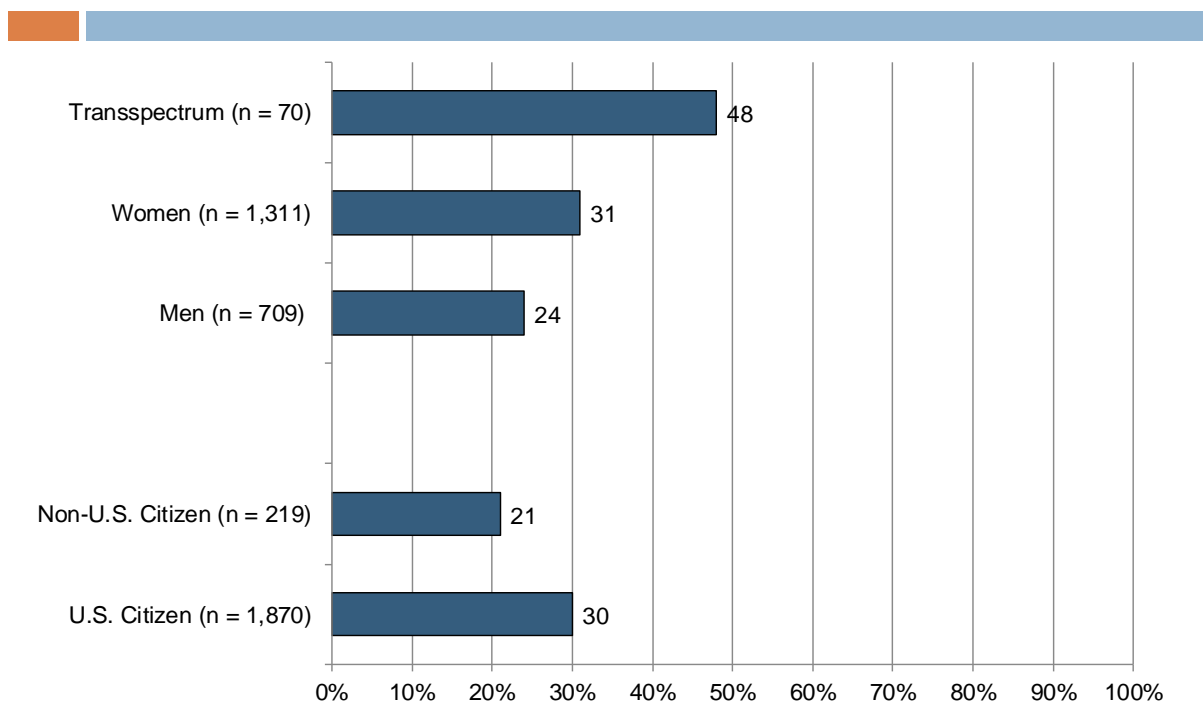


Figure 40. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity and Citizenship Status (%)

Table 41 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (53%, $n = 1,108$), deliberately ignored or excluded (31%, $n = 660$), being isolated or left out (29%, $n = 609$), being intimidated/bullied (28%, $n = 585$), or being the target of racial/ethnic profiling (27%, $n = 578$).

Table 41. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory verbal remarks	1,108	52.6
Person ignored or excluded	660	31.3
Person isolated or left out	609	28.9
Person intimidated/bullied	585	27.8
Racial/ethnic profiling	578	27.4
Graffiti/vandalism	370	17.6
Derogatory written comments	346	16.4
Person being stared at	343	16.3
Person experienced a hostile work environment	330	15.7
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	309	14.7

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 2,107$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B98 in Appendix B.

Additionally, 32% ($n = 678$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at Iowa State University (Table 42). Some respondents noted that the incidents occurred in a class/lab (23%, $n = 481$) or while walking on campus (23%, $n = 475$).

Table 42. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In other public spaces at Iowa State	678	32.2
In a class/lab	481	22.8
While walking on campus	475	22.5
In a meeting with a group of people	341	16.2
At an Iowa State event/program	321	15.2
On social media sites (e.g., Facebook, Twitter, Snapchat)	318	15.1
While working at an Iowa State job	306	14.5

Table 42. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
Off campus	295	14.0
In campus housing	289	13.7

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 2,107$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B99 in Appendix B.

Sixty-three percent ($n = 1,324$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 43). Other respondents identified friends (24%, $n = 502$), strangers (19%, $n = 409$), coworkers/colleagues (19%, $n = 403$), staff members (13%, $n = 272$), and faculty members or other instructional staff (10%, $n = 214$) as targets.

Table 43. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	1,324	62.8
Friend	502	23.8
Stranger	409	19.4
Coworker/colleague	403	19.1
Staff member	272	12.9
Faculty member/other instructional staff	214	10.2

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 2,107$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B95 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 50% ($n = 1,058$) noted that students were the sources of the conduct (Table 44). Respondents identified additional sources as strangers (20%, $n = 423$), faculty members/other instructional staff members (14%, $n = 293$), coworkers/colleagues (12%, $n = 257$), and staff members (9%, $n = 198$).

Table 44. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	1,058	50.2
Stranger	423	20.1

Table 44. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Faculty member/other instructional staff	293	13.9
Coworker/colleague	257	12.2
Staff member	198	9.4

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 2,107$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B96 in Appendix B.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 37% ($n = 776$) did not do anything, 26% ($n = 544$) told a friend, 18% ($n = 378$) avoided the person/venue, 16% ($n = 335$) confronted the person(s) at the time (Table 45). Of the respondents (10%, $n = 202$) who contacted an Iowa State University resource, 33% ($n = 66$) sought support from a supervisor, 27% ($n = 54$) from a faculty member, and 26% ($n = 53$) from the Office of Educational Opportunity.

Table 45. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything.	776	36.8
I told a friend.	544	25.8
I avoided the person/venue.	378	17.9
I confronted the person(s) at the time.	335	15.9
I told a family member.	297	14.1
I did not know who to go to.	284	13.5
I confronted the person(s) later.	210	10.0
I contacted an Iowa State resource.	202	9.6
<i>Supervisor</i>	66	32.7
<i>Faculty member</i>	54	26.7
<i>Office of Equal Opportunity</i>	53	26.2
<i>Senior administrator (e.g., dean, vice president, provost)</i>	48	23.8
<i>Staff person</i>	44	21.8
A response not listed above.	312	14.8

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 2,107$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B100 in Appendix B.

Table 46 illustrates that 92% ($n = 1,877$) of respondents did not report the incident and that 8% ($n = 163$) of respondents did report the incident. Of the respondents who reported the incident, 25% ($n = 31$) were satisfied with the outcome, 29% ($n = 37$) felt that the complaint received an appropriate response, and 46% ($n = 58$) felt that the incident did not receive an appropriate response.

Table 46. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reported conduct	<i>n</i>	%
No, I didn't report it.	1,877	92.0
Yes, I reported it.	163	8.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	31	24.6
<i>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.</i>	37	29.4
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	58	46.0

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 2,107$). Percentages do not sum to 100 as a result of multiple response choices.

Five hundred ninety (590) respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Five themes emerged from the responses: hostile campus climate for politically conservative individuals, negative perceptions of ISU's free-speech zone, observed acts of exclusion, hostile or harassing verbal remarks directed toward minorities, and presence of White supremacy materials on campus.

Hostile Campus Climate for Politically Conservative Individuals. In the first theme, respondents described ISU as an exclusionary, intimidating, and hostile environment for individuals who are politically conservative. Respondents explained, "If you are a conservative [on] this campus, due to some students and more importantly the faculty, the campus is very unfriendly to you" and "Conservative students have been shunned and attempted to be silenced on campus by students who oppose their political views." According to respondents, ISU's administration has played a key role in constructing a hostile campus climate for politically conservative individuals. This view point was expressed by one respondent who remarked, "The administration has made it clear that students with conservative political views are not deserving of fair treatment. This

conduct has carried over to faculty and other students, who regularly make disparaging comments about these students and their backgrounds (primarily white, rural, religious, veterans, etc.). I believe the administration's response to on-campus incidents and election outcomes has clearly encouraged this behavior.” Respondents also described feeling unsafe to express their politically conservative views at ISU. According to one respondent, “Politically conservative students are often afraid to speak about their views because liberal students often call us ‘racist, sexist, etc.’ for simply disagreeing with their ideas.” One respondent noted that their perceptions of ISU’s hostile political climate has negatively affected both their sense of safety and job security. The respondent explained, “I frequently hear students and faculty speaking poorly of other with Republican/conservative/liberation identities or beliefs. They are often denigrated, mocked, and demonized for their beliefs, and judged as lesser, immoral, dangerous, or even worthy of physical harm. For these reasons, I do not feel safe to express my political views or opinions with classmates or co-workers, lest I be shunned, fired, or attacked.”

Hostile or Derogatory Verbal Remarks Directed Toward Minorities. In the second theme, respondents described observing individuals issue hostile or derogatory verbal remarks related to individuals’ actual or perceived gender, gender identity, race, ethnicity, or sexuality. Illustrating this theme, a respondent offered, “I have witnessed several discouraging remarks and attitudes towards people of different genders, sexual orientations, and races.” Another respondent offered, “Most instances are discriminatory remarks towards those of other races or sexual orientations.” Regarding the use of racialized or racist language, respondents wrote, “Students say racists statements to others” and “racial slur and other comments made walking across campus in dark.” Respondents also specified that they have observed individuals using racial slurs to threaten or demean others. According to one respondent, “I have witnessed friends of mine being called racial slurs, especially n****r.” Another respondent wrote, “Last year I witnessed someone being called a ‘nigger’ the day after the election.” Describing their observations of hostile or derogatory remarks based on individuals’ actual or perceived sexuality, respondents wrote, “A heterosexual friend of mine who has done nothing more than dye his hair blonde has been called ‘faggot’ multiple times from campus windows while he was out running” and “My roommate made an anti-gay remark in front of a gay person.” A Faculty respondent offered, “I had a group of students last semester, in the Spring, who made in-class comments regarding LGBTQ individuals---comments such as transgender students needing to ‘just hold it’ instead of using

‘our bathrooms’ and comments such as ‘loving President Trump’ because he ‘has no use’ for ‘queers’ either.”

Respondents also elaborated on observing individuals making derogatory or hostile statements based on individuals perceived nationality and/or citizenship status.” According to one respondent, “It was what appeared to be undergraduate students making derogatory remarks about international students.” Respondents commented, “[A] lot of students will laugh and make comments about TAs from other countries” and “I was on the cyride bus. There were two white females saying that they hated how Ames was full of foreigners and that the bus smelled bad because there were some Asian people on the bus (I think they were from India).”

Respondents also noted observing individuals using different versions of the phrase, “Build a wall” to intimidate or criticize protestors or Latinx individuals. Specifically, respondents wrote, “Yelling, ‘Build that wall!’ to a group of Hispanics” and “A student walking across the ‘porch’ on the south side of Parks Library, behind a group of peaceful protestors barked ‘build the wall’ a couple of times as he walked by.” Another respondent shared, “I can’t remember the details of some but I remember a friend being pushed out of the way on the way out of class while some white guys chanted ‘build that wall’ (she was latina).”

Multiple Undergraduate respondents specifically commented on the use of hostile and “racist” language at the “2017 Vespers Ceremony.” Respondents wrote, “Racial slurs being shouted at Vespers last spring” and “There were racist remarks made at the Vespers Ceremony.” Another respondent wrote, “When the Multicultural Greek Community was going through their awards at Vespers, other members of the Greek Community made some racial calls whenever people would accept their awards.” One respondent elaborated on what occurred at the event. The respondent shared, “During the VESPERS Ceremony in Spring of 2017, whenever an MGC or NPHC Chapter or Chapter member got nominated/awarded for anything, members of some IFC chapters would make loud noises to attempt to single out those chapters.” A respondent who noted that they did not attend the Vespers event wrote, “another instance was a greek event. I was not present but I was told about it. some of the greek members were making racist remarks at a predominantly hispanic sorority.”

Negative Perceptions of ISU's Free-Speech Zone. In the third theme, respondents described their negative perceptions of speakers who issue hostile speech from ISU's free-speech zone.

Respondents identified the individuals issuing harassing or hostile speech from ISU's free-speech zone as "religious people," "the 'Bible talk' guy," "the creationist speaker," and "the extreme religious men." Other respondents identified the speaker as a "visitor" to campus.

According to respondents, the hostile speech issued from the free speech zone was primarily directed toward women and gender and/or sexual minorities. Noting verbal harassment directed toward women, respondents wrote, "The same man set up his platform outside the library for multiple days this semester, targeting passers-by and women in particular" and "I have seen a lot of very christian groups coming to campus to somewhat yell at students for being students, mainly women. Last year, some guy had a megaphone and yelled at all the girls that walked by in shorts for being sluts."

In addition to describing hostile speech directed toward women, respondents also elaborated on speakers directing hostile speech toward gender and/or sexual minorities from the free speech zone. Specifically, a respondent wrote, "all of the preachers in the free speech zone talking about how gay and trans people are going to hell and need to repent." Another respondent offered, "The incident above was with a non-campus community member speaking publicly to students and those walking by outside of the library. He was making remarks about the LGBT community that were false and offensive." Speaking broadly about the remarks made by some speakers in the free speech zone, one respondent commented, "One thing I've noticed is some of the guests in the free speech zone are racist/sexist/homophobic. Free speech does not cover hate speech. Tom the Preacher (and those like him) should not be allowed on this campus."

Observed Acts of Exclusion. In the fourth theme, respondents described different acts of exclusion that they have observed in their role as a faculty member, staff member, or student at ISU. Respondents specified that their observations included individuals who were excluded based on their gender, race, religion, or nationality. Describing acts of exclusion based on individuals' race or nationality, respondents wrote, "Student from Middle East left out from standard meetings/team building settings" and "In the classroom there are often subtle exclusions or isolating incidents of students of color or other cultures." Another respondent commented, "On the bus people will not sit next to a girl in a hijab or persons of color and will stand even

though there are open seats just to avoid the person.” Respondents commonly noted that the observed act of exclusion occurred within a classroom environment. According to a Faculty respondent, “Students of color were excluded in my lab courses during group work when group membership was determined by the students.” Other respondents shared, “Members in class avoiding the women with the headdress” and “Persons were working in a group. One member was ignored in group work because of what I believed what her academic performance and gender.” Identified acts of exclusion were not limited to acts of exclusion based on gender, race, religion, or nationality. For example, a respondent who self-identified as a veteran offered, “passive aggressive exclusion of military /veterans from conversations/activities based on perceived political views that are stereotypically believed not to be liberal nor progressive.”

Presence of White Supremacy Materials on Campus. In the fifth theme, respondents elaborated on their observations of exclusionary, intimidating, offensive, or hostile conduct directed toward a group or group of people by noting the presence of “White supremacy,” “White nationalist,” and “neo-Nazi” materials on campus. In particular, respondents wrote, “white supremacy posters on campus,” “White supremacy posters that were posted last year and earlier this year,” and “White Supremacy Posters within dorms and throughout campus.” Respondents also offered, “My observations mostly concern the white nationalist propaganda placed around campus over the course of the last year” and “This was last fall at Iowa State when a plethora of white supremacists posters were distributed across campus.” A respondent who specified the targets and locations of the materials offered, “There were white supremacist stickers all over the bus stations closest to the international dorms Wallace and Wilson. They were racist and threatened any students of color or LGBTQ+ identities considering that QR codes were connected to theses stickers with links to KKK and white supremacy websites.” Also noting the location of the observed materials, a respondent offered, “I was walking to class on campus passing by Black Engineer Building where I saw a white supremacy poster taped to one of the brick pillars.” Respondents explained that the referenced materials included not only posters and fliers, but also “stickers” and “graffiti.” For example, a respondent wrote, “Racist posters and stickers appearing on campus” and “white supremacist postings and similar chalk graffiti.”

^{xxviii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(5, N = 7,181) = 123.867, p < .001$.

^{xxix}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 6,969) = 83.745, p < .001$.

^{xxx}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 7,252) = 66.867, p < .001$.

^{xxxi}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by citizenship status: $\chi^2(1, N = 7,251) = 35.350, p < .001$.

Unwanted Sexual Experiences

Eleven percent ($n = 770$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,⁴⁹ with 1% ($n = 80$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 157$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 8% ($n = 554$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 3% ($n = 221$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent) while a member of the Iowa State University community (Figure 41).

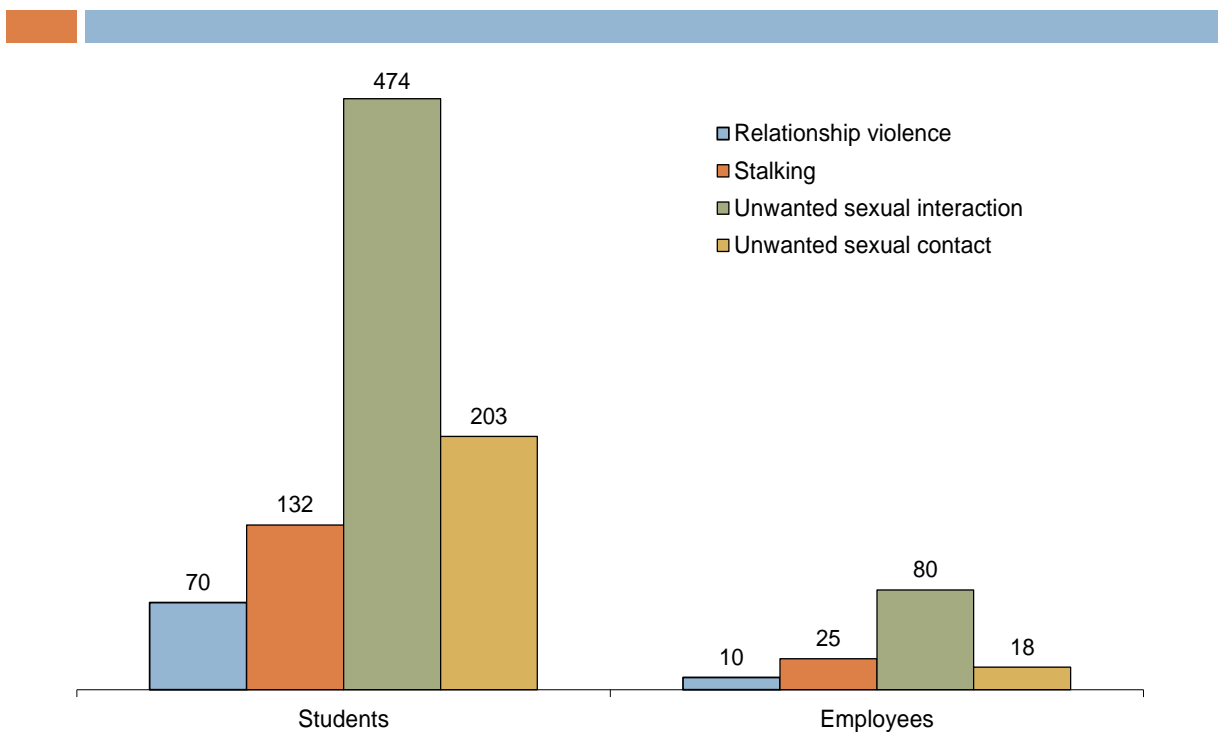


Figure 41. Respondents' Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

⁴⁹The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy.”

Relationship Violence

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (2%, $n = 67$) experienced relationship violence compared with Graduate/Veterinary Medicine Student respondents ($n < 5$), Faculty respondents ($n < 5$), or Staff respondents (1%, $n = 9$).^{xxxii} A higher percentage of Transspectrum respondents (3%, $n = 5$) and Women respondents (1%, $n = 61$) than Men respondents (1%, $n = 14$) experienced relationship violence.^{xxxiii} Two percent ($n = 8$) of Multiracial respondents experienced relationship violence compared with Respondents of Color ($n < 5$), while White respondents (1%, $n = 65$) did not statistically differ from the other two groups.^{xxxiv} Three percent ($n = 24$) of LGBTQ respondents compared with 1% ($n = 53$) of Heterosexual respondents experienced relationship violence.^{xxxv} Higher percentages of Respondents with Multiple Disabilities (4%, $n = 11$) and Respondents with a Single Disability (3%, $n = 17$) than Respondents with No Disability (1%, $n = 52$) experienced relationship violence.^{xxxvi} Two percent ($n = 45$) of No Religious/Spiritual Affiliation respondents compared with 1% ($n = 35$) of Religious/Spiritual Affiliation respondents experienced relationship violence.^{xxxvii} A higher percentage of Employed Student respondents (2%, $n = 50$) than Not-Employed Student respondents (1%, $n = 17$) experienced relationship violence.^{xxxviii}

Forty-five percent ($n = 36$) of respondents who indicated that they experienced relationship violence indicated it happened within the past year, 25% ($n = 20$) from 13 to 23 months ago, and 20% ($n = 16$) 2 to 4 years ago.

Student respondents⁵⁰ were asked if alcohol and/or drugs were involved in the relationship violence and 27% ($n = 19$) indicated “yes.” Seventy-five percent ($n = 12$) of those respondents noted that only alcohol was involved. Student respondents were also asked to share what year in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 26% ($n = 18$) noted that it occurred prior to their first semester (e.g., Orientation, Pre-college program at ISU), 50% ($n = 35$) noted that it occurred in their first year as an undergraduate student, and 30% ($n = 21$) noted that it occurred in their second year as an undergraduate student (Table 47).

⁵⁰Analysis of Undergraduate and Graduate/Veterinary Medicine Student responses were combined because the number of Graduate/Veterinary Medicine Student respondents was too low to maintain confidentiality.

Table 47. Semester in Which Student Respondents Experienced Relationship Violence

Semester experience occurred	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	< 5	---
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	18	25.7
Undergraduate first year	35	50.0
<i>Fall semester</i>	27	77.1
<i>Spring semester</i>	22	62.9
<i>Summer term</i>	6	17.1
Undergraduate second year	21	30.0
<i>Fall semester</i>	13	61.9
<i>Spring semester</i>	13	61.9
<i>Summer term</i>	< 5	---
Undergraduate third year	16	22.9
<i>Fall semester</i>	13	81.3
<i>Spring semester</i>	8	50.0
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	8	11.4
<i>Fall semester</i>	5	62.5
<i>Spring semester</i>	6	75.0
<i>Summer semester</i>	< 5	---
After my fourth year as an undergraduate	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 80$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B55 in Appendix B.

Eighty-six percent ($n = 69$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified Iowa State University students (24%, $n = 19$) and acquaintances/friends (16%, $n = 13$).

Asked where the relationship violence incidents occurred, 79% ($n = 63$) of respondents indicated that they occurred off campus and 39% ($n = 31$) indicated they occurred on campus. Respondents who experienced relationship violence off campus indicated that the incidents occurred in places such as “apartment,” “home,” and “in Ames.” Respondents who experienced relationship violence on campus commented that the instances happened in “dorms,” “Friley,” “Greek housing,” and “just walking around campus.”

Asked how they felt in response to experiencing relationship violence, 66% ($n = 53$) felt somehow responsible, 54% ($n = 43$) felt afraid, 53% ($n = 42$) felt embarrassed, 49% ($n = 39$) felt angry, and 24% ($n = 19$) ignored it (Table 48).

Table 48. Emotional Reaction to Relationship Violence

Emotional reaction	<i>n</i>	%
I felt somehow responsible.	53	66.3
I felt afraid.	43	53.8
I felt embarrassed.	42	52.5
I felt angry.	39	48.8
I ignored it.	19	23.8
A feeling not listed above	10	12.5

Note: Table reports only responses from individuals who indicated on the survey that they experienced relationship violence ($n = 80$). Percentages may not sum to 100% as a result of multiple response choices.

In response to experiencing relationship violence, 51% ($n = 41$) of respondents told a friend, 40% ($n = 32$) avoided the person(s)/venue, 33% ($n = 26$) confronted the person(s) later, 31% ($n = 25$) told a family member, and 15% ($n = 12$) contacted an Iowa State University resource (Table 49).

Table 49. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend.	41	51.3
I avoided the person(s)/venue.	32	40.0
I confronted the person(s) later.	26	32.5
I told a family member.	25	31.3
I did not do anything.	23	28.8
I confronted the person(s) at the time.	17	21.3
I did not know who to go to.	15	18.8
I contacted an Iowa State resource.	12	15.0
<i>Student Counseling Services</i>	7	58.3
<i>Iowa State University Police</i>	5	41.7
A response not listed above.	7	8.8

Note: Table reports only responses from individuals who indicated on the survey that they experienced relationship violence ($n = 80$). For a complete list of responses, please see Table B60 in Appendix B.

Fifteen percent ($n = 12$) of respondents officially reported the relationship violence, and 85% ($n = 68$) did not report the incident(s). Additional findings are not published here because of low response numbers.

Three respondents explained why they felt their report of relationship violence was not responded to appropriately. As a result of the low number of respondents, responses were not coded for themes.

There were 61 respondents who explained why they did not report relationship violence to a campus official or staff member. Four themes emerged from the responses: handled, fear of consequences, not worth it, and didn't realize it was abuse.

Handled. In the first theme, respondents shared that they had not reported the relationship violence because they had handled the situations themselves. Respondents made statements like "I took care of it myself," and "I felt like I could handle the situation myself." One respondent wrote, "I felt it was a situation I could and did deal with in my own hands." Another respondent shared, "It's not a very serious case and I felt I could handle it on my own and I have." Some respondents shared details of how they handled the situation. One respondent wrote, "Was able to handle it on my own by ending the relationship." Another respondent elaborated, "Because it was an unwarranted argument, where he ridiculed me. I asked him to leave and he did, and that was the end of that. I talked to my friend about it afterwards. It hasn't been a problem since." Another respondent commented, "We talked about it the next morning. It was very unlike her therefore I took her word that she was sorry and has sought help for her anger and things have improved."

Fear of Consequences. In the second theme, respondents commented that a fear of consequences from reporting the relationship violence was the reason they did not make a report to a campus official or staff member. One respondent stated, "Didn't feel like any good would come from reporting," while another respondent wrote, "I was also worried that because he was my supervisor that I would risk losing my job." Some respondents did not want any negative consequences for the perpetrator. One respondent shared, "Because he was my boyfriend, I didn't want to get him in trouble," while another respondent noted, "I didn't want my boyfriend to get arrested." Another respondent elaborated, "During and after the events occurred in the

relationship I was mostly scared and ashamed to tell anyone because we both had the same friends and I did not want to cause a divide within our friend group... The situation was complicated enough as it was and I didn't really feel the need to report it because I do not want to deprive the person of any future opportunities as a result of something that happened between us." Respondents were also worried about affecting their relationship. One respondent wrote, "I liked him still," while another respondent shared, "I was afraid that it would hurt our relationship and I was afraid of not being with him."

Not Worth It. For the third theme, respondents stated that they did not report the relationship violence because they did not think it was worth reporting. Respondents made comments such as "didn't think it was that bad at the time," "I didn't believe it to be serious enough," and "I did not think it was worth reporting." For some respondents, the lack of physical abuse meant that they did not think it was worth reporting. One respondent commented, "To me, I felt that control and emotional abuse didn't classify as something that needed to be reported." Another respondent stated, "It was verbal put downs. It never became physical, so I did not report it." Another respondent noted, "It was just controlling behavior; nothing physical."

Didn't Realize It Was Abuse. For the fourth theme, respondents shared that they did not report the relationship violence because they did not realize that the behavior was abuse. One respondent wrote, "Because at the time I didn't realize how unhealthy our relationship was. I loved her. She was emotionally abusive and controlling, which at the time I didn't recognize it as abuse." Another respondent stated, "At the time I did not realize that I was being emotionally abused." Respondents made comments such as "At the time I did not understand it for what it was," "I just thought it must be a part of the relationship," and "Because I thought it was normal at the time." Another respondent observed, "It was a very psychologically abusive relationship and I wasn't in a mental state of being able to respect myself and see/understand that it was abuse."

Stalking

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (3%, $n = 67$) experienced stalking compared with Faculty respondents (1%, $n = 6$), or Staff respondents (1%, $n = 19$), with Graduate/Veterinary Medicine Student respondents (2%, $n = 12$)

not statistically differing.^{xxxix} Three percent ($n = 109$) of Not-Transfer Student respondents compared with 2% ($n = 11$) of Transfer Student respondents experienced stalking.^{xl} A higher percentage of Women respondents (3%, $n = 134$) than Men respondents (1%, $n = 19$) experienced stalking.^{xli} Two percent ($n = 145$) of U.S. Citizen respondents compared with 1% ($n = 11$) of Not-U.S. Citizen respondents experienced stalking.^{xlii} A higher percentage of Not-Low-Income respondents (3%, $n = 113$) experienced stalking than Low-Income respondents (1%, $n = 13$).^{xliii} Five percent ($n = 33$) of LGBTQ respondents compared with 2% ($n = 120$) of Heterosexual respondents experienced stalking.^{xliv} Higher percentages of Respondents with Multiple Disabilities (5%, $n = 13$) and Respondents with a Single Disability (4%, $n = 21$) than Respondents with No Disability (2%, $n = 121$) experienced stalking.^{xlv} Three percent ($n = 69$) of No Religious/Spiritual Affiliation respondents compared with 2% ($n = 88$) of Religious/Spiritual Affiliation respondents experienced stalking.^{xlvi} A higher percentage of Employed Student respondents (4%, $n = 90$) than Not-Employed Student respondents (2%, $n = 30$) experienced stalking.^{xlvii}

Sixty percent of respondents ($n = 94$) who indicated they experienced stalking noted that it happened within the past year, 13% ($n = 21$) from 13 to 23 months ago, and 16% ($n = 25$) noted it happened 2 to 4 years ago.

Student respondents⁵¹ were asked if alcohol and/or drugs were involved in the stalking and 87% ($n = 115$) answered “no.” Student respondents were also asked to share what year in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking happened each fall semester. Of Student respondents who indicated that they experienced stalking, 57% ($n = 75$) noted that it occurred in their first year as an undergraduate student and 35% ($n = 46$) noted that it occurred in their second year as an undergraduate student (Table 50).

Table 50. Semester in Which Student Respondents Experienced Stalking

Semester stalking occurred	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	12	9.1
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	6	4.5
Undergraduate first year	75	56.8

⁵¹ Analysis of Undergraduate and Graduate/Veterinary Medicine Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Table 50. Semester in Which Student Respondents Experienced Stalking

Semester stalking occurred	<i>n</i>	%
<i>Fall semester</i>	56	74.7
<i>Spring semester</i>	35	46.7
<i>Summer term</i>	6	8.0
Undergraduate second year	46	34.8
<i>Fall semester</i>	30	65.2
<i>Spring semester</i>	23	50.0
<i>Summer term</i>	< 5	---
Undergraduate third year	17	12.9
<i>Fall semester</i>	12	70.6
<i>Spring semester</i>	7	41.2
<i>Summer semester</i>	5	29.4
Undergraduate fourth year	11	8.3
<i>Fall semester</i>	10	90.9
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
After my fourth year as an undergraduate	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 157$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B63 in Appendix B.

Half (50%, $n = 79$) of the respondents who indicated on the survey that they experienced stalking identified an Iowa State University student as the perpetrator of the conduct. Respondents also identified other sources as acquaintances/friends (33%, $n = 52$), strangers (28%, $n = 44$), or current or former dating/intimate partners (19%, $n = 30$).

Asked where the stalking incidents occurred, 54% ($n = 85$) of respondents indicated that they occurred off-campus and 62% ($n = 97$) indicated they occurred on-campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “bars,” “home,” “hometown,” “online,” “phone,” “social media,” “texting,” and “Welch.” On-campus locations included “social media” and individual buildings.

Asked how they felt in response to experiencing stalking, 57% ($n = 89$) of respondents felt afraid, 43% ($n = 68$) felt angry, 29% ($n = 46$) ignored it, 29% ($n = 45$) felt embarrassed, and 28% ($n = 44$) felt somehow responsible (Table 51).

Table 51. Emotional Reaction to Experienced Stalking

Emotional reaction	<i>n</i>	%
I felt afraid.	89	56.7
I felt angry.	68	43.3
I ignored it.	46	29.3
I felt embarrassed.	45	28.7
I felt somehow responsible.	44	28.0
A feeling not listed above	28	17.8

Note: Table reports only responses from individuals who indicated on the survey that they experienced stalking ($n = 157$). Percentages may not sum to 100% as a result of multiple response choices.

In response to experiencing stalking, 66% ($n = 104$) of respondents each avoided the person/venue, 61% ($n = 96$) told a friend, 36% ($n = 56$) told a family member, 21% ($n = 33$) did not do anything, and 12% ($n = 19$) contacted an Iowa State University resource (Table 52).

Table 52. Actions in Response to Experienced Stalking

Action	<i>n</i>	%
I avoided the person(s)/venue.	104	66.2
I told a friend.	96	61.1
I told a family member.	56	35.7
I did not do anything.	33	21.0
I confronted the person(s) at the time.	29	18.5
I contacted a local law enforcement official.	25	15.9
I confronted the person(s) later.	20	12.7
I contacted an Iowa State resource.	19	12.1
<i>Iowa State University Police</i>	11	57.9
<i>Senior administrator (e.g., dean, vice president, provost)</i>	5	26.3
A response not listed above.	21	13.4

Note: Table reports only responses from individuals who indicated on the survey that they experienced stalking ($n = 157$). For a complete list of actions, please see Table B68 in Appendix B.

Eighty percent ($n = 121$) of respondents did not officially report the stalking and 20% ($n = 31$) did report the incident(s). Additional findings are not published here because of low response numbers.

There were 10 respondents who explained why they thought that their report of stalking was not responded to appropriately. The single theme that emerged from the responses was that their report was not taken seriously. One respondent wrote, “I only selected that it was not handled

well because when I told the University Police officer who was doing the stalking it seemed like he dismissed it because that person wasn't a threat and was the subject of many complaints. I'm sure he didn't mean it that way, but I felt dismissed." Another respondent stated, "The first time I reported it the officer [was] insensitive and I didn't feel like he took it seriously." Another respondent shared an experience where police downplayed their stalker report stating, "our schedules merely overlapped" among other dismissive comments, and the respondent concluded, "Worst experience I've ever had. I have major trust issues because of this and I will NEVER trust police again after this incident."

There were 109 respondents who explained why they did not report the stalking to a campus official or staff member. Four themes emerged from the responses: not serious enough to report, handled the situation, fear of consequences, and behavior stopped.

Not Serious Enough to Report. For the first theme, respondents shared that they did not report the stalking because they did not think it was serious enough to report. Respondents shared comments such as, "I did not feel it was severe enough," "I didn't think it was that big of a deal," "not that important," and "because it wasn't a big issue." Some respondents commented that the behavior was not worth reporting because there was no danger or physical threat. One respondent wrote, "He wasn't being violent or menacing. It was just annoying. I didn't feel that I was in danger." Another respondent shared, "It didn't seem that serious because I didn't fear for my life, he was just ending me unwanted sexual messages and I was creeped out." Another respondent noted, "It didn't seem threatening enough to involve anyone else."

Handled the Situation. In the second theme, respondents reported that they did not report the stalking because they had handled the situation on their own. Several respondents noted, "It was something I felt I could handle by myself," or "I could and did handle it on my own," or "Didn't need any help with it." Another respondent commented, "I was able to handle the situation on my own." Some respondents described the actions they had taken to address the situation. One respondent wrote, "I ignored the person the first time it happened and avoided areas and social groups where I knew I would see him. Eventually, it stopped." Another respondent shared, "I blocked the person and ignored it and they eventually quit trying to make contact." Another respondent explained, "I figured if I completely ignored his presence and avoided conversation at

all possible he would stop. He did.” One respondent elaborated, “I made it clear to the person that I had no interest in a relationship - blocked social media, screened phone calls. When he randomly appeared, I did not make time to ‘visit’. He got the hint though I was very uncomfortable for several months. I never felt in danger: just unwanted attention.”

Fear of Consequences. For the third theme, respondents shared that they did not report the stalking because they were worried about the consequences that might result. Some respondents were worried about the fall out for themselves. One respondent wrote, “Wanted to handle it on my own so there were not repercussions at work.” Another respondent stated, “Because it was someone who could affect my ability to be promoted.” Another respondent shared, “So few students were in our program that it would have been obvious. Professors could have seen me as a trouble maker and retaliated. The guy seriously scared me and I didn't want to provoke him.” A few respondents were concerned about the consequences for the perpetrator if they made a report. One respondent stated, “I just want the individual to go away, not to face disciplinary action.” Another respondent shared, “I did not feel like the person needed to be punished at the time.” Another respondent noted, “Because I did not want to make it a big deal and have it cause him issues.”

Behavior Stopped. In the fourth theme, respondents commented that they did not report the stalking because the negative behavior stopped. One respondent wrote, “I figured it would stop and eventually it did.” Another respondent shared, “I was waiting for it to end on its own. Had it continued much longer or gotten much worse I would've reached out to officials but the problem resolved itself.” One respondent wrote, “I felt that they would eventually go away,” while another respondent explained, “He only knocked at my door at 3am for an hour after I left, then he came back the next day. He didn't come back after that, so I let it be.” Another respondent noted, “It stopped before any action needed to take place.”

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (11%, $n = 436$) experienced unwanted sexual interaction compared with Graduate/Veterinary Medicine Student respondents (5%, $n = 38$), Faculty respondents (2%, $n = 17$), or Staff respondents (4%, $n = 63$).^{xlvi} Twelve percent ($n = 393$) of Not-Transfer Student respondents

compared with 7% ($n = 43$) of Transfer Student respondents experienced unwanted sexual interaction.^{xliv} A higher percentage of Non-Tenure-Track Faculty respondents (4%, $n = 10$) experienced unwanted sexual interaction than Tenure-Track Faculty respondents (1%, $n = 7$).¹ A higher percentage of Women respondents (12%, $n = 504$) and Transspectrum respondents (15%, $n = 21$) than Men respondents (1%, $n = 27$) experienced unwanted sexual interaction.^{li} Eight percent ($n = 514$) of U.S. Citizen respondents compared with 4% ($n = 37$) of Not-U.S. Citizen respondents experienced unwanted sexual interaction.^{lii} Significant differences emerged based on racial identity, with 14% ($n = 52$) of Multiracial respondents, 8% ($n = 447$) of White respondents, and 5% ($n = 50$) of Respondents of Color experiencing unwanted sexual interaction.^{liii} Eighteen percent ($n = 131$) of LGBTQ respondents compared with 7% ($n = 409$) of Heterosexual respondents experienced unwanted sexual interaction.^{liv} A higher percentage of No-Military Service respondents (8%, $n = 516$) experienced unwanted sexual interaction than Military Service respondents (5%, $n = 25$).^{lv} A higher percentage of Not-First-Generation respondents (10%, $n = 442$) experienced unwanted sexual interaction than First-Generation respondents (7%, $n = 32$).^{lvi} Higher percentages of Respondents with Multiple Disabilities (17%, $n = 45$) and Respondents with a Single Disability (13%, $n = 80$) than Respondents with No Disability (7%, $n = 428$) experienced unwanted sexual interaction.^{lvii} Ten percent ($n = 242$) of No Religious/Spiritual Affiliation respondents compared with 6% ($n = 307$) of Religious/Spiritual Affiliation respondents experienced unwanted sexual interaction.^{lviii} A higher percentage of Employed Student respondents (13%, $n = 293$) than Not-Employed Student respondents (8%, $n = 142$) experienced unwanted sexual interaction.^{lix}

Seventy-four percent of respondents ($n = 408$) who indicated that they experienced unwanted sexual interaction indicated it happened within the past year, 12% ($n = 65$) from 13 to 23 months ago, and 10% ($n = 56$) 2 to 4 years ago.

Student respondents⁵² were asked if alcohol and/or drugs were involved in the unwanted sexual interaction and 39% ($n = 186$) indicated “yes.” Of those who indicated alcohol and or drugs were involved, 94% ($n = 165$) indicated it was alcohol only and 6% ($n = 10$) indicated both alcohol and drugs.

⁵²Analysis of Undergraduate and Graduate/Veterinary Medicine Student responses were combined because the number of Graduate/Veterinary Medicine Student respondents was too low to maintain confidentiality.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual interaction. Of note, the greatest percentage of occurrences of unwanted sexual interaction happened each fall semester. Of Student respondents who indicated that they experienced unwanted sexual interaction, 63% ($n = 297$) noted that it occurred in their first year of college, 42% ($n = 197$) noted that it occurred in their second year, 28% ($n = 132$) noted that it occurred in their third year, and 13% ($n = 61$) noted that it occurred during their fourth year (Table 53).

Table 53. Semester in Which Student Respondents Experienced Unwanted Sexual Interaction

Semester experience occurred	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	29	6.1
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	15	3.2
Undergraduate first year	297	62.7
<i>Fall semester</i>	242	81.5
<i>Spring semester</i>	147	49.5
<i>Summer term</i>	12	4.0
Undergraduate second year	197	41.6
<i>Fall semester</i>	143	72.6
<i>Spring semester</i>	104	52.8
<i>Summer term</i>	12	6.1
Undergraduate third year	132	27.8
<i>Fall semester</i>	98	74.2
<i>Spring semester</i>	46	34.8
<i>Summer semester</i>	8	6.1
Undergraduate fourth year	61	12.9
<i>Fall semester</i>	54	88.5
<i>Spring semester</i>	16	26.2
<i>Summer semester</i>	5	8.2
After my fourth year as an undergraduate	10	2.1

Note: Table reports only responses from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 474$). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-seven percent ($n = 315$) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a stranger as the perpetrator of the conduct.

Respondents also identified other sources as Iowa State University students (48%, $n = 268$) and acquaintances/friends (27%, $n = 148$).

Asked where the unwanted sexual interaction incidents occurred, 55% ($n = 306$) of respondents indicated that they occurred off-campus and 56% ($n = 312$) indicated they occurred on-campus. Respondents who experienced unwanted sexual interaction off-campus indicated that the incidents occurred in places such as “apartment,” “bar,” “Campustown,” “fraternity,” “Greekland,” “house party,” “Lincoln Way,” “walking around,” and “Welch.”

Asked how they felt in response to experiencing unwanted sexual interaction, 52% ($n = 287$) felt angry, 47% ($n = 262$) felt embarrassed, 39% ($n = 215$) ignored it, 35% ($n = 194$) felt afraid, and 22% ($n = 120$) felt somehow responsible (Table 54).

Table 54. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
I felt angry.	287	51.8
I felt embarrassed.	262	47.3
I ignored it.	215	38.8
I felt afraid.	194	35.0
I felt somehow responsible.	120	21.7
A feeling not listed above	74	13.4

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 554$).

In response to experiencing unwanted sexual interaction, 50% ($n = 274$) of respondents told a friend (Table 55). Other respondents avoided the person/venue (46%, $n = 256$), did not do anything (46%, $n = 252$), confronted the person(s) at the time (14%, $n = 80$), told a family member (13%, $n = 72$), and contacted an Iowa State University resource (7%, $n = 37$). Of those respondents who contacted an Iowa State University resource, 32% ($n = 12$) contacted the Office of Equal Opportunity and 30% ($n = 11$) contacted a faculty member.

Table 55. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I told a friend.	274	49.5
I avoided the person(s)/venue.	256	46.2
I did not do anything.	252	45.5

Table 55. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I confronted the person(s) at the time.	80	14.4
I told a family member.	72	13.0
I did not know who to go to.	52	9.4
I confronted the person(s) later.	51	9.2
I contacted an Iowa State resource.	37	6.7
<i>Office of Equal Opportunity</i>	12	32.4
<i>Faculty member</i>	11	29.7
A response not listed above.	47	8.5

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 554). For a complete list of responses, please see Table B76 in Appendix B.

Seven percent (*n* = 39) of respondents officially reported the incident(s) (Table 56). Of those respondents who reported the incident(s), 30% (*n* = 9) were satisfied with the outcome, 37% (*n* = 11) felt their complaint was responded to appropriately, and 33% (*n* = 10) felt that it was not responded to appropriately.

Table 56. Respondents Officially Reported Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	<i>n</i>	% of respondents who reported sexual interaction
No	508	92.9
Yes	39	7.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	9	30.0
<i>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.</i>	11	36.7
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	10	33.3

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 554). Percentages may not sum to 100 as a result of multiple response choices.

There were 10 respondents who explained why they felt that their report of unwanted sexual interaction was not responded to appropriately. A single theme – lack of help after making a report – emerged from the responses. One respondent wrote, “The actions of the ISU employee was investigated but what I experienced was dismissed. No other faculty member supported me.” Another respondent shared, “Passed around to different offices on campus. People seemed willing to listen but unwilling to help.” Another respondent reported, “It was my friend that

technically reported it, and ISU investigated, but hasn't done anything about it to my knowledge.”

There were 450 respondents who explained why they did not report the unwanted sexual interactions to a campus official or staff member. Five themes emerged from the responses: catcalling, no big deal, expected no response, fear of consequences, and handled the situation.

Catcalling. In the first theme, respondents shared that they did not make a report of their unwanted sexual interaction because catcalling did not seem serious enough to them to report. Some respondents scoffed at the idea that catcalling was worthy of a report. One respondent wrote, “It was just cat-calling so, in my opinion, it's not severe enough to report.” Respondents made statements such as, “Cat-calling isn't something report worthy,” and “Didn't feel cat-calling was serious enough to report.” Another respondent noted, “It was cat-calling so I didn't feel like it was important enough.”

Some respondents pointed out that they did not know who catcalled them, so it would be hard to follow up on their report. One respondent shared, “Someone cat-called at me out a car window-- it would have been hard to identify/ give enough information.” Another respondent stated, “Cat calling, from a car, and passing me on the street walking. Both times had no descriptions or beneficial information.” Another respondent wrote, “I didn't know who did it and he just catcalled me so I feel like no action could have been taken against him.” A few respondents also questioned whether one can report catcalling. One respondent wrote, “The unwanted sexual interaction I have experienced is cat-calling, so I don't know that that's a reportable act.” Another respondent stated, “It was cat calling which isn't illegal.”

Respondents also emphasized that catcalling happens all the time which makes it hard to report. One respondent shared, “Cat-calling is normalized in our society as acceptable and would probably not be taken seriously.” Another respondent wondered, “Cat-calling is so common now that why would I report it?” Another respondent observed, “Cat-calling happens all the time. While it is completely unacceptable, I do not feel as if any action will be taken merely because I tell someone.” A few respondents pointed out how hard it would be to report every instance of catcalling. One respondent wrote, “Cat calling happens all too often. If victims were to report every situation of cat-calling, authorities would have no time to do other work. I cannot report

every time I get cat-called.” Another respondent reported, “I didn’t want to deal with it. I am often cat-called and it would be tiresome to try and report all the times.”

No Big Deal. For the second theme, respondents commented that they did not report the unwanted sexual interaction because they did not consider the incident to be a big deal. Many respondents echoed comments such as “did not see a reason to,” “wasn’t a big deal to me,” “did not seem necessary,” and “didn’t seem worth it.” One respondent wrote, “Did not feel that the incident was significant enough to involve authorities or staff.” Another respondent stated, “It was not really a big deal and it was not worth coming forward.” Some respondents saw the incident as no big deal because they did not deem the behavior dangerous. One respondent wrote, “I did not think it was a big enough deal to report, more of a nuisance thing. I never felt in danger.” Another respondent stated, “I didn’t feel that it was worth mentioning to authorities. I wasn’t raped, so I didn’t feel it was a serious issue.” Another respondent shared, “It wasn’t a big deal to me, I wasn’t harmed.”

Expected No Response. In the third theme, respondents explained that they did not report the unwanted sexual interaction because they did not expect any response to their report, including consequences for the perpetrator. One respondent wrote, “I did not believe any action would have come from the report,” while another respondent shared, “I doubt I would have been taken seriously.” Some respondents based their expectations on previous experiences. One respondent wrote, “Who would listen honestly, after several past incidents with no action taken it just didn’t seem to be worth my time.” Another respondent explained, “Because I assumed any complaints I made would be ignored or brushed aside. Iowa State has not been historically great at responding to sexual assault/harassment. I also felt that I could deal with it myself and felt that complaining or filing a report would only be causing trouble.” Another respondent shared, “I’ve never heard of any student actually facing any consequences after being reported, so I figured my report would just go into the statistics bin and I’d never hear about it ever again.”

Fear of Consequences. In the fourth theme, respondents shared that a fear of consequences was the reason why they did not report the unwanted sexual interaction. Some respondents were worried about how it might affect their future career or academic performance. One respondent wrote, “I didn’t contact anyone because I was afraid that it would put me behind in my program.

It was my major professor who did it and if I reported him it could potentially lead me to switching major professors which then would have led to additional year as a grad student.” One respondent stated, “This was someone who could affect my promotion,” while another respondent shared, “His father was my boss. I should have reported it, but I did not want it to reflect poorly on me later on just in case I needed a reference letter.” Another respondent shared, “So few students were in our program that it would have been obvious. Professors could have seen me as a trouble maker and retaliated.”

Some respondents were worried about how making a report would affect their reputation and relationships. One respondent wrote, “Did not want to cause a scene in my friend group.” Another respondent shared, “I did not want to make the work environment awkward for the small group of people in my office.” Another respondent commented, “The person was unavoidable essentially and I did not want to create hostility among the small amount of people already in the hall since everyone knew each other.” One respondent stated, “I was afraid of social repercussions among co-workers.”

Some respondents were concerned about the repercussions for the perpetrator. Respondents didn’t want to get the person “in trouble.” One respondent wrote, “Because I felt like if I told someone that I would get him kicked out of school or in trouble.” Another respondent shared, “I figured he would be leaving soon and I didn't want to ruin his career.” Another respondent reported, “It was a friend of mine, I would never want them to get in trouble or risk endangering their future successes.”

Handled the Situation. For the fifth theme, respondents reported that they did not report the unwanted sexual interaction because they handled it themselves. Respondents made comments such as “felt I handled it,” “I handled it on my own,” and “Because I dealt with it myself.” Some respondents provided details of how they handled the unwanted sexual interaction. One respondent shared, “Because I took care of it by yelling at the man and my friend pushed him to the ground. He won't be harassing me again.” Another respondent explained, “I had a female student that kept hugging me. I told her not to and she kept doing it. Finally after I told her to stop loudly and in front of several other students she argued a bit and then stopped.” Another

respondent wrote, “It was a friend that did unwanted touching, I explained to him that I didn't appreciate it and he understood and stopped.”

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (5%, $n = 187$) experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent) compared with Graduate/Veterinary Medicine Student respondents (2%, $n = 16$), while both were higher than Staff respondents (1%, $n = 14$). Faculty respondents ($n < 5$) did not statistically differ from Graduate/Veterinary Medicine Student respondents or Staff respondents.^{lx} Five percent ($n = 166$) of Not-Transfer Student respondents compared with 3% ($n = 21$) of Transfer Student respondents experienced unwanted sexual contact.^{lxi} A higher percentage of Women respondents (5%, $n = 189$) and Transspectrum respondents (7%, $n = 10$) than Men respondents (1%, $n = 22$) experienced unwanted sexual contact.^{lxii} Significant differences emerged based on racial identity, with 5% ($n = 20$) of Multiracial respondents, 3% ($n = 180$) of White respondents, and 2% ($n = 19$) of Respondents of Color experiencing unwanted sexual contact.^{lxiii} Nine percent ($n = 63$) of LGBTQ respondents compared with 3% ($n = 154$) of Heterosexual respondents experienced unwanted sexual contact.^{lxiv} Higher percentages of Respondents with Multiple Disabilities (8%, $n = 22$) and Respondents with a Single Disability (7%, $n = 41$) than Respondents with No Disability (2%, $n = 157$) experienced unwanted sexual contact.^{lxv} Four percent ($n = 92$) of No Religious/Spiritual Affiliation respondents compared with 3% ($n = 127$) of Religious/Spiritual Affiliation respondents experienced unwanted sexual contact.^{lxvi} A higher percentage of Off-Campus Housing Student respondents (5%, $n = 129$) than On-Campus Housing Student respondents (4%, $n = 73$) experienced unwanted sexual contact.^{lxvii} A higher percentage of Employed Student respondents (6%, $n = 138$) than Not-Employed Student respondents (3%, $n = 49$) experienced unwanted sexual contact.^{lxviii}

Almost half of respondents (49%, $n = 107$) who indicated that they experienced unwanted sexual contact indicated it happened within the past year, 21% ($n = 45$) from 13 to 23 months ago, and 23% ($n = 51$) 2 to 4 years ago.

Student respondents⁵³ were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 66% ($n = 131$) indicated “yes.” Of those who indicated alcohol and drugs were involved, 91% ($n = 112$) indicated it was alcohol only.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 54% ($n = 109$) noted that it occurred in their first year, 30% ($n = 60$) noted that it occurred in their second year, and 16% ($n = 33$) noted that it occurred in their third year (Table 57).

Table 57. Semester in Which Student Respondents Experienced Unwanted Sexual Contact

Semester experience occurred	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	6	3.0
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	9	4.4
Undergraduate first year	109	53.7
<i>Fall semester</i>	67	61.5
<i>Spring semester</i>	47	43.1
<i>Summer term</i>	< 5	---
Undergraduate second year	60	29.6
<i>Fall semester</i>	34	56.7
<i>Spring semester</i>	22	36.7
<i>Summer term</i>	5	8.3
Undergraduate third year	33	16.3
<i>Fall semester</i>	20	60.6
<i>Spring semester</i>	10	30.3
<i>Summer semester</i>	7	21.2
Undergraduate fourth year	11	5.4
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	9	81.8
<i>Summer semester</i>	< 5	---
After my fourth year as an undergraduate	< 5	---

Note: Table reports only responses from Students who indicated on the survey that they experienced unwanted sexual contact ($n = 203$). Percentages may not sum to 100 as a result of multiple response choices.

⁵³Analysis of Undergraduate and Graduate/Veterinary Medicine Student responses were combined because the number of Graduate/Veterinary Medicine Student respondents was too low to maintain confidentiality.

Fifty-six percent ($n = 123$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified Iowa State University students (43%, $n = 94$), strangers (25%, $n = 56$), and current or former dating/intimate partners (15%, $n = 33$).

Asked where the unwanted sexual contact incidents occurred, 55% ($n = 122$) of respondents indicated that they occurred off-campus and 48% ($n = 106$) indicated they occurred on-campus. Respondents who experienced unwanted sexual contact off-campus indicated that the incidents occurred in places such as “apartment,” “bar,” “Campustown,” “fraternity,” “house,” “my apartment,” “private party,” and “West Ames.”

Asked how they felt in response to experiencing unwanted sexual contact, 62% ($n = 136$) felt angry, 61% ($n = 135$) felt embarrassed, 57% ($n = 125$) felt somehow responsible, 56% ($n = 124$) felt afraid, and 33% ($n = 73$) ignored it (Table 58).

Table 58. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
I felt angry.	136	61.5
I felt embarrassed.	135	61.1
I felt somehow responsible.	125	56.6
I felt afraid.	124	56.1
I ignored it.	73	33.0
A feeling not listed above	40	18.1

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 221$). Percentages may not sum to 100% as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 64% ($n = 142$) told a friend, 54% ($n = 120$) avoided the person/venue, 34% ($n = 76$) did not do anything, and 11% ($n = 24$) contacted an Iowa State University resource (Table 59). Of those respondents who contacted an Iowa State University resource, 50% ($n = 12$) contacted Student Counseling Services, 38% ($n = 9$) contacted the Office of Equal Opportunity, and 33% ($n = 8$) contacted the Thielen Student Health Center.

Table 59. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a friend.	142	64.3
I avoided the person(s)/venue.	120	54.3
I did not do anything.	76	34.4
I did not know who to go to.	47	21.3
I told a family member.	47	21.3
I confronted the person(s) at the time.	38	17.2
I confronted the person(s) later.	32	14.5
I contacted an Iowa State resource.	24	10.9
<i>Student Counseling Services</i>	12	50.0
<i>Office of Equal Opportunity</i>	9	37.5
<i>Thielen Student Health Center</i>	8	33.3
<i>Iowa State University Police</i>	6	25.0
<i>Dean of Students Office</i>	5	20.8
A response not listed above.	13	5.9

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 221$). For a complete list of responses, please see Table B84 in Appendix B.

Ninety percent ($n = 193$) of respondents did not report the unwanted sexual contact and 10% ($n = 22$) reported the incident(s). Of those respondents who reported the incident(s), 50% ($n = 11$) were satisfied with the outcome.

There were four respondents who explained why they did not feel that their report of unwanted sexual contact was responded to appropriately. No theme emerged from the responses.

There were 160 respondents who explained why they did not report unwanted sexual contact to a campus official or staff member. Six themes emerged from the responses: fear of consequences, blamed themselves, no big deal, expected no response, too much effort, and had limited details to share.

Fear of Consequences. In the first theme, respondents shared that they had not reported the unwanted sexual contact because they were fearful of the consequences that might result if they did report. One respondent wrote, “I also know that nothing will come out of it but bad things for me so I didn’t tell anyone.” Another respondent reported, “I was afraid that the perpetrator would come after me if I reported it because we were only acquaintances.” Some respondents worried

about relationships that would be changed if they made a report. One respondent shared, “The person was a close friend of my best friend, so the situation was extremely uncomfortable and complicated. I didn't want to lose the relationship with my best friend.” Another respondent stated, “One was a friend of a friend, did not want to lose friends over the matter.” Another respondent wrote, “I didn't want to make things awkward within our friend group, and I didn't want to be the center of attention/start drama.” Some respondents did not want other people to know about the incident. One respondent wrote, “I felt that I could not report it because all of my friends would find out. I lied about what happened to friends.” One respondent reported, “For fear of more people knowing,” and another respondent wrote, “I did not want to involve other people.”

Several respondents were concerned about consequences for the perpetrator. One respondent wrote, “One was a friend of mine, did not want to endanger their future successes” while another respondent stated, “didn't want to get anyone in trouble.” Another respondent shared, “I knew everyone who assaulted me and I didn't want to be the one who got them in trouble because I wanted to be their friends and be considered cool.” One respondent wrote, “I made excuses for them in my head, and I didn't want to ruin their life because I care about them for some reason.”

Blamed Themselves. For the second theme, respondents reported that they blamed themselves for the unwanted sexual contact and that was why they had not reported it. One respondent wrote, “I felt it was my fault for putting myself in that position.” Another respondent shared, “I feel partly responsible because I only said no a couple of times, which I know is not the way to think about it. However, it stopped me from reporting it.” One respondent stated, “I felt somewhat responsible,” while another respondent shared, “I felt like I had put myself in the position, so I shouldn't report it.” A few respondents noted that alcohol was involved. One respondent wrote, “Thought it was more my fault for being drunk.” Another respondent commented, “Because there was alcohol involved and although I said I did not want to have sex, I still allowed it to happen.” One respondent explained, “I wasn't sure if it was my fault. I know it was not but I still feel as if maybe if I would have drank less things would have gone differently.”

No Big Deal. For the third theme, respondents shared that they did not report the unwanted sexual contact because they did not think the behavior was a big deal and worth reporting.

Respondents made statements such as, “I didn't think it was serious enough to report,” “It was not bad enough to report,” “didn't think it was necessary,” and “I felt like it wasn't a big deal.” One respondent wrote, “It wasn't, at the time, a serious concern. My former roommate had some friends over were acting stupid when it happened. It was fondling and not rape or assault, so it didn't seem necessary.” Another respondent shared, “It was someone I knew and it was a minor misconduct. I didn't believe it was worth reporting.” One respondent stated, “Not a big deal. People make mistakes when drunk,” while another respondent commented, “Because I didn't think it was that big of a deal, I could get over it.”

Expected No Response. For the fourth theme, respondents shared that they did not make a report because they did not expect any response to their report. Some respondents felt that they would not be believed or taken seriously. One respondent wrote, “I internalized victim blaming thinking that people would not believe me because the person who assaulted me was an athlete.” Another respondent shared, “Sexual assault in fraternities are usually not taken seriously.” One respondent wondered, “Who will believe me?” Other respondents simply did not expect anything to happen if they made a report. One respondent commented, “Reporting assault doesn't seem to lead to a punishment.” Another respondent stated, “Didn't think anything would happen,” while another respondent asserted, “I did not think anything would come of it.” One respondent explained, “Rape and sexual assault cases, more often times than not, go unresolved. No point in putting myself in a position of confronting my abusers with little to no consequences.”

Too Much Effort. In the fifth theme, respondents commented that they did not make a report because it was too much effort to do so. One respondent wrote, “I didn't want to deal with it. The process so I have heard, is long and incredibly demanding of the victim to prove the act occurred.” Another respondent stated, “Did not want to go through the process.” Another respondent elaborated, “I didn't want to have to deal with all the bullshit that would follow.” Some respondents were concerned with having to relive the experience through the reporting process. One respondent wrote, “I just wanted to move on right away and not have to think about it or deal with it any more than I had to.” Other respondents made statements such as “I didn't want to relive the situation,” “Not worth the effort, would rather forget,” and “I was trying to avoid thinking about the incident.”

Had Limited Details to Share. In the final theme, respondents shared that a lack of details about the situation was why they had opted not to report the unwanted sexual contact to a campus official or staff member. Some respondents reported that the incident involved a stranger, so it would be hard to identify the person in a report. One respondent wrote, “They disappeared from the situation before I could figure out who they were or where they were going.” These respondents made statements such as “I didn’t know who it was,” “had no idea who the person was,” and “It was a stranger, I couldn’t charge them.”

Other respondents were concerned that they could not provide any evidence of the unwanted sexual contact beyond their words. One respondent wrote, “There was no evidence so nothing could be done to protect me.” Another respondent commented, “already had washed most evidence away.” Another respondent shared, “Not enough evidence, very weird situation. Someone grabbed my genitals.” Another respondent stated, “It was my word against his.”

Some respondents shared that they did not remember the details of the incident because of alcohol. One respondent wrote, “I was drunk and do not remember the incident.” Another respondent shared, “I don’t remember the details of the assault. I was conscious but blacked out and don’t recall the status of the two individuals involved.” One respondent’s detailed response captures the rationale of this theme, “I was under the influence, . . . and also wasn’t sure of what happened until later because I didn’t remember much of the night (I don’t remember what he looked like, or exactly how things went down.). I didn’t contact police either because I didn’t have any evidence or enough recollection.”

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at Iowa State University (Table 60). Eighty-eight percent ($n = 6,429$) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent and 80% ($n = 5,815$) of respondents generally were aware of the role of Iowa State University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Sixty-eight percent ($n = 4,929$) of respondents knew how and where to report such incidents.

Seventy-six percent ($n = 5,501$) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 73% ($n = 5,289$) of respondents generally were aware of the campus resources listed on the survey.

Ninety-two percent ($n = 6,677$) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on-campus or off-campus. Seventy-nine percent ($n = 5,729$) of respondents “strongly agreed” or “agreed” that they understood that Iowa State University standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Seventy-eight percent ($n = 5,646$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) are available in Iowa State Public Safety Report. Ninety-seven percent ($n = 7,056$) of respondents “strongly agreed” or “agreed” that they knew that Iowa State University sends a Timely Warning to the campus community when such an incident occurs.

Table 60. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	3,536	48.5	2,893	39.7	463	6.3	327	4.5	73	1.0
I am generally aware of the role of Iowa State Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,457	33.7	3,358	46.1	746	10.2	621	8.5	106	1.5
I know how and where to report such incidents.	1,911	26.2	3,018	41.5	1,069	14.7	1,110	15.2	173	2.4
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	2,169	30.0	3,332	46.0	862	11.9	770	10.6	105	1.5
I am generally aware of the	1,878	25.9	3,411	47.0	1,043	14.4	801	11.0	125	1.7

Table 60. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
campus resources listed here: http://www.sexualmisconduct.dso.iastate.edu/get-help/campus-community-resources										
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	3,796	52.1	2,881	39.6	497	6.8	77	1.1	32	0.4
I understand that Iowa State standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	2,452	33.8	3,277	45.2	957	13.2	488	6.7	82	1.1
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Iowa State Public Safety Report.	2,529	34.9	3,117	43.0	809	11.2	680	9.4	107	1.5
I know that Iowa State sends a Timely Warning to the campus community when such an incident occurs.	4,622	63.6	2,434	33.5	161	2.2	38	0.5	18	0.2

Summary

Seventy-nine percent ($n = 5,791$) of respondents were “very comfortable” or “comfortable” with the climate at Iowa State and 73% ($n = 1,871$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positive toward their campus climate.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Iowa State, 19% (n

= 1,375) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than percentages of those in the majority (Guiffrida et al., 2002; S. R. Harper & Hurtado, 2007; S. R. Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009). Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender identity, ethnicity, and position.

Twenty-nine percent ($n = 2,107$) of Iowa State survey respondents indicated that they had observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Iowa State within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity, racial identity, gender identity, and political views. Differences were found in the percentages of respondents who indicated observing exclusionary, intimidating, offensive, and/or hostile conduct based on gender identity, racial identity, sexual identity, and citizenship status.

Eleven percent ($n = 770$) of respondents indicated on the survey that they had experienced unwanted sexual conduct, with 1% ($n = 80$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 157$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 8% ($n = 554$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 3% ($n = 221$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent) while a member of the Iowa State University community. Higher percentages of Undergraduate Student respondents, Non-Tenure-Track Faculty respondents, Women and Transspectrum respondents, LGBTQ respondents, Other Respondents of Color and Multiracial respondents, U.S. Citizen respondents, Not-First-Generation, Not-Low-Income respondents, No Religious/Spiritual Affiliation respondents, respondents with Single or Multiple Disabilities, No-Military respondents, Not-Transfer Student respondents, and Employed Student respondents, reported experiencing

unwanted sexual conduct than their colleagues. Eighty percent to 90% of the respondents did not report the unwanted sexual conduct. Respondents' qualitative comments in response to a question asking why they did not report the conduct indicated that they felt a fear of consequences, that the conduct was not serious enough to report, that they had handled it themselves or that they did not trust the reporting process.

^{xxxii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by position status: $\chi^2(3, N = 7,326) = 29.909, p < .001$.

^{xxxiii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: $\chi^2(2, N = 7,276) = 22.365, p < .001$.

^{xxxiv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by racial identity: $\chi^2(2, N = 7,202) = 9.724, p < .01$.

^{xxxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2(1, N = 6,988) = 36.017, p < .001$.

^{xxxvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by disability status: $\chi^2(2, N = 7,277) = 43.573, p < .001$.

^{xxxvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by religious/spiritual affiliation: $\chi^2(1, N = 7,137) = 19.843, p < .001$.

^{xxxviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by employment status: $\chi^2(1, N = 3,927) = 9.427, p < .01$.

^{xxxix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by position status: $\chi^2(3, N = 7,326) = 34.051, p < .001$.

^{xl}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by transfer status: $\chi^2(1, N = 3,939) = 5.055, p < .05$.

^{xli}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(1, N = 7,131) = 52.538, p < .001$.

^{xlii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by citizenship status: $\chi^2(1, N = 7,276) = 7.010, p < .01$.

^{xliii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by income status: $\chi^2(1, N = 4,619) = 7.485, p < .01$.

^{xliv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(1, N = 6,988) = 20.920, p < .001$.

^{xlv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(2, N = 7,277) = 16.604, p < .001$.

^{xlvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by religious/spiritual affiliation: $\chi^2(1, N = 7,137) = 8.758, p < .01$.

^{xlvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by employment status: $\chi^2(1, N = 3,927) = 17.818, p < .001$.

^{xlviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(3, N = 7,326) = 153.132, p < .001$.

^{xlix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by transfer status: $\chi^2(1, N = 3,939) = 16.496, p < .001$.

^lA chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by faculty status: $\chi^2(1, N = 757) = 6.496, p < .05$.

^{li}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 7,276) = 309.607, p < .001$.

^{lii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by citizenship status: $\chi^2(1, N = 7,276) = 28.662, p < .001$.

^{liii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2(2, N = 7,202) = 37.594, p < .001$.

^{liv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 6,988) = 120.533, p < .001$.

^{lv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by military status: $\chi^2(1, N = 6,934) = 5.611, p < .05$.

^{lvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by first-generation status: $\chi^2(1, N = 4,744) = 5.413, p < .05$.

^{lvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 7,277) = 67.851, p < .001$.

^{lviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious/spiritual affiliation: $\chi^2(1, N = 7,137) = 33.225, p < .001$.

^{lix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by employment status: $\chi^2(1, N = 3,927) = 24.842, p < .001$.

^{lx}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(3, N = 7,326) = 90.695, p < .001$.

^{lxi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by transfer status: $\chi^2(1, N = 3,939) = 4.229, p < .05$.

^{lxii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 7,276) = 89.017, p < .001$.

^{lxiii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by racial identity: $\chi^2(2, N = 7,202) = 13.939, p < .001$.

^{lxiv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 6,988) = 83.378, p < .001$.

^{lxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 7,277) = 61.421, p < .001$.

^{lxvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by religious/spiritual affiliation: $\chi^2(1, N = 7,137) = 8.355, p < .01$.

^{lxvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by housing status: $\chi^2(1, N = 4,697) = 4.943, p < .05$.

^{lxviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by employment status: $\chi^2(1, N = 3,927) = 24.766, p < .001$.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty, Staff, and Graduate/Veterinary Medicine Student responses to survey items focused on certain employment practices at Iowa State University (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty, Staff, and Graduate/Veterinary Medicine Student respondents about whether they had observed discriminatory employment practices that were unjust (Table 61).⁵⁴

Table 61. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response	Hiring practices		Employment-related discipline or action		Procedures or practices related to promotion, tenure, reappointment, or reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	2,675	79.5	3,015	89.8	2,734	81.3
Faculty	567	75.4	671	89.2	576	76.4
Staff	1,376	76.4	1,560	87.0	1,401	78.0
Grad/Vet Med	732	90.3	784	96.7	757	93.3
Yes	689	20.5	342	10.2	628	18.7
Faculty	185	24.6	81	10.8	178	23.6
Staff	425	23.6	234	13.0	396	22.0
Grad/Vet Med	79	9.7	27	3.3	54	6.7

Note: Table reports only responses from Faculty, Staff, and Graduate/Veterinary Medicine Student respondents (*n* = 3,389).

Twenty-one percent (*n* = 689) of Employee respondents indicated that they had observed hiring practices at Iowa State University (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust. Of those Employee respondents who indicated that they had observed discriminatory hiring at Iowa State University, 28% (*n* = 195) noted that it was based on nepotism/cronyism, 25% (*n* = 172) on gender/gender identity, and 21% (*n* = 145) on ethnicity.

⁵⁴For the remainder of this section, “Employee respondents” refers to Faculty, Staff, and Graduate/Veterinary Medicine Student respondents.

Subsequent analyses⁵⁵ indicated the following statistically significant differences:

- By faculty status, 27% ($n = 140$) of Tenure/Tenure-Track Faculty respondents and 20% ($n = 45$) of Non-Tenure/Tenure-Track Faculty respondents indicated that they had observed discriminatory hiring practices.^{lxix}

There were 284 Faculty, Staff, and Graduate/Veterinary Medicine Student respondents who elaborated on their observations of unjust hiring practices. Four themes emerged from their responses: racial/ethnic identity-related issues, cronyism, gender-related issues, and deviations from standard hiring processes.

Racial/Ethnic Identity-Related Issues. For the first theme, respondents commented on various issues related to racial and ethnic identity. Some respondents wanted more emphasis on the need to hire individuals to increase diversity at Iowa State. One respondent wrote, “Our department staff are not diverse and yet our students and faculty are. I’ve tried to encourage the hiring of more diverse individuals only to be ignored.” Another respondent observed, “Broadly, Iowa State does not make a strong effort to diversify interview pools. Other universities have more processes in place to make sure pools are more diverse. Also, with a low number of diverse staff on campus, it is difficult and often not possible to have ethnic diversity represented on committees.” Another respondent shared, “In general, there is not enough done to diversify pools. Search committees are limited, however, by the lack of access to data on their pools. They can guess about candidate’s race/ethnicity, but there is no data given to assist in this process.”

On the other hand, some respondents felt that too much attention was being given to diversity. These respondents discussed how they have observed instances where, “Iowa State University is focusing much more on hiring what ‘type’ of person they need rather than the best person for the job. A specific gender, race, sexual identity, etc. so to appear to be inclusive.” One respondent stated, “Individuals who were less qualified and experienced for certain positions were hired because of race to satisfy equal opportunity.” Another respondent stated, “Diversity has been prioritized with respect to preparation, competency, and actual skills.” One respondent observed,

⁵⁵Chi-square analyses were conducted by faculty status, staff status, gender identity, citizenship status, racial identity, sexual identity, military status, disability status, and religious affiliation; only significant differences are reported.

“I have seen clear preference for minority and female candidates in attempt to build diverse pools that are not based first on credentials and accomplishments and second on ascribed status.” Respondents balked at instructions to prioritize diversity. One respondent wrote, “Was told to give additional consider a person of color over a white individual if the candidate of color could fulfill the requirements of the position, even if the white individual was better qualified. All positions should go to the best qualified individual.” Another respondent shared, “In a number of cases on campus, specifically at the professional level, it is very clear that qualifications come second to providing more diversity. As stated before, diversity is an integral part of the staff make-up of this university and I support it 100% but we should be hiring the most qualified individuals.”

Respondents also reported instances of discrimination in the hiring process based on racial/ethnic identity. One respondent shared, “My office keeps hiring unqualified white women meanwhile there are highly qualified black, Asian, and Spanish women available for the positions.” Another respondent stated, “HAVE DIFFICULTY IN FINDING OTHER JOB AT ISU BECAUSE I AM NOT WHITE.” Another respondent shared, “My supervisor has made comments about being anti-Muslim on campus and she never hires people of color - she may interview and always seems to come up with a reason to hire the white person.” Respondents pointed out that discrimination occurred subtly, in the context of finding someone who is a good fit for the position. One respondent explained, “A manager wanting someone "just like them" but overlooking others with comparable or better skills who might be different. Really an unconscious bias. I have sometimes heard coded ‘Iowa language’ like the person doesn't ‘fit’ OUR culture, or I like to hire Iowans because the rural folks are hardworking (heard and challenged a major employer recruiter say that.” Another respondent elaborated, “There was bias by other members of the search committee to find someone who was "like them." This meant white, midwestern, passive personality, and someone who would not question the status quo. Better candidates were not chosen because of 'fit' and in one case there was clear bias against an African-American candidate.” Another respondent identified “code language such as ‘professional,’ ‘good fit,’ ‘scholarly’ [that] is used to eliminate candidates that don't fit the mold.”

There were a few individuals who reported instances where they felt they were discriminated against because they were not a person of color. One respondent stated, “White males are no longer given equal opportunity to advance in their job,” while another respondent shared, “It seems as though people in the categories I checked are given preferential treatment in hiring. Heterosexual, white males are excluded from positions for the sake of diversity.” Another respondent reported, “I have witnessed racial non-minority candidates that scored significantly higher being adjusted down so that more minority candidates would be moved to the next stage. It was frustrating because it did not feel like those individuals excluded were treated fairly.”

Some respondents also shared observations that there are some professors who try to hire only students from a specific country or culture. One respondent wrote, “Professors from one culture and religious beliefs hire students from same culture and religious beliefs to work as Research or Teaching Assistants under them.” Another respondent stated, “I was informed that a faculty member was not accepting new graduate students for the upcoming year and was not accepted into lab and then learned that they were accepting new students for that year, but were preferential to graduate students from India.” Koreans were also targeted by one professor, “I know a Korea professor who hire all students but only pay for Korea students. This means only offer assistantship to Korea students no matter how good you are. He will just find excuse to decline offer you assistantship unless you are a Korean.” Another respondent observed, “There seems to be a preference for Chinese students in my group (4/5 new students and 2/2 new postdocs are all from China). I don't know if this is intentional or if there is just a surplus of Chinese applicants though.”

Cronyism. For the second theme, respondents identified instances of cronyism and nepotism as examples of unjust hiring practices. Many respondents shared statements such as “Cronyism is common at the university,” “Most are hired by the Buddy System,” and “Nepotism is HUGE in our department and our college.” One respondent observed, “Cronyism is a huge problem. Hiring decisions are still based on how well someone is ‘liked’ rather than if they are truly qualified.” Family members were targets, “Hiring of family members in the same work unit. It just shouldn't happen,” as well as friends, “There are certain groups of individuals who only hire and promote their friends/people within their favor.” One respondent reported, “Person promoted over others without the job being posted due to friendship with others in the department.” Another

respondent elaborated, “I have seen it multiple times, the hiring on this campus is rigged like 80% of the time. Friends get hired over qualified candidates, hiring committees manipulate the matrix to get the candidate they want, postings are extended passed the deadline (or reopened!) to allow referrals to apply.”

Respondents pointed out that one version of cronyism/nepotism was having an Iowa State connection. One respondent wrote, “Our process typically favors individuals who have had prior affiliation with Iowa State, such as a former student, former staff member, former intern.” Another respondent shared, “It has sometimes felt that people were hired because of an Iowa State connection rather than their qualifications.” One respondent reported, “Our department is notorious for hiring our own students and promoting them.”

Gender-Related Issues. In the third theme, respondents reported instances of unjust hiring related to gender. Some respondents shared observations where women were discriminated against in the hiring process. One respondent wrote, “Men get hired for certain jobs just because they are men. I have heard the committee members say things like ‘there's no way a woman would want to spend all day doing that.’” Another respondent reported, “I watched AGLS lose a promising professor because she was not male and white. Animal Science went out of their way to make her feel unwanted, until she gave up and went into industry.” One respondent elaborated, “Double standards when interviewing women for faculty positions, or when hiring in certain fields. In both cases the bar was set higher than male / other fields counterparts, qualifications were doubted. Same happens for graduate students’ admission.”

Respondents also reported discrimination against women based on their family status. One respondent wrote, “I have served on different search committees and have had several instances where people have discriminated against women who had young families, were expecting, or were newly married to a heterosexual partner.” Another respondent reported, “I have seen hiring managers say they did not want to hire a woman of a certain age because she could start a family and they didn't want to have to accommodate maternity leave.” One respondent related a specific incident, “My friend (already working at ISU) was pregnant and interviewed for a more prominent job on campus. That supervisor (who she knew and worked with on committees) told

her that she should focus on her family right now and that being a mom was more important than getting a promotion.”

On the other hand, some respondents criticized the practice of prioritizing female candidates to help add diversity to the ISU workforce. One respondent wrote, “While serving on a faculty search committee we were instructed to make offers to female candidates... We were also told that we could make multiple hires if the candidates were women, but not if they were men.” Another respondent pondered, “I have observed female candidates/faculty being favored disproportionately over similarly qualified male candidates/faculty. I understand that this is likely in an attempt to promote gender equality, but I'm not convinced this is working effectively (if a male candidate is equally, or more, qualified than a female candidate but does not receive the position, how can we claim they are being treated equally?).” Another respondent argued, “There is too much interference from chairs to force diversity in terms of having women candidates on the pool even when they did not meet quality requirements. This undermines the success of genuinely talented and qualified women faculty.”

Deviations from Hiring Processes. In the fourth theme, respondents discussed deviations from the standard hiring process. One respondent wrote, “The president's office made a couple of hires that were very shady and which did not follow normal university hiring guidelines.” Some respondents identified the deviation from standard hiring procedure such as not having a formal search before filling a position. One respondent shared, “Some major hires by the past president were not done with formal searches.” Another respondent stated, “[redacted] was hired without a search,” A lack of formal search was particularly identified with hires in administration. One respondent wrote, “Hiring administrators without advertising the positions. This has happened several times under [the previous administration’s] watch.” Another respondent reported, “I have observed several people at higher levels being appointed to positions that should have been searches. We, are required to follow ALL HR processes--guess that doesn't apply to higher administration.”

Respondents also pointed out instances where committee recommendations were disregarded. One respondent wrote, “Feel the position was decided by the supervisor before interviews. Do not feel the supervisor took into consideration any comments by the staff members that attended

the interviews.” Another respondent shared, “Our director hired an assistant director against all the other staff recommendations and said the other person was over qualified.” One respondent shared a personal experience, “Sat on a search committee for [redacted]. Committee was unanimous in who they recommended – [redacted]. ... superiors overseeing the search disregarded committee's recommendations and hired the [redacted] candidates we said we did not think were adequate for the job.” Another respondent reported, “Best fit scholar not hired after complete formal and correctly conducted search. Basically, no reasonable offer put forth by Chair to candidate (the only contact at that point). Second candidate deemed unworthy, arbitrarily, by Chair, despite departmental recommendation for hire.”

Ten percent ($n = 342$) of Employee respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at Iowa State University that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 17% ($n = 59$) noted they believed that the discrimination was based on age, 14% ($n = 48$) on gender/gender identity, 13% ($n = 44$) on position, and 12% ($n = 42$) on philosophical views.

Subsequent analyses⁵⁶ indicated the following statistically significant difference:

- By staff status, 20% ($n = 44$) of Hourly Staff respondents and 12% ($n = 190$) of Salary Staff respondents indicated that they had observed unjust employment-related discipline or action.^{lxx}
- By gender identity, 11% ($n = 211$) of Women Employee respondents, 9% ($n = 120$) of Men Employee respondents indicated that they had observed unjust employment-related discipline or action.^{lxxi}
- By citizenship status, 11% ($n = 307$) of U.S. Citizen Employee respondents, 5% ($n = 31$) of Not-U.S. Citizen Employee respondents indicated that they had observed unjust employment-related discipline or action.^{lxxii}
- By racial identity, a higher proportion of White Employee respondents (11%, $n = 292$) and Multiracial Employee respondents (14%, $n = 16$) than Asian/Asian American Employee respondents (4%, $n = 8$) indicated that they had observed

⁵⁶Chi-square analyses were conducted by faculty status, staff status, gender identity, citizenship status, racial identity, sexual identity, military status, disability status, and religious affiliation; only significant differences are reported.

unjust employment-related discipline or action. Black/African American Employee respondents (9%, $n = 9$), Hispanic/Latin@/Chican@ Employee respondents (8%, $n = 7$), and Additional Employee Respondents of Color (4%, $n = 6$) did not statistically differ from the other groups.^{lxxiii}

- By disability status, 20% ($n = 20$) of Employee Respondents with Multiple Disabilities and 16% ($n = 34$) of Employee Respondents with a Single Disability, compared with 9% ($n = 283$) of Employee Respondents with No Disability indicated that they had observed unjust employment-related discipline or action.^{lxxiv}

There were 144 Faculty, Staff, and Graduate/Veterinary Medicine Student respondents who elaborated on their observations of employment-related discipline or action. Three themes emerged from the responses: personal preferences, complications from reporting conflict, and discipline not imposed.

Personal Preferences. In the first theme, respondents shared examples of employment-related discipline that were based on personal preferences. Discipline was applied at the whim of the person in charge rather than for any real merit. One respondent shared, “the person worked at ISU 28 years and had great reviews until a new supervisor came and didn't like this person. They gave her a bad review with no warning and then a 2nd bad review and put her on probation.” One respondent reported, “I've been in an office environment when new leadership decided they didn't want to work with a longstanding employee.” Another respondent wrote, “Put a nationally known administrator on probation for no stated offense to humiliate and prove who is boss. This Dean has replaced every school and department head to replace with those who will do as she says.”

Respondents stated that a person can face disciplinary action simply because they are not liked or their personality clashes with their supervisor. One respondent shared, “A co-worker is often retaliated against/disciplined for their ‘personality.’ The discipline is never based on work-related objectives or expectations.” Another respondent stated, “Eliminated position solely due to personality difference, not person's performance.” Another respondent reported, “This action [elimination] was taken solely to get rid of someone the chair disliked. She has provided nothing

but lies as to her reasons.” Having an opposing viewpoint was identified as being grounds for discipline, as the respondent who stated that, “Many of the faculty members in the department, especially leaders who have questioned the chair's or DOGE's authority or decisions, have experienced small and sometimes very serious retaliatory action.” Another respondent wrote, “I HAVE OBSERVED A PERSON WITH EXCELLENT JOB QUALIFICATIONS, EXPERIENCE, AND JOB EVALUATIONS AT ISU BE TERMINATED BECAUSE OF A DIFFERENCE OF OPINION WITH FACULTY WITH TENURE.”

Complications Involved with Reporting Conflict. For the second theme, respondents discussed complications that arose when they reported conflict in the workplace. Some respondents spoke of a reporting process that did not allow equal processing for both victim and accused. One respondent wrote, “Sexual harassment accusations are often treated in a ‘guilty until proven innocent’ manner.” Another respondent shared, “Students have filed unjustified, self-serving grievances against faculty whom I know. The university treats the accused professor/lecturer in a way that is demeaning and demoralizing. The accusing students gain great power in this situation. This contributes negatively to the work atmosphere on campus.” Another respondent wrote, “A faculty member was denied tenure due to an implied, but never formally charge, accusation of plagiarism. The person denied tenure was never given a chance to defend themselves as no charges were formally filed.” A few respondents pointed out the flaws of the reporting process, such as it not being confidential. One respondent wrote, “In [redacted] - this person was bullied by co-workers and [redacted] was telling this person she would help and would then turn around a tell the co-workers what was said in confidence” Another respondent shared their perception that responses were slow, stating, “I feel we are too risk averse and do not have processes that allow for employee performance to be addressed in a timely manner.”

Other respondents discussed how the victim who makes the report is often the one who faces repercussions instead of the accused. One respondent wrote, “I have to leave my department even though I'm the victim and my abuser gets to stay and keep his current pay.” Another respondent shared, “HR is useless. I got punished by management for trying to deal with a coworker who was verbally hostile and had two instances of physical aggression. The lesson learned was, keep your head down and your mouth shut.” Respondents also pointed out instances of retaliation on the victim in response to making the report. One respondent shared, “I was

pulled from a project and felt retaliated against after I brought up the issue to my supervisor and department leadership.” Racial discrimination reports were one instance where retaliation occurred. One respondent stated, “I was told not to be a trouble maker for pointing out issues of racial discrimination in our program,” while another respondent wrote, “I reported what I felt was a racist incident [to a] director. Then I was told to drop it, I took it to [redacted]. After that I was written up for causing trouble....”

Discipline Not Imposed. For the third theme, respondents shared examples where they felt discipline should have been imposed but was not. For example, one respondent shared, “My concerns are about lack of disciplinary actions that should have been taken. That is, a student reported perceived discrimination but at the administrative level nothing was being done about it.” Another respondent reported, “I felt that stronger disciplinary action was warranted for an individual who exhibited misconduct and incompetence in the position, but it appears there have been no real consequences for this individual's actions.” Respondents pointed out how difficult it is to impose disciplinary action. One respondent wrote, “I think that it's unjust that people do not get reprimanded more often. It's impossible to fire someone, even when everyone knows that they're not doing their job well.” Another respondent observed, “The ability to discipline someone here for employment related issues is extremely difficult and even with specific examples and documentation it is an uphill battle.”

Some respondents were concerned about a lack of accountability for work performance. One respondent stated, “Some staff should have been fired with their actions-not doing their job.” Another respondent wrote, “have an employee that refuses to do the assigned job and has been disciplined a number of times without change in job performance. The University HR refuses to fire the individual. This has an extreme negative impact on the rest of the staff who are doing their jobs. The continued employment of this individual is unjust to the rest of the staff.” Other respondents called for more disciplinary action for hostile actions such as bullying or sexual harassment. One respondent wrote, “I observed an employee bullying others in the workplace, and NO actions were taken in the dept. for several months.” Another respondent shared, “I heard second-hand that one of our best researchers was a junior faculty and left ISU because she was being sexually harassed by another one of our senior faculty members. I think the faculty member who harassed her should have been fired but was not even reprimanded.” Another

respondent wondered, “There is a professor in my department that has had multiple complaints against him for sexual harassment and he is still employed by the department and university. How has this professor NOT been fired? I believe this is unjust.”

Nineteen percent ($n = 628$) of Employee respondents indicated that they had observed promotion, tenure, reappointment, and/or reclassification practices at Iowa State University that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 32% ($n = 137$) noted they believed that the unjust practices were based on nepotism/cronyism, 19% ($n = 119$) on gender/gender identity, and 16% ($n = 103$) on position.

Subsequent analyses⁵⁷ indicated the following statistically significant differences:

- By faculty status, 18% ($n = 41$) of Non-Tenure-Track Faculty respondents, and 26% ($n = 137$) of Tenure-Track Faculty respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.^{lxxv}
- By gender identity, 20% ($n = 378$) of Women Employee respondents and 17% ($n = 230$) of Men Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.^{lxxvi}
- By racial identity, a higher proportion of White Employee respondents (19%, $n = 509$) than Asian/Asian American Employee respondents (11%, $n = 22$) indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices. Black/African American Employee respondents (18%, $n = 19$), Hispanic/Latin@/Chican@ Employee respondents (15%, $n = 14$), Multiracial Employee respondents (21%, $n = 23$), and Additional Employee Respondents of Color (16%, $n = 22$) did not statistically differ from the other groups.^{lxxvii}

There were 242 Faculty, Staff and Graduate Student respondents who elaborated on their observations of unjust behavior related to promotion/tenure/reappointment/reclassification. Five

⁵⁷Chi-square analyses were conducted by faculty status, staff status, gender identity, citizenship status, racial identity, sexual identity, military status, disability status, and religious affiliation; only significant differences are reported.

themes emerged from the responses: reclassification process, identity, favoritism, ignored qualifications, and inconsistency issues.

Reclassification Process. In the first theme, respondents discussed the reclassification process. Respondents felt that guidelines for reclassification were unclear, complicated, and inconsistent. One respondent wrote, “While reclassification supposedly exists at ISU, it's a nebulous concept that doesn't seem to make much sense. HRS needs to develop a clear way for P&S employees to advance at ISU.” Another respondent explained, “Reclassification process at ISU needs to be reworked. The procedures change based on circumstances. When pointing out inconsistencies with the website, HR just says that they have changed the procedure and haven't updated the website.” Another respondent explained, “Promotion and reclassifications at Iowa State University seem VERY difficult. UHR doesn't seem to have clear policies or practices to indicate why some are re-classified while others are not. These reclassifications and the way they are conducted, whether approved or denied, seem to be at the whim of someone in UHR that may not have very good understanding of the skill level or detailed working knowledge of the position.” Respondents were also frustrated with how HR handled a reclassification request. One respondent reported, “The college HR liaison provided the employee with false information about the requirements for the P33 level. Since the individual did not have those requirements, they did not fight for the reclassification and appeal the initial rejection.” A slow response was a common complaint, with employees doing more work without sufficient compensation while they waited for the reclassification to be processed. One respondent wrote, “It took 3 years for the reclassification to go through. She was doing the required duties the entire time without financial compensation or the title of the job she was actually completing.” One respondent offered scathing criticism of the process, “Several ISU employees have approached me because I serve on the P&S Council. They have tried to address reclass of their positions. They have been shut down, ignored, lied to, etc. This is a cultural thing at ISU. It is mostly blamed on last [sic] of money, but that's a scapegoat.”

Some respondents shared their experience with being denied a reclassification. One respondent stated, “I was denied a reclassification because UHR did not like the classification that was requested,” while another respondent wrote, “When applying for reclassification I have a strong feeling that my request was denied by senior [redacted] leadership for reasons other than my

professional performance, which had always been satisfactory up until that point and indeed been praised repeatedly by different immediate supervisors.” Respondents were not confident a reclassification would go through, given others’ experiences, as one respondent commented, “I personally know of staff members whose reclass has been denied multiple times, while their service to the university, market value and accomplishments show differently. I recently asked to be reclassified and my supervisor is looking into my options, but seeing some of my peers’ experiences makes me feel very discouraged from the start (although I believe in my boss who I appreciate and who has been an advocate for me).” Respondents also noted that a change in supervisor could sometimes affect the process, “this supervisor has left the university. I was awarded a reclassification immediately upon the arrival of my new supervisor.”

Identity. For the second theme, respondents commented on how an individual’s identity could sometimes help a person and sometimes be a burden in relation to promotion/tenure/reappointment/reclassification. One respondent stated, “People at ISU are routinely promoted on the basis of race or sex. ISU makes it very clear that this is policy.” Another respondent reported, “Evaluation criteria and level of achievement are different/lowered for people from certain gender/ethnic/racial groups.” In considering contract renewals, one respondent wrote, “Lecturers are treated like peasants as well. Their short-term contracts make sure they are always nervous. When money is tight and positions are uncertain, sex & sexual identity, nationality, and language abilities become defining factors in reappointment.”

Some respondents commented superficially on how they perceived race contributing to promotion decisions. One respondent shared, “Candidates of color are consistently courted, encouraged to apply, and receive preferential treatment.” Another respondent reported, “I feel some hiring decisions are made based on race. Hiring ‘non-white’ candidates over those with the most experience is being pushed upon hiring committees in effort to ‘increase’ ISU staff diversity.” One respondent observed, “Minority employees have been promoted over white employees with greater work performance, seniority, and skill sets.”. Another respondent shared their perception, writing “A member of the committee wanted a candidate eliminated because she was too urban. To me it was clear they meant black. I was out voted by the committee so the candidate did not move forward.”

Other respondents focused on how gender affected promotion decisions. One respondent wrote, “Male personnel in our department that have been at the job less time and seem to perform worse than their female coworkers have been promoted quicker than females.” Another respondent shared, “Bar for promotion/tenure is set higher for women. Equal or even better qualifications (with respect to male counterparts) are doubted. Achievements are dismissed as not important, or attributed to other team members.” Another respondent observed, “Look at the [redacted] Department's history of hiring and losing women as an example of discriminatory patterns that might be legal but send women away in large numbers. The College of Business does not have a history of nurturing women from assistant to full professor.”

Favoritism. For the third theme, respondents reported that favoritism and cronyism contributed to unjust examples of promotion/tenure/reappointment/reclassification. One respondent wrote simply, “I have seen favouritism.” Another respondent explained, “If you are close friends of the bosses or went to school with one of their kids you get jobs and advancement at FPM.” Favoritism happened even at the highest levels, as the respondent who shared, “President Leath frequently promoted or appointed cronies without using a search procedure or obtaining any outside feedback.” Respondents pointed out that personal connection trumped merit in these instances. One respondent observed, “It is not a merit-based promotion, but rather a 'buddy' system where you are eligible if you have served your time or you have the network.” Another respondent shared, “Some promotions seem to happen based on a positive relationship with the chair of the psych department rather than merit.”

Ignored Qualifications. For the fourth theme, respondents discussed experiences where qualifications were ignored in the promotion/tenure/reappointment/reclassification process. Respondents were perplexed by instances where promotion occurred without the person having the necessary qualifications for the next level. One respondent shared, “A few instances where people with less experience were promoted into higher positions without reasonable justification for job responsibilities.” One respondent reported, “I see positions at the higher level going to people that do not have relevant experience,” while another respondent observed, “Promotion/tenure given despite the personnel inability and/or attitude to perform all necessary duties of current position.” For a specific example, one respondent shared, “[redacted] promoted

to full professor with tenure despite having no teaching experience, scholarly research contributions, or even a terminal degree in the field.”

Respondents also commented on the relative importance of experiences versus skills.

Respondents were frustrated that in several cases, experience was weighted more heavily than abilities. One respondent stated, “I have seen people promoted because they have 'put in their time', not because they have the skills to be promoted.” Another respondent vented, “The whole merit system drives me crazy. We have lost a couple of really qualified people who had great skills and the most pleasant working personalities because a more senior merit employee bumps them. You may not call that unfair because it is part of the merit system, but I think it causes great disruption.” Another respondent added, “The merit staff ‘bumping’ system is vastly unjust and creates unfair hardship for many persons displaced or in danger of being displaced by the process. Qualified persons are displaced and unqualified (or less well-suited) persons land in their place based solely on seniority.” The interaction of experience and skills in the promotion process can get complicated, as one respondent explained, “I think staff should be able to be promoted to higher positions if they are qualified. I will never be promoted in my department because my co-worker who has been here longer cannot be promoted as she doesn't have the required education level.”

Inconsistency Issues. In the final theme, respondents discussed areas of inconsistency in the promotion/tenure/reappointment/reclassification. Respondents noted that there are many instances of inconsistency, like when “some people are promoted more quickly than others.” One respondent observed, “There is tremendous inconsistency in the titles and level of responsibility assigned within departments. Some employees are promoted without the proper academic credentials. Others must apply for internal promotion, when they have been doing the work already.” Another respondent shared, “Interim positions need consistent processes across the board. Sometimes they are handled one way and sometimes another. It gets confusing and discouraging.” One respondent detailed the experience of lecturer contract renewal, “Lecturers who hold the same position at Iowa State are subjected to very different contract renewal processes. Some lecturers have to go through very extreme renewal processes, producing nearly as many materials as an assistant professor going up for tenure and having their position debated and voted on by the entire department. Other lecturers have a much easier renewal process.” In

regard to tenure, one respondent observed, “I am in a department that is in two colleges. The disparity in tenure criteria (used by faculty) for colleagues in different colleges is significant.”

Some respondents pointed out that the processes varied by supervisor. One respondent shared, “Promotion of P&S staff seems somewhat dependent upon (faculty/DEO) supervisor's willingness to be proactive on behalf of the employee(s), thus leading to promotion and salary inequities.” Another respondent wrote, “A person insisted on a reclassification, the office manager questioned it, but the supervisor allowed it to go forward. The person was reclassified, but not necessarily qualified. I attempted a reclassification and was denied by this same person the opportunity to do so.” Longevity was also a contributing factor, “I feel that people who have been here a long time are held to different (lower) standards.” Different categories of employees were also treated differently, “P&S employees are more quickly reclassified, promoted and tenured than merit employees. Even though the merit employee has the same or more work experience.”

^{lxi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust hiring practices by faculty status: $\chi^2(1, N = 752) = 4.713, p < .05$.

^{lxx}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by staff status: $\chi^2(1, N = 1,794) = 10.925, p < .01$.

^{lxxi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by gender identity: $\chi^2(1, N = 3,284) = 4.038, p < .05$.

^{lxxii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by citizenship status: $\chi^2(1, N = 3,331) = 18.934, p < .001$.

^{lxxiii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by racial identity: $\chi^2(5, N = 3,281) = 19.410, p < .01$.

^{lxxiv}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by disability status: $\chi^2(2, N = 3,329) = 19.139, p < .001$.

^{lxxv}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by faculty status: $\chi^2(1, N = 754) = 6.134, p < .05$.

^{lxxvi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by gender identity: $\chi^2(1, N = 3,288) = 4.106, p < .05$.

^{lxxvii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by racial identity: $\chi^2(5, N = 3,283) = 11.498, p < .05$.

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at Iowa State University. Frequencies and significant differences based on staff status (Hourly Staff or Salary Staff), gender identity, racial identity,⁵⁸ sexual identity, disability status, citizenship status, military status, and religious/spiritual affiliation are provided in Tables 62 through 65.

Two-thirds (67%, $n = 1,200$) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 62). No statistically significant differences were found between groups.

Seventy-three percent ($n = 1,319$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A higher percentage of Women Staff respondents (28%, $n = 321$) than Men Staff respondents (23%, $n = 136$) “strongly agreed” that they had supervisors who gave them job/career advice or guidance when they needed it. A higher percentage of Multiracial Staff respondents (42%, $n = 20$) than White Staff respondents (25%, $n = 400$) “strongly agreed” with this statement (with Staff Respondents of Color (27%, $n = 35$) not differing significantly).

Sixty percent ($n = 1,081$) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Staff Respondents with Multiple Disabilities (14%, $n = 8$) than Staff Respondents with No Disability (5%, $n = 85$) (with Staff respondents with a Single Disability (7%, $n = 8$) not differing significantly) “strongly disagreed” that they were included in opportunities that would help their careers as much as others in similar positions. Twenty-four percent ($n = 300$) of Religious/Spiritual Affiliation Staff respondents and 18% ($n = 89$) of No Religious/Spiritual Affiliation Staff respondents “strongly agreed” with the statement.

⁵⁸Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

Table 62. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	520	28.9	680	37.7	306	17.0	207	11.5	89	4.9
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	467	25.9	852	47.3	303	16.8	138	7.7	42	2.3
Gender identity ^{lxxviii}										
Women	321	27.6	568	48.8	162	13.9	91	7.8	23	2.0
Men	136	22.7	268	44.7	136	22.7	42	7.0	18	3.0
Racial identity ^{lxxix}										
People of Color	35	26.9	61	46.9	18	13.8	6	4.6	10	7.7
White	400	25.2	756	47.7	273	17.2	124	7.8	32	2.0
Multiracial	20	41.7	19	39.6	5	10.4	< 5	---	0	0.0
I am included in opportunities that will help my career as much as others in similar positions.	399	22.2	682	37.9	350	19.4	267	14.8	103	5.7
Disability status ^{lxxx}										
Single Disability	31	27.7	31	27.7	23	20.5	19	17.0	8	7.1
No Disability	352	21.8	629	39.0	310	19.2	238	14.7	85	5.3
Multiple Disabilities	12	20.7	14	24.1	17	29.3	7	12.1	8	13.8
Religious/Spiritual affiliation ^{lxxxi}										
Religious/Spiritual Affiliation	300	23.8	487	38.6	227	18.0	185	14.6	64	5.1
No Religious/Spiritual Affiliation	89	18.4	178	36.9	108	22.4	75	15.5	33	6.8

Note: Table reports only responses from Staff respondents (*n* = 1,813).

Table 63 illustrates that 63% (*n* = 1,141) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Forty-one percent (*n* = 738) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. A higher percentage of Staff Respondents of Color (21%, *n* = 27) than White Staff respondents (11%, *n* = 179) “strongly agreed” that the performance evaluation was productive (Multiracial Staff respondents (19%, *n* = 9) were not

statistically different from the other two groups). A higher percentage of Staff respondents with a Single Disability (31%, $n = 35$) than Staff Respondents with No Disability (20%, $n = 323$) “disagreed” that the performance evaluation process was productive (Staff Respondents with Multiple Disabilities (21%, $n = 12$) were not statistically different). Additionally, a higher percentage of Staff Respondents with Multiple Disabilities (21%, $n = 12$) than Staff Respondents with No Disability (10%, $n = 163$) (with Staff respondents with a Single Disability (11%, $n = 12$) not differing significantly) “strongly disagreed” with the statement. A higher percentage of Religious/Spiritual Affiliation Staff respondents (44%, $n = 552$) than No Religious/Spiritual Affiliation Staff respondents (35%, $n = 167$) “agreed” or “strongly agreed” with this statement.

Table 63. Staff Respondents’ Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	352	19.5	789	43.8	353	19.6	235	13.0	74	4.1
The performance evaluation process is productive.	217	12.2	521	29.2	484	27.1	375	21.0	187	10.5
Racial identity ^{lxxxii}										
People of Color	27	20.8	41	31.5	36	27.7	19	14.6	7	5.4
White	179	11.4	460	29.4	415	26.5	339	21.6	174	11.1
Multiracial	9	18.8	8	16.7	17	35.4	9	18.8	5	10.4
Disability status ^{lxxxiii}										
Single Disability	14	12.5	23	20.5	28	25.0	35	31.3	12	10.7
No Disability	197	12.3	478	29.9	438	27.4	323	20.2	163	10.2
Multiple Disabilities	5	8.9	14	25.0	13	23.2	12	21.4	12	21.4
Religious/Spiritual affiliation ^{lxxxiv}										
Religious/Spiritual Affiliation	168	13.5	384	30.7	328	26.3	243	19.5	126	10.1
No Religious/Spiritual Affiliation	47	9.8	120	25.1	139	29.0	118	24.6	55	11.5

Note: Table reports only responses from Staff respondents ($n = 1,813$).

Table 64 illustrates frequencies and significant differences for several items in survey Question 40. Seventy-six percent ($n = 1,367$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance. A small, but

statistically higher percentage of Women Staff respondents (9%, $n = 102$) than Men Staff respondents (5%, $n = 29$) “disagreed” that their supervisors provided adequate support for them to manage work-life balance. A higher percentage of LGBTQ Staff respondents (6%, $n = 7$) than Heterosexual Staff respondents (3%, $n = 46$) “strongly disagreed” with this statement. A higher percentage of Staff Respondents with a Single Disability (7%, $n = 8$) than Staff Respondents with No Disability (3%, $n = 44$) (with Staff respondents with Multiple Disabilities ($n < 5$) not differing significantly) “strongly disagreed” that their supervisors provided adequate support for them to manage work-life balance. A higher percentage of No Religious/Spiritual Affiliation Staff respondents (6%, $n = 27$) than Religious/Spiritual Affiliation Staff respondents (2%, $n = 27$) “strongly disagreed” with this statement.

Forty-three percent ($n = 774$) of Staff respondents “strongly agreed” or “agreed” that Iowa State University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Not-U.S. Citizen Staff respondents (15%, $n = 18$) than U.S. Citizen Staff respondents (8%, $n = 130$) “strongly agreed” that Iowa State University provided adequate resources to help them manage work-life balance. In addition, a higher percentage of U.S. Citizen Staff respondents (36%, $n = 589$) than Not-U.S. Citizen Staff respondents (26%, $n = 31$) “agreed” with the statement. A higher percentage of Staff Respondents with a Single Disability (10%, $n = 11$) and Staff respondents with Multiple Disabilities (16%, $n = 9$) “strongly disagreed” that Iowa State University provided adequate resources to help them manage work-life balance, compared with Staff Respondents with No Disability (4%, $n = 64$).

Twenty percent ($n = 361$) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Women Staff respondents (40%, $n = 469$) than Men Staff respondents (35%, $n = 208$) “disagreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations. A higher percentage of Staff Respondents with a Single Disability (14%, $n = 16$) than Staff Respondents with No Disability (5%, $n = 81$) (with Staff respondents with Multiple Disabilities (12%, $n = 7$) not differing significantly) “strongly agreed” with the statement.

Thirty-two percent ($n = 579$) of Staff respondents “strongly agreed” or “agreed” that they performed 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). A higher percentage of Hourly Staff respondents (11%, $n = 24$) than Salary Staff respondents (5%, $n = 83$) “strongly disagreed” that they performed more work than colleagues with similar performance expectations. A higher percentage of Men Staff respondents (25%, $n = 147$) than Women Staff respondents (19%, $n = 225$) “agreed” that they performed more work than colleagues with similar performance expectations. A higher percentage of Staff Respondents with a Single Disability (23%, $n = 25$) than Staff Respondents with No Disability (10%, $n = 161$) (with Staff respondents with Multiple Disabilities (14%, $n = 8$) not differing significantly) “strongly agreed” with the statement.

Table 64. Staff Respondents’ Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	670	37.2	697	38.7	241	13.4	137	7.6	57	3.2
Gender identity ^{lxxxv}										
Women	441	37.9	447	38.4	139	11.9	102	8.8	36	3.1
Men	218	36.3	235	39.1	100	16.6	29	4.8	19	3.2
Sexual identity ^{lxxxvi}										
LGBQ	52	47.7	30	27.5	15	13.8	5	4.6	7	6.4
Heterosexual	595	37.1	633	39.5	209	13.0	121	7.5	46	2.9
Disability status ^{lxxxvii}										
Single Disability	37	33.3	40	36.0	17	15.3	9	8.1	8	7.2
No Disability	613	37.9	629	38.9	209	12.9	121	7.5	44	2.7
Multiple Disabilities	17	29.3	18	31.0	13	22.4	7	12.1	< 5	---
Religious/Spiritual affiliation ^{lxxxviii}										
Religious/Spiritual Affiliation	480	38.0	495	39.2	167	13.2	95	7.5	27	2.1
No Religious/Spiritual Affiliation	168	34.9	191	39.6	59	12.2	37	7.7	27	5.6
Iowa State provides adequate resources to help me manage	151	8.5	623	34.9	704	39.5	219	12.3	86	4.8

Table 64. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
work-life balance.										
Citizenship status ^{lxxxix}										
U.S. Citizen	130	7.9	589	35.6	654	39.5	201	12.2	80	4.8
Not-U.S. Citizen	18	15.3	31	26.3	47	39.8	18	15.3	< 5	---
Disability status ^{xc}										
Single Disability	8	7.2	36	32.4	44	39.6	12	10.8	11	9.9
No Disability	139	8.7	565	35.3	632	39.5	199	12.4	64	4.0
Multiple Disabilities	< 5	---	17	29.8	20	35.1	8	14.0	9	15.8
Religious/Spiritual affiliation ^{xcj}										
Religious/Spiritual Affiliation	110	8.8	449	36.0	491	39.4	151	12.1	46	3.7
No Religious/Spiritual Affiliation	38	7.9	161	33.3	193	40.0	56	11.6	35	7.2
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations	105	5.8	256	14.2	574	31.9	688	38.3	175	9.7
Gender identity ^{xcii}										
Women	67	5.8	166	14.3	343	29.5	469	40.3	118	10.1
Men	37	6.2	82	13.7	220	36.7	208	34.7	53	8.8
Disability status ^{xciii}										
Single Disability	16	14.4	19	17.1	33	29.7	33	29.7	10	9.0
No Disability	81	5.0	222	13.8	517	32.1	635	39.4	157	9.7
Multiple Disabilities	7	12.1	11	19.0	19	32.8	14	24.1	7	12.1
I perform more work than colleagues with similar performance expectations.	196	10.9	383	21.4	653	36.4	454	25.3	107	6.0
Staff status ^{xciv}										
Hourly Staff	31	14.2	39	17.9	72	33.0	52	23.9	24	11.0
Salary Staff	165	10.5	344	21.8	581	36.9	402	25.5	83	5.3
Gender identity ^{xcv}										
Women	128	11.0	225	19.3	404	34.7	325	27.9	81	7.0
Men	66	11.1	147	24.7	238	39.9	122	20.5	23	3.9
Disability status ^{xcvi}										
Single Disability	25	22.7	22	20.0	34	30.9	22	20.0	7	6.4

Table 64. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No Disability	161	10.0	344	21.4	594	36.9	414	25.7	97	6.0
Multiple Disabilities	8	14.0	14	24.6	19	33.3	13	22.8	< 5	---

Note: Table reports only responses from Staff respondents (*n* = 1,813).

Sixty percent (*n* = 1,063) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 65). A significantly higher percentage of Hourly Staff respondents (75%, *n* = 163) than Salary Staff respondents (58%, *n* = 900) “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours. Thirty-one percent (*n* = 38) of Not-U.S. Citizen Staff respondents and 19% (*n* = 315) of U.S. Citizen Staff respondents “strongly agreed” with the statement. A higher percentage of Staff Respondents of Color (30%, *n* = 38) than White Staff respondents (19%, *n* = 298) “strongly agreed” that they were able to complete their assigned duties during scheduled hours (Multiracial Staff respondents (29%, *n* = 14) were not statistically different from the other two groups). A higher percentage of Staff Respondents with a Single Disability (15%, *n* = 17) than Staff Respondents with No Disability (7%, *n* = 107) (with Staff respondents with Multiple Disabilities (12%, *n* = 7) not differing significantly) “strongly disagreed” with the statement.

Forty-five percent (*n* = 802) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A higher percentage of Staff Respondents with No Disability (25%, *n* = 409) than Staff Respondents with a Single Disability (14%, *n* = 15) or Staff respondents with Multiple Disabilities (11%, *n* = 6) “disagreed” that their workload increased without additional compensation as a result of other staff departures.

Twenty-seven percent (*n* = 477) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Nineteen percent (*n* = 303) of Salary Staff respondents and 12% (*n* = 27) of Hourly Staff respondents “agreed” that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Fifteen percent (*n* = 18) of Not-

U.S. Citizen Staff respondents and 8% ($n = 128$) of U.S. Citizen Staff respondents “strongly agreed” with the statement.

Seventy-one percent ($n = 1,281$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Staff Respondents of Color (31%, $n = 39$) than White Staff respondents (16%, $n = 256$) “strongly agreed” that they were given a reasonable time frame to complete assigned responsibilities (Multiracial Staff respondents (21%, $n = 10$) were not statistically different from the other two groups). A higher percentage of Staff Respondents with Multiple Disabilities (10%, $n = 6$) than Staff Respondents with No Disability (1%, $n = 22$) (with Staff respondents with a Single Disability ($n < 5$) not differing significantly) “strongly disagreed” with the statement.

Fifty-eight percent ($n = 1,040$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Twenty-five percent ($n = 294$) of Women Staff respondents and 19% ($n = 113$) of Men Staff respondents “strongly agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of White Staff respondents (36%, $n = 564$) than Staff Respondents of Color (24%, $n = 31$) “agreed” with the statement (Multiracial Staff respondents (32%, $n = 15$) were not statistically different from the other two groups).

Table 65. Staff Respondents’ Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	357	20.0	706	39.6	259	14.5	330	18.5	132	7.4
Staff status ^{xcvii}										
Hourly Staff	58	26.7	105	48.4	28	12.9	20	9.2	6	2.8
Salary Staff	299	19.1	601	38.4	231	14.7	310	19.8	126	8.0
Citizenship status ^{xcviii}										
U.S. Citizen	315	19.1	658	39.8	244	14.8	309	18.7	126	7.6
Not-U.S. Citizen	38	31.4	44	36.4	13	10.7	20	16.5	6	5.0
Racial identity ^{xcix}										

Table 65. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
People of Color	38	29.5	51	39.5	19	14.7	14	10.9	7	5.4
White	298	19.0	624	39.8	230	14.7	298	19.0	118	7.5
Multiracial	14	29.2	12	25.0	6	12.5	11	22.9	5	10.4
Disability status ^c										
Single Disability	14	12.6	40	36.0	16	14.4	24	21.6	17	15.3
No Disability	334	20.9	640	40.1	230	14.4	287	18.0	107	6.7
Multiple Disabilities	8	13.8	17	29.3	11	19.0	15	25.9	7	12.1
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	386	21.5	416	23.2	437	24.4	433	24.1	121	6.7
Disability status ^{ci}										
Single Disability	31	27.9	30	27.0	23	20.7	15	13.5	12	10.8
No Disability	328	20.4	367	22.8	399	24.8	409	25.4	105	6.5
Multiple Disabilities	21	36.8	14	24.6	12	21.1	6	10.5	< 5	---
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	147	8.2	330	18.4	470	26.2	650	36.3	194	10.8
Staff status ^{cii}										
Hourly Staff	16	7.4	27	12.4	50	23.0	89	41.0	35	16.1
Salary Staff	131	8.3	303	19.3	420	26.7	561	35.6	159	10.1
Citizenship status ^{ciii}										
U.S. Citizen	128	7.7	311	18.7	433	26.1	606	36.5	184	11.1
Not-U.S. Citizen	18	15.3	16	13.6	33	28.0	42	35.6	9	7.6
I am given a reasonable time frame to complete assigned responsibilities.	311	17.3	970	54.0	357	19.9	126	7.0	32	1.8
Racial identity ^{civ}										
People of Color	39	30.5	59	46.1	24	18.8	6	4.7	0	0.0
White	256	16.2	869	55.0	310	19.6	116	7.3	30	1.9
Multiracial	10	20.8	22	45.8	12	25.0	< 5	---	< 5	---

Table 65. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{cv}										
Single Disability	13	11.7	50	45.0	35	31.5	10	9.0	< 5	---
No Disability	286	17.8	884	54.9	309	19.2	109	6.8	22	1.4
Multiple Disabilities	11	19.0	26	44.8	8	13.8	7	12.1	6	10.3
There is a hierarchy within staff positions that allows some voices to be valued more than others.	419	23.4	621	34.6	428	23.9	266	14.8	59	3.3
Gender identity ^{cvi}										
Women	294	25.3	407	35.1	257	22.2	166	14.3	36	3.1
Men	113	18.9	202	33.7	167	27.9	95	15.9	22	3.7
Racial identity ^{cvi}										
People of Color	34	26.8	31	24.4	31	24.4	21	16.5	10	7.9
White	364	23.0	564	35.7	378	23.9	230	14.6	44	2.8
Multiracial	12	25.5	15	31.9	7	14.9	11	23.4	< 5	---

Note: Table reports only responses from Staff respondents (*n* = 1,813).

There were 498 Staff respondents who elaborated on the previous statements regarding workload, performance evaluation process, supervisor support, hierarchy, and work-life balance. Three themes emerged from the responses: overwhelming workload, supervisor experiences, and inequitable treatment.

Overwhelming Workload. In the first theme, respondents discussed how overwhelming their workload was. Some respondents felt that the work culture necessitated extreme work hours. One respondent reported, “There are expectations to be at work nights and weekends for certain events without getting any flex time. We keep getting told that this is expected of P&S staff.” Another respondent shared, “Our positions are overworked by nature. 70-80 hr. work weeks for most of the year, 60hr work weeks during the lighter times, all schedules are dictated by others than us.” Another respondent observed, “Because of email and social media we are ‘expected’ to be accessible 24-7. Even when on vacation we are on the proverbial clock. This leads to high burnout, and tremendous fatigue.” One respondent shared, “I often work evenings, weekends, holidays, vacations, sick leave...because the work has to get done. I was working even while I

was home for my father's funeral. I also feel that even when I have to work during the evening that I also need to be here during regular office hours, often resulting in 12-hour days.” One respondent explained their situation, “The position description under which I was hired did not accurately reflect the ‘available 24/7/365’ attitude that is prevalent in this department. I was given verbal ‘notice’ by a director that I am expected to be available for work 24 hours a day, 7 days a week, 365 days a year. This expectation is not in writing.”

Some respondents explained that their overwhelming workload came from additional duties being reassigned when fellow employees left for a new position or retired. One respondent stated, “It takes an extremely long time to hire new positions when people leave ISU and that creates extra workload for those that remain.” Another respondent observed, “Retirements are leaving departments very short handed. I am doing the work of two people and not being compensated for it.” One reported their personal experience, “With retirements and other staff members leaving for the private sector, my work load has almost doubled. The time it takes to replace staff here is ridiculous.” Another respondent shared, “In our department, when someone leaves, instead of giving pay increases or hiring someone new, a lot of times those duties are just reassigned to someone else and they are expected to take them on.”

Other respondents reported that their increased workload was as a result of growth within their program or department. One respondent stated, “My workload has increased due to the growth of the program,” while another respondent explained, “My workload has been increased greatly in the last two years due to increases in research funding being secured by faculty in the department. In addition to managing all department operating, discretionary, foundation and fee-for-service accounts I also now monitor several large federal research grant accounts that take a lot of time. I feel like I am doing 1 and 1/2 jobs and often get overwhelmed with [redacted] work that takes away from my normal job duties.” Growth in enrollment has also contributed to overwhelming workloads. One respondent wrote, “The increase in students has significantly impacted the amount of work I have without additional staff support to complete the work.” Another respondent shared, “My workload has actually increased because our degree program is one of the fastest growing on campus.” One respondent explained, “Increased enrollment has increased my responsibilities with either very little or no financial compensation. Additional staff

has just recently been made available to help with this, but for 4 years I worked 50+ hours to keep up with the work demands.”

Regardless of the cause of the extra work, respondents pointed out that they were not being compensated for their extra hours. One respondent shared, “Work load has increased without compensation due to budget constraints even though no positions have been eliminated.”

Another respondent noted, “I didn't mind the extra work - but not getting compensated for all the extra hours and being successful should count for some kind of compensation.” Respondents indicated that when additional compensation was requested, it was not always given. One respondent shared, “I assumed responsibilities of 2 others whose contracts were not renewed, and was denied increased compensation,” while another respondent reported, “I am always asked to work 40 hours or more a week yet never compensated for working way more than that. I have talked to my supervisor in times where work hours have gotten extreme (24 hours in one weekend/65 hours in a week) and have just been told this is how it is.” One respondent commented on how the lack of compensation affects employees, “With the past several years of increased work load and little to no pay compensation we have had several high performing staff members seek employment outside of the University. Some creative solutions to increase pay for high performing staff members would be greatly appreciated.”

Supervisor Experiences. For the second theme, respondents commented on their experiences with their supervisors. Some respondents reported negative experiences with supervisors who were hostile, incompetent, or unsupportive. One respondent wrote, “I have a great working relationship with the Dept. Head but my supervisor can be moody and I feel I have taken her wrath more than others because I don't cry or pout.” Another respondent shared, “My supervisor doesn't have knowledge nor experience performing my area of expertise. She is intolerant if I try to train her.” Several respondents shared that their supervisor did not offer any direction or guidance for career development. One respondent noted, “My supervisor hasn't offered to give me career advancement advice or ask how I am personally doing in my position.” Another respondent observed, “My supervisor is too busy with her/his own work responsibilities to adequately provide direction and career guidance to new employees.” One respondent shared, “Generally, faculty members and supervisors do not provide career guidance or assistance to progress at ISU. Often times making it harder to advance my career.” One respondent described

a supervisor that was unsupportive and unable to help, “My supervisor is unable to give me career advice because she herself is incompetent in her job and has no interest in growing in her career. She has admitted multiple times she's not ‘supervisor material’ and has no interest in being a leader/mentor or helping her employees grow.”

Other respondents were critical of their supervisors because the supervisors did not support them in maintaining work-life balance. One respondent wrote, “I don't have a supportive supervisor who understands [work-life balance] and is unrealistic with time frame and expectations.”

Another respondent reported unequal treatment in regard to work-life support, “My supervisor won't accommodate my requests for working hours for a work life balance but will accommodate for the rest of the staff in our office.” One respondent stated, “My supervisor is very busy and is more interested in appearances than whether or not their staff are happy.” Another respondent observed, “Work-life balance is incredibly difficult and tough here at Iowa State. I don't have a supportive supervisor who understands this and is unrealistic with time frame and expectations.”

Some respondents shared their experiences with good supervisors who were supportive of work-life balance. One respondent wrote, “I have a fantastic supervisor; it's why I'm still at Iowa State.” Another respondent noted, “My current supervisor of the last few years is highly supportive of and of [*sic*] modeling work-balance. One of the better supervisors I have had over the years.” Another respondent shared, “I have always found my supervisor to be very supportive of me and understanding during times of challenges to my family situation (health related).” One respondent shared their personal experience, “My boss is great about letting me flex my schedule so I can meet the needs of my elderly mother who lives out of town and avoid coming in to work when the weather causes dangerous driving conditions since I live outside of Ames.” Another respondent gushed, “My supervisor does an amazing job of helping me balance my work load. I'm very appreciative!”

Inequitable Treatment. For the third theme, respondents discussed their experiences where individuals were not treated equitably in the workplace. Some respondents addressed the extent to which people's voices were heard. One respondent wrote, “There is a pecking order in departments and colleges where some staff are more listened to or heard. Their opinion holds much more weight.” Another respondent shared, “It is obvious that there are people whose

voices are heard more than others; whether that is because they make sure they are heard or they are seen as more important than others, I do not know.” Another respondent stated, “I was the only support staff person on a recent search committee and my opinions were given less weight than those of the faculty members on the committee.”

Other respondents addressed inequity in compensation. These respondents noted instances when the expectation of similar salaries based on job title or workload did not hold true. One respondent wrote, “Frustrating to see others with same title or higher title have fewer duties but more pay than those of us that are required to do more in our department.” Another respondent shared, “In regards to compensation, I believe there is a huge salary equity issue with other similar departments around ISU, especially in the Division of Student Affairs.” Another respondent noted, “Compared to others I have met with my job title, I have a broader range of responsibilities and a larger volume of work, yet I feel I'm on a lower end of the pay scale.” Some respondents noted that gender sometimes played a role in inequitable compensation, “Our unit has a history of paying men more than women who are equally qualified. I currently make the same (as a female) as a male in my unit who has much less responsibility.” One respondent pointed out instances of favoritism, “It seems an ongoing struggle at Iowa State to try to get adequately compensated for the job I do. Since I began here, it seems as though employees with supervisors who have pull with higher-ups or who have more money always have easier roads to reclassification and higher salaries.”

Some respondents commented on inequities in work responsibilities. One respondent shared, “I feel that those of us whom are dependable and/or hard-working are called upon to do extra ‘tasks’ or responsibilities, while others continue to get paid to do very little, and have little responsibilities outside of their ‘job description.’” One respondent shared their inequitable work expectations, “The current [redacted] staff deployment plan in ISU [redacted] puts undue burden on some employees. Some of my colleagues cover one or two [redacted] while I cover more than five. I have to perform the same tasks they do, but instead of once or twice, I complete the task 5-10 different times.” Race was identified as contributing to unequal workloads for some individuals, “The current climate related to diversity, inclusion and equity has put an increased pressure and tax on staff and faculty of color. The burden of educating the campus on everything

related to social identities and how to work with marginalized populations has been left to a small portion of staff on campus with inadequate resources.”

Some respondents also identified inequities in the amount of support received. One respondent observed, “Other positions in our office are allowed to attend conferences outside of their job duties without taking leave. Others in our organization are not afforded the same treatment.” One respondent noted that gender played a role in the amount of support received, writing, “There is simply an inequality of support or opportunities to grow for women.” Another respondent shared, “P&S are treated differently than merit employees, i.e., more training opportunities, stand-up work stations.” Some differences in support may stem from favoritism such as the respondents who wrote, “There seems to be an ‘open door’ policy to the department head for some staff and not others,” and “regarding workplace hierarchy, there seems to preference given to coworkers who have friendships with supervisors or those higher up.”

^{lxxviii} A chi-square test was conducted to compare percentages of Staff respondents who had colleagues/coworkers who gave them job/career advice or guidance when they needed it by gender identity: $\chi^2(4, N = 1,765) = 25.195, p < .001$.

^{lxxix} A chi-square test was conducted to compare percentages of Staff respondents who had colleagues/coworkers who gave them job/career advice or guidance when they needed it by racial identity: $\chi^2(8, N = 1,763) = 26.675, p < .01$.

^{lxxx} A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that would help their career as much as others in similar positions by disability status: $\chi^2(8, N = 1,784) = 19.443, p < .05$.

^{lxxxi} A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that would help their career as much as others in similar positions by religious/spiritual affiliation: $\chi^2(4, N = 1,746) = 10.362, p < .05$.

^{lxxxii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was productive by racial identity: $\chi^2(8, N = 1,745) = 21.053, p < .01$.

^{lxxxiii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was productive by disability status: $\chi^2(8, N = 1,767) = 17.112, p < .05$.

^{lxxxiv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was productive by religious/spiritual affiliation: $\chi^2(4, N = 1,728) = 13.593, p < .01$.

^{lxxxv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate resources to help them manage work-life balance by gender identity: $\chi^2(4, N = 1,766) = 15.075, p < .01$.

^{lxxxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate resources to help them manage work-life balance by sexual identity: $\chi^2(4, N = 1,713) = 12.225, p < .05$.

^{lxxxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate resources to help them manage work-life balance by disability status: $\chi^2(8, N = 1,785) = 15.996, p < .05$.

^{lxxxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate resources to help them manage work-life balance by religious/spiritual affiliation: $\chi^2(4, N = 1,746) = 14.751, p < .01$.

^{lxxxix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State provides adequate resources to help them manage work-life balance by citizenship status: $\chi^2(4, N = 1,772) = 11.303, p < .05$.

^{xc} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State provides adequate resources to help them manage work-life balance by disability status: $\chi^2(8, N = 1,767) = 25.026, p < .01$.

^{xcj} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State provides adequate resources to help them manage work-life balance by religious/spiritual affiliation: $\chi^2(4, N = 1,730) = 10.594, p < .05$.

^{xcii} A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 1,763) = 10.598, p < .05$.

^{xciii} A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by disability status: $\chi^2(8, N = 1,781) = 27.709, p < .01$.

^{xciv} A chi-square test was conducted to compare percentages of Staff respondents who believed they perform more work than colleagues with similar performance expectations by staff status: $\chi^2(4, N = 1,793) = 15.420, p < .01$.

^{xcv} A chi-square test was conducted to compare percentages of Staff respondents who believed they perform more work than colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 1,759) = 23.278, p < .001$.

^{xcvi} A chi-square test was conducted to compare percentages of Staff respondents who believed they perform more work than colleagues with similar performance expectations by disability status: $\chi^2(8, N = 1,777) = 18.883, p < .05$.

^{xcvii} A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2(4, N = 1,784) = 29.537, p < .001$.

^{xcviii} A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by citizenship status: $\chi^2(4, N = 1,773) = 11.588, p < .05$.

^{xcix} A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by racial identity: $\chi^2(8, N = 1,745) = 17.362, p < .05$.

^c A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by disability status: $\chi^2(8, N = 1,767) = 22.227, p < .01$.

^{ci} A chi-square test was conducted to compare percentages of Staff respondents who believed their workload was increased without additional compensation as a result of other staff departures by disability status: $\chi^2(8, N = 1,776) = 24.597, p < .01$.

^{cii} A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by staff status: $\chi^2(4, N = 1,791) = 13.883, p < .01$.

^{ciii} A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by citizenship status: $\chi^2(4, N = 1,780) = 10.637, p < .05$.

^{civ} A chi-square test was conducted to compare percentages of Staff respondents who indicated they were given a reasonable time frame to complete assigned responsibilities by racial identity: $\chi^2(8, N = 1,757) = 21.004, p < .01$.

^{cv} A chi-square test was conducted to compare percentages of Staff respondents who indicated they were able to complete their assigned duties during scheduled hours by disability status: $\chi^2(8, N = 1,779) = 43.506, p < .001$.

^{cvi} A chi-square test was conducted to compare percentages of Staff respondents who believed there is a hierarchy within staff positions that allows some voices to be valued more than others by gender identity: $\chi^2(4, N = 1,759) = 13.779, p < .01$.

^{cvi} A chi-square test was conducted to compare percentages of Staff respondents who believed there is a hierarchy within staff positions that allows some voices to be valued more than others by racial identity: $\chi^2(8, N = 1,754) = 19.147, p < .05$.

Staff Respondents' Feelings of Support and Value at Iowa State University

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as Iowa State University's benefits and salary. Tables 66 to 68 illustrate Staff responses to these items. Analyses were conducted by staff status (Hourly Staff or Salary Staff), gender identity, racial identity,⁵⁹ sexual identity, disability status, citizenship status, military status, and religious affiliation. Significant differences are presented in the tables.

Seventy-one percent ($n = 1,275$) of Staff respondents "strongly agreed" or "agreed" that Iowa State University provided them with resources to pursue training/professional development opportunities (Table 66). A significantly higher percentage of Salary Staff respondents (52%, $n = 815$) than Hourly Staff respondents (43%, $n = 92$) "agreed" that Iowa State University provided them with resources to pursue training/professional development opportunities. A higher percentage of Women Staff respondents (53%, $n = 615$) than Men Staff respondents (46%, $n = 273$) "agreed" with this statement. A higher percentage of LGBTQ Staff respondents (29%, $n = 32$) than Heterosexual Staff respondents (20%, $n = 319$) "strongly agreed" that Iowa State University provided them with resources to pursue training/professional development opportunities. Additionally, a higher percentage of Heterosexual Staff respondents (52%, $n = 829$) than LGBTQ Staff respondents (39%, $n = 42$) "agreed" with the statement. A higher percentage of Religious/Spiritual Affiliation Staff respondents (75%, $n = 943$) than No Religious/Spiritual Affiliation Staff respondents (63%, $n = 304$) "agreed" or "strongly agreed" that Iowa State University provided them with resources to pursue training/professional development opportunities.

Sixty-six percent ($n = 1,181$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. A significantly higher percentage of Salary Staff respondents (25%, $n = 385$) than Hourly Staff respondents (18%, $n = 38$) "strongly agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. A higher percentage of

⁵⁹Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

LGBQ Staff respondents (34%, $n = 37$) than Heterosexual Staff respondents (23%, $n = 368$) “strongly agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. A higher percentage of No Religious/Spiritual Affiliation Staff respondents (14%, $n = 67$) than Religious/Spiritual Affiliation Staff respondents (10%, $n = 119$) “disagreed” with the statement.

Sixty-three percent ($n = 1,126$) of Staff respondents “strongly agreed” or “agreed” that Iowa State University was supportive of taking extended leave (e.g., FMLA, parental). A higher percentage of Religious/Spiritual Affiliation Staff respondents (23%, $n = 283$) than No Religious/Spiritual Affiliation Staff respondents (16%, $n = 76$) “strongly agreed” that Iowa State University was supportive of taking extended leave.

Eighty-three percent ($n = 1,472$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). A higher percentage of Salary Staff respondents (37%, $n = 583$) than Hourly Staff respondents (28%, $n = 60$) “strongly agreed” that their supervisors were supportive of their taking leave.

Only 9% ($n = 156$) of Staff respondents “strongly agreed” or “agreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Salary Staff respondents (35%, $n = 543$) than Hourly Staff respondents (27%, $n = 59$) “disagreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Staff Respondents with Multiple Disabilities (10%, $n = 6$) than Staff Respondents with No Disability (2%, $n = 35$) “strongly agreed” with the statement (with Staff Respondents with a Single Disability (6%, $n = 6$) not differing significantly).

Thirty-six percent ($n = 641$) of Staff respondents “strongly agreed” or “agreed” that Iowa State University policies (e.g., FMLA) were fairly applied across Iowa State University. A higher percentage of LGBQ Staff respondents (15%, $n = 16$) than Heterosexual Staff respondents (9%, $n = 146$) “strongly agreed” that Iowa State University policies were fairly applied across Iowa State University. Additionally, a higher percentage of LGBQ Staff respondents (12%, $n = 13$) than Heterosexual Staff respondents (7%, $n = 105$) “disagreed” with the statement. A higher

percentage of Religious/Spiritual Affiliation Staff respondents (29%, $n = 365$) than No Religious/Spiritual Affiliation Staff respondents (22%, $n = 102$) “agreed” that Iowa State University policies were fairly applied across Iowa State University.

Fifty-one percent ($n = 906$) of Staff respondents “strongly agreed” or “agreed” that Iowa State University was supportive of flexible work schedules. A higher percentage of LGBQ Staff respondents (16%, $n = 17$) than Heterosexual Staff respondents (7%, $n = 110$) “strongly disagreed” that Iowa State University was supportive of flexible work schedules. A higher percentage of Staff Respondents with Multiple Disabilities (26%, $n = 15$) and Staff Respondents with a Single Disability (14%, $n = 15$) than Staff Respondents with No Disability (7%, $n = 104$) “strongly disagreed” with the statement.

Sixty-six percent ($n = 1,166$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. A significantly higher percentage of Hourly Staff respondents (11%, $n = 23$) than Salary Staff respondents (5%, $n = 79$) “strongly disagreed” that their supervisors were supportive of flexible work schedules. A higher percentage of Women Staff respondents (13%, $n = 153$) than Men Staff respondents (9%, $n = 52$) “disagreed” with this statement. A higher percentage of Staff Respondents with Multiple Disabilities (20%, $n = 12$) and Staff Respondents with a Single Disability (11%, $n = 12$) than Staff Respondents with No Disability (5%, $n = 78$) “strongly disagreed” that their supervisors were supportive of flexible work schedules.

Table 66. Staff Respondents’ Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Iowa State University provides me with resources to pursue training/professional development opportunities.	368	20.5	907	50.35	306	17.0	165	9.2	50	2.8
Staff status ^{cviii}										
Hourly Staff	34	15.7	92	42.6	57	26.4	25	11.6	8	3.7

Table 66. Staff Respondents' Perceptions of Workload

Perception		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	Salary Staff	334	21.1	815	51.6	249	15.8	140	8.9	42	2.7
Gender identity ^{cix}											
	Woman	233	20.0	615	52.8	180	15.5	107	9.2	29	2.5
	Man	129	21.7	273	45.9	119	20.0	55	9.2	19	3.2
Sexual identity ^{cx}											
	LGBQ	32	29.4	42	38.5	17	15.6	14	12.8	< 5	---
	Heterosexual	319	20.0	829	51.9	273	17.1	139	8.7	38	2.4
Religious/Spiritual affiliation ^{cxii}											
	Religious/Spiritual Affiliation	278	22.0	665	52.7	190	15.1	96	7.6	32	2.5
	No Religious/Spiritual Affiliation	80	16.7	224	46.7	103	21.5	57	11.9	16	3.3
My supervisor provides me with resources to pursue training/professional development opportunities.		423	23.6	758	42.3	332	18.5	197	11.0	81	4.5
Staff status ^{cxiii}											
	Hourly Staff	38	17.5	79	36.4	48	22.1	36	16.6	16	7.4
	Salary Staff	385	24.5	679	43.1	284	18.0	161	10.2	65	4.1
Sexual identity ^{cxiii}											
	LGBQ	37	33.9	37	33.9	14	12.8	16	14.7	5	4.6
	Heterosexual	368	23.1	693	43.5	303	19.0	165	10.4	65	4.1
Religious/Spiritual affiliation ^{cxiv}											
	Religious/Spiritual Affiliation	311	24.8	549	43.7	226	18.0	119	9.5	51	4.1
	No Religious/Spiritual Affiliation	98	20.5	196	40.9	94	19.6	67	14.0	24	5.0
Iowa State University is supportive of taking extended leave (e.g., FMLA, parental).		369	20.7	757	42.5	529	29.7	93	5.2	33	1.9
Religious/Spiritual affiliation ^{cxv}											
	Religious/Spiritual Affiliation	283	22.6	551	44.0	345	27.6	58	4.6	14	1.1
	No Religious/Spiritual Affiliation	76	15.9	190	39.8	166	34.8	27	5.7	18	3.8
My supervisor is supportive of my taking leaves (e.g.,		643	36.2	829	46.7	214	12.1	59	3.3	29	1.6

Table 66. Staff Respondents' Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
vacation, parental, personal, short-term disability).										
Staff status ^{cxvi}										
Hourly Staff	60	28.3	107	50.5	24	11.3	13	6.1	8	3.8
Salary Staff	583	37.3	722	46.2	190	12.2	46	2.9	21	1.3
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	47	2.6	109	6.1	748	41.9	602	33.7	281	15.7
Staff status ^{cxvii}										
Hourly Staff	7	3.3	14	6.5	110	51.2	59	27.4	25	11.6
Salary Staff	40	2.5	95	6.0	638	40.6	543	34.5	256	16.3
Disability status ^{cxviii}										
Single Disability	6	5.5	8	7.3	50	45.5	28	25.5	18	16.4
No Disability	35	2.2	94	5.9	664	41.4	557	34.7	253	15.8
Multiple Disabilities	6	10.2	5	8.5	26	44.1	12	20.3	10	16.9
Iowa State University policies (e.g., FMLA) are fairly applied across Iowa State University.	165	9.3	476	26.8	968	54.5	127	7.1	41	2.3
Sexual identity ^{cxix}										
LGBQ	16	15.1	23	21.7	50	47.2	13	12.3	< 5	---
Heterosexual	146	9.2	431	27.2	870	54.8	105	6.6	35	2.2
Religious/Spiritual affiliation ^{cxx}										
Religious/Spiritual Affiliation	122	9.8	365	29.2	650	52.0	87	7.0	26	2.1
No Religious/Spiritual Affiliation	40	8.4	102	21.5	286	60.2	33	6.9	14	2.9
Iowa State University is supportive of flexible work schedules.	197	11.0	709	39.6	450	25.2	298	16.7	135	7.5
Sexual identity ^{cxxi}										
LGBQ	14	13.1	34	31.8	22	20.6	20	18.7	17	15.9
Heterosexual	174	10.9	644	40.4	404	25.3	263	16.5	110	6.9
Disability status ^{cxxii}										

Table 66. Staff Respondents' Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Single Disability	14	12.6	37	33.3	31	27.9	14	12.6	15	13.5
No Disability	175	10.9	652	40.6	401	25.0	273	17.0	104	6.5
Multiple Disabilities	< 5	---	13	22.4	17	29.3	9	15.5	15	25.9
My supervisor is supportive of flexible work schedules.	409	23.0	757	42.5	305	17.1	209	11.7	102	5.7
Staff status ^{cxxiii}										
Hourly Staff	42	19.5	86	40.0	37	17.2	27	12.6	23	10.7
Salary Staff	367	23.4	671	42.8	268	17.1	182	11.6	79	5.0
Gender identity ^{cxxiv}										
Woman	271	23.4	486	42.0	178	15.4	153	13.2	68	5.9
Man	131	22.2	257	43.5	119	20.1	52	8.8	32	5.4
Disability status ^{cxxv}										
Single Disability	30	27.3	39	35.5	18	16.4	11	10.0	12	10.9
No Disability	362	22.7	693	43.4	273	17.1	191	12.0	78	4.9
Multiple Disabilities	12	20.3	15	25.4	13	22.0	7	11.9	12	20.3

Note: Table reports only responses from Staff respondents (*n* = 1,813).

Queried about salary and benefits, 23% (*n* = 404) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 67). A significantly higher percentage of Hourly Staff respondents (56%, *n* = 884) than Salary Staff respondents (41%, *n* = 88) “disagreed” or “strongly disagreed” that staff salaries were competitive. A higher percentage of Men Staff respondents (26%, *n* = 154) than Women Staff respondents (18%, *n* = 207) “strongly disagreed” with this statement.

Eighty-seven percent (*n* = 1,553) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time packages were competitive. No statistically significant differences were found between groups. A significantly higher percentage of Salary Staff respondents (39%, *n* = 620) than Hourly Staff respondents (19%, *n* = 41) “strongly agreed” that vacation and personal time packages were competitive.

Eighty-eight percent ($n = 1,572$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. A significantly lower percentage of Hourly Staff respondents (26%, $n = 57$) than Salary Staff respondents (45%, $n = 711$) “strongly agreed” that health insurance benefits were competitive.

Twenty-three percent ($n = 413$) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. A higher percentage of Women Staff respondents (9%, $n = 103$) than Men Staff respondents (5%, $n = 29$) “disagreed” that child care benefits were competitive.

Seventy-eight percent ($n = 1,381$) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. A small, but significantly higher percentage of Men Staff respondents (2%, $n = 10$) than Women Staff respondents (1%, $n = 7$) “strongly disagreed” that retirement benefits were competitive.

Table 67. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	65	3.6	339	18.9	415	23.2	605	33.8	367	20.5
Staff status ^{cxxvi}										
Hourly Staff	9	4.2	56	26.0	62	28.8	56	26.0	32	14.9
Salary Staff	56	3.6	283	18.0	353	22.4	549	34.8	335	21.3
Gender identity ^{cxxvii}										
Woman	43	3.7	233	20.1	282	24.3	396	34.1	207	17.8
Man	22	3.7	98	16.5	125	21.0	196	32.9	154	25.9
Vacation and personal time packages are competitive.	661	36.9	892	49.9	166	9.3	55	3.1	15	0.8
Staff status ^{cxxviii}										
Hourly Staff	41	19.0	120	55.6	38	17.6	14	6.5	< 5	---
Salary Staff	620	39.4	772	49.1	128	8.1	41	2.6	12	0.8
Health insurance benefits are competitive.	768	42.8	804	44.8	175	9.8	34	1.9	13	0.7
Staff status ^{cxxix}										
Hourly Staff	57	26.3	101	46.5	45	20.7	9	4.1	5	2.3
Salary Staff	711	45.1	703	44.6	130	8.2	25	1.6	8	0.5

Table 67. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Child care benefits are competitive.	124	7.0	289	16.3	1,133	64.0	135	7.6	90	5.1
Gender identity ^{cxxx}										
Woman	77	6.7	175	15.2	729	63.4	103	9.0	65	5.7
Man	45	7.6	110	18.6	381	64.6	29	4.9	25	4.2
Retirement benefits are competitive.	543	30.6	838	47.2	343	19.3	34	1.9	18	1.0
Gender identity ^{cxxxi}										
Woman	345	29.9	534	46.3	246	21.3	21	1.8	7	0.6
Man	194	32.9	283	48.0	92	15.6	11	1.9	10	1.7

Note: Table reports only responses from Staff respondents (*n* = 1,813).

Forty percent (*n* = 704) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on Iowa State University committees (Table 68). A higher percentage of Multiracial Staff respondents (13%, *n* = 6) and Staff Respondents of Color (11%, *n* = 14) than White respondents (4%, *n* = 70) “strongly agreed” that staff opinions were valued on Iowa State University committees. A higher percentage of Staff Respondents with Multiple Disabilities (15%, *n* = 9) than Staff Respondents with No Disability (5%, *n* = 80) or Staff Respondents with a Single Disability (*n* < 5) “strongly disagreed” with the statement. A higher percentage of Religious/Spiritual Affiliation Staff respondents (36%, *n* = 452) than No Religious/Spiritual Affiliation Staff respondents (31%, *n* = 147) “agreed” that staff opinions were valued on Iowa State University committees.

Thirty-three percent (*n* = 587) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by Iowa State University faculty and administration. A higher percentage of Staff Respondents of Color (10%, *n* = 12) than White respondents (4%, *n* = 60) “strongly agreed” that staff opinions were valued by Iowa State University faculty and administration (Multiracial Staff respondents (10%, *n* = 5) did not statistically differ). A higher percentage of Staff Respondents with Multiple Disabilities (24%, *n* = 14) than Staff Respondents with No Disability (8%, *n* = 122) “strongly disagreed” with the statement (with Staff Respondents with a

Single Disability (13%, $n = 14$) not differing). A higher percentage of No Religious/Spiritual Affiliation Staff respondents (37%, $n = 176$) than Religious/Spiritual Affiliation Staff respondents (27%, $n = 338$) “disagreed” or “strongly disagreed” that staff opinions were valued Iowa State University faculty and administration.

Seventy-two percent ($n = 1,293$) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. A small, but statistically higher percentage of No Religious/Spiritual Affiliation Staff respondents (3%, $n = 16$) than Religious/Spiritual Affiliation Staff respondents (2%, $n = 22$) “strongly disagreed” that clear expectations of their responsibilities existed.

Twenty-two percent ($n = 390$) of Staff respondents “strongly agreed” or “agreed” that there are clear procedures on how they could advance at Iowa State University. A significantly higher percentage of Hourly Staff respondents (22%, $n = 48$) than Salary Staff respondents (17%, $n = 264$) “agreed” that there are clear procedures on how they could advance at Iowa State University. A higher percentage of Religious/Spiritual Affiliation Staff respondents (19%, $n = 237$) than No Religious/Spiritual Affiliation Staff respondents (14%, $n = 65$) “agreed” that there are clear procedures on how they could advance at Iowa State University.

Thirty-nine percent ($n = 690$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Iowa State University. A higher percentage of No Religious/Spiritual Affiliation Staff respondents (31%, $n = 148$) than Religious/Spiritual Affiliation Staff respondents (23%, $n = 279$) “disagreed” or “strongly disagreed” that they felt positive about their career opportunities at Iowa State University.

Seventy-four percent ($n = 1,331$) of Staff respondents “strongly agreed” or “agreed” that they would recommend Iowa State University as a good place to work. A higher percentage of Staff Respondents of Color (7%, $n = 9$) than White respondents (2%, $n = 31$) “strongly disagreed” that they would recommend Iowa State University as a good place to work (Multiracial Staff respondents ($n < 5$) did not statistically differ). A higher proportion of Heterosexual Staff respondents (55%, $n = 874$) than LGBQ Staff respondents (43%, $n = 46$) “agreed” that they would recommend Iowa State University as a good place to work. A higher percentage of

Religious/Spiritual Affiliation Staff respondents (23%, $n = 285$) than No Religious/Spiritual Affiliation Staff respondents (17%, $n = 81$) “strongly agreed” with the statement.

Sixty-two percent ($n = 1,110$) of Staff respondents “strongly agreed” or “agreed” that they had job security. A higher percentage of Staff Respondents with a Single Disability (17%, $n = 19$) than Staff Respondents with No Disability (10%, $n = 154$) (with Staff Respondents with Multiple Disabilities (9%, $n = 5$) not significantly differing) “disagreed” that they had job security.

Table 68. Staff Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on Iowa State University committees.	92	5.2	612	34.3	697	39.0	290	16.2	94	5.3
Racial identity ^{xxxxii}										
Person of Color	14	11.1	35	27.8	49	38.9	19	15.1	9	7.1
White	70	4.4	557	35.4	605	38.4	259	16.5	83	5.3
Multiracial	6	12.5	14	29.2	19	39.6	7	14.6	< 5	---
Disability status ^{xxxxiii}										
Single Disability	< 5	---	45	40.2	38	33.9	21	18.8	< 5	---
No Disability	82	5.1	551	34.5	631	39.5	254	15.9	80	5.0
Multiple Disabilities	5	8.5	12	20.3	21	35.6	12	20.3	9	15.3
Religious/Spiritual affiliation ^{xxxxiv}										
Religious/Spiritual Affiliation	68	5.4	452	36.1	485	38.7	194	15.5	53	4.2
No Religious/Spiritual Affiliation	23	4.8	147	30.7	188	39.2	83	17.3	38	7.9
Staff opinions are valued by Iowa State University faculty and administration.	78	4.4	509	28.7	651	36.7	383	21.6	152	8.6
Racial identity ^{xxxxv}										
Person of Color	12	9.9	32	26.4	43	35.5	21	17.4	13	10.7
White	60	3.8	461	29.4	567	36.2	342	21.8	137	8.7
Multiracial	5	10.4	13	27.1	18	37.5	11	22.9	< 5	---
Disability status ^{xxxxvi}										
Single Disability	5	4.6	29	26.6	41	37.6	20	18.3	14	12.8

Table 68. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No Disability	69	4.3	465	29.3	587	36.9	346	21.8	122	7.7
Multiple Disabilities	< 5	---	11	18.6	19	32.2	12	20.3	14	23.7
Religious/Spiritual affiliation ^{cxxxvii}										
Religious/Spiritual Affiliation	60	4.8	374	30.1	471	37.9	249	20.0	89	7.2
No Religious/Spiritual Affiliation	18	3.8	124	26.0	159	33.3	118	24.7	58	12.2
There are clear expectations of my responsibilities.	277	15.5	1016	56.8	265	14.8	190	10.6	40	2.2
Religious/Spiritual affiliation ^{cxxxviii}										
Religious/Spiritual Affiliation	203	16.2	729	58.1	171	13.6	129	10.3	22	1.8
No Religious/Spiritual Affiliation	65	13.6	257	53.7	85	17.7	56	11.7	16	3.3
There are clear procedures on how I can advance at Iowa State University.	78	4.4	312	17.5	537	30.1	575	32.2	284	15.9
Staff status ^{cxxxix}										
Hourly Staff	12	5.6	48	22.3	81	37.7	44	20.5	30	14.0
Salary Staff	66	4.2	264	16.8	456	29.0	531	33.8	254	16.2
Religious/Spiritual affiliation ^{cxl}										
Religious/Spiritual Affiliation	58	4.6	237	18.9	398	31.7	380	30.3	182	14.5
No Religious/Spiritual Affiliation	18	3.8	65	13.6	125	26.2	174	36.5	95	19.9
Positively about my career opportunities at Iowa State University	130	7.4	560	31.7	633	35.9	322	18.2	120	6.8
Religious/Spiritual affiliation ^{cxli}										
Religious/Spiritual Affiliation	99	8.0	410	33.1	452	36.5	207	16.7	72	5.8
No Religious/Spiritual Affiliation	26	5.5	138	29.1	162	34.2	103	21.7	45	9.5
I would recommend Iowa State University as a good place to work.	375	20.9	956	53.3	343	19.1	77	4.3	42	2.3
Racial identity ^{cxlii}										

Table 68. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Person of Color	25	19.7	58	45.7	25	19.7	10	7.9	9	7.1
White	332	21.0	857	54.2	296	18.7	64	4.1	31	2.0
Multiracial	10	20.8	26	54.2	9	18.8	< 5	---	< 5	---
Sexual identity ^{cxliii}										
LGBQ	24	22.2	46	42.6	24	22.2	8	7.4	6	5.6
Heterosexual	337	21.1	874	54.7	298	18.6	63	3.9	27	1.7
Religious/Spiritual affiliation ^{cxliv}										
Religious/Spiritual Affiliation	285	22.7	684	54.4	228	18.1	40	3.2	21	1.7
No Religious/Spiritual Affiliation	81	16.9	249	51.9	104	21.7	29	6.0	17	3.5
I have job security.	225	12.6	885	49.6	418	23.4	179	10.0	79	4.4
Disability status ^{cxlv}										
Single Disability	11	10.0	53	48.2	23	20.9	19	17.3	< 5	---
No Disability	208	13.0	801	50.0	370	23.1	154	9.6	68	4.2
Multiple Disabilities	6	10.3	21	36.2	20	34.5	5	8.6	6	10.3

Note: Table reports only responses from Staff respondents (*n* = 1,813).

There were 432 Staff respondents who elaborated on their responses to previous statements regarding salary, benefits, professional development opportunities, job security, opportunities for advancement, FMLA, and flexible scheduling. Six themes emerged from these responses: compensation, job security concerns, inadequate professional development support, lack of advancement opportunities, flexible scheduling, and leave options.

Compensation. In the first theme, Staff respondents discussed the compensation they received for their work. Generally, respondents felt that their salaries should be higher. One respondent stated, “Salaries need to be increased big time!” One respondent reported, “I’m grossly underpaid for the responsibilities I have,” while another respondent shared, “I enjoy working at Iowa State, but as a single person living on my salary, I can’t afford to enjoy myself.” Some respondents noted that salaries at ISU are not competitive with similar universities or jobs in their industry. One respondent reported, “Some time ago I heard that P&S staff pay is ranking very low among peer institutions,” while another respondent shared, “Pay is not competitive. One of the few

downsides of working for ISU and it's a big one.” Another respondent wrote, “The work I perform for ISU pales in comparison with what others are paid to do at our peer institutions.”

Some respondents expressed frustration over the lack of raises which made it difficult to increase one's salary over time. One respondent wrote, “I heard someone once say that you need to negotiate your initial salary at ISU high because it won't increase over time. I think ISU is at risk of losing valuable staff due to no or minimal annual salary increases. I do not think salary is competitive.” Another respondent stated, “Lack of consistent and acceptable salary raises for P & S staff is an on-going concern.” One respondent warned of the consequences of no raises, “The salary situation is deplorable. Over the last 10 years we have seen minimal increases in salaries often getting no increases. Something has to change or staff will leave for better paying positions.”

Other respondents echoed the warning that low salaries will make it hard to retain or attract quality employees. One respondent wrote, “We are losing a lot of good employees due to not having competitive salaries or yearly increases. Staff should receive a salary increase based on their productivity, skills, etc.” Another respondent stated, “Our staff salaries are lower than others in the field. We suffer from staff turnover.” Another respondent observed, “We cannot hire the best candidates because of low starting salaries. We also cannot keep them, due to below-inflation salary increases.”

Respondents praised the benefits offered by Iowa State. One respondent shared, “VERY appreciative of insurance, vacation/sick leave and retirement benefits. They help attract and retain workers.” Another respondent stated, “The benefits at ISU are great - I appreciate the health insurance, paid time off, and retirement benefits very much.” Respondents acknowledged that it was likely the benefits that drew people in and kept them working at Iowa State, given the lack of competitive salaries. One respondent wrote, “Most of the people I know on campus remain here because of the benefits as the wages are considerably lower than private business for the same skill sets.” Another respondent shared, “the benefits here at ISU are ridiculously good. Salaries, at least in my department, are not very competitive with our counterparts in the private sector but our benefits are much better.” One respondent stated, “I know I can make more money if I go someplace else, but feel the job security and benefits are enough to keep me here, for

now...” while another respondent acknowledged, “Vacation and personal time benefits and Health insurance benefits are currently what is keeping me at ISU in my current position.” One respondent warned of the consequences if benefits changed, “In my opinion, employee benefits are likely the reason for ISU employee retention. If the benefits change or the employee's contribution increases much, I feel there would be an increase in employee turnover.”

Job Security Concerns. In the second theme, respondents shared their concerns about their job security. Most respondents echoed the sentiments that “There is no such thing as ‘job security’” and “No job security at all.” Some respondents pointed out that they were term with signed contracts and worried that the contracts would not be renewed. One respondent wrote, “Job Security - I am in a department that only offers term assignments. I don't feel secure when I may not be renewed at the end of the term for whatever reason.” Another respondent shared, “I am ‘term’ so it's hard to feel as secure as my colleagues, friends, family who are continuous.” Another respondent wrote, “I am in 12-month term appointment, so my job security is tenuous.”

Some respondents reported that their position was grant funded, leaving them with concerns about job security for when the grant runs out. One respondent shared, “No job security. After 20+ years of loyalty and service to the institution, albeit on ‘soft money’, if we were ever to lose the outside funding, I would lose my job and wouldn't be absorbed into the ISU system.” Another respondent noted, “My salary is supported entirely by grant money, which I obtain through writing proposals.” One respondent stated simply, “I am grant funded so I do not have job security.” Similarly, at-will employees also had concerns about their job security. One respondent stated, “At will employees don't have job security,” while another respondent advised, “At will positions don't lend to feeling of job security. At will should be abolished at all levels.” Another respondent wrote, “I serve at the pleasure and whim of the Dean [redacted]. If [he/she] decides to go in a different direction, I am out of a job.” Recent administrative changes had one at-will employee feeling anxious, “During this particular time of transition, I feel very nervous about my job future, because I serve at the pleasure of the president. Although I feel I am a good employee and I have received positive feedback from the previous president and current interim, I recognize that it ultimately the decision of the next president whether I get to keep my job and that causes some angst and uncertainty.”

Some respondents were cognizant that budgetary concerns could affect their employment status. One respondent noted, “Staff positions are the most vulnerable in times of budget constraints.” Another respondent shared, “When the legislature regularly decreases appropriated funds for universities, the concept of job security becomes meaningless.” One respondent acknowledged their personal situation, “Job security is always a bit of a concern. Being a newer merit staff member means that if the university ever needs to make cuts, my position could be in jeopardy, no matter how skill specific my role is.” Another respondent stated, “There are too many horror stories about dismissed positions due to funding cuts that job security is never a given.”

Inadequate Professional Development Support. For the third theme, respondents commented on the degree to which they received support for professional development. Respondents noted a lack of quality professional development opportunities offered at ISU. One respondent observed, “Training opportunities are few and far between,” while another respondent shared, “Professional development for staff is almost non-existent and limited to some HR seminars.” Another respondent stated, “Iowa State does not present professional development opportunities I have had with other employers.” Even when opportunities were available, some respondents reported that, “Time away for training or volunteering for campus events is frowned on.” Another respondent stated, “Additional training or classes are available at the university but I have no time or coverage to attend them.”

Some respondents shared that budget cuts were often the cause of limited professional development opportunities. One respondent shared, “I would love to have more professional development opportunities but it's hard when all we hear is ‘we don't have the budget for that.’” Another respondent stated, “With budget cuts we have been limited in the amount of opportunities for professional development.” Another respondent acknowledged, “My supervisor encourages us to pursue training/professional development opportunities, however due to budget cuts our department no longer pays for those opportunities.” Another respondent wrote, “Our professional development budgets have been cut back over the years. I would love to be able to attend a conference in my area of expertise each year, but that isn't happening.”

A few respondents reported inequity within or across departments in access to professional development opportunities. One respondent wrote, “There is no money for professional

development in our area. However, other areas of our department do have those opportunities.” Another respondent stated, “Staff in academic departments are not given the same professional development opportunities as staff outside academic departments.” One respondent shared, “I wish there was more in the budget for professional development. The same people get to fly to conferences every year while younger employees get turned down for less expensive trainings here in town.”

Lack of Advancement Opportunities. For the fourth theme, respondents discussed the lack of opportunities for advancement at ISU. Many respondents echoed statements such as “Career advancement at Iowa State is non-existent,” “Don't see advancement opportunities,” and “My job does not lend itself to career advancement.” One respondent shared, “There is no advancement. Staff members above me have been in their positions for decades. HR is so incredibly difficult to work with that there is no way to be rewarded for service to increase position from level I to level II.” Another respondent observed, “The current promotion and compensation structure does not allow for advancement beyond a certain level regardless of experience, training, skills or responsibilities. We need more categories, or different criteria for each pay grade and a streamlined process for reclassification or increased compensation without reclassification.” Another respondent noted, “There are not (currently) clear procedures on advancement. I'm a program coordinator. there is no job ladder for this type of position with our current system.”

Some respondents commented on how the advancement process was slow and tedious and unclear. One respondent noted, “There is absolutely no guidelines about advancement in my department.” Another respondent shared, “Advancement of my position is dependent on UHR reclassifying my job. My supervisors have completed their part. UHR is taking its time.” From personal experience, one respondent explained, “The path to advancement at ISU is anything but clear. Have gone through the reclassification process and found it to be frustrating, took ridiculously long to get action from HR people both at college and university level. Understand change is in the works in this area, it's badly needed.” Another respondent observed, “The P. & S advancement process is challenging. Sometimes a job grows with you over time but reclassification is difficult.” Respondents resented that they often had to go through the whole hiring process and apply for a new job in order to advance in their career. One respondent wrote,

“Unfortunately, the only career advancement I had available to me was to find a new job.”

Another respondent elaborated, “There are not series positions that lead to promotion automatically, and there is no option to promote from within. It is also demonstrated that reclassification for addition of higher level duties is never guaranteed and the process is as difficult and as negative as UHR can make it.”

Flexible Scheduling. For the fifth theme, respondents discussed their experiences with flexible scheduling. Some respondents had the opportunity to have flexible work schedules and loved this option. One respondent wrote, “I appreciate the ability to have flexible work schedules.” Another respondent shared, “In my area work is fairly flexible and supportive of each other. The ability to step in and help when staffing is low.” Another respondent stated, “Flexible work time is necessary to a happy and productive employee.”

Other respondents reported being frustrated by the lack of support for flexible scheduling. One respondent shared, “I cannot flex my schedule AT ALL!! I cannot take 30 minute lunch and leave 30 min early on a rare occasion. I cannot work until 1pm and take the afternoon off - I either must take 1 more hour off or I will be required to take my full lunch hour and then I may leave.” Another respondent reported, “Our supervisors our no longer willing to have any flexibility for our work schedules. We are not given opportunities to save time by flexing our schedules. That ended the day the union was dissolved.” Another respondent wrote, “‘Flexible’ work schedules are not a thing. There is zero flexibility on working hours or remote working when the day/job doesn't need to be on-site.” One respondent advised the hazards of not supporting flexible scheduling, “My supervisor does not agree with flexible scheduling and instead believes in a traditional 8-4:30 schedule, in the office. This way of thinking is detrimental to the wellbeing of employees and does not accommodate the varying needs of staff.”

Many respondents shared that it varied widely across the university as to whether flexible scheduling was allowed and supported. One respondent wrote, “I am supported by my supervisor in having a flexible work schedule, but in previous positions I did not have that option. Flexibility varies widely based on position, the department, and the supervisor.” Another respondent shared, “I don't feel ISU is supportive of flexible work schedules for merit employees because it is solely based on your supervisor and department. I have been in departments where

they were not flexible much at all. I am now in a great department that works with each of us on work schedules.” Respondents described situations such as, “In my department the director and my supervisor are very open to a flexible schedule so that I am not spending an excessive amount of time in my work beyond the 40 hours. However, I have colleagues in other areas where this is not the case. They are asked to spend hours after 5pm and are not able to flex these additional hours.” Flexible schedules support might vary “based on who you are; some P&S are treated like merit employees and must track every minute.” One respondent was frustrated with unequal support for flexible schedules, “My office is low-paced and not many visitors. I asked to come in 30 minutes earlier & take 1/2 lunch so I could leave 1 hour earlier. This helps me with some family issues. I was denied. Many other staff can do this, just because they are allowed to and some it's just because they like to leave early. Flexible work schedules are not highly promoted & in my case, denied for just 1 hour.”

Leave Benefits. In the final theme, respondents discussed various issues related to leave benefits offered by Iowa State. Some respondents praised vacation time offered but were frustrated by difficulties making use of it. Respondents reported that, “Vacation time off is generous, but I feel like we can't utilize it.” Another respondent acknowledged, “Vacation is competitive, but actually taking that time is stigmatized as a luxury.” Respondents commented on guilt and stress for taking time off. One respondent wrote, “As more demands are placed on staff the windows available for vacation or professional development become smaller. It is becoming harder and more stressful to be gone for any extended period of time.” Another respondent shared, “My supervisor is supportive of my taking leaves if they are planned... if they are unplanned then I feel like she is not very supportive and makes me feel bad for having to be gone. Any day that I take off, I feel judged for being gone.”

Other respondents discussed their experiences with using FMLA. While one respondent shared a positive experience, “I have had to use FMLA twice for personal medical leave, and I felt my supervisor, colleagues, and HR staff who administer FMLA were very supportive and non-judgmental,” other respondents faced some difficulties. One respondent wrote, “I felt that I was forced to work during my FMLA time by the department,” while another respondent stated, “When I took FMLA in my former department, I was told by a manager that I needed to be back by a certain day that was prior to when HR told me I needed to return to work.” One respondent

reported, “My manager kept making comments about how much time I was using for FMLA. I didn’t control the length of my appointments. I felt like he didn’t care and was looking for a way to get me fired.” Another respondent wrote, “A few years ago, I experienced major life-changing event and I wanted to take some time off in order to deal with it. I was told that if I took FMLA, I would lose my job. This came from my direct supervisor. I was given three days and told that I should be grateful that I got that.” Another respondent stated, “FMLA is not very charitable toward caregivers. FMLA in conjunction with catastrophic leave is inadequate.”

Some respondents commented on the maternity and paternity leave policies. Respondents echoed the statement of one respondent, “I wish that there was paid maternity and paternity leave available.” One respondent elaborated, “Maternity leave here is a joke. While FMLA ensures you will still have a job after 90 days, a mother has to use all sick and vacation leave to have this leave paid (which, you need to do if you have children in childcare and a household to fund), which leaves little/no leave time once a mother comes back to work and creates hardship for when there is a sick child to stay home with, drs appts, or the mother is sick herself.” Another respondent argued, “The lack of parental leave outside of FMLA seems very unsupportive of ISU. Truly, a total of 12 weeks of (unpaid, unless using sick/vacation hours) leave after having a child is minimal for returning at least the birth mother or main caregiver to a level of enough wellness to return to work effectively.” Respondents were also frustrated by the limitations of spouses both using FMLA to cover maternity/paternity leave. One respondent explained, “I am disappointed to read that if a couple both work for Iowa State they are not BOTH granted full 12 weeks of FMLA for birth of a new child. That feels unsupportive and discriminatory.” Based on personal experience, another respondent added, “When taking FMLA leave for a new baby, my spouse and I (both ISU employees) were forced to split the leave allowed and share 12 weeks. This felt like an unfair application of this policy and a disadvantage for families.” Respondents wanted better clarity on maternity leave options from ISU, “I also feel the HR website is not clear on how women can take FMLA and still get paid (i.e. how the vacation and sick time work) Spell it out clearly so women can plan ahead of time to eliminate as much financial burden as possible and can focus on baby bonding.” One respondent summed up the sentiments for many of these respondents when they wrote, “Having paid maternity leave is a must for Iowa State.”

Question 103 on the survey queried Staff respondents about the degree to which they felt valued at Iowa State University. Frequencies and significant differences based on staff status (Hourly Staff or Salary Staff), gender identity, racial identity,⁶⁰ sexual identity, disability status, citizenship status, military status, and religious affiliation are provided in Tables 69 through 71.

Eighty-two percent ($n = 1,472$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 69). A higher percentage of Staff Respondents with Multiple Disabilities (15%, $n = 9$) than Staff Respondents with a Single Disability (4%, $n = 5$) or Staff Respondents with No Disability (6%, $n = 91$) “disagreed” that they felt valued by coworkers in their department.

Seventy-three percent ($n = 1,304$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. No statistically significant differences were found between groups.

Seventy-nine percent ($n = 1,412$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. A higher percentage of Hourly Staff respondents (7%, $n = 16$) than Salary Staff respondents (4%, $n = 56$) “strongly disagreed” that they felt valued by their supervisors/managers.

Fifty-six percent ($n = 988$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Iowa State University students. A higher proportion of Men Staff respondents (6%, $n = 36$) than Women Staff respondents (4%, $n = 44$) “disagreed” that they felt valued by Iowa State University students. A higher percentage of Multiracial Staff respondents (40%, $n = 19$) and Staff Respondents of Color (28%, $n = 34$) than White Staff respondents (16%, $n = 258$) “strongly agreed” that they felt valued by Iowa State University students.

Forty-six percent ($n = 822$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Iowa State University faculty. A higher percentage of Staff Respondents of Color (23%, $n = 28$) than White Staff respondents (10%, $n = 160$) “strongly agreed” that they felt

⁶⁰Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

valued by Iowa State University faculty (Multiracial Staff respondents (17%, $n = 8$) were not statistically different from the other two groups).

Forty percent ($n = 703$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Iowa State University senior administrators (e.g., dean, vice president, provost). A higher percentage of Salary Staff respondents (31%, $n = 474$) than Hourly Staff respondents (18%, $n = 40$) “agreed” that they felt valued by Iowa State University senior administrators. A higher percentage of Staff Respondents of Color (25%, $n = 31$) than White Staff respondents (9%, $n = 146$) “strongly agreed” with the statement (Multiracial Staff respondents (17%, $n = 8$) were not statistically different from the other two groups). A higher percentage of Staff Respondents with Multiple Disabilities (15%, $n = 9$) than Staff Respondents with No Disability (4%, $n = 64$) “strongly disagreed” that they felt valued by Iowa State University senior administrators (Staff Respondents with a Single Disability (5%, $n = 6$) did not differ significantly). A higher percentage of Religious/Spiritual Affiliation Staff respondents (31%, $n = 382$) than No Religious/Spiritual Affiliation Staff respondents (25%, $n = 119$) “agreed” with this statement.

Table 69. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	587	32.6	885	49.1	196	10.9	108	6.0	25	1.4
Disability status ^{cxlvi}										
Single Disability	27	23.9	63	55.8	15	13.3	5	4.4	< 5	---
No Disability	545	33.8	787	48.8	171	10.6	91	5.6	18	1.1
Multiple Disabilities	13	22.0	24	40.7	10	16.9	9	15.3	< 5	---
I feel valued by coworkers outside my department.	382	21.4	922	51.6	353	19.7	112	6.3	19	1.1
I feel valued by my supervisor/manager.	658	36.6	754	42.0	182	10.1	131	7.3	72	4.0
Staff status ^{cxlvii}										
Hourly Staff	62	28.2	106	48.2	21	9.5	15	6.8	16	7.3
Salary Staff	596	37.8	648	41.1	161	10.2	116	7.4	56	3.6
I feel valued by Iowa State University students.	316	17.8	672	37.8	691	38.9	80	4.5	18	1.0

Table 69. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity ^{cxlviii}										
Women	222	19.3	440	38.2	435	37.8	44	3.8	11	1.0
Men	92	15.5	212	35.8	246	41.5	36	6.1	7	1.2
Racial identity ^{cxlix}										
People of Color	34	27.6	48	39.0	36	29.3	5	4.1	0	0.0
White	258	16.4	600	38.2	623	39.7	71	4.5	17	1.1
Multiracial	19	39.6	12	25.0	14	29.2	< 5	---	< 5	---
I feel valued by Iowa State University faculty.	201	11.3	621	35.0	698	39.3	204	11.5	51	2.9
Racial identity ^{cl}										
People of Color	28	22.6	38	30.6	45	36.3	10	8.1	< 5	---
White	160	10.2	555	35.4	615	39.2	190	12.1	47	3.0
Multiracial	8	17.0	13	27.7	23	48.9	< 5	---	< 5	---
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	189	10.7	514	29.0	703	39.6	287	16.2	81	4.6
Staff status ^{cli}										
Hourly Staff	22	10.0	40	18.3	113	51.6	32	14.6	12	5.5
Salary Staff	167	10.7	474	30.5	590	37.9	255	16.4	69	4.4
Racial identity ^{clii}										
People of Color	31	24.8	32	25.6	43	34.4	16	12.8	< 5	---
White	146	9.3	462	29.5	624	39.9	257	16.4	75	4.8
Multiracial	8	16.7	14	29.2	19	39.6	5	10.4	< 5	---
Disability status ^{cliii}										
Single Disability	10	9.0	28	25.2	45	40.5	22	19.8	6	5.4
No Disability	175	11.0	467	29.4	631	39.7	251	15.8	64	4.0
Multiple Disabilities	< 5	---	14	23.7	24	40.7	8	13.6	9	15.3
Religious/Spiritual affiliation ^{cliv}										
Religious/Spiritual Affiliation	144	11.6	382	30.8	477	38.4	189	15.2	50	4.0
No Religious/Spiritual Affiliation	42	8.8	119	24.8	209	43.5	83	17.3	27	5.6

Note: Table reports only responses from Staff respondents (*n* = 1,813).

Eighteen percent ($n = 309$) of Staff respondents “strongly agreed” or “agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background (Table 70). A higher percentage of Hourly Staff respondents (6%, $n = 14$) than Salary Staff respondents (3%, $n = 51$) “strongly agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher proportion of Women Staff respondents (42%, $n = 476$) than Men Staff respondents (32%, $n = 191$) “disagreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher proportion of Not-U.S. Citizen Staff respondents (8%, $n = 9$) than U.S. Citizen Staff respondents (3%, $n = 52$) “strongly agreed” with the statement. A higher percentage of Staff Respondents of Color (11%, $n = 14$) than White Staff respondents (3%, $n = 47$) “strongly agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. Additionally, a higher percentage of Multiracial Staff respondents (27%, $n = 13$) than White Staff respondents (13%, $n = 201$) “agreed” with the statement. A higher proportion of Military Staff respondents (7%, $n = 10$) than No-Military Staff respondents (3%, $n = 47$) “strongly agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Staff Respondents with Multiple Disabilities (25%, $n = 15$) than Staff Respondents with No Disability (13%, $n = 208$) “agreed” with the statement (Staff Respondents with a Single Disability (17%, $n = 19$) did not differ significantly).

Fourteen percent ($n = 256$) of Staff respondents “strongly agreed” or “agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Salary Staff respondents (40%, $n = 621$) than Hourly Staff respondents (28%, $n = 61$) “disagreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Women Staff respondents (41%, $n = 476$) than Men Staff respondents (33%, $n = 196$) “disagreed” with the statement. A lower percentage of Staff Respondents of Color (26%, $n = 33$) than White Staff respondents (39%, $n = 614$) “disagreed” that supervisors/managers prejudged their abilities based on their perception of their identity/background (Multiracial Staff respondents (38%, $n = 18$) were not statistically different from the other two groups).

Eighteen percent ($n = 316$) of Staff respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Salary Staff respondents (31%, $n = 472$) than Hourly Staff respondents (24%, $n = 50$) “disagreed” that faculty prejudged their abilities based on their perception of their identity/background. A small, but statistically higher percentage of No Religious/Spiritual Affiliation Staff respondents (6%, $n = 26$) than Religious/Spiritual Affiliation Staff respondents (3%, $n = 41$) “strongly agreed” with this statement.

Table 70. Staff Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	65	3.7	244	13.8	439	24.7	675	38.0	351	19.8
Staff status ^{clv}										
Hourly Staff	14	6.4	38	17.4	63	28.9	60	27.5	43	19.7
Salary Staff	51	3.3	206	13.2	376	24.2	615	39.5	308	19.8
Gender identity ^{clvi}										
Woman	35	3.1	152	13.3	264	23.1	476	41.6	218	19.0
Man	27	4.5	86	14.4	168	28.2	191	32.0	124	20.8
Citizenship status ^{clvii}										
U.S. Citizen	52	3.2	230	14.0	404	24.5	637	38.7	324	19.7
Not-U.S. Citizen	9	7.7	12	10.3	33	28.2	37	31.6	26	22.2
Racial identity ^{clviii}										
People of Color	14	11.1	23	18.3	36	28.6	28	22.2	25	19.8
White	47	3.0	201	12.9	390	24.9	615	39.3	311	19.9
Multiracial	< 5	---	13	27.1	6	12.5	15	31.3	10	20.8
Military status ^{clix}										
Military	10	7.2	20	14.5	39	28.3	53	38.4	16	11.6
No-Military	47	3.1	204	13.5	370	24.5	579	38.3	313	20.7
Disability status ^{clx}										
Single Disability	6	5.4	19	17.0	31	27.7	34	30.4	22	19.6
No Disability	51	3.2	208	13.1	388	24.4	619	39.0	321	20.2

Table 70. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Multiple Disabilities	5	8.5	15	25.4	17	28.8	17	28.8	5	8.5
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	68	3.8	188	10.6	414	23.3	682	38.4	425	23.9
Staff status ^{clxi}										
Hourly Staff	14	6.5	28	12.9	67	30.9	61	28.1	47	21.7
Salary Staff	54	3.5	160	10.3	347	22.2	621	39.8	378	24.2
Gender identity ^{clxii}										
Woman	39	3.4	112	9.7	251	21.8	476	41.4	271	23.6
Man	28	4.7	72	12.1	153	25.7	196	32.9	146	24.5
Racial identity ^{clxiii}										
People of Color	11	8.7	15	11.8	35	27.6	33	26.0	33	26.0
White	55	3.5	160	10.2	366	23.4	614	39.2	371	23.7
Multiracial	< 5	---	5	10.4	7	14.6	18	37.5	16	33.3
I think that faculty prejudices my abilities based on their perception of my identity/background.	68	3.9	248	14.1	625	35.6	522	29.7	293	16.7
Staff status ^{clxiv}										
Hourly Staff	14	6.6	23	10.8	88	41.3	50	23.5	38	17.8
Salary Staff	54	3.5	225	14.6	537	34.8	472	30.6	255	16.5
Religious/Spiritual affiliation ^{clxv}										
Religious/Spiritual Affiliation	41	3.3	162	13.2	439	35.7	382	31.0	207	16.8
No Religious/Spiritual Affiliation	26	5.5	79	16.6	166	34.9	125	26.3	79	16.6

Note: Table reports only responses from Staff respondents (*n* = 1,813).

Fifty percent (*n* = 891) of Staff respondents “strongly agreed” or “agreed” that Iowa State encouraged free and open discussion of difficult topics (Table 71). A higher proportion of Men Staff respondents (7%, *n* = 40) than Women Staff respondents (4%, *n* = 40) “strongly disagreed” with the statement. A higher proportion of Heterosexual Staff respondents (42%, *n* = 663) than LGBTQ Staff respondents (32%, *n* = 35) “agreed” that Iowa State encouraged free and open

discussion of difficult topics. A higher percentage of Staff Respondents with Multiple Disabilities (14%, $n = 8$) and Staff Respondents with a Single Disability (9%, $n = 10$) than Staff Respondents with No Disability (4%, $n = 65$) “strongly disagreed” with the statement.

Seventy percent ($n = 1,245$) of Staff respondents “strongly agreed” or “agreed” that their skills were valued. A higher percentage of Staff Respondents of Color (24%, $n = 30$) and Multiracial Staff respondents (29%, $n = 14$) than White Staff respondents (16%, $n = 245$) “strongly agreed” that their skills were valued. A higher percentage of Religious/Spiritual Affiliation Staff respondents (18%, $n = 224$) than No Religious/Spiritual Affiliation Staff respondents (13%, $n = 64$) “strongly agreed” with this statement.

Seventy percent ($n = 1,256$) of Staff respondents “strongly agreed” or “agreed” that their work was valued. A small, but significantly higher percentage of Staff Respondents of Color (7%, $n = 9$) than White Staff respondents (3%, $n = 47$) “strongly disagreed” that their work was valued (Multiracial Staff respondents ($n < 5$) were not statistically different from the other two groups). A small, but statically higher percentage of No Religious/Spiritual Affiliation Staff respondents (5%, $n = 22$) than Religious/Spiritual Affiliation Staff respondents (3%, $n = 31$) “strongly disagreed” with this statement.

Sixty-four percent ($n = 1,145$) of Staff respondents “strongly agreed” or “agreed” that their service contributions were valued. A higher percentage of Staff Respondents of Color (24%, $n = 31$) than White Staff respondents (15%, $n = 232$) “strongly agreed” that their service contributions were valued. Additionally, a higher percentage of Staff Respondents of Color (8%, $n = 10$) than White Staff respondents (3%, $n = 46$) “strongly disagreed” with the statement (Multiracial Staff respondents did not statistically differ in either case). A higher percentage of Staff Respondents with Multiple Disabilities (22%, $n = 13$) than Staff Respondents with No Disability (11%, $n = 172$) “strongly disagreed” that their service contributions were valued (Staff Respondents with a Single Disability (11%, $n = 12$) were not statistically different). A small, but statistically higher percentage of Religious/Spiritual Affiliation Staff respondents (17%, $n = 216$) than No Religious/Spiritual Affiliation Staff respondents (13%, $n = 60$) “strongly agreed” with this statement.

Table 71. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that Iowa State encourages free and open discussion of difficult topics.	166	9.3	725	40.6	536	30.0	274	15.3	85	4.8
Gender identity ^{clxvi}										
Woman	108	9.3	490	42.3	345	29.8	175	15.1	40	3.5
Man	55	9.2	226	38.0	183	30.8	91	15.3	40	6.7
Sexual identity ^{clxvii}										
LGBQ	6	5.5	35	31.8	34	30.9	21	19.1	14	12.7
Heterosexual	152	9.6	663	41.7	478	30.1	233	14.7	64	4.0
Disability status ^{clxviii}										
Single Disability	8	7.1	42	37.2	36	31.9	17	15.0	10	8.8
No Disability	157	9.8	663	41.5	475	29.7	238	14.9	65	4.1
Multiple Disabilities	< 5	---	14	23.7	20	33.9	16	27.1	8	13.6
I feel that my skills are valued.	293	16.4	952	53.1	293	16.4	199	11.1	55	3.1
Racial identity ^{clxix}										
People of Color	30	23.8	55	43.7	22	17.5	11	8.7	8	6.3
White	245	15.5	855	54.1	255	16.1	180	11.4	46	2.9
Multiracial	14	29.2	20	41.7	8	16.7	5	10.4	< 5	---
Religious/Spiritual affiliation ^{clxx}										
Religious/Spiritual Affiliation	224	17.8	676	53.7	201	16.0	131	10.4	28	2.2
No Religious/Spiritual Affiliation	64	13.3	253	52.7	80	16.7	61	12.7	22	4.6
I feel that my work is valued.	314	17.5	942	52.6	280	15.6	198	11.1	57	3.2
Racial identity ^{clxxi}										
People of Color	31	24.4	60	47.2	19	15.0	8	6.3	9	7.1
White	265	16.8	835	52.9	247	15.6	185	11.7	47	3.0
Multiracial	14	29.2	21	43.8	8	16.7	< 5	---	< 5	---
Religious/Spiritual affiliation ^{clxxii}										
Religious/Spiritual Affiliation	237	18.8	668	53.1	192	15.3	131	10.4	31	2.5
No Religious/Spiritual Affiliation	72	15.0	250	52.1	74	15.4	62	12.9	22	4.6

Table 71. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my service contributions are valued.	281	15.7	864	48.4	385	21.6	198	11.1	57	3.2
Racial identity ^{clxxiii}										
People of Color	31	24.4	55	43.3	23	18.1	8	6.3	10	7.9
White	232	14.7	770	49.0	344	21.9	181	11.5	46	2.9
Multiracial	13	27.1	20	41.7	8	16.7	6	12.5	< 5	---
Disability status ^{clxxiv}										
Single Disability	14	12.6	57	51.4	21	18.9	12	10.8	7	6.3
No Disability	256	16.0	776	48.5	351	22.0	172	10.8	44	2.8
Multiple Disabilities	10	16.9	20	33.9	12	20.3	13	22.0	< 5	---
Religious/Spiritual affiliation ^{clxxv}										
Religious/Spiritual Affiliation	216	17.2	615	49.0	260	20.7	134	10.7	29	2.3
No Religious/Spiritual Affiliation	60	12.5	228	47.6	110	23.0	57	11.9	24	5.0

Note: Table reports only responses from Staff respondents (*n* = 1,813).

^{cviii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 1,796) = 20.613, p < .001$.

^{cix}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University provided them with resources to pursue training/professional development opportunities by gender identity: $\chi^2(4, N = 1,759) = 9.778, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University provided them with resources to pursue training/professional development opportunities by sexual identity: $\chi^2(4, N = 1,707) = 10.724, p < .05$.

^{cxii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University provided them with resources to pursue training/professional development opportunities by religious/spiritual affiliation: $\chi^2(4, N = 1,741) = 23.822, p < .001$.

^{cxiii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 1,791) = 19.103, p < .01$.

^{cxiv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provided them with resources to pursue training/professional development opportunities by sexual identity: $\chi^2(4, N = 1,703) = 11.165, p < .05$.

^{cxv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State provides adequate resources to help them manage work-life balance by religious/spiritual affiliation: $\chi^2(4, N = 1,735) = 11.163, p < .05$.

^{cxvi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State was supportive of taking extended leave by religious/spiritual affiliation: $\chi^2(4, N = 1,728) = 28.834, p < .001$.

^{cxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of them taking leaves by staff status: $\chi^2(4, N = 1,774) = 17.462, p < .01$.

^{cxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations by staff status: $\chi^2(4, N = 1,787) = 10.926, p < .05$.

^{cxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations by disability status: $\chi^2(8, N = 1,772) = 24.508, p < .01$.

^{cxix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University policies (e.g., FMLA) were fairly applied across Iowa State University by sexual identity: $\chi^2(4, N = 1,693) = 11.391, p < .05$.

^{cxx} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University policies (e.g., FMLA) were fairly applied across Iowa State University by religious/spiritual affiliation: $\chi^2(4, N = 1,725) = 13.640, p < .01$.

^{cxxi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University was supportive of flexible work schedules by sexual identity: $\chi^2(4, N = 1,702) = 14.359, p < .01$.

^{cxxii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Iowa State University was supportive of flexible work schedules by disability status: $\chi^2(8, N = 1,774) = 42.403, p < .001$.

^{cxxiii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of flexible work schedules by staff status: $\chi^2(4, N = 1,782) = 12.310, p < .05$.

^{cxxiv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of flexible work schedules by gender identity: $\chi^2(4, N = 1,747) = 12.341, p < .05$.

^{cxxv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of flexible work schedules by disability status: $\chi^2(8, N = 1,766) = 36.840, p < .001$.

^{cxxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by staff status: $\chi^2(4, N = 1,791) = 18.210, p < .01$.

^{cxxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by gender identity: $\chi^2(4, N = 1,756) = 17.098, p < .01$.

^{cxxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time benefits were competitive by staff status: $\chi^2(4, N = 1,789) = 15.523, p < .001$.

^{cxxix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that health insurance benefits were competitive by staff status: $\chi^2(4, N = 1,794) = 61.575, p < .001$.

^{cxxxx} A chi-square test was conducted to compare percentages of Staff respondents who indicated that child care benefits were competitive by gender identity: $\chi^2(4, N = 1,739) = 13.264, p < .05$.

^{cxxxi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits were competitive by gender identity: $\chi^2(4, N = 1,743) = 12.708, p < .05$.

^{cxxxii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on Iowa State University committees by racial identity: $\chi^2(8, N = 1,748) = 18.761, p < .05$.

^{cxxxiii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on Iowa State University committees by disability status: $\chi^2(8, N = 1,769) = 20.483, p < .01$.

^{cxxxiv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on Iowa State University committees by religious/spiritual affiliation: $\chi^2(4, N = 1,731) = 12.967, p < .05$.

^{cxxxv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by Iowa State University faculty and administration by racial identity: $\chi^2(8, N = 1,736) = 17.904, p < .05$.

^{cxxxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by Iowa State University faculty and administration by disability status: $\chi^2(8, N = 1,757) = 23.154, p < .01$.

^{cxxxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by Iowa State University faculty and administration by religious/spiritual affiliation: $\chi^2(4, N = 1,720) = 18.452, p < .01$.

cxviii A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear expectations of their responsibilities by religious/spiritual affiliation: $\chi^2(4, N = 1,733) = 11.336, p < .05$.

cxviii A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear procedures on how they can advance at Iowa State University by staff status: $\chi^2(4, N = 1,786) = 19.858, p < .01$.

cxli A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear procedures on how they can advance at Iowa State University by religious/spiritual affiliation: $\chi^2(4, N = 1,732) = 20.005, p < .001$.

cxlii A chi-square test was conducted to compare percentages of Staff respondents who felt positively about their career opportunities at Iowa State University by religious/spiritual affiliation: $\chi^2(4, N = 1,714) = 16.744, p < .01$.

cxlii A chi-square test was conducted to compare percentages of Staff respondents who would recommend Iowa State University as a good place to work by racial identity: $\chi^2(8, N = 1,755) = 18.968, p < .05$.

cxliii A chi-square test was conducted to compare percentages of Staff respondents who would recommend Iowa State University as a good place to work by sexual identity: $\chi^2(4, N = 1,707) = 14.235, p < .01$.

cxliv A chi-square test was conducted to compare percentages of Staff respondents who would recommend Iowa State University as a good place to work by religious/spiritual affiliation: $\chi^2(4, N = 1,738) = 20.937, p < .001$.

cxlv A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had job security by disability status: $\chi^2(8, N = 1,769) = 17.585, p < .05$.

cxlvi A chi-square test was conducted to compare percentages of Staff respondents who felt valued by coworkers in their department by disability status: $\chi^2(8, N = 1,784) = 27.440, p < .01$.

cxlvii A chi-square test was conducted to compare percentages of Staff respondents who felt valued by their supervisor/manager by staff status: $\chi^2(4, N = 1,797) = 14.019, p < .01$.

cxlviii A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Iowa State students by gender identity: $\chi^2(4, N = 1,745) = 9.608, p < .05$.

cxlix A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Iowa State students by racial identity: $\chi^2(8, N = 1,740) = 29.466, p < .001$.

cl A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Iowa State faculty by racial identity: $\chi^2(8, N = 1,738) = 23.997, p < .01$.

cli A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Iowa State senior administrators by staff status: $\chi^2(4, N = 1,774) = 19.845, p < .01$.

clii A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Iowa State senior administrators by racial identity: $\chi^2(8, N = 1,737) = 32.550, p < .001$.

cliii A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Iowa State senior administrators by disability status: $\chi^2(8, N = 1,758) = 19.954, p < .05$.

cliv A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Iowa State senior administrators by religious/spiritual affiliation: $\chi^2(4, N = 1,722) = 12.042, p < .05$.

clv A chi-square test was conducted to compare percentages of Staff respondents who think that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by staff status: $\chi^2(4, N = 1,774) = 16.574, p < .01$.

clvi A chi-square test was conducted to compare percentages of Staff respondents who think that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 1,741) = 16.836, p < .01$.

clvii A chi-square test was conducted to compare percentages of Staff respondents who think that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 1,764) = 9.968, p < .05$.

clviii A chi-square test was conducted to compare percentages of Staff respondents who think that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 1,738) = 45.562, p < .001$.

clix A chi-square test was conducted to compare percentages of Staff respondents who think that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by military status: $\chi^2(4, N = 1,651) = 12.361, p < .05$.

^{clx}A chi-square test was conducted to compare percentages of Staff respondents who think that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by disability status: $\chi^2(8, N = 1,758) = 21.004, p < .01$.

^{clxi}A chi-square test was conducted to compare percentages of Staff respondents who think that their supervisor/manager prejudged their abilities based on their perception of their identity/background by staff status: $\chi^2(4, N = 1,777) = 19.123, p < .001$.

^{clxii}A chi-square test was conducted to compare percentages of Staff respondents who think that their supervisor/manager prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 1,744) = 13.821, p < .01$.

^{clxiii}A chi-square test was conducted to compare percentages of Staff respondents who think that their supervisor/manager prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 1,741) = 18.178, p < .05$.

^{clxiv}A chi-square test was conducted to compare percentages of Staff respondents who think that faculty prejudged their abilities based on their perception of their identity/background by staff status: $\chi^2(4, N = 1,756) = 12.074, p < .05$.

^{clxv}A chi-square test was conducted to compare percentages of Staff respondents who think that faculty prejudged their abilities based on their perception of their identity/background by religious/spiritual affiliation: $\chi^2(4, N = 1,706) = 9.553, p < .05$.

^{clxvi}A chi-square test was conducted to compare percentages of Staff respondents who believe that Iowa State encouraged free and open discussion of difficult topics by gender identity: $\chi^2(4, N = 1,753) = 11.138, p < .05$.

^{clxvii}A chi-square test was conducted to compare percentages of Staff respondents who believe that Iowa State encouraged free and open discussion of difficult topics by sexual identity: $\chi^2(4, N = 1,700) = 22.672, p < .001$.

^{clxviii}A chi-square test was conducted to compare percentages of Staff respondents who believe that Iowa State encouraged free and open discussion of difficult topics by disability status: $\chi^2(8, N = 1,770) = 30.879, p < .001$.

^{clxix}A chi-square test was conducted to compare percentages of Staff respondents who felt that their skills were valued by racial identity: $\chi^2(8, N = 1,755) = 18.794, p < .05$.

^{clxx}A chi-square test was conducted to compare percentages of Staff respondents who felt that their skills were valued by religious/spiritual affiliation: $\chi^2(4, N = 1,740) = 12.742, p < .05$.

^{clxxi}A chi-square test was conducted to compare percentages of Staff respondents who felt that their work was valued by racial identity: $\chi^2(8, N = 1,754) = 18.777, p < .05$.

^{clxxii}A chi-square test was conducted to compare percentages of Staff respondents who felt that their work was valued by religious/spiritual affiliation: $\chi^2(4, N = 1,739) = 10.034, p < .05$.

^{clxxiii}A chi-square test was conducted to compare percentages of Staff respondents who felt that their service contributions were valued by racial identity: $\chi^2(8, N = 1,748) = 25.438, p < .01$.

^{clxxiv}A chi-square test was conducted to compare percentages of Staff respondents who believe that their service contributions were valued by disability status: $\chi^2(8, N = 1,769) = 17.437, p < .05$.

^{clxxv}A chi-square test was conducted to compare percentages of Staff respondents who felt that their service contributions were valued by religious/spiritual affiliation: $\chi^2(4, N = 1,733) = 14.474, p < .01$.

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents⁶¹ ($n = 757$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 72 through 84). Question 34 queried Tenured and Tenure-Track Faculty respondents ($n = 482$), Question 36 addressed Non-Tenure-Track Faculty respondents ($n = 195$), and Question 38 addressed all Faculty respondents ($n = 757$). Chi-square analyses were conducted by faculty status (Tenured/Tenure-Track or Non-Tenure-Track), gender identity,⁶² racial identity,⁶³ sexual identity, citizenship status, and religious affiliation. Only significant findings are published in this section owing to low numbers in many of the response categories for the other variables.

Table 72 illustrates that 69% ($n = 333$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. Fifty-five percent ($n = 261$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their schools/division. Sixty-two percent ($n = 294$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. Fifty-eight percent ($n = 277$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that Iowa State faculty who qualify for delaying their tenure-clock feel empowered to do so. No statistically significant differences were found between groups.

Table 72. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	117	24.3	216	44.8	65	13.5	67	13.9	17	3.5
The tenure standards/promotion standards are applied equally	99	20.7	162	33.8	94	19.6	73	15.2	51	10.6

⁶¹Per the Climate Study Work Group, Post-doctoral respondents ($n = 37$) and Academic Administrative with Faculty Rank ($n = 43$) respondents received general faculty-related questions. These categories were not analyzed separately to maintain response confidentiality.

⁶²Per the Climate Study Work Group, gender identity was recoded as Men and Women owing to the small number of Transspectrum respondents.

⁶³Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

Table 72. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
to faculty in my school/division.										
Supported and mentored during the tenure-track years.	123	26.0	171	36.2	96	20.3	54	11.4	29	6.1
Iowa State faculty who qualify for delaying their tenure-clock feel empowered to do so.	103	21.7	174	36.7	161	34.0	28	5.9	8	1.7

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents ($n = 482$).

Table 73 illustrates that 87% ($n = 419$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by Iowa State University. A higher percentage of Not-U.S. Citizen Faculty respondents (8%, $n = 10$) than U.S. Citizen Faculty respondents (3%, $n = 10$) “disagreed” that research was valued by Iowa State University. A higher percentage of Religious/Spiritual Affiliation Faculty respondents (62%, $n = 162$) than No Religious/Spiritual Affiliation Faculty respondents (48%, $n = 87$) “strongly agreed” that their research valued by Iowa State University. In addition, 38% ($n = 69$) of No Religious/Spiritual Affiliation Faculty respondents and 28% ($n = 72$) of Religious/Spiritual Affiliation Faculty respondents “agreed” with the statement.

Two-thirds (67%, $n = 321$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Iowa State University. Nineteen percent ($n = 35$) of No Religious/Spiritual Affiliation Faculty respondents and 11% ($n = 28$) of Religious/Spiritual Affiliation Faculty respondents “neither agreed nor disagreed” that teaching was valued by Iowa State University.

Forty-eight percent ($n = 228$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by Iowa State University. No statistically significant differences were found between groups.

Nineteen percent ($n = 89$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were pressured to change their research/scholarship agenda to achieve

tenure/promotion. A higher percentage of Men Faculty respondents (27%, $n = 74$) than Women Faculty respondents (19%, $n = 35$) “strongly disagreed” that they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 73. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by Iowa State.	262	54.5	157	32.6	30	6.2	21	4.4	11	2.3
Citizenship status ^{clxxvi}										
U.S. Citizen	212	62.2	97	28.4	15	4.4	10	2.9	7	2.1
Not-U.S. Citizen	48	36.4	56	42.4	14	10.6	10	7.6	< 5	---
Religious/Spiritual affiliation ^{clxxvii}										
Religious/Spiritual Affiliation	162	62.5	72	27.8	14	5.4	6	2.3	5	1.9
No Religious/Spiritual Affiliation	87	48.1	69	38.1	10	5.5	10	5.5	5	2.8
Teaching is valued by Iowa State.	105	21.9	216	45.0	70	14.6	63	13.1	26	5.4
Religious/Spiritual affiliation ^{clxxviii}										
Religious/Spiritual Affiliation	62	24.0	125	48.4	28	10.9	28	10.9	15	5.8
No Religious/Spiritual Affiliation	33	18.2	74	40.9	35	19.3	28	15.5	11	6.1
Service contributions are valued by Iowa State.	62	12.9	166	34.7	114	23.8	96	20.0	41	8.6
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	33	6.9	56	11.8	118	24.8	156	32.8	112	23.6
Gender identity ^{clxxix}										
Women	19	10.3	23	12.5	39	21.2	68	37.0	35	19.0
Men	13	4.8	27	9.9	74	27.2	84	30.9	74	27.2

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents ($n = 482$).

Thirty-seven percent ($n = 176$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 74). Forty percent ($n = 192$) of Tenured and Tenure-

Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. No statistically significant differences were found between groups. Eight percent ($n = 37$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty members in their departments who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure. No statistically significant differences were found between groups.

Table 74. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	73	15.2	103	21.5	141	29.5	118	24.6	45	9.4
I perform more work to help students than do my colleagues.	75	15.6	117	24.4	184	38.3	88	18.3	16	3.3
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	16	3.4	21	4.4	182	38.3	156	32.8	100	21.1

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents ($n = 482$).

Thirty-nine percent ($n = 184$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (Table 75). A higher percentage of Men Faculty respondents (18%, $n = 49$) than Women Faculty respondents (6%, $n = 11$) “strongly disagreed” that faculty opinions were taken seriously by senior administrators. A higher percentage of No Religious/Spiritual Affiliation Faculty respondents (25%, $n = 45$) than Religious/Spiritual Affiliation Faculty respondents (15%, $n = 39$) “disagreed” with the statement.

Fifty percent ($n = 241$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within Iowa State University committees. A higher percentage of Men Faculty respondents (11%, $n = 29$) than Women Faculty respondents ($n < 5$) “strongly disagreed” that faculty opinions were taken seriously within Iowa State University

committees. A higher percentage of U.S. Citizen Faculty respondents (49%, $n = 167$) than Not-U.S. Citizen Faculty respondents (33%, $n = 43$) “agreed” with the statement.

Nineteen percent ($n = 89$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments. A higher percentage of Not-U.S. Citizen Faculty respondents (22%, $n = 28$) than U.S. Citizen Faculty respondents (13%, $n = 44$) “agreed” that they would like more opportunities to participate in substantive committee assignments

Sixty-five percent ($n = 312$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. A higher percentage of U.S. Citizen Faculty respondents (22%, $n = 76$) than Not-U.S. Citizen Faculty respondents (12%, $n = 16$) “strongly agreed” that they had opportunities to participate in substantive committee assignments.

Table 75. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	34	7.1	150	31.4	135	28.2	93	19.5	66	13.8
Gender identity ^{clxxx}										
Women	12	6.5	62	33.5	60	32.4	40	21.6	11	5.9
Men	22	8.0	84	30.7	71	25.9	48	17.5	49	17.9
Religious/Spiritual affiliation ^{clxxxi}										
Religious/Spiritual Affiliation	23	8.9	91	35.4	73	28.4	39	15.2	31	12.1
No Religious/Spiritual Affiliation	8	4.4	48	26.7	52	28.9	45	25.0	27	15.0
Faculty opinions are valued within Iowa State committees.	28	5.8	213	44.5	147	30.7	55	11.5	36	7.5
Gender identity ^{clxxxii}										
Women	11	5.9	83	44.6	63	33.9	25	13.4	< 5	---
Men	17	6.2	125	45.6	77	28.1	26	9.5	29	10.6
Citizenship status ^{clxxxiii}										
U.S. Citizen	22	6.5	167	49.1	90	26.5	35	10.3	26	7.6
Not-U.S. Citizen	6	4.6	43	32.8	55	42.0	18	13.7	9	6.9

Table 75. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would like more opportunities to participate in substantive committee assignments.	17	3.6	72	15.1	182	38.2	130	27.3	75	15.8
Citizenship status ^{clxxxiv}										
U.S. Citizen	14	4.1	44	13.0	123	36.4	101	29.9	56	16.6
Not-U.S. Citizen	< 5	---	28	21.5	55	42.3	27	20.8	17	13.1
I have opportunities to participate in substantive committee assignments.	93	19.4	219	45.6	111	23.1	39	8.1	18	3.8
Citizenship status ^{clxxxv}										
U.S. Citizen	76	22.3	162	47.5	64	18.8	26	7.6	13	3.8
Not-U.S. Citizen	16	12.2	52	39.7	46	35.1	12	9.2	5	3.8

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents (*n* = 482).

There were 133 Tenured and Tenure-Track Faculty respondents who elaborated on their responses to previous statements regarding criteria for tenure, research, service responsibilities, teaching, committee work, and faculty opinions. Five themes emerged from the responses: issues of inequity, faculty input, service responsibilities, committee work, and the intersection of research and teaching.

Issues of Inequity. For the first theme, respondents discussed issues of inequity that they had witnessed in the workplace. Some respondents commented on inequities in the tenure and promotion process. One respondent shared, “T&P decision processes at Iowa State differ across colleges, and create pockets of biased and exclusionary behavior by department and college review committees. The sloppiness of review processes at some colleges and departments is alarming.” Another respondent observed, “My department is very supportive of advancement. I witness other departments with unfair bias due to gender or personal beliefs; aka concerns about the environment, diversity, etc.” Another respondent explained, “The promotion and tenure standards are significantly lower in some departments across campus particularly when many of these departments teach less or have the same preparation year after year and require fewer publications.” One respondent wrote, “There are clear ‘favorites’ in my department. Pay raises are often determined by this as are the criteria for promotion and tenure.”

Some respondents discussed how different departments were not treated equally. One respondent shared, “The humanities are NOT valued sufficiently at the Iowa State University of Science and Technology.” One respondent wrote, “The Dean of the College of Liberal Arts and Sciences is trying to dismantle the Department of Mathematics. Already 50% of the budget is stolen for other projects.” Another respondent also commented on the treatment of the Math department, “My impression is that the dean of LAS does not like Math department. Although we generate a lot of profit to LAS, we are not getting enough resources to properly do our job. The standards for promotions do not correspond to teaching load. We have the highest one of all our peer institutions. Our peers have load 2-1, while ours is 2-2. I feel we are just being ignored by the dean.” One respondent observed, “My positive response hold true for my department, but I know if I were in some other departments, my responses would be different.” One respondent who identified themselves as new to ISU stated, “I clearly see already that not all faculty members are treated equitably.”

Faculty Input. In the second theme, respondents discussed the extent to which faculty opinions are considered at Iowa State. Some respondents felt that there are some situations where faculty opinions are considered and valued by administration, but there are also certain topics or levels of decision-making that have little to no faculty input. One respondent wrote, “Faculty opinions were at one time valued at the department level and in some circles still are very much supported. Not all committees value faculty opinion equally.” Another respondent noted, “On occasion, faculty opinions are taken seriously by senior administrators.” One respondent shared, “Faculty opinions are sometimes valued by administrators, but faculty opinion is being ignored in the moves to centralize services in order to ‘increase efficiency.’” Another respondent stated, “I find that humanities faculty opinions **are** taken seriously by the LAS Dean. Above that level, not so much.”

Other respondents reported that faculty had little to no voice in the university decision-making process. One respondent shared, “With the most recent administration (Leath and Wickert), Iowa State has developed a very top-down decision making process, which has disenfranchised departments (faculty and staff) and left Deans without much power or input.” One respondent noted, “ISU administrators DO NOT GIVE A RIP about the opinions of their underlings,” while another respondent stated, “I am not sure that deans are receptive to any ideas.” Another

respondent observed, “Senior administrators (provost) pay lip service to shared governance but do not practice what they preach.” One respondent shared, “A budget 'advisory' committee exists in our college; we listen to the dean tell us figures that change every month or so. We get no written data and have no input.”

Service Responsibilities. For the third theme, respondents discussed issues related to service responsibilities and requirements. Some respondents commented on the high volume of service responsibilities placed on faculty. One respondent observed, “The service load for tenured faculty at Iowa State University is high. The quality and depth of one's service contributions are not given much attention. The high service load takes valuable time away from the two major responsibilities of faculty: teaching and research, particularly the latter.” Another respondent shared, “As faculty numbers have declined, University has not adjusted service requirements and faculty who perform service seriously have been asked to do even more. Inequality in service responsibilities is making it more attractive to leave. That is a stupid reason to leave, but administrative adjustments have been toward more and not less service.” One respondent wrote, “I think it's not an issue of burdened beyond my colleagues. I think a lot more ‘service’ has been placed on faculty since I've been here due to loss of administrative personnel due to budget cuts.” Another respondent observed, “The leadership in the English Department (not my actual colleagues) has created a system of governance and workload and service expectations that are unreasonable and that faculty feel constantly pressured to assume without appropriate compensation (in terms of course releases primarily).”

Other respondents discussed the extent to which performance of service is valued by the university. Respondents were generally frustrated that service responsibilities were not adequately compensated nor were they included in criteria for advancement. One respondent shared, “There continue to be extreme pressures on associate professors to take on heavy service loads to support day-to-day departmental functions. However, these duties are not directly related to scholarly output and thus do not 'count' toward promotion to full professor.” Another respondent argued, “Important service obligations to a college or university level committee (e.g., chairing such a committee) should be compensated in some fashion (teaching releases or additional pay) since they can be a considerable additional burden on a faculty member.” Value of service may be different across departments as one respondent observed, “From talking with

other faculty in engineering, human sciences, business, and LAS, it seems that service is valued very differently in different colleges.”

Some respondents commented on the extent to which inequities existed with regard to service responsibilities. One respondent noted, “The tenure eligible faculty in my department have essentially completely dropped the ball on undergraduate students and in particular when it comes to advising (Out of 30+ tenure eligible faculty I am one of two who does advising; the other retires this semester).” Another respondent suggested, “There should be clear consequences for those who do not contribute to service in the dept/univ and more reward for those who step up and do a good job with service. It is the one area in my unit that seems highly imbalanced.”

Several respondents reported that gender played a role in service work. One respondent observed, “There is a gender imbalance in service assignments/responsibilities within my school that overburdens women, and I am still trying to figure out how to deal with that.” Another respondent wrote, “Service is unevenly distributed. Often additional serve is couched in terms like ‘but we need a woman's/'minority'-of whatever type point of view to be represented’ but mostly it is an underhanded way to make it more difficult (and have numeric measures to evaluate) for some people to be more productive or higher scoring in research and teaching areas which are more valued - in both promotion and actual \$ salary, as well as other perks.” Another respondent explained on the gender inequity plays out in service responsibilities, “As a female assistant professor, my service responsibilities have been significant since hired. The females in our area consistently have higher advising loads than our male colleagues primarily because we are known as ‘helpful’ and ‘approachable.’ Students have commonly said they don't want to ‘bother’ the male colleagues because they are busy with research but don't seem to think that they are bothering us nor that we have research to do.” Another respondent noted, “ISU uses women for service work and then doesn't recognize these additional contributions.”

Committee Work. For the fourth theme, respondents commented on committee work. Some respondents critiqued the value and quality of experience of committee work. One respondent wrote, “Committees in my department are not an issue; college and university-level committees are not as positive of an experience for me.” Another respondent shared, “I am currently on my department and college Promotion and Tenure Committees. While the work is quite involved, I

believe it is important and valued work. My department curriculum committee work two years ago was a joke. Nine months of work was dismissed by my chair.” Some respondents reported that there is too much committee work. One respondent noted, “Too many committees in departments, colleges and university,” while another respondent stated, “I serve on a ton of committees.” Another respondent shared, “I don't generally wish to be on more committees. I want maximum time for teaching and research. The university would be better off if faculty could focus on teaching and research and waste less time in activities conceived of by administrators who probably mean well but sometimes get in the way of teaching a[nd] research success.”

Some respondents addressed inequities in committee assignments. One respondent wrote, “People who are slackers do not get invited to serve on committees anymore, which adds to my burden, because I do a good job. I resent that.” Another respondent advised, “Committee work falls disproportionately on faculty in smaller Departments. Some accommodation should be made for this.” Gender sometimes played a role in inequities of committee work. One respondent wrote, “Many committees in my department are mainly filled with men - I am often the only woman and have been made to feel inferior.” One respondent observed, “The lack of tenured women in my college force a situation where women receive abundant committee assignments in order to achieve gender balance for each committee... I wouldn't mind it as much if I didn't keep hearing that female faculty are ‘more likely to get distracted by committee work’ and thus don't get research done. Either we're helping with the team effort or we're not.”

The Intersection of Research and Teaching. For the fifth theme, respondents discussed the intersection of research and teaching at Iowa State. Most respondents felt that research is more highly valued than teaching to the detriment of quality teaching. One respondent wrote, “In our department research tends to be valued more than teaching so fellow faculty members shrug off teaching and advising duties for research. This only means that the students suffer.” Another respondent reported, “Iowa State values research only. I am not encouraged or rewarded to teach or perform extra services. It's just a lie that we are a University which to the public implies an emphasis on teaching.” Another respondent stated, “I am troubled that teaching, extension and service are often secondary to research and obtaining external funding.” Some respondents were frustrated by the lack of support for teaching. One respondent shared, “Teaching excellence and

initiatives are discouraged at the departmental level. If you are not 150% committed to research you are seriously considered as a colleague, but have 2nd class status.” Another respondent argued, “The challenge of balancing research vs teaching will never go away at an institution like ISU. However, it is critically important that teaching-intensive faculty (e.g., lecturers) be truly as valued here as research-intensive faculty (e.g., tenure-track folks). I'm not sure that is happening.”

A few respondents felt that teaching was more highly valued than research. One respondent observed, “In my program, service and teaching responsibilities are valued far above research and scholarship by my immediate supervisor, which makes it challenging to pursue a research agenda.” Another respondent stated, “Research is a poor cousin to teaching at ISU. This has strongly affected faculty morale over past 8 years especially in my department.” One respondent felt promotion criteria were unclear when they observed, “Recently, there are junior faculty who failed tenure (e.g. in chemistry) yet they were extremely productive including getting big grants like R01, yet failed tenure while others who had better teaching evaluations got tenured. high research productivity does not translate to career advancement, higher scores in teaching evaluations, and having a good network on campus seems more important.”

Survey Question 36 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by faculty status (Tenured/Tenure-Track or Non-Tenure-Track), gender identity,⁶⁴ racial identity,⁶⁵ sexual identity, citizenship status, and religious affiliation. Only significant findings are published in this section owing to low numbers in many of the response categories for the other variables.

Table 76 indicates that 55% ($n = 106$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. A higher percentage of Religious/Spiritual Affiliation Faculty respondents (45%, $n = 53$) than No Religious/Spiritual Affiliation Faculty respondents (26%, $n = 18$) “agreed” that the criteria used for contract renewal were clear.

⁶⁴Per the Climate Study Work Group, gender identity was recoded as Men and Women owing to the small number of Transspectrum respondents.

⁶⁵Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

Thirty-five percent ($n = 67$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were applied equally to positions. Seventy-six percent ($n = 146$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that there were clear expectations of their responsibilities. Thirty-seven percent ($n = 72$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 76. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	33	17.1	73	37.8	42	21.8	29	15.0	16	8.3
Religious/Spiritual affiliation ^{clxxxvi}										
Religious/Spiritual Affiliation	20	16.9	53	44.9	25	21.2	15	12.7	5	4.2
No Religious/Spiritual Affiliation	11	15.9	18	26.1	16	23.2	14	20.3	10	14.5
The criteria used for contract renewal are applied equally to all positions.	22	11.6	45	23.8	75	39.7	30	15.9	17	9.0
There are clear expectations of my responsibilities.	43	22.4	103	53.6	19	9.9	20	10.4	7	3.6
I have job security.	14	7.3	58	30.1	43	22.3	48	24.9	30	15.5

Note: Table reports only responses from Non-Tenure-Track Faculty respondents ($n = 195$).

Table 77 illustrates that 84% ($n = 162$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by Iowa State University, 57% ($n = 107$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Iowa State University. No statistically significant differences were found between groups.

Table 77. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by Iowa State.	112	58.3	50	26.0	18	9.4	6	3.1	6	3.1
Teaching is valued by Iowa State.	39	20.6	68	36.0	36	19.0	34	18.0	12	6.3

Note: Table reports only responses from Non-Tenure-Track Faculty respondents ($n = 195$).

Twenty-four percent ($n = 47$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 78). Forty-five percent ($n = 86$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Forty percent ($n = 76$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. Twenty-five percent ($n = 48$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators. No statistically significant differences were found between groups.

Table 78. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	20	10.4	27	14.0	63	32.6	63	32.6	20	10.4
I perform more work to help students than do my colleagues.	43	22.3	43	22.3	68	35.2	28	14.5	11	5.7
Pressured to do extra work that is uncompensated.	29	15.2	47	24.6	45	23.6	51	26.7	19	9.9
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	10	5.2	38	19.6	68	35.1	42	21.6	36	18.6

Note: Table reports only responses from Non-Tenure-Track Faculty respondents ($n = 195$).

There were 70 Non-Tenure-Track Faculty respondents who elaborated on their previous statements regarding contract renewal, research, teaching, service responsibilities, and job security. Three themes emerged from their responses: job security concerns, feeling valued, and salary concerns.

Job Security Concerns. In the first theme, respondents shared their concerns about job security. Respondents made comments such as “Zero job security,” “No long-term employment stability,” and “Message from top was you are all replaceable.” Some respondents were worried because of university budgetary concerns. One respondent shared, “During this budget crisis a rumor was spread that all lecturers in our department were losing their job. While it didn't happen, we have no job security, and do so much for so little, and we continue to hear that a solution to the budget is to eliminate lecturers.” Another respondent noted, “I marked disagree regarding job security given that two years ago there were concerns that lecturers throughout LAS would not be renewed due budgetary concerns experienced by the university.” Other respondents noted that their contract was only for a year and not guaranteed to be renewed. One respondent shared, “I do not feel like I have job security at Iowa State and that my contract renewal may be denied for any reason that is convenient for the administration.” Another respondent stated, “We are without a director and I don't have much interaction with our chair, who is now my immediate supervisor. It does cause a feeling of insecurity.” Another respondent observed, “I have job security until I don't...I could be given notice any time, though it's a year's notice.”

Feeling Valued. For the second theme, respondents commented on the extent to which they feel valued in their position. Most respondents did not feel valued as a non-tenure-track faculty. One respondent explained, “Even though I conduct significant research for my position in well-respected journals, hold high level positions within our associations, and win high level awards, I am not valued or respected for those actions.” Another respondent reported, “I have had a close co-worker get told by a tenure track professor that she, a lecturer, isn't a faculty member.” Some respondents reported feeling like second class citizens. One respondent shared, “As a lecturer I am not included in the department to the same level as tenure-track faculty. It is this awkward limbo where we don't seem to count as much as the researchers.” Another respondent noted, “The term is literally ‘non’ something, which creates this role as a lesser “other” in comparison. Intentional or not, as a research-based institution those who primarily teach are not valued as highly as those who primarily do research.” One respondent observed, “I worked extremely hard to earn my doctorate from an R1 institution, yet as a lecturer I continually feel like I am not valued by the institution, and placed as a second class citizen. Even the NON tenure eligible distinction places me as a non-entity within the university hierarchy.” Another respondent shared, “This university thrives on a two class system. Tenured and non-tenured faculty. The

people who run the Faculty Senate are tenure track faculty. It is not in their best interest to do anything to help the non-tenure track people.”

There were a few respondents who did feel valued. One respondent wrote, “It’s a great place to work and I think my position is valued.” Another respondent shared, “I love my position; it fits me perfectly. I feel very valued and love the role I play with the students and feel I can and should do more with the students than the tenured faculty because of my position.” Another respondent noted, “I feel more valued at ISU than I think others in similar positions at other universities are, and I hope that continues.”

Salary Concerns. For the third theme, respondents shared their concerns about salary.

Respondents were frustrated by low salaries for non-tenure-track appointments. One respondent advised, “Keep and reward good teachers (with better pay and more job security).” Some respondents felt that compensation based on workload was not nearly enough. One respondent observed, “Position responsibilities are equal to those of tenured faculty with regard to research, teaching, service, etc. but compensation is approximately 75% with no long-term employment stability.” Another respondent noted, “Issues related to work load vs. salary are very prevalent. Differ from department to department. No clear consistency. Often unfairly applied.” One respondent shared their personal situation, “I have a 9 month appointment but have to work full-time during the summer to maintain my research program, write/submit grants and write/submit manuscripts. This is not unique to ISU per-se but the 9 month position is really not in line with reality for faculty who have active research programs. I work full-time 12 months out of the year and yet only get paid for 9 months of work.” Other respondents felt that non-tenure-track lecturers do a great service to the university, but are paid poorly for it. One respondent stated, “Salary for lecturers, who bring real-world experiences to the students, is not well compensated at all.” Another respondent explained, “In my department, it is clear that many members of the tenure-eligible faculty have little to no interest in undergraduate education, even though the undergraduate program is the life blood of our department. I often feel that the lecturers are, for the most part, the only ones who understand the undergraduate curriculum and experience - and yet we make substantially less money.”

Additionally, all Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 79). Chi-square analyses were conducted by faculty status (Tenured/Tenure-Track or Non-Tenure-Track), gender identity,⁶⁶ racial identity,⁶⁷ sexual identity, citizenship status, and religious affiliation. Only significant findings are published in this section owing to low numbers in many of the response categories for the other variables.

Thirty-seven percent ($n = 275$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. A higher percentage of Tenured/Tenure-Track Faculty respondents (47%, $n = 244$) than Non-Tenure-Track Faculty respondents (13%, $n = 28$) “disagreed” or “strongly disagreed” that salaries for tenure-track faculty positions were competitive. Fifteen percent ($n = 58$) of Men Faculty respondents and 7% ($n = 24$) of Women Faculty respondents “strongly disagreed” that salaries for tenure-track faculty positions were competitive. Thirty percent ($n = 82$) of No Religious/Spiritual Affiliation Faculty respondents and 22% ($n = 94$) of Religious/Spiritual Affiliation Faculty respondents “disagreed” with the statement.

Twenty-three percent ($n = 169$) of Faculty respondents “strongly agreed” or “agreed” that salaries for non-tenure-track professors were competitive. A higher percentage of Non-Tenured/Tenure-Track Faculty respondents (48%, $n = 106$) than Tenure-Track Faculty respondents (29%, $n = 150$) “disagreed” or “strongly disagreed” that salaries for non-tenure-track professors were competitive.

Eighty-five percent ($n = 635$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Thirty-four percent ($n = 132$) of Men Faculty respondents and 41% ($n = 134$) of Women Faculty respondents “strongly agreed” that health insurance benefits were competitive.

Twenty-three percent ($n = 163$) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. A higher percentage of Tenured/Tenure-Track Faculty

⁶⁶Per the Climate Study Work Group, gender identity was recoded as Men and Women owing to the small number of Transspectrum respondents.

⁶⁷Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

respondents (10%, $n = 48$) than Non-Tenure-Track Faculty respondents (3%, $n = 7$) “strongly disagreed” that child care benefits were competitive. Nineteen percent ($n = 71$) of Men Faculty respondents and 13% ($n = 40$) of Women Faculty respondents “agreed” that child care benefits were competitive. Eleven percent ($n = 30$) of No Religious/Spiritual Affiliation Faculty respondents and 19% ($n = 77$) of Religious/Spiritual Affiliation Faculty respondents “agreed” with the statement.

Seventy-three percent ($n = 537$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. A higher percentage of Tenured/Tenure-Track Faculty respondents (50%, $n = 256$) than Non-Tenure-Track Faculty respondents (42%, $n = 91$) “agreed” that retirement/supplemental benefits were competitive. Seventy-eight percent ($n = 424$) of U.S. Citizen Faculty respondents and 60% ($n = 108$) of Not-U.S. Citizen Faculty respondents “agreed” or “strongly agreed” that retirement/supplemental benefits were competitive. Forty-one percent ($n = 111$) of No Religious/Spiritual Affiliation Faculty respondents and 52% ($n = 215$) of Religious/Spiritual Affiliation Faculty respondents “agreed” with the statement.

Table 79. Faculty Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	51	6.9	224	30.1	196	26.4	187	25.2	85	11.4
Faculty status ^{clxxxvii}										
Tenured/Tenure-Track	40	7.7	154	29.6	83	15.9	170	32.6	74	14.2
Non-Tenure-Track	11	5.0	70	31.5	113	50.9	17	7.7	11	5.0
Gender identity ^{clxxxviii}										
Women	29	8.9	108	33.1	86	26.4	79	24.2	24	7.4
Men	22	5.6	110	27.9	105	26.6	99	25.1	58	14.7
Religious/Spiritual affiliation ^{clxxxix}										
Religious/Spiritual Affiliation	28	6.7	146	34.8	108	25.8	94	22.4	43	10.3
No Religious/Spiritual Affiliation	21	7.6	62	22.5	79	28.6	82	29.7	32	11.6
Salaries for Non-Tenure-Track professors are competitive.	34	4.7	135	18.5	305	41.8	172	23.6	84	11.5
Faculty status ^{cxc}										

Table 79. Faculty Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tenured/Tenure-Track	29	5.7	93	18.2	238	46.7	106	20.8	44	8.6
Non-Tenure-Track	5	2.3	42	19.1	67	30.5	66	30.0	40	18.2
Health insurance benefits are competitive.	273	36.6	362	48.6	89	11.9	16	2.1	5	0.7
Gender identity ^{cxci}										
Women	134	40.9	158	48.2	27	8.2	9	2.7	0	0.0
Men	132	33.5	193	49.0	59	15.0	5	1.3	5	1.3
Child care benefits are competitive.	51	7.1	112	15.5	426	59.0	78	10.8	55	7.6
Faculty status ^{cxcii}										
Tenured/Tenure-Track	36	7.1	79	15.7	283	56.2	58	11.5	48	9.5
Non-Tenure-Track	15	6.9	33	15.1	143	65.6	20	9.2	7	3.2
Gender identity ^{cxci}										
Women	20	6.3	40	12.7	182	57.6	42	13.3	32	10.1
Men	28	7.3	71	18.5	228	59.5	35	9.1	21	5.5
Religious/Spiritual affiliation ^{cxci}										
Religious/Spiritual Affiliation	30	7.4	77	18.9	240	59.0	41	10.1	19	4.7
No Religious/Spiritual Affiliation	16	6.0	30	11.2	154	57.5	35	13.1	33	12.3
Retirement/supplemental benefits are competitive.	190	25.9	347	47.3	161	22.0	24	3.3	11	1.5
Faculty status ^{cxci}										
Tenured/Tenure-Track	138	26.8	256	49.8	95	18.5	18	3.5	7	1.4
Non-Tenure-Track	52	23.7	91	41.6	66	30.1	6	2.7	< 5	---
Citizenship status ^{cxci}										
U.S. Citizen	153	28.2	271	49.9	105	19.3	9	1.7	5	0.9
Not-U.S. Citizen	34	18.9	74	41.1	51	28.3	15	8.3	6	3.3
Religious/Spiritual affiliation ^{cxci}										
Religious/Spiritual Affiliation	108	26.0	215	51.8	76	18.3	10	2.4	6	1.4
No Religious/Spiritual Affiliation	70	25.9	111	41.1	74	27.4	10	3.7	5	1.9

Note: Table reports only responses from Faculty respondents (*n* = 757).

One-third (33%, *n* = 241) of Faculty respondents “strongly agreed” or “agreed” that Iowa State University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 80). A higher

percentage of Non-Tenured/Tenure-Track Faculty respondents (31%, $n = 70$) than Tenure-Track Faculty respondents (23%, $n = 120$) “agreed” that Iowa State University provided adequate resources to help them manage work-life balance. A higher percentage of Religious/Spiritual Affiliation Faculty respondents (30%, $n = 124$) than No Religious/Spiritual Affiliation Faculty respondents (21%, $n = 58$) “agreed” with the statement.

Fifty-five percent ($n = 413$) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they do others in their position. Forty-three percent ($n = 170$) of Men Faculty respondents and 35% ($n = 114$) of Women Faculty respondents “agreed” that their colleagues included them in opportunities that would help their career as much as they do others in their position.

Table 80. Faculty Respondents’ Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Iowa State University provides adequate resources to help me manage work-life balance.	51	6.9	190	25.7	319	43.1	125	16.9	55	7.4
Faculty status ^{cxviii}										
Tenured/Tenure-Track	30	5.8	120	23.3	228	44.4	97	18.9	39	7.6
Non-Tenure-Track	21	9.3	70	31.0	91	40.3	28	12.4	16	7.1
Religious/Spiritual affiliation ^{cxix}										
Religious/Spiritual Affiliation	34	8.1	124	29.6	175	41.8	59	14.1	27	6.4
No Religious/Spiritual Affiliation	14	5.1	58	21.2	117	42.7	62	22.6	23	8.4
My colleagues include me in opportunities that will help my career as much as they do others in my position.	125	16.7	288	38.5	200	26.7	90	12.0	45	6.0
Gender identity ^{cc}										
Women	63	19.1	114	34.5	87	26.4	48	14.5	18	5.5
Men	56	14.2	170	43.0	107	27.1	37	9.4	25	6.3

Note: Table reports only responses from Faculty respondents ($n = 757$).

As noted in Table 81, 59% ($n = 439$) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. A higher percentage of Heterosexual Faculty

respondents (44%, $n = 291$) than LGBQ Faculty respondents (23%, $n = 9$) “agreed” that the performance evaluation process was clear.

Sixty-one percent ($n = 454$) of Faculty respondents “strongly agreed” or “agreed” that Iowa State University provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). Fifteen percent ($n = 58$) of Men Faculty respondents and 23% ($n = 74$) of Women Faculty respondents “strongly agreed” that Iowa State University provided them with resources to pursue professional development. A higher percentage of No Religious/Spiritual Affiliation Faculty respondents (10%, $n = 28$) than Religious/Spiritual Affiliation Faculty respondents (6%, $n = 23$) “strongly disagreed” with the statement.

Fifty-nine percent ($n = 437$) of Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Iowa State University. A higher percentage of Tenured/Tenure-Track Faculty respondents (20%, $n = 104$) than Non-Tenure-Track Faculty respondents (13%, $n = 30$) “strongly agreed” that they felt positive about their career opportunities at Iowa State University. Forty-three percent ($n = 236$) of U.S. Citizen Faculty respondents and 35% ($n = 64$) of Not-U.S. Citizen Faculty respondents “agreed” that they felt positive about their career opportunities at Iowa State University. Twenty percent ($n = 8$) of LGBQ Faculty respondents and 4% ($n = 25$) of Heterosexual Faculty respondents “strongly disagreed” with the statement.

Seventy percent ($n = 523$) of Faculty respondents “strongly agreed” or “agreed” that they would recommend Iowa State as a good place to work. Fifteen percent ($n = 6$) of LGBQ Faculty respondents and 2% ($n = 14$) of Heterosexual Faculty respondents “strongly disagreed” that they would recommend Iowa State as a good place to work. A higher percentage of Religious/Spiritual Affiliation Faculty respondents (28%, $n = 116$) than No Religious/Spiritual Affiliation Faculty respondents (20%, $n = 55$) “strongly agreed” with the statement.

Sixty-six percent ($n = 491$) of Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups. A higher percentage of Tenured/Tenure-Track Faculty respondents (77%, $n = 401$) than Non-Tenure-Track Faculty respondents (40%, $n = 90$) “agreed” or “strongly agreed” that they had job

security. Twenty-six percent ($n = 10$) of LGBTQ Faculty respondents and 5% ($n = 35$) of Heterosexual Faculty respondents “strongly disagreed” that they had job security. A higher percentage of No Religious/Spiritual Affiliation Faculty respondents (9%, $n = 25$) than Religious/Spiritual Affiliation Faculty respondents (5%, $n = 20$) “strongly disagreed” with the statement.

Table 81. Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	121	16.3	318	42.7	144	19.4	111	14.9	50	6.7
Sexual identity ^{cci}										
LGBQ	6	15.4	9	23.1	8	20.5	9	23.1	7	17.9
Heterosexual	108	16.5	291	44.4	124	18.9	95	14.5	38	5.8
Iowa State provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	135	18.1	319	42.7	121	16.2	117	15.7	55	7.4
Gender identity ^{ccii}										
Women	74	22.5	148	45.0	42	12.8	49	14.9	16	4.9
Men	58	14.7	165	41.8	75	19.0	62	15.7	35	8.9
Religious/Spiritual affiliation ^{cciii}										
Religious/Spiritual Affiliation	82	19.4	181	42.9	76	18.0	60	14.2	23	5.5
No Religious/Spiritual Affiliation	42	15.1	122	43.9	38	13.7	48	17.3	28	10.1
Positively about my career opportunities at Iowa State.	134	18.0	303	40.8	182	24.5	86	11.6	38	5.1
Faculty status ^{cciv}										
Tenured/Tenure-Track	104	20.0	221	42.6	119	22.9	53	10.2	22	4.2
Non-Tenure-Track	30	13.4	82	36.6	63	28.1	33	14.7	16	7.1
Citizenship status ^{ccv}										
U.S. Citizen	100	18.2	236	43.0	118	21.5	68	12.4	27	4.9
Not-U.S. Citizen	32	17.3	64	34.6	63	34.1	16	8.6	10	5.4
Sexual identity ^{ccvi}										
LGBQ	6	15.0	12	30.0	10	25.0	< 5	---	8	20.0
Heterosexual	119	18.1	280	42.7	158	24.1	74	11.3	25	3.8

Table 81. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend Iowa State as good place to work.	183	24.4	340	45.4	137	18.3	64	8.5	25	3.3
Sexual identity ^{ccvii}										
LGBQ	7	17.5	15	37.5	8	20.0	< 5	---	6	15.0
Heterosexual	168	25.5	310	47.0	115	17.5	52	7.9	14	2.1
Religious/Spiritual affiliation ^{ccviii}										
Religious/Spiritual Affiliation	116	27.5	198	46.9	60	14.2	41	9.7	7	1.7
No Religious/Spiritual Affiliation	55	19.7	127	45.5	60	21.5	21	7.5	16	5.7
I have job security.	200	26.9	291	39.2	120	16.2	85	11.4	47	6.3
Faculty status ^{ccix}										
Tenured/Tenure-Track	181	34.9	220	42.4	75	14.5	31	6.0	12	2.3
Non-Tenure-Track	19	8.5	71	31.7	45	20.1	54	24.1	35	15.6
Sexual identity ^{ccx}										
LGBQ	< 5	---	10	26.3	8	21.1	6	15.8	10	26.3
Heterosexual	181	27.6	266	40.6	103	15.7	70	10.7	35	5.3
Religious/Spiritual affiliation ^{ccxi}										
Religious/Spiritual Affiliation	123	29.4	174	41.5	60	14.3	42	10.0	20	4.8
No Religious/Spiritual Affiliation	64	23.2	100	36.2	51	18.5	36	13.0	25	9.1

Note: Table reports only responses from Faculty respondents (*n* = 757).

There were 189 Faculty respondents who elaborated on their previous statements regarding salary, benefits, resources, performance evaluation, professional development, and job security. Three themes emerged from the responses: salary concerns, resources and support, and child care.

Salary Concerns. In the first theme, respondents shared their concerns regarding their salaries. Respondents felt their salaries were too low when compared to other similar institutions. One respondent wrote, “I could almost double my salary [by] moving to another university. Only family obligations keep me at ISU.” Another respondent noted, “Salaries are a joke.” Another respondent shared, “Salaries for tenured/tenure track faculty are not keeping up with the median salaries for our discipline at peer institutions.” One respondent observed, “It appears salaries are ~70-80% of what comparable positions are in industry.” Some respondents focused on the lack

of raises and increases to salaries over time. One respondent stated, “Salaries have been stagnant.” Another respondent noted, “Salary increases are TERRIBLE and non-existent... even compared to other State Schools.”

A few respondents identified non-tenure-track faculty as not receiving adequate salaries. One respondent wrote, “Non-tenure track faculty are underpaid. In my department, they'd make more teaching at Ames High than at ISU. What does that say about how we value teaching?” Another respondent observed, “I think that many NTE faculty members are not adequately compensated. Pay is certainly not a one -size fits all situation. Some NTE faculty members teach small classes that do not require much prep. Others teach very large, complex classes, serve on several committees, are faculty academic advisers, etc. Those faculty members should be compensated for their extra contributions.” Tenure-track positions and post-docs also received specific commentary. One respondent shared, “For historical reasons, salaries for Associate and Full Professors in my department have long been less than those in sister departments on campus and at peer institutions. On the plus side, salaries for our Assistant Professors are more equitable with peers elsewhere.” Another respondent stated, “My earnings as a post doctoral researcher are competitive.”

Resources and Support. In the second theme, respondents discussed the resources and support they had available to them. Many respondents commented on the limited amount of funding for travel and professional development. One respondent wrote, “Professional development resources (i.e., travel budgets) could be stronger. In my area, our P&D funds do not cover the full cost of one conference. As researchers, we often need to be present at two conferences, at least, but miss these opportunities or pay for them out of our own resources.” Another respondent noted, “Travel funds for conferences were limited.” One respondent observed, “As a lecturer, there is very little funding to go to conferences. We don't have grants that pay for professional memberships and therefore must pay them out of pocket.” Another respondent shared, “Any career development opportunity that I ever wanted to pursue, as well as any scientific meeting, has always been funded by personal funds or through my own grants. ISU has never supported any of these activities.”

Respondents also pointed out that the lack of resources and support went beyond limited funding for conference travel. One respondent wrote, “Little to no funding for professional development, including basic needs to function such as research tools (NVivo, etc.).” Another respondent shared, “ISU/department provide very little resources for professional development to non-tenure faculty (about \$500/year). Still have to pay for the ink on my printer and other small office items needed to perform my teaching activities.” Another respondent asked, “Where is my teaching budget? I had to wait 3 years for a new computer.”

A few respondents pointed out instances where support varied across individuals or departments. One respondent wrote, “with my previous service department, professional development was meted out rather arbitrarily. Some people were attending professional development opportunities multiple times a year, while others were told there was no money for professional development multiple years in a row.” Another respondent stated, “Professional development resources don't pay for a single conference. So yes, I get funds, but it's not substantial. But it's better than what we give lecturers in our department, so I suppose I shouldn't complain.” Additionally, there were a couple respondents who felt that they were adequately supported. One respondent wrote, “I do feel highly supported as a junior faculty member, particularly with professional development funds. This is critical for my research because I do qualitative fieldwork that requires significant travel.” Another respondent stated, “I have felt supported for the most part during my time at Iowa State.”

Child Care. In the third theme, respondents discussed the availability and affordability of child care at Iowa State. Respondents were very frustrated by the lack of availability of child care, especially for infants and toddlers. One respondent wrote, “Child care is not adequate. There is over a year-long wait list to get into an on-campus daycare. The Comfort Zone is a great option when you have a sick child, but it does not open until 8:30 and my first class starts at 8:00, thereby making it useless to me.” Another respondent observed, “Child care is difficult in Ames. there are not enough spots in on-campus centers, particularly for infants and toddlers, and on-campus centers are very expensive. I appreciate many of the work-life balance policies in place at ISU, but more help in this area would be a huge benefit.” One respondent asked, “What child care resources?” Another respondent stated, “Childcare in Ames is nonexistent. There are around 100 families in line for childcare of infants younger than 18 months.”

One respondent explained why Iowa State needs to prioritize child care support, “The child care opportunities in Ames are horrendous. The best daycares are extremely expensive, which would still be okay if new parents could get into them. As it is, the waiting lists are over 2 years long; new hires have absolutely no chance of getting kids into those programs. We have lost a faculty member to this problem already. If we really want to support junior faculty members that are new parents, ISU has to make accessible, high quality daycare a reality for all that need it.”

Another respondent explained that the need for child care was not a new issue, “Childcare for ISU employees & students is SHAMEFULLY deficient and is a MAJOR problem for young faculty of both sexes, but especially detrimental to women & single parents, THIS HAS BEEN A PROBLEM FOR MORE THAN 30 YEARS - WHY???????”

Table 82 depicts Faculty respondents’ attitudes about certain aspects of the climate in their departments/programs and at Iowa State University. Subsequent analyses were conducted to identify significant differences in responses by faculty status (Tenured/Tenure-Track or Non-Tenure-Track), gender identity,⁶⁸ racial identity,⁶⁹ sexual identity, citizenship status, and religious affiliation. Only significant findings are published in this section owing to low numbers in many of the response categories for the other variables.

Seventy-three percent ($n = 551$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/program. A higher percentage of Tenured/Tenure-Track Faculty respondents (37%, $n = 193$) than Non-Tenure-Track Faculty respondents (25%, $n = 58$) “strongly agreed” that they felt valued by faculty in their department/program. Thirty-eight percent ($n = 150$) of Men Faculty respondents and 29% ($n = 97$) of Women Faculty respondents “strongly agreed” that they felt valued by faculty in their department/program. Additionally, 36% ($n = 144$) of Men Faculty respondents and 45% ($n = 149$) of Women Faculty respondents “agreed” with the statement. A higher percentage of LGBTQ Faculty respondents (15%, $n = 6$) than Heterosexual Faculty respondents (3%, $n = 21$) “strongly disagreed” that they felt valued by faculty in their department/program.

⁶⁸Per the Climate Study Work Group, gender identity was recoded as Men and Women owing to the small number of Transspectrum respondents.

⁶⁹Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

Seventy-one percent ($n = 536$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chair/head/director. A lower percentage of LGBTQ Faculty respondents (25%, $n = 10$) than Heterosexual Faculty respondents (42%, $n = 278$) “strongly agreed” that they felt valued by their department/program chair/head/director.

Seventy percent ($n = 528$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by other faculty at Iowa State University. A higher percentage of Tenured/Tenure-Track Faculty respondents (32%, $n = 166$) than Non-Tenure-Track Faculty respondents (17%, $n = 38$) “strongly agreed” that they felt valued by other faculty at Iowa State University. A higher percentage of LGBTQ Faculty respondents (23%, $n = 9$) than Heterosexual Faculty respondents (8%, $n = 51$) “disagreed” or “strongly disagreed” with the statement.

Eighty percent ($n = 594$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom. No statistically significant differences were found between groups.

Forty-seven percent ($n = 345$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by Iowa State University senior administrators (e.g., dean, vice president, provost). A higher percentage of Tenured/Tenure-Track Faculty respondents (22%, $n = 115$) than Non-Tenure-Track Faculty respondents (12%, $n = 27$) “strongly agreed” that they felt valued by Iowa State University senior administrators. Twenty-five percent ($n = 96$) of Men Faculty respondents and 31% ($n = 104$) of Women Faculty respondents “agreed” that they felt valued by Iowa State University senior administrators. A higher percentage of LGBTQ Faculty respondents (43%, $n = 17$) than Heterosexual Faculty respondents (22%, $n = 142$) “disagreed” or “strongly disagreed” with the statement. Lastly, 33% ($n = 137$) of Religious/Spiritual Affiliation Faculty respondents and 20% ($n = 55$) of No Religious/Spiritual Affiliation Faculty respondents “agreed” that they felt valued by Iowa State University senior administrators.

Table 82. Faculty Respondents' Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	251	33.3	300	39.8	108	14.3	66	8.8	29	3.8
Faculty status ^{ccxii}										
Tenured/Tenure-Track	193	36.9	199	38.0	67	12.8	45	8.6	19	3.6
Non-Tenure-Track	58	25.1	101	43.7	41	17.7	21	9.1	10	4.3
Gender identity ^{ccxiii}										
Women	97	29.0	149	44.6	42	12.6	36	10.8	10	3.0
Men	150	37.8	144	36.3	57	14.4	28	7.1	18	4.5
Sexual identity ^{ccxiv}										
LGBQ	8	20.0	19	47.5	< 5	---	5	12.5	6	15.0
Heterosexual	229	34.4	266	40.0	93	14.0	56	8.4	21	3.2
I feel valued by my department/program chair/head/director.	307	40.9	229	30.5	107	14.2	70	9.3	38	5.1
Sexual identity ^{ccxv}										
LGBQ	10	25.0	14	35.0	5	12.5	5	12.5	6	15.0
Heterosexual	278	41.9	204	30.8	95	14.3	59	8.9	27	4.1
I feel valued by other faculty at Iowa State.	204	27.1	324	43.1	158	21.0	50	6.6	16	2.1
Faculty status ^{ccxvi}										
Tenured/Tenure-Track	166	31.9	227	43.6	92	17.7	26	5.0	10	1.9
Non-Tenure-Track	38	16.5	97	42.0	66	28.6	24	10.4	6	2.6
Sexual identity ^{ccxvii}										
LGBQ	8	20.0	16	40.0	7	17.5	6	15.0	< 5	---
Heterosexual	184	27.7	291	43.8	138	20.8	42	6.3	9	1.4
I feel valued by students in the classroom.	253	34.2	341	46.1	108	14.6	31	4.2	6	0.8
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	142	19.1	203	27.4	220	29.6	123	16.6	54	7.3
Faculty status ^{ccxviii}										
Tenured/Tenure-Track	115	22.3	140	27.1	137	26.6	81	15.7	43	8.3
Non-Tenure-Track	27	11.9	63	27.9	83	36.7	42	18.6	11	4.9
Gender identity ^{ccxix}										

Table 82. Faculty Respondents' Feelings of Value

Perception		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sexual identity ^{ccxx}	Women	58	17.5	104	31.4	108	32.6	47	14.2	14	4.2
	Men	83	21.4	96	24.7	105	27.1	68	17.5	36	9.3
	LGBQ	< 5	---	11	27.5	8	20.0	11	27.5	6	15.0
	Heterosexual	129	19.7	184	28.1	199	30.4	102	15.6	40	6.1
Religious/Spiritual affiliation ^{ccxxi}											
	Religious/Spiritual Affiliation	91	21.8	137	32.8	109	26.1	57	13.6	24	5.7
	No Religious/Spiritual Affiliation	46	16.6	55	19.9	88	31.8	61	22.0	27	9.7

Note: Table reports only responses from Faculty respondents (*n* = 757).

Twenty-six percent (*n* = 194) of Faculty respondents “strongly agreed” or “agreed” that faculty in their departments/school prejudged their abilities based on their perception of their identity/background (Table 83). Twenty-four percent (*n* = 79) of Women Faculty respondents and 16% (*n* = 61) of Men Faculty respondents “agreed” that faculty in their departments/school prejudged their abilities based on their perception of their identity/background

Eighteen percent (*n* = 135) of Faculty respondents “strongly agreed” or “agreed” that their department/program chair/head/director prejudged their abilities based on their perception of their identity/background. Sixteen percent (*n* = 51) of Women Faculty respondents and 10% (*n* = 40) of Men Faculty respondents “agreed” that their department/program chair/head/director prejudged their abilities based on their perception of their identity/background. A higher percentage of LGBQ Faculty respondents (18%, *n* = 7) than Heterosexual Faculty respondents (5%, *n* = 30) “strongly agreed” with the statement.

Twenty-seven percent (*n* = 198) of Faculty respondents “strongly agreed” or “agreed” that students prejudged their abilities based on their perception of their identity/background. Twenty-eight percent (*n* = 92) of Women Faculty respondents and 15% (*n* = 59) of Men Faculty respondents “agreed” that students prejudged their abilities based on their perception of their identity/background. A higher percentage of Not-U.S. Citizen Faculty respondents (11%, *n* = 20)

than U.S. Citizen Faculty respondents (4%, $n = 24$) “strongly agreed” with the statement. A higher percentage of Faculty Respondents of Color (12%, $n = 15$) than White Faculty respondents (4%, $n = 24$) “strongly agreed” that students prejudged their abilities based on their perception of their identity/background (Multiracial Faculty respondents ($n < 5$) did not statistically differ from the other two groups).

Forty-nine percent ($n = 369$) of Faculty respondents “strongly agreed” or “agreed” that Iowa State University encouraged free and open discussion of difficult topics. A higher percentage of Tenured/Tenure-Track Faculty respondents (29%, $n = 150$) than Non-Tenure-Track Faculty respondents (20%, $n = 45$) “neither agreed nor disagreed” that Iowa State University encouraged free and open discussion of difficult topics. A lower percentage of LGBTQ Faculty respondents (18%, $n = 7$) than Heterosexual Faculty respondents (41%, $n = 269$) “agreed” with the statement.

Table 83. Faculty Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	50	6.7	144	19.3	178	23.8	239	32.0	137	18.3
Gender identity ^{ccxxii}										
Women	27	8.1	79	23.8	74	22.3	115	34.6	37	11.1
Men	21	5.3	61	15.5	96	24.4	121	30.8	94	23.9
I think that my department/program chair/head/director prejudices my abilities based on their perception of my identity/background.	42	5.7	93	12.5	167	22.5	266	35.8	175	23.6
Gender identity ^{ccxxiii}										
Women	20	6.1	51	15.5	74	22.4	126	38.2	59	17.9
Men	22	5.6	40	10.2	88	22.5	134	34.3	107	27.4
Sexual identity ^{ccxxiv}										
LGBQ	7	17.5	5	12.5	11	27.5	10	25.0	7	17.5
Heterosexual	30	4.6	84	12.8	145	22.0	245	37.2	154	23.4
I think that students prejudice my abilities based on their perception of my identity/background.	44	6.0	154	20.9	210	28.5	217	29.5	111	15.1

Table 83. Faculty Respondents' Perception of Climate

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity ^{ccxxv}											
	Women	23	7.1	92	28.2	90	27.6	93	28.5	28	8.6
	Men	20	5.2	59	15.2	111	28.7	120	31.0	77	19.9
Citizenship status ^{ccxxvi}											
	U.S. Citizen	24	4.4	115	21.1	151	27.8	168	30.9	86	15.8
	Not-U.S. Citizen	20	11.0	38	20.9	57	31.3	47	25.8	20	11.0
Racial identity ^{ccxxvii}											
	People of Color	15	12.4	30	24.8	39	32.2	26	21.5	11	9.1
	White	24	4.3	117	20.7	151	26.8	182	32.3	90	16.0
	Multiracial	< 5	---	6	25.0	9	37.5	< 5	---	< 5	---
I believe that Iowa State encourages free and open discussion of difficult topics.		86	11.5	283	37.9	195	26.1	135	18.1	48	6.4
Faculty status ^{ccxxviii}											
	Tenured/Tenure-Track	53	10.2	188	36.2	150	28.9	89	17.1	39	7.5
	Non-Tenure-Track	33	14.5	95	41.7	45	19.7	46	20.2	9	3.9
Sexual identity ^{ccxxix}											
	LGBQ	< 5	---	7	17.5	10	25.0	13	32.5	8	20.0
	Heterosexual	77	11.7	269	40.8	169	25.6	111	16.8	34	5.2

Note: Table reports only responses from Faculty respondents (*n* = 757).

Sixty percent (*n* = 448) of Faculty respondents “strongly agreed” or “agreed” that their research/scholarship activity was valued (Table 84). A higher percentage of Tenured/Tenure-Track Faculty respondents (69%, *n* = 356) than Non-Tenure-Track Faculty respondents (41%, *n* = 92) “agreed” or “strongly agreed” that their research/scholarship activity was valued. Twenty-eight percent (*n* = 112) of Men Faculty respondents and 19% (*n* = 63) of Women Faculty respondents “strongly agreed” that their research/scholarship activity was valued. A higher percentage of LGBQ Faculty respondents (13%, *n* = 5) than Heterosexual Faculty respondents (4%, *n* = 27) “strongly disagreed” with the statement. Lastly, 17% (*n* = 46) of No Religious/Spiritual Affiliation Faculty respondents, compared with 8% (*n* = 35) of Religious/Spiritual Affiliation Faculty respondents, “disagreed” that their research/scholarship activity was valued.

Sixty-five percent ($n = 480$) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. A higher percentage of Not-U.S. Citizen Faculty respondents (28%, $n = 51$) than U.S. Citizen Faculty respondents (18%, $n = 98$) “neither agreed nor disagreed” that their teaching was valued.

Fifty-six percent ($n = 414$) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. A higher percentage of Tenured/Tenure-Track Faculty respondents (14%, $n = 74$) than Non-Tenure-Track Faculty respondents (8%, $n = 17$) “disagreed” that their service contributions were valued. Twenty-three percent ($n = 98$) of Religious/Spiritual Affiliation Faculty respondents and 14% ($n = 40$) of No Religious/Spiritual Affiliation Faculty respondents “strongly agreed” that their service contributions were valued.

Table 84. Faculty Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship is valued.	178	23.9	270	36.2	169	22.7	89	11.9	39	5.2
Faculty status ^{ccxxx}										
Tenured/Tenure-Track	138	26.6	218	42.1	67	12.9	66	12.7	29	5.6
Non-Tenure-Track	40	17.6	52	22.9	102	44.9	23	10.1	10	4.4
Gender identity ^{ccxxxi}										
Women	63	19.3	129	39.4	83	25.4	38	11.6	14	4.3
Men	112	28.4	135	34.2	81	20.5	45	11.4	22	5.6
Sexual identity ^{ccxxxii}										
LGBQ	6	15.4	11	28.2	9	23.1	8	20.5	5	12.8
Heterosexual	162	24.6	246	37.4	150	22.8	73	11.1	27	4.1
Religious/Spiritual affiliation ^{ccxxxiii}										
Religious/Spiritual Affiliation	110	26.1	154	36.5	98	23.2	35	8.3	25	5.9
No Religious/Spiritual Affiliation	60	21.7	98	35.4	62	22.4	46	16.6	11	4.0
I feel that my teaching is valued.	182	24.5	298	40.2	152	20.5	70	9.4	40	5.4
Citizenship status ^{ccxxxiv}										
U.S. Citizen	134	24.4	231	42.0	98	17.8	56	10.2	31	5.6

Table 84. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not-U.S. Citizen	44	24.2	66	36.3	51	28.0	13	7.1	8	4.4
I feel that my service contributions are valued.	144	19.3	270	36.2	197	26.4	91	12.2	43	5.8
Faculty status ^{clxxxv}										
Tenured/Tenure-Track	98	18.9	190	36.6	125	24.1	74	14.3	32	6.2
Non-Tenure-Track	46	20.4	80	35.4	72	31.9	17	7.5	11	4.9
Religious/Spiritual affiliation ^{clxxxvi}										
Religious/Spiritual Affiliation	98	23.2	160	37.9	96	22.7	42	10.0	26	6.2
No Religious/Spiritual Affiliation	40	14.4	96	34.7	83	30.0	41	14.8	17	6.1

Note: Table reports only responses from Faculty respondents (*n* = 757).

^{clxxvi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that research is valued by Iowa State by citizenship status: $\chi^2(4, N = 473) = 28.502, p < .001$.

^{clxxvii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that research is valued by Iowa State by religious/spiritual affiliation: $\chi^2(4, N = 440) = 10.834, p < .05$.

^{clxxviii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that teaching is valued by Iowa State by religious/spiritual affiliation: $\chi^2(4, N = 439) = 10.122, p < .05$.

^{clxxix}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they were pressured to change their research/scholarship agenda to achieve tenure/promotion by gender identity: $\chi^2(4, N = 456) = 11.365, p < .05$.

^{clxxx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that faculty opinions were taken seriously by senior administrators by gender identity: $\chi^2(4, N = 459) = 15.292, p < .01$.

^{clxxxi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that faculty opinions were taken seriously by religious/spiritual affiliation: $\chi^2(4, N = 437) = 11.585, p < .05$.

^{clxxxii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that faculty opinions were taken seriously within Iowa State committees by gender identity: $\chi^2(4, N = 460) = 13.796, p < .01$.

^{clxxxiii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that faculty opinions were taken seriously within Iowa State committees by citizenship status: $\chi^2(4, N = 471) = 14.667, p < .01$.

^{clxxxiv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they would like more opportunities to participate in substantive committee assignments by citizenship status: $\chi^2(4, N = 468) = 9.749, p < .05$.

^{clxxxv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they have opportunities to participate in substantive committee assignments by citizenship status: $\chi^2(4, N = 472) = 17.330, p < .01$.

^{clxxxvi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that criteria for contract renewal were clear by religious/spiritual affiliation: $\chi^2(4, N = 187) = 11.493, p < .05$.

clxxxvii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for tenure-track faculty positions are competitive by faculty status: $\chi^2(4, N = 743) = 124.256, p < .001$.

clxxxviii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for tenure-track faculty positions are competitive by gender identity: $\chi^2(4, N = 720) = 12.907, p < .05$.

clxxxix A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for tenure-track faculty positions are competitive by religious/spiritual affiliation: $\chi^2(4, N = 695) = 12.978, p < .05$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for non-tenure-track faculty positions are competitive by faculty status: $\chi^2(4, N = 730) = 31.308, p < .001$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that health insurance benefits are competitive by gender identity: $\chi^2(4, N = 722) = 15.652, p < .01$.

cxcii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that child care benefits are competitive by faculty status: $\chi^2(4, N = 722) = 11.072, p < .05$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that child care benefits are competitive by gender identity: $\chi^2(4, N = 699) = 11.757, p < .05$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that child care benefits are competitive by religious/spiritual affiliation: $\chi^2(4, N = 675) = 20.151, p < .001$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits are competitive by faculty status: $\chi^2(4, N = 733) = 12.770, p < .05$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits are competitive by citizenship status: $\chi^2(4, N = 723) = 35.094, p < .001$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits are competitive by religious/spiritual affiliation: $\chi^2(4, N = 685) = 11.217, p < .05$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Iowa State University provided adequate resources to help them manage work-life balance by faculty status: $\chi^2(4, N = 740) = 10.846, p < .05$.

cxci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Iowa State University provided adequate resources to help them manage work-life balance by religious/spiritual affiliation: $\chi^2(4, N = 693) = 14.477, p < .01$.

cc A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their colleagues include them in opportunities that will help their career as much as they do others in their position by gender identity: $\chi^2(4, N = 725) = 10.334, p < .05$.

cci A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that the performance evaluation process is clear by sexual identity: $\chi^2(4, N = 695) = 14.158, p < .01$.

ccii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Iowa State provides them with resources to pursue professional development by gender identity: $\chi^2(4, N = 724) = 14.878, p < .01$.

cciii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Iowa State provides them with resources to pursue professional development by religious/spiritual affiliation: $\chi^2(4, N = 700) = 9.668, p < .05$.

cciv A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt positively about their career opportunities at Iowa State by faculty status: $\chi^2(4, N = 743) = 12.268, p < .05$.

ccv A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt positively about their career opportunities at Iowa State by citizenship status: $\chi^2(4, N = 734) = 13.056, p < .05$.

ccvi A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt positively about their career opportunities at Iowa State by sexual identity: $\chi^2(4, N = 696) = 22.560, p < .001$.

ccvii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they would recommend Iowa State as good place to work by sexual identity: $\chi^2(4, N = 699) = 23.899, p < .001$.

ccviii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they would recommend Iowa State as good place to work by religious/spiritual affiliation: $\chi^2(4, N = 701) = 18.858, p < .01$.

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- ccix A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they have job security by faculty status: $\chi^2(4, N = 743) = 136.954, p < .001$.
- ccx A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they have job security by sexual identity: $\chi^2(4, N = 693) = 31.597, p < .001$.
- ccxi A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they have job security by religious/spiritual affiliation: $\chi^2(4, N = 695) = 11.407, p < .05$.
- ccxii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department/program by faculty status: $\chi^2(4, N = 754) = 10.965, p < .05$.
- ccxiii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department/program by gender identity: $\chi^2(4, N = 731) = 11.673, p < .05$.
- ccxiv A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department/program by sexual identity: $\chi^2(4, N = 705) = 19.666, p < .01$.
- ccxv A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by their department/program chair/head/director by sexual identity: $\chi^2(4, N = 703) = 13.080, p < .05$.
- ccxvi A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by other faculty at Iowa State by faculty status: $\chi^2(4, N = 752) = 30.539, p < .001$.
- ccxvii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by other faculty at Iowa State by sexual identity: $\chi^2(4, N = 704) = 13.667, p < .01$.
- ccxviii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by Iowa State senior administrators by faculty status: $\chi^2(4, N = 742) = 17.685, p < .01$.
- ccxix A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by Iowa State senior administrators by gender identity: $\chi^2(4, N = 719) = 13.878, p < .01$.
- ccxx A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by Iowa State senior administrators by sexual identity: $\chi^2(4, N = 694) = 11.008, p < .05$.
- ccxxi A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by Iowa State senior administrators by religious/spiritual affiliation: $\chi^2(4, N = 695) = 24.766, p < .001$.
- ccxxii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they think that faculty in their department/program prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 725) = 25.916, p < .001$.
- ccxxiii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they think that their department/program chair/head/director prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 721) = 11.683, p < .05$.
- ccxxiv A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they think that their department/program chair/head/director prejudged their abilities based on their perception of their identity/background by sexual identity: $\chi^2(4, N = 698) = 14.533, p < .01$.
- ccxxv A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they think that students prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 713) = 30.912, p < .001$.
- ccxxvi A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they think that students prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 726) = 13.690, p < .01$.
- ccxxvii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they think that students prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 709) = 24.915, p < .01$.
- ccxxviii A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that Iowa State encouraged free and open discussion of difficult topics by faculty status: $\chi^2(4, N = 747) = 12.775, p < .05$.
- ccxxix A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that Iowa State encouraged free and open discussion of difficult topics by sexual identity: $\chi^2(4, N = 700) = 25.759, p < .001$.

^{ccxxx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their research/scholarship was valued by faculty status: $\chi^2(4, N = 745) = 93.965, p < .001$.

^{ccxxxi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their research/scholarship was valued by gender identity: $\chi^2(4, N = 722) = 9.933, p < .05$.

^{ccxxxii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their research/scholarship was valued by sexual identity: $\chi^2(4, N = 697) = 11.050, p < .05$.

^{ccxxxiii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their research/scholarship was valued by religious/spiritual affiliation: $\chi^2(4, N = 699) = 12.654, p < .05$.

^{ccxxxiv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their teaching was valued by citizenship status: $\chi^2(4, N = 732) = 9.841, p < .05$.

^{ccxxxv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their service contributions were valued by faculty status: $\chi^2(4, N = 745) = 10.146, p < .05$.

^{ccxxxvi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their service contributions were valued by religious/spiritual affiliation: $\chi^2(4, N = 699) = 13.729, p < .01$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving Iowa State University

Thirty-three percent ($n = 2,376$) of respondents had seriously considered leaving Iowa State University (Figure 42). With regard to employee position status, 54% ($n = 411$) of Faculty respondents and 50% ($n = 908$) of Staff respondents had seriously considered leaving Iowa State University in the past year.

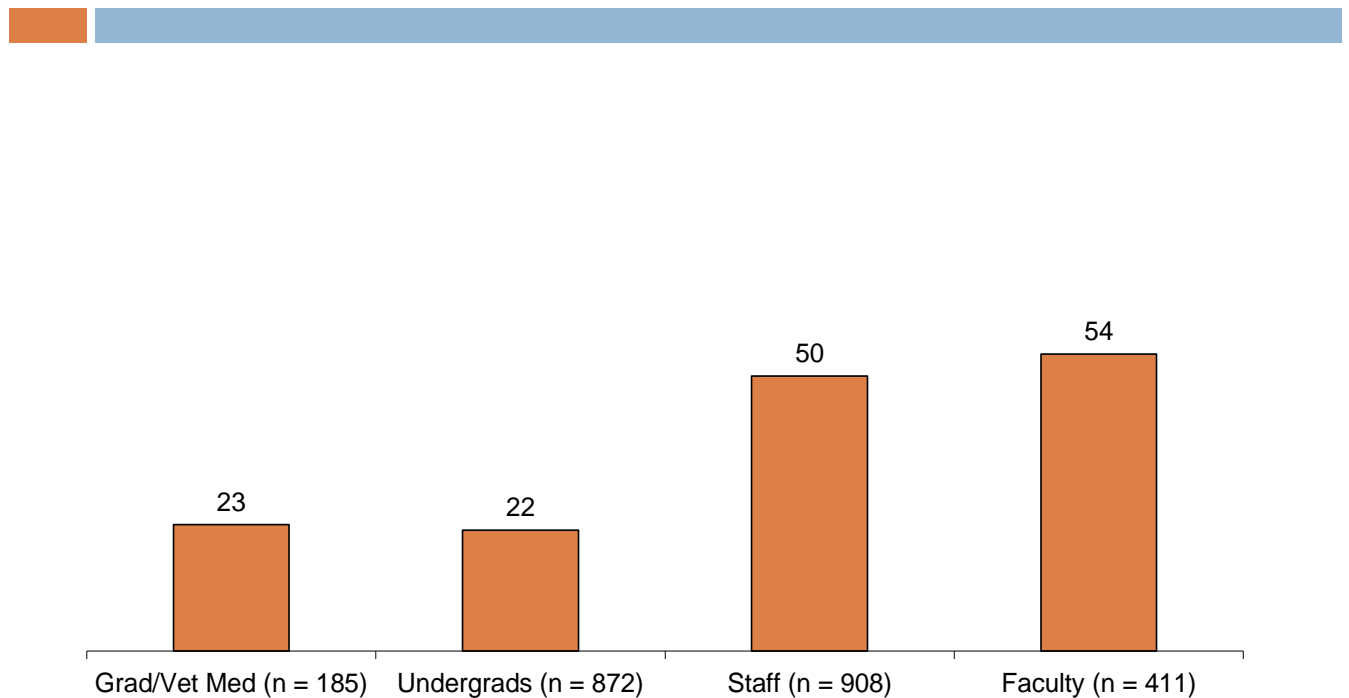


Figure 42. Respondents Who Had Seriously Considered Leaving Iowa State University (%)

Fifty-three percent ($n = 481$) of those Staff respondents who seriously considered leaving did so for low salary/pay rate (Table 85). Forty-nine percent ($n = 443$) of those Staff respondents who seriously considered leaving did so because of limited opportunities for advancement. Other reasons included increased workload (33%, $n = 301$), inability to effect change (32%, $n = 293$),

and tension with their supervisors/managers (31%, $n = 280$). “Other” responses submitted by respondents included “bullied by department chair,” “commute distance,” “conservatives are disrespected,” “cronyism,” “hostile environment,” “interesting opportunities outside of academia,” “lack of financial support,” “loss of interest in position,” “low of no raises,” “poor management,” “position terminated,” and “retirement.”

Table 85. Reasons Why Staff Respondents Considered Leaving Iowa State University

Reason	<i>n</i>	%
Low salary/pay rate	481	53.0
Limited opportunities for advancement	443	48.8
Increased workload	301	33.1
Inability to effect change	293	32.3
Tension with supervisor/manager	280	30.8
Lack of sense of belonging	229	25.2
Interested in a position at another institution	213	23.5
Tension with coworkers	208	22.9
Lack of professional development opportunities	166	18.3
Desire to live in a different location	138	15.2
Discrimination/harassment	133	14.6
Recruited or offered a position at another institution/organization	131	14.4
Family responsibilities	117	12.9
Campus climate was unwelcoming	95	10.5
Institutional support (e.g., tech support, lab space/equipment)	94	10.4
Personal reasons (e.g., medical, mental health, family emergencies)	54	5.9
Local community did not meet my (my family) needs	51	5.6
Lack of benefits	41	4.5
Local community climate was not welcoming	37	4.1
Spouse or partner unable to find suitable employment	30	3.3
Spouse or partner relocated	18	2.0
Immigration status	8	0.9
A reason not listed above	157	17.3

Note: Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving Iowa State University ($n = 908$).

Subsequent analyses were run for Staff respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. A higher percentage of Salary Staff respondents (51%, $n = 814$) than Hourly Staff respondents (43%, $n =$

94) had seriously considered leaving Iowa State University. Sixty-four percent ($n = 72$) of Staff Respondents with a Single Disability seriously considered leaving, compared with 49% ($n = 793$) of Staff Respondents with No Disability (Staff Respondents with Multiple Disabilities (56%, $n = 33$) were not statistically different). In addition, a higher percentage of Men Staff respondents (55%, $n = 332$) than Women Staff respondents (47%, $n = 554$), and No Religious/Spiritual Affiliation Staff respondents (56%, $n = 273$) than Religious/Spiritual Affiliation Staff respondents (47%, $n = 601$) seriously considered leaving.

Forty-seven percent ($n = 192$) of those Faculty respondents who seriously considered leaving did so for low salary/pay rate (Table 86). Forty percent ($n = 164$) of those Faculty respondents who seriously considered leaving did so because they were interested in a position at another institution/organization. Other reasons included increased workload (37%, $n = 152$), desire to live in a different location (31%, $n = 128$), inability to effect change (30%, $n = 123$), and being recruited or offered a position at another institution (30%, $n = 122$). “Other” responses submitted by respondents included “Ames is not welcoming and very boring,” “department climate,” “humanities are not valued at ISU,” “IRB,” “poor leadership,” and “retirement.”

Table 86. Reasons Why Faculty Respondents Considered Leaving Iowa State University

Reason	<i>n</i>	%
Low salary/pay rate	192	46.7
Interested in a position at another institution	164	39.9
Increased workload	152	37.0
Desire to live in a different location	128	31.1
Inability to effect change	123	29.9
Recruited or offered a position at another institution/organization	122	29.7
Limited opportunities for advancement	120	29.2
Institutional support (e.g., tech support, lab space/equipment)	115	28.0
Lack of sense of belonging	114	27.7
Tension with coworkers	85	20.7
Tension with supervisor/manager	65	15.8
Family responsibilities	63	15.3
Campus climate was unwelcoming	60	14.6
Discrimination/harassment	59	14.4
Lack of professional development opportunities	54	13.1

Table 86. Reasons Why Faculty Respondents Considered Leaving Iowa State University

Reason	<i>n</i>	%
Local community did not meet my (my family) needs	45	10.9
Spouse or partner unable to find suitable employment	36	8.8
Personal reasons (e.g., medical, mental health, family emergencies)	35	8.5
Local community climate was not welcoming	27	6.6
Lack of benefits	18	4.4
Immigration status	10	2.4
Spouse or partner relocated	10	2.4
A reason not listed above	75	18.2

Note: Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving Iowa State University (*n* = 411).

Subsequent analyses were run for Faculty respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. A higher percentage of Tenure-Track Faculty respondents (59%, *n* = 308) than Non-Tenure-Track Faculty respondents (44%, *n* = 103) had seriously considered leaving Iowa State University. In addition, a higher percentage of No Military Service Faculty respondents (55%, *n* = 352) than Military Service Faculty respondents (37%, *n* = 13), and No Religious/Spiritual Affiliation Faculty respondents (60%, *n* = 168) than Religious/Spiritual Affiliation Faculty respondents (50%, *n* = 213) seriously considered leaving.

There were 833 Employee respondents who elaborated on why they had seriously considered leaving Iowa State University. Five themes emerged from the responses: negative work environment, low salary, limited advancement opportunities, do not feel valued, and limited support.

Negative Work Environment. For the first theme, respondents reported that a negative work environment led them to seriously consider leaving. Respondents described their work environment as “hostile,” “toxic,” and “very negative.” One respondent wrote, “Our department does not have a positive climate. It is extremely fractured and individuals are regularly hostile.” Another respondent reported, “Hostility, bullying, and retaliatory behaviors.” Respondents called out coworkers such as the respondent who wrote, “colleagues have been un-collegial and difficult to work with.” Another respondent wrote, “Merit staff allowed to bully other staff and create hostile environment.” One respondent explained, “I watch other employees within my unit

and my department leave because of the climate. I have experienced harassment in my department and work in a hostile environment within my unit.”

Many respondents specifically commented on how their supervisor or other leadership within their department contributed to a negative workplace environment. One respondent noted, “Hostile working environment in the department generated by the departmental leadership.” Another respondent observed, “New leadership in [redacted] has lowered moral, created an environment which is negative in nature.” One respondent stated, “I have worked for really poor Chairs. They make Department climate very unpleasant.” Some respondents commented on how one person in a leadership role could affect the climate. One respondent wrote, “The director of my department isn't a strong leader. He is angry, mean, and operates the department like a clique. If you are in you are good, until you aren't. You never know when he is going to blow up at you. He is also a very poor communicator and does not give clear direction.” Another respondent noted, “The Director of our department has no business being a Director. He is lacking leadership skills, is not consistent in decisions, is very undecisive, and his attitude sucks the life out of the staff.” One respondent reported, “My supervisor...created a very hostile and uncomfortable work environment for me and for my co-workers.”

Low Salary. In the second theme, respondents discussed how low salary and other compensation-related issues contributed to why they had seriously considered leaving. Some respondents felt that their salary was too low at Iowa State. One respondent stated, “ISU tends to pay much lower than market for our most talented employees. I have had several offers to leave for more money.” Another respondent wrote, “The pay rate here is incredibly low. It is nearly impossible to support yourself without another source of income.” Respondents commented on low salaries stating, “pay is low,” or “the salary stinks,” or “lousy salaries.” One respondent noted, “Salary is 25% less than private industry,” while another respondent observed, “For someone with my qualification and experience I earn at approximately the 5th percentile (accordingly to a recent salary survey of my professional association). Colleagues at other universities keep recruiting me because of the very low salary I earn at ISU. Family reasons currently keep me here but I could probably double my salary at another institution.”

Other respondents were frustrated by the lack of salary increases over recent years. Respondents had considered leaving because of “the lack of a salary increase on a regular basis.” One respondent noted, “Three years with no pay raise and a letter from acting President that it likely would extend to 4 years with no raise.” Another respondent commented, “Money. Pure and simple. Ten years of stagnant or decreasing wages in real purchasing power.” Another respondent wrote, “When the P&S staff can go multiple years without any type of pay increase, it makes it very difficult to justify maintaining loyalty to the institution.”

Some respondents pointed out inequities in salaries across the university as a reason they had seriously considered leaving. One respondent wrote, “Pay inequality. Once hired you must threaten to leave otherwise you will not be financially compensated properly. Definitely squeaky wheel gets greased. Those of us who don't like to make the wheel squeak are penalized.” Another respondent observed, “There is a wide gap in salary between upper level staff and faculty in academic/research versus non-academic/research.” Another respondent had discovered, “When looking at the work I do in my department (a large auxiliary) compared to the same or similar work done by others, and after having worked at the university for over 20 years, my salary is less and it is frankly unclear why.” One version of pay inequality that was especially frustrating was salary compression. One respondent noted, “Some new lecturer hires start out making more than current lecturers/senior lecturers.” Another respondent shared, “In one phrase--SALARY COMPRESSION! New faculty at a lower rank are quickly surpassing my salary, yet I work hard to do what I'm asked to do and have to help train these new faculty. That is NOT very motivating, to say the least.”

Limited Advancement Opportunities. For the third theme, respondents pointed out that there were limited opportunities for advancement. One respondent wrote, “There is very limit opportunities for advancement within the University once you reach a certain level. Management does not interview and move up from within even when qualified individuals are already employed.” One respondent noted, “It seems that I may have reached the height of where I can go with my current position. There is no way to move upward,” while another respondent stated, “No path for advancement.” Another respondent shared, “My supervisor doesn't care about my career path or has ever made any effort to ensure I advance in some way in 3+ years. In general, the management in this department does not attempt to provide advancement opportunities for its

employees.” A few respondents commented on the presumed preferences for outside hires with one respondent observing, “The University (or at least the Division of Student Affairs) rarely promotes from within. This can be frustrating and deflating for those who want a career at Iowa State.” Other respondents noted the need to switch departments in order to advance. One respondent wrote, “There is no ability to advance in my position without leaving my department.” Another respondent shared their frustrating situation, stating, “There is essentially no upward mobility for me in my current position. Any movement for me within the university would have to be to a different department, and positions are generally written so tightly that the qualifications are difficult to meet without very specific experience.”

Do Not Feel Valued. For the fourth theme, respondents reported that they did not feel valued by the University and thereby had seriously considered leaving. Some respondents commented generally about not feeling appreciated and valued by the University. One respondent wrote, “I am starting to feel that Central Administration is more concerned about the bottom line than the people that make this University run.” Another respondent stated, “The institution does not reward employees adequately and does not appreciate the good work done by its employees.” Another respondent observed, “Iowa State says that they value their employees but my experience has been that they just care about status and appearance.”

Some respondents shared their personal experiences with feeling undervalued in their job. One respondent shared, “In the past several years, I have made significant progress in my research, and my lab is one of the best in the country. All the colleagues I know in other higher ranked universities became chaired professors with good payment. My achievement is very comparable to theirs, but I have not received good recognition, and my salary has stayed far below the average.” Another respondent wrote, “I have been told several times last year that I am not welcome and have nothing to offer. I have been prevented from participating in some activities for a long time now and I am generally disregarded and ignored by administration even when I directly engage them.” One respondent stated simply, “Felt unappreciated and ignored,” while another respondent commented, “There are so many aspects of working at ISU that I enjoy, but I don't feel respected or rewarded for my 25 years of expertise. I've not had support for reclassifying my position, despite the far more complex responsibilities I took on three years ago.” One respondent explained her perspective, “I feel like I am unappreciated. Management

does not thank me for a job well done, does not acknowledge the work I have done, and tells me there is no room for advancement within the department.”

Some respondents commented on how certain groups were treated with less respect and appreciation than others. One respondent stated, “Staff is not valued and feel like second class citizens.” Another respondent noted, “The clear division on this campus between those departments designated as service and those designated as important.” Another respondent shared, “The university devalues merit employees - merit employees are often treated with less respect than their co-workers.” Minority status contributed to being treated as valuable employees. One respondent observed, “The climate for underrepresented individuals (minority, female, etc.), non-tenure track faculty is uninviting/unwelcoming. You are talked to and treated like second class citizens. Several departments within STEM are very unappreciative on nontraditional/underrepresented students and career paths.” Another respondent shared, “Merit staff are practically invisible on this campus. If you are a person of color or woman who holds a merit position you really are made to feel less than.”

Limited Support. In the fifth theme, respondents reported that limited support from Iowa State led them to seriously consider leaving. Respondents made general statements about lack of support including, “My dept faces constant cuts from the college,” “Total lack of support within department,” and “Lack of support at the college level.” Some respondents commented about limited support for research and teaching endeavors. One respondent wrote, “It is not easy to do research at ISU. There are so many hoops to jump through to get anything done from the administrative perspective, such as the IRB. The technical support is horrible.” Another respondent shared, “ISU does not support innovation, bringing new programs for students, and punishes innovation that fails rather than supporting the effort to improve and succeed next time. Administration has more than once actively hindered my professional success by taking educational programs that I have created and giving them to other faculty. Teaching is barely funded with constant, and little to no support for teaching budget.” One respondent shared their personal experience, “I was brought here to build nationally-ranked programs and conduct top-quality research. Neither are supported, and my work has been actively undermined by some colleagues, and nearly every administrator since the early 2000s.”

Some respondents lamented the lack of support for personal growth and career development. One respondent noted, “Meager supports for professional development,” while another respondent observed, “Training opportunities are low, no assistance in finding them elsewhere. No departmental budget to assist in attending courses that require overnight stay at remote location.” Respondents shared concerns related to their own experiences such as the respondent who wrote, “My supervisor hasn't supported my growth and doesn't lead in a manner that motivates me. Has never had a one-on-one meeting with me since I have worked at Iowa State besides my annual review.” Another respondent reported, “I work in an office that does not have enough institutional support or staffing. I see what similar offices are able to do with more support at other institutions, and I would have more opportunity for my own professional growth and to effect change if I was at one of those institutions.”

Respondents also commented on how they lacked the support necessary to do their jobs well. One respondent reported, “Being forced to work less efficiently. Tools being removed and not being replaced with equivalent or better.” Another respondent wrote, “Lack of support from management because they are overextended and are unable to give proper attention to personnel and department/institute matters.” One respondent wanted to make improvements, but felt held back, “It is hard to put into words; however, I have not felt a level of institutional support from supervisory level individuals who often comment about ‘well we are not doing that bad,’ instead of accepting that we do have some issues to resolve.” Another respondent noted, “Do more with less, do more with less.”

Summary. The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about Iowa State policies and processes. With regard to discriminatory employment practices, 21% ($n = 689$) of Faculty and Staff respondents had observed unfair or unjust hiring, 10% ($n = 342$) had observed unfair or unjust disciplinary actions, and 19% ($n = 628$) had observed unfair or unjust promotion, tenure, and/or reclassification. Gender identity, ethnicity, age, position, philosophical views, and nepotism/cronyism were the top perceived bases for the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that they were given a reasonable time frame to complete assigned responsibilities; that Iowa State University provided them with resources to pursue training/professional development opportunities; that their supervisors were supportive of their taking leave; that vacation and personal time packages, health insurance benefits, and retirement benefits were competitive; that they felt valued by their coworkers; and that they would recommend Iowa State as a good place to work. Less than positive attitudes were also expressed by Staff respondents. For example, less than half (43%) of Staff respondents thought that Iowa State University provided adequate resources to help them manage work-life balance, 41% thought the performance evaluation process was productive, 36% thought that Iowa State University policies (e.g., FMLA) were fairly applied across the University, less than one-fourth thought that staff salaries or child care benefits were competitive, 58% thought that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Thirty-three to 40% of Staff respondents thought that staff opinions were valued by Iowa State committees or faculty and administration; 22% thought that there were clear procedures on how they could advance at Iowa State; and 39% felt positive about their career opportunities at Iowa State. Differences by staff status existed insofar as Women, LGBTQ, Single Disability, Multiple Disabilities, No Religious, and People of Color Staff respondents disclosed less positive perceptions of the campus climate than did their counterparts. Qualitative comments related to themes surrounding performance evaluations, workload, experiences with supervisors, inequitable treatment, compensation, advancement, and job security.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that teaching, research, and service contributions were valued by Iowa State. The majority of Faculty respondents felt valued by faculty in their department/program, their department/program chair/head/director, other faculty at Iowa State, and students in the classroom. The majority of Faculty respondents shared that they would recommend Iowa State as a good place to work. There were less favorable perceptions of the climate as well. Few Non-Tenure-Track Faculty respondents, in particular, felt that the criteria used for contract renewal were clear or applied equally to all positions or that they had job security. A minority (39%) of Faculty respondents (and 25% of Non-Tenure-Track Faculty respondents in particular) felt that faculty opinions were taken seriously by Iowa State senior administrators. Eighty-five percent of Faculty respondents thought that health care benefits were competitive, but they also perceived that salaries for tenure-track faculty and non-tenure-track faculty, as well as child care benefits, were not competitive. Differences by staff status existed insofar as Women, LGBTQ, Not-U.S. Citizen, and No Religious/Spiritual Affiliation Faculty respondents felt less positively about the campus climate than did their counterparts. Qualitative comments pertained to the themes of inequity, faculty input, service responsibilities, committee work, and the intersection of research and teaching, job security, feeling valued, salary concerns, resources and support, and child care.

Approximately half of Faculty respondents (54%, $n = 411$) and Staff respondents (50%, $n = 908$) had seriously considered leaving Iowa State in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included: low salary/pay rate, increased workload, and inability to effect change.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Iowa State University students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale* (Table 87). This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁷⁰ One question from the scale (Q11_A_2) did not hold with the construct and was removed. The scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.864 (after removing the question noted above), which is high, meaning that the scale produced consistent results. With Q11_A_2 included, Cronbach’s alpha was 0.776.

⁷⁰Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 87. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q11_A_1	I am performing up to my full academic potential.
	Q11_A_2	I am satisfied with my academic experience at Iowa State.
	Q11_A_3	I am satisfied with the extent of my intellectual development since enrolling at Iowa State.
	Q11_A_4	I have performed academically as well as I anticipated I would.
	Q11_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q11_A_6	My interest in ideas and intellectual matters has increased since coming to Iowa State.

The factor score for *Perceived Academic Success* was created by reverse coding each question and taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Higher scores on the *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (Additional People of Color, Asian/Asian American, Black/African American, Latin@/Chican@/Hispanic, Multiracial, White)
- Sexual identity (LGBQ, Heterosexual)
- Citizenship status (U.S. Citizen, Not-U.S. Citizen)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., sexual identity), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

A significant difference existed in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 88), $t(3.022) = 0.003, p < .01$. This finding suggests that Women Undergraduate Student respondents have greater *Perceived Academic Success* than Men Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate/Veterinary Medicine Student respondents by gender identity on *Perceived Academic Success*, $t(-0.270) = 0.787, p > .05$.

Table 88. Student Respondents' Perceived Academic Success by Gender Identity

Gender identity	Undergraduate student respondents			Graduate/Vet Med student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Women	2,210	3.939	0.680	426	4.028	0.688
Men	1,518	3.870	0.690	350	4.042	0.723
Mean difference		0.069**			-0.014	

** $p < .01$

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 89).

Table 89. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Additional People of Color	80	3.767	0.786
Asian/Asian American	239	3.796	0.726
Hispanic/Latin@/Chican@	139	3.799	0.646
Black/African American	85	3.582	0.739
White/European American	3,016	3.939	0.676
Multiracial	246	3.778	0.721

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for three comparisons — White/European American vs. Asian/Asian American, White/European American vs. Black/African American, and White/European American vs. Multiracial (Table 90). These findings suggest that Asian/Asian American Undergraduate Student respondents, Black/African American Undergraduate Student respondents, and Multiracial Undergraduate Student respondents have less *Perceived Academic Success* than White/European American Undergraduate Student respondents.

Table 90. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Gender Identity

Groups compared	Mean difference
Additional People of Color vs. Asian/Asian American	-0.029
Additional People of Color vs. Hispanic/Latin@/Chican@	-0.032
Additional People of Color vs. Black/African American	0.184
Additional People of Color vs. White/European American	-0.173
Additional People of Color vs. Multiracial	-0.011
Asian/Asian American vs. Hispanic/Latin@/Chican@	-0.003
Asian/Asian American vs. Black/African American	0.213
Asian/Asian American vs. White/European American	-0.144*
Asian/Asian American vs. Multiracial	0.018
Hispanic/Latin@/Chican@ vs. Black/African American	0.216
Hispanic/Latin@/Chican@ vs. White/European American	-0.141
Hispanic/Latin@/Chican@ vs. Multiracial	0.021
Black/African American vs. White/European American	-0.357***
Black/African American vs. Multiracial	-0.195
White/European American vs. Multiracial	0.162**

* $p < .05$; ** $p < .01$; *** $p < .001$

No significant difference existed ($p > .05$) in the overall test for means for Graduate/Veterinary Medicine Student respondents by racial identity on *Perceived Academic Success* (Table 91).

Table 91. Graduate/Veterinary Medicine Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Additional People of Color	75	4.022	0.682
Asian/Asian American	130	4.054	0.722
Hispanic/Latin@/Chican@/Latina	39	4.179	0.579
Black/African American	37	3.847	0.699
White/European American	454	4.036	0.710
Multiracial	40	4.017	0.705

The overall test was not significant so no subsequent analyses on *Perceived Academic Success* for Graduate/Veterinary Medicine Student respondents were performed.

Sexual Identity

A significant difference existed in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success* (Table 92), $t(2.089) = 0.037$, $p < .05$. This finding suggests that Heterosexual Undergraduate Student respondents have greater *Perceived Academic Success* than LGBQ Undergraduate Student respondents. A significant difference existed in the overall test for means for Graduate/Veterinary Medicine Student respondents by sexual identity on *Perceived Academic Success* (Table 92), $t(-2.993) = 0.003$, $p < .01$. This finding suggests that Heterosexual Graduate/Veterinary Medicine Student respondents have greater *Perceived Academic Success* than LGBQ Graduate/Veterinary Medicine Student respondents.

Table 92. Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	Undergraduate student respondents			Graduate/Vet Med student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
LGBQ	464	3.851	0.691	105	3.849	0.747
Heterosexual	3,235	3.922	0.679	638	4.068	0.686
Mean difference		-0.071*			-0.219**	

* $p < .05$; ** $p < .01$

Citizenship Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by citizenship status on *Perceived Academic Success*, $t(-2.089) = 0.037$, $p < .05$ (Table 93). This finding suggests that U.S. Citizen Undergraduate Student respondents have greater *Perceived Academic Success* than Not-U.S. Citizen Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate/Veterinary Medicine Student respondents by citizenship status on *Perceived Academic Success*.

Table 93. Student Respondents' Perceived Academic Success by Citizenship Status

Citizenship status	Undergraduate student respondents			Graduate/Vet Med student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
U.S. Citizen	3,380	3.918	0.684	507	4.022	0.726
Not-U.S. Citizen	440	3.795	0.723	279	4.050	0.655
Mean difference		-0.071*			-0.028	

* $p < .05$

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 94).

Table 94. Undergraduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. dev.
Single Disability	365	3.690	0.765
No Disability	3,304	3.942	0.668
Multiple Disabilities	158	3.581	0.791

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons — No Disability vs. Single Disability and No Disability vs. Multiple Disabilities (Table 95). These findings suggest that Undergraduate Student respondents with a Single Disability have less *Perceived Academic Success* than Undergraduate Student respondents with No Disability. The results also suggest that Undergraduate Student respondents with Multiple Disabilities have less *Perceived Academic Success* than Undergraduate Student respondents with No Disability.

Table 95. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean difference
Single Disability vs. No Disability	-0.252***
Single Disability vs. Multiple Disabilities	0.109
No Disability vs. Multiple Disabilities	0.361***

*** $p < .001$

A significant difference existed ($p < .001$) in the overall test for means for Graduate/Veterinary Medicine Student respondents by disability status on *Perceived Academic Success* (Table 96).

Table 96. Graduate/Veterinary Medicine Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. dev.
Single Disability	69	3.841	0.905
No Disability	682	4.083	0.652
Multiple Disabilities	31	3.441	0.898

Subsequent analyses on *Perceived Academic Success* for Graduate/Veterinary Medicine Student respondents were significant for all three comparisons—No Disability vs. Single Disability, No Disability vs. Multiple Disability, and Single Disability vs. Multiple Disability (Table 97). These findings suggest that Graduate/Veterinary Medicine Student respondents with Multiple Disabilities have less *Perceived Academic Success* than both Graduate/Veterinary Medicine Student respondents with a Single Disability and Graduate/Veterinary Medicine Student respondents with No Disability. They also suggest that Graduate/Veterinary Medicine Student respondents with a Single Disabilities have less *Perceived Academic Success* than Graduate/Veterinary Medicine Student respondents with No Disability.

Table 97. Difference between Means for Graduate/Veterinary Medicine Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean difference
Single Disability vs. No Disability	-0.242*
Single Disability vs. Multiple Disabilities	0.400*
No Disability vs. Multiple Disabilities	0.642***

* $p < .05$; *** $p < .001$

Income Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*, $t(-3.311) = 0.001$, $p < .01$ (Table 98). This finding suggests that Not-Low-Income Undergraduate Student respondents have greater *Perceived Academic Success* than Low-Income Undergraduate Student respondents. A significant difference existed in the overall test for means for Graduate/Veterinary Medicine Student respondents by income status on *Perceived Academic Success*, $t(-2.044) = .041$, $p < .05$. This finding suggests that Not-Low-Income Graduate/Veterinary Medicine Student respondents have greater *Perceived Academic Success* than Low-Income Graduate/Veterinary Medicine Student respondents.

Table 98. Student Respondents' Perceived Academic Success by Income Status

Income status	Undergraduate student respondents			Graduate/Vet Med student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Low-income	497	3.811	0.729	400	3.990	0.728
Not-Low-Income	3,238	3.920	0.678	366	4.094	0.672
Mean difference		-0.109**			-0.104*	

* $p < .05$; ** $p < .01$

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at Iowa State University. Frequencies and statistically significant differences based on student status (undergraduate versus graduate/vet med), transfer status, gender identity,⁷¹ racial identity,⁷² sexual identity, disability status, religious affiliation,⁷³ citizenship status, military status, housing status, income status, and first-generation status are provided in Tables 99 through 101.

Three-fourths (75%, $n = 3,543$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Iowa State faculty, 74% ($n = 3,495$) “strongly agreed” or “agreed” that they felt valued by Iowa State staff, and 53% ($n = 2,487$) “strongly agreed” or “agreed” that they felt valued by Iowa State senior administrators (e.g., dean, vice president, provost) (Table 99).

A higher percentage of Graduate/Veterinary Medicine Student respondents (30%, $n = 244$) than Undergraduate Student respondents (25%, $n = 987$) “strongly agreed” that they felt valued by Iowa State University faculty. A higher percentage of Men Student respondents (29%, $n = 548$) than Women Student respondents (24%, $n = 657$) or Transspectrum Student respondents (16%, $n = 19$) “strongly agreed” that they felt valued by Iowa State University faculty. In addition, a higher percentage of Transspectrum Student respondents (19%, $n = 23$) “disagreed” or “strongly disagreed” with the statement than did Women Student respondents (8%, $n = 212$) or Men Student respondents (8%, $n = 143$). Twenty-nine percent ($n = 213$) of Not-U.S. Citizen Student respondents and 25% ($n = 1,008$) of U.S. Citizen Student respondents “strongly agreed” that they felt valued by Iowa State University faculty. A higher percentage of White Student respondents (50%, $n = 1,756$) than Multiracial Student respondents (42%, $n = 122$) “agreed” that they felt valued by Iowa State University faculty (Students Respondents of Color (49%, $n = 410$) were not statistically different). A higher percentage of No Military Service Student respondents (49%, $n = 2,084$) than Military Service Student respondents (42%, $n = 135$) “agreed” that they felt valued

⁷¹Owing to low numbers, this variable was further collapsed into only Men and Women for some analyses.

⁷²Owing to low numbers in some of the response categories, per the Climate Study Work Group, this variable was further collapsed into People of Color, Multiracial, and White.

⁷³Per the Climate Study Work Group, this variable was collapsed into two categories: Religious/Spiritual Affiliation and No Religious/Spiritual Affiliation.

by Iowa State University faculty. Twenty-six percent ($n = 1,127$) of Not-First-Generation Student respondents and 22% ($n = 99$) of First-Generation Student respondents “strongly agreed” with this statement. A higher percentage of Student Respondents with Multiple Disabilities (11%, $n = 22$) and Student Respondents with a Single Disability (10%, $n = 43$) “disagreed” that they felt valued by Iowa State University faculty compared with Student Respondents with No Disability (6%, $n = 223$). A higher percentage of Religious/Spiritual Affiliation Student respondents (27%, $n = 833$) than No Religious/Spiritual Affiliation Student respondents (24%, $n = 376$) “strongly agreed” that they felt valued by Iowa State University faculty. A higher percentage of Off-Campus Housing Student respondents (7%, $n = 180$) than Campus Housing Student respondents (5%, $n = 105$) “disagreed” with the statement.

As noted previously, 74% ($n = 3,495$) of student respondents “strongly agreed” or “agreed” that they felt valued by Iowa State staff. A higher percentage of Graduate/Veterinary Medicine Student respondents (30%, $n = 242$) than Undergraduate Student respondents (25%, $n = 961$) “strongly agreed” that they felt valued by Iowa State University staff. A higher percentage of Men Student respondents (28%, $n = 530$) than Women Student respondents (24%, $n = 648$) or Transspectrum Student respondents (17%, $n = 20$) “strongly agreed” that they felt valued by Iowa State University staff. In addition, a higher percentage of Transspectrum Student respondents (20%, $n = 23$) “disagreed” or “strongly disagreed” with the statement than did Women Student respondents (7%, $n = 189$) or Men Student respondents (7%, $n = 132$). Twenty-nine percent ($n = 210$) of Not-U.S. Citizen Student respondents and 25% ($n = 987$) of U.S. Citizen Student respondents “strongly agreed” that they felt valued by Iowa State University staff. Nine percent ($n = 26$) of Multiracial Student respondents and 3% ($n = 12$) of Asian/Asian American Student respondents “disagreed” with this statement (the other racial identity categories did not statistically differ). A higher percentage of No Military Service Student respondents (49%, $n = 2,073$) than Military Service Student respondents (40%, $n = 127$) “agreed” that they felt valued by Iowa State University staff. Twenty-six percent ($n = 1,106$) of Not-First-Generation Student respondents and 21% ($n = 93$) of First-Generation Student respondents “strongly agreed” with this statement. A higher percentage of Student Respondents with Multiple Disabilities (15%, $n = 30$) and Student Respondents with a Single Disability (11%, $n = 50$) “disagreed” or “strongly disagreed” that they felt valued by Iowa State University staff compared with Student Respondents with No Disability (7%, $n = 262$). A higher percentage of

Religious/Spiritual Affiliation Student respondents (77%, $n = 2,347$) than No Religious/Spiritual Affiliation Student respondents (69%, $n = 1,091$) “strongly agreed” or “agreed” that they felt valued by Iowa State University staff. A higher percentage of Off-Campus Housing Student respondents (28%, $n = 724$) than Campus Housing Student respondents (23%, $n = 459$) “strongly agreed” with the statement while 52% ($n = 1,054$) of Campus Housing Student respondents and 46% ($n = 1,217$) of Off-Campus Housing Student respondents “agreed” with the statement.

As noted previously, 53% ($n = 2,487$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Iowa State senior administrators (e.g., dean, vice president, provost). In terms of gender identity, 14% ($n = 17$) of Transspectrum Student respondents, 6% ($n = 107$) of Men Student respondents, and 4% ($n = 95$) of Women Student respondents “strongly disagreed” that they felt valued by Iowa State University senior administrators (e.g., dean, vice president, provost). Sixty-three percent ($n = 455$) of Not-U.S. Citizen Student respondents and 51% ($n = 2,019$) of U.S. Citizen Student respondents “strongly agreed” or “agreed” that they felt valued by Iowa State University senior administrators. A higher percentage of Asian/Asian American Student respondents (25%, $n = 94$) than White Student respondents (19%, $n = 674$) “strongly agreed” that they felt valued by Iowa State University senior administrators. In addition, 42% ($n = 158$) of Asian/Asian American Student respondents, 33% ($n = 1,161$) of White Student respondents, and 24% ($n = 70$) of Multiracial Student respondents “agreed” with this statement (the other categories were not statistically different). A lower percentage of LGBTQ Student respondents (14%, $n = 77$) than Heterosexual Student respondents (21%, $n = 818$) “strongly agreed” that they felt valued by Iowa State University senior administrators. In terms of disability status, 34% ($n = 1,379$) of Student Respondents with No Disability, 28% ($n = 126$) of Student Respondents with a Single Disability, and 18% ($n = 36$) of Student Respondents with Multiple Disabilities “agreed” that they felt valued by Iowa State University senior administrators. A higher percentage of Religious/Spiritual Affiliation Student respondents (57%, $n = 1,730$) than No Religious/Spiritual Affiliation Student respondents (46%, $n = 716$) “strongly agreed” or “agreed” with the statement. A higher percentage of Off-Campus Housing Student respondents (5%, $n = 135$) than Campus Housing Student respondents (4%, $n = 79$) “strongly disagreed” that they felt valued by Iowa State University senior administrators. Twenty-one percent ($n = 365$) of Not-Employed Student respondents and 18% ($n = 403$) of Employed Student respondents “strongly agreed” with the statement.

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Iowa State faculty.	1,231	26.0	2,312	48.9	810	17.1	289	6.1	90	1.9
Student status ^{ccxxxvii}										
Undergraduate	987	25.2	1,920	48.9	698	17.8	250	6.4	68	1.7
Graduate/Veterinary Medicine	244	30.2	392	48.5	112	13.8	39	4.8	22	2.7
Gender identity ^{ccxxxviii}										
Women	657	24.4	1,340	49.8	484	18.0	172	6.4	40	1.5
Men	548	28.8	917	48.1	297	15.6	101	5.3	42	2.2
Transspectrum	19	15.8	51	42.5	27	22.5	15	12.5	8	6.7
Citizenship status ^{ccxxxix}										
U.S. Citizen	1,008	25.4	1,944	49.0	681	17.1	260	6.5	78	2.0
Not-U.S. Citizen	213	29.1	356	48.6	123	16.8	28	3.8	12	1.6
Racial identity ^{ccxl}										
People of Color	210	25.0	410	48.8	161	19.1	44	5.2	16	1.9
White	931	26.3	1,756	49.5	567	16.0	221	6.2	69	1.9
Multiracial	73	25.2	122	42.1	67	23.1	23	7.9	5	1.7
Military status ^{ccxli}										
Military Service	81	25.4	135	42.3	76	23.8	24	7.5	< 5	---
No-Military Service	1,092	25.8	2,084	49.3	704	16.7	261	6.2	86	2.0
First-generation status ^{ccxlii}										
First-Generation	99	21.7	219	47.9	100	21.9	28	6.1	11	2.4
Not-First-Generation	1,127	26.4	2,090	49.0	707	16.6	261	6.1	78	1.8
Disability status ^{ccxliii}										
Single Disability	106	23.8	198	44.5	85	19.1	43	9.7	13	2.9
No Disability	1,077	26.5	2,025	49.8	673	16.6	223	5.5	65	1.6
Multiple Disabilities	45	22.7	76	38.4	44	22.2	22	11.1	11	5.6
Religious/Spiritual affiliation ^{ccxliv}										
Religious/Spiritual Affiliation	833	27.2	1,521	49.6	500	16.3	166	5.4	46	1.5
No Religious/Spiritual Affiliation	376	23.8	756	47.8	295	18.6	116	7.3	40	2.5
Housing status ^{ccxlv}										
Campus Housing	468	22.9	1,058	51.7	385	18.8	105	5.1	31	1.5

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Off-Campus Housing	745	28.4	1,231	46.9	417	15.9	180	6.9	54	2.1
I feel valued by Iowa State staff.	1,203	25.5	2,292	48.6	873	18.5	270	5.7	75	1.6
Student status ^{ccxlv}										
Undergraduate	961	24.6	1,902	48.7	747	19.1	233	6.0	62	1.6
Graduate/Veterinary Medicine	242	30.0	390	48.3	126	15.6	37	4.6	13	1.6
Gender identity ^{ccxlvii}										
Women	648	24.2	1,341	50.1	501	18.7	154	5.7	35	1.3
Men	530	27.9	897	47.2	343	18.0	101	5.3	31	1.6
Transpectrum	20	16.9	47	39.8	28	23.7	14	11.9	9	7.6
Citizenship status ^{ccxlviii}										
U.S. Citizen	987	25.0	1,930	48.8	722	18.3	246	6.2	68	1.7
Not-U.S. Citizen	210	28.7	344	47.1	147	20.1	23	3.1	7	1.0
Racial identity ^{ccxlix}										
Additional People of Color	46	29.3	81	51.6	21	13.4	8	5.1	< 5	---
Asian/Asian American	108	28.3	180	47.2	77	20.2	12	3.1	< 5	---
Hispanic/Latin@/Chican@	39	21.8	90	50.3	39	21.8	9	5.0	< 5	---
Black/African American	24	19.5	53	43.1	31	25.2	10	8.1	5	4.1
White/European American	904	25.6	1,738	49.3	625	17.7	202	5.7	59	1.7
Multiracial	68	23.6	125	43.4	65	22.6	26	9.0	< 5	---
Military status ^{cccl}										
Military Service	87	27.4	127	40.1	74	23.3	24	7.6	5	1.6
No-Military Service	1,065	25.3	2,073	49.2	763	18.1	240	5.7	69	1.6
First-generation status ^{cccli}										
First-Generation	93	20.5	219	48.2	107	23.6	29	6.4	6	1.3
Not-First-Generation	1,106	26.0	2,068	48.7	764	18.0	241	5.7	68	1.6
Disability status ^{ccclii}										
Single Disability	102	23.0	197	44.5	94	21.2	37	8.4	13	2.9
No Disability	1,061	26.2	2,000	49.4	724	17.9	210	5.2	52	1.3
Multiple Disabilities	36	18.3	83	42.1	48	24.4	21	10.7	9	4.6
Religious/Spiritual affiliation ^{cccliii}										
Religious/Spiritual Affiliation	816	26.7	1,531	50.1	512	16.8	155	5.1	40	1.3

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No Religious/Spiritual Affiliation	365	23.1	726	46.0	347	22.0	108	6.8	31	2.0
Housing status ^{ccliv}										
Campus Housing	459	22.6	1,054	51.8	381	18.7	110	5.4	29	1.4
Off-Campus Housing	724	27.6	1,217	46.4	484	18.5	155	5.9	42	1.6
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	937	19.9	1,550	32.9	1,499	31.8	508	10.8	220	4.7
Gender identity ^{cclv}										
Women	492	18.3	928	34.6	881	32.8	286	10.7	95	3.5
Men	426	22.4	593	31.2	574	30.2	200	10.5	107	5.6
Transspectrum	15	12.7	28	23.7	38	32.2	20	16.9	17	14.4
Citizenship status ^{cclvi}										
U.S. Citizen	744	18.8	1,275	32.2	1,272	32.1	465	11.8	201	5.1
Not-U.S. Citizen	187	25.7	268	36.8	215	29.5	39	5.4	19	2.6
Racial identity ^{cclvii}										
Additional People of Color	46	29.5	53	34.0	40	25.6	11	7.1	6	3.8
Asian/Asian American	94	24.9	158	41.8	101	26.7	18	4.8	7	1.9
Hispanic/Latin@/Chican@	34	19.0	58	32.4	56	31.3	22	12.3	9	5.0
Black/African American	20	16.3	41	33.3	45	36.6	10	8.1	7	5.7
White/European American	674	19.1	1,161	32.9	1,133	32.1	391	11.1	173	4.9
Multiracial	53	18.3	70	24.2	101	34.9	49	17.0	16	5.5
Sexual identity ^{cclviii}										
LGBQ	77	13.6	168	29.6	197	34.7	86	15.1	40	7.0
Heterosexual	818	20.7	1,324	33.5	1,248	31.6	400	10.1	164	4.1
Disability status ^{cclix}										
Single Disability	66	14.9	126	28.4	145	32.7	71	16.0	36	8.1
No Disability	838	20.7	1,379	34.1	1,270	31.4	400	9.9	160	4.0
Multiple Disabilities	29	14.7	36	18.3	76	38.6	34	17.3	22	11.2
Religious/Spiritual affiliation ^{cclx}										
Religious/Spiritual Affiliation	679	22.2	1,051	34.4	928	30.4	289	9.5	110	3.6
No Religious/Spiritual	236	15.0	480	30.5	546	34.6	212	13.5	102	6.5

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Affiliation										
Housing status ^{celxi}										
Campus Housing	372	18.3	718	35.2	658	32.3	211	10.4	79	3.9
Off-Campus Housing	550	21.0	817	31.2	825	31.5	292	11.1	135	5.2
Employment status ^{celxii}										
Not-Employed	365	21.4	591	34.6	529	31.0	153	9.0	69	4.0
Employed	403	18.4	699	31.9	701	32.0	266	12.1	121	5.5

Note: Table reports only responses from Student respondents (*n* = 4,756).

Seventy-six percent (*n* = 3,584) of Student respondents “strongly agreed” or “agreed” that they felt valued by Iowa State University faculty in the classroom (Table 100). A higher percentage of Graduate/Veterinary Medicine Student respondents (31%, *n* = 246) than Undergraduate Student respondents (25%, *n* = 992) “strongly agreed” that they felt valued by faculty in the classroom. Fifty-one percent (*n* = 1,660) of Not-Transfer Student respondents and 45% (*n* = 291) of Transfer Student respondents “agreed” that they felt valued by faculty in the classroom. A higher percentage of Men Student respondents (29%, *n* = 555) than Women Student respondents (24%, *n* = 655) or Transspectrum Student respondents (18%, *n* = 21) “strongly agreed” that they felt valued by Iowa State University faculty in the classroom. In addition, a higher percentage of Transspectrum Student respondents (8%, *n* = 9) “strongly disagreed” with the statement than Women Student respondents (1%, *n* = 31) or Men Student respondents (1%, *n* = 25). A lower percentage of Asian/Asian American Student respondents (2%, *n* = 6) “disagreed” that they felt valued by Iowa State University faculty in the classroom compared with White Student respondents (5%, *n* = 176), Additional Student Respondents of Color (6%, *n* = 10), Multiracial Student respondents (8%, *n* = 23), Hispanic/Latin@/Chican@ Student respondents (9%, *n* = 16), and Black/African American Student respondents (11%, *n* = 13). A higher percentage of No Military Service Student respondents (50%, *n* = 2,118) than Military Service Student respondents (42%, *n* = 132) “agreed” that they felt valued by Iowa State University faculty in the classroom. Twenty-seven percent (*n* = 1,134) of Not-First-Generation Student respondents and 22% (*n* = 99) of First-Generation Student respondents “strongly agreed” with this statement. A higher percentage of Student Respondents with Multiple Disabilities (9%, *n* = 18) and Student

Respondents with a Single Disability (9%, $n = 39$) “disagreed” that they felt valued by Iowa State University faculty in the classroom compared with Student Respondents with No Disability (5%, $n = 188$). A higher percentage of Religious/Spiritual Affiliation Student respondents (27%, $n = 833$) than No Religious/Spiritual Affiliation Student respondents (24%, $n = 384$) “strongly agreed” that they felt valued by Iowa State University faculty in the classroom. A higher percentage of Off-Campus Housing Student respondents (28%, $n = 744$) than Campus Housing Student respondents (23%, $n = 475$) “strongly agreed” with the statement while 52% ($n = 1,063$) of Campus Housing Student respondents and 48% ($n = 1,260$) of Off-Campus Housing Student respondents “agreed.”

Two-thirds (67%, $n = 3,161$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Graduate/Veterinary Medicine Student respondents (27%, $n = 217$) than Undergraduate Student respondents (21%, $n = 815$) “strongly agreed” that they felt valued by other students in the classroom. Forty-six percent ($n = 1,504$) of Not-Transfer Student respondents compared with 40% ($n = 264$) of Transfer Student respondents “agreed” with this statement. A higher percentage of Men Student respondents (26%, $n = 494$) than Women Student respondents (19%, $n = 514$) or Transspectrum Student respondents (15%, $n = 18$) “strongly agreed” that they felt valued by other students in the classroom. In addition, a higher percentage of Transspectrum Student respondents (8%, $n = 10$) “strongly disagreed” with the statement than Women Student respondents (1%, $n = 38$) or Men Student respondents (1%, $n = 23$). A higher percentage of White Student respondents (48%, $n = 1,683$) than Multiracial Student respondents (39%, $n = 112$) or Students Respondents of Color (38%, $n = 313$) “agreed” that they felt valued by other students in the classroom. Fifteen percent ($n = 84$) of LGBTQ Student respondents compared with 23% ($n = 905$) of Heterosexual Student respondents “strongly agreed” with this statement. Sixty-eight percent ($n = 2,893$) of Not-First-Generation Student respondents and 57% ($n = 258$) of First-Generation Student respondents “strongly agreed” and “agreed” that they felt valued by other students in the classroom. A higher percentage of Not-Low-Income Student respondents (46%, $n = 1,682$) than Low-Income Student respondents (42%, $n = 380$) “agreed” that they felt valued by other students in the classroom. A lower percentage of Student Respondents with Multiple Disabilities (15%, $n = 30$) and Student Respondents with a Single Disability (17%, $n = 77$) “strongly agreed” that they felt valued by other students in the classroom compared with Student Respondents with No Disability (23%, n

= 921), while a lower percentage of Student Respondents with Multiple Disabilities (28%, $n = 55$) “agreed” with the statement compared with Student Respondents with No Disability (46%, $n = 1,879$) and Student Respondents with a Single Disability (42%, $n = 184$). A higher percentage of Religious/Spiritual Affiliation Student respondents (70%, $n = 2,127$) than No Religious/Spiritual Affiliation Student respondents (62%, $n = 982$) “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Off-Campus Housing Student respondents (24%, $n = 625$) than Campus Housing Student respondents (19%, $n = 389$) “strongly agreed” with the statement.

Sixty-six percent ($n = 3,102$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Not-Transfer Student respondents (46%, $n = 1,486$) than Transfer Student respondents (37%, $n = 241$) “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Men Student respondents (26%, $n = 481$) than Women Student respondents (20%, $n = 531$) or Transspectrum Student respondents (15%, $n = 18$) “strongly agreed” that they felt valued by other students outside of the classroom. In addition, a higher percentage of Transspectrum Student respondents (25%, $n = 30$) “disagreed” or “strongly disagreed” with the statement than Women Student respondents (10%, $n = 255$) or Men Student respondents (8%, $n = 151$). A higher percentage of White Student respondents (46%, $n = 1,608$) than Student Respondents of Color (39%, $n = 325$) “agreed” that they felt valued by other students outside of the classroom. In addition, a higher percentage of Multiracial Student respondents (17%, $n = 47$) “disagreed” or “strongly disagreed” with this statement than White Student respondents (8%, $n = 288$). Fifty-four percent ($n = 307$) of LGBTQ Student respondents compared with 68% ($n = 2,674$) of Heterosexual Student respondents “agreed” or “strongly agreed” with the statement. Sixteen percent ($n = 74$) of First-Generation Student respondents compared with 23% ($n = 957$) of Not-First-Generation Student respondents “strongly agreed” that they felt valued by other students outside of the classroom. A lower percentage of Low-Income Student respondents (59%, $n = 529$) than Not-Low-Income Student respondents (68%, $n = 2,484$) “strongly agreed” and “agreed” that they felt valued by other students outside of the classroom. A lower percentage of Student Respondents with Multiple Disabilities (15%, $n = 29$) and Student Respondents with a Single Disability (17%, $n = 73$) “strongly agreed” that they felt valued by other students outside of the classroom compared with Student Respondents with No Disability (23%, $n = 930$). A higher percentage of

Religious/Spiritual Affiliation Student respondents (70%, $n = 2,127$) than No Religious/Spiritual Affiliation Student respondents (59%, $n = 924$) “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Off-Campus Housing Student respondents (24%, $n = 609$) than Campus Housing Student respondents (20%, $n = 408$) “strongly agreed” with the statement. A higher percentage of Employed Student respondents (8%, $n = 183$) than Not-Employed Student respondents (6%, $n = 104$) “disagreed” that they felt valued by other students outside of the classroom.

Table 100. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	1,238	26.3	2,346	49.8	820	17.4	246	5.2	62	1.4
Student status ^{cclxiii}										
Undergraduate	992	25.4	1,951	49.9	702	18.0	207	5.3	58	1.5
Graduate/Veterinary Medicine	246	30.6	395	49.1	118	14.7	39	4.8	7	0.9
Transfer status ^{cclxiv}										
Not-Transfer	811	24.9	1,660	51.0	576	17.7	167	5.1	42	1.3
Transfer	181	27.7	291	44.5	126	19.3	40	6.1	16	2.4
Gender identity ^{cclxv}										
Women	655	24.4	1,360	50.7	483	18.0	153	5.7	31	1.2
Men	555	29.2	930	49.0	309	16.3	80	4.2	25	1.3
Transspectrum	21	17.5	52	43.3	26	21.7	12	10.0	9	7.5
Racial identity ^{cclxvi}										
Additional People of Color	45	28.7	84	53.5	18	11.5	10	6.4	0	0.0
Asian/Asian American	110	29.2	176	46.7	82	21.8	6	1.6	< 5	---
Hispanic/Latin@/Chican@	40	22.3	84	46.9	35	19.6	16	8.9	< 5	---
Black/African American	21	17.1	48	39.0	37	30.1	13	10.6	< 5	---
White/European American	937	26.5	1,799	50.9	572	16.2	176	5.0	49	1.4
Multiracial	69	23.9	129	44.6	63	21.8	23	8.0	5	1.7
Military status ^{cclxvii}										
Military	84	26.4	132	41.5	76	23.9	20	6.3	6	1.9

Table 100. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No-Military	1,102	26.2	2,118	50.3	711	16.9	223	5.3	58	1.4
First-generation status ^{cclxviii}										
First-Generation	99	21.8	208	45.7	108	23.7	33	7.3	7	1.5
Not-First-Generation	1,134	26.7	2,134	50.2	711	16.7	213	5.0	57	1.3
Disability status ^{cclxix}										
Single Disability	105	23.6	202	45.5	90	20.3	39	8.8	8	1.8
No Disability	1,093	27.0	2,040	50.4	679	16.8	188	4.6	47	1.2
Multiple Disabilities	37	18.7	90	45.5	44	22.2	18	9.1	9	4.5
Religious/Spiritual affiliation ^{cclxx}										
Religious/Spiritual Affiliation	833	27.3	1,540	50.4	502	16.4	142	4.7	36	1.2
No Religious/Spiritual Affiliation	384	24.3	770	48.8	298	18.9	103	6.5	24	1.5
Housing status ^{cclxxi}										
Campus Housing	475	23.3	1,063	52.2	377	18.5	96	4.7	27	1.3
Off-Campus Housing	744	28.4	1,260	48.1	433	16.5	148	5.6	35	1.3
I feel valued by other students in classroom.	1,032	21.9	2,129	45.2	1,146	24.3	335	7.1	71	1.5
Student status ^{cclxxii}										
Undergraduate	815	20.8	1,768	45.2	980	25.1	287	7.3	60	1.5
Graduate/Veterinary Medicine	217	27.0	361	45.0	166	20.7	48	6.0	11	1.4
Transfer status ^{cclxxiii}										
Not-Transfer	686	21.1	1,504	46.2	798	24.5	228	7.0	41	1.3
Transfer	129	19.8	264	40.4	182	27.9	59	9.0	19	2.9
Gender identity ^{cclxxiv}										
Women	514	19.2	1,208	45.0	703	26.2	221	8.2	38	1.4
Men	494	26.1	870	45.9	409	21.6	99	5.2	23	1.2
Transspectrum	18	15.0	44	36.7	33	27.5	15	12.5	10	8.3
Racial identity ^{cclxxv}										
People of Color	177	21.3	313	37.6	244	29.3	82	9.9	16	1.9
White	790	22.3	1,683	47.6	797	22.5	217	6.1	48	1.4
Multiracial	49	17.0	112	38.8	89	30.8	32	11.1	7	2.4

Table 100. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sexual identity ^{cclxxvi}										
LGBQ	84	14.7	247	43.1	153	26.7	78	13.6	11	1.9
Heterosexual	905	22.9	1,800	45.6	945	23.9	244	6.2	52	1.3
First-generation status ^{cclxxvii}										
First-Generation	79	17.5	179	39.6	135	29.9	44	9.7	15	3.3
Not-First-Generation	949	22.3	1,944	45.8	1,010	23.8	291	6.8	55	1.3
Income status ^{cclxxviii}										
Low-Income	182	19.9	380	41.6	249	27.3	74	8.1	28	3.1
Not-Low-Income	826	22.5	1,682	45.9	865	23.6	254	6.9	40	1.1
Disability status ^{cclxxix}										
Single Disability	77	17.4	184	41.6	113	25.6	56	12.7	12	2.7
No Disability	921	22.8	1,879	46.4	950	23.5	246	6.1	51	1.3
Multiple Disabilities	30	15.2	55	27.8	74	37.4	31	15.7	8	4.0
Religious/Spiritual affiliation ^{cclxxx}										
Religious/Spiritual Affiliation	711	23.3	1,416	46.4	704	23.1	183	6.0	38	1.2
No Religious/Spiritual Affiliation	301	19.1	681	43.2	422	26.7	144	9.1	30	1.9
Housing status ^{cclxxxi}										
Campus Housing	389	19.1	931	45.6	533	26.1	159	7.8	28	1.4
Off-Campus Housing	625	23.9	1,176	45.0	601	23.0	172	6.6	41	1.6
I feel valued by other students outside of the classroom.	1,036	22.2	2,066	44.2	1,135	24.3	347	7.4	89	1.9
Transfer status ^{cclxxxii}										
Not-Transfer	726	22.5	1,486	46.0	738	22.8	235	7.3	47	1.5
Transfer	131	20.2	241	37.1	197	30.4	53	8.2	27	4.2
Gender identity ^{cclxxxiii}										
Women	531	20.0	1,208	45.6	658	24.8	209	7.9	46	1.7
Men	481	25.5	814	43.1	442	23.4	118	6.3	33	1.7
Transspectrum	18	15.1	37	31.1	34	28.6	20	16.8	10	8.4
Racial identity ^{cclxxxiv}										
People of Color	168	20.2	325	39.1	242	29.1	73	8.8	23	2.8

Table 100. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	801	22.9	1,608	45.9	806	23.0	233	6.7	55	1.6
Multiracial	52	18.3	114	40.1	71	25.0	36	12.7	11	3.9
Sexual identity ^{cclxxxv}										
LGBQ	84	14.8	223	39.3	174	30.7	74	13.1	12	2.1
Heterosexual	908	23.2	1,766	45.1	913	23.3	259	6.6	68	1.7
First-generation status ^{cclxxxvi}										
First-Generation	74	16.4	189	41.9	132	29.3	42	9.3	14	3.1
Not-First-Generation	957	22.7	1,874	44.5	1,001	23.8	305	7.2	74	1.8
Income status ^{cclxxxvii}										
Low-Income	169	18.7	360	39.9	258	28.6	87	9.6	28	3.1
Not-Low-Income	840	23.1	1,648	45.3	848	23.3	249	6.8	56	1.5
Disability status ^{cclxxxviii}										
Single Disability	73	16.7	177	40.4	111	25.3	65	14.8	12	2.7
No Disability	930	23.2	1,814	45.2	955	23.8	251	6.3	64	1.6
Multiple Disabilities	29	14.9	62	31.8	61	31.3	30	15.4	13	6.7
Religious/Spiritual affiliation ^{cclxxxix}										
Religious/Spiritual Affiliation	725	23.9	1,402	46.2	659	21.7	193	6.4	53	1.7
No Religious/Spiritual Affiliation	292	18.7	632	40.5	457	29.3	148	9.5	32	2.0
Housing status ^{ccxc}										
Campus Housing	408	20.2	930	45.9	484	23.9	166	8.2	36	1.8
Off-Campus Housing	609	23.5	1,117	43.1	640	24.7	176	6.8	51	2.0
Employment status ^{ccxci}										
Not-Employed	398	23.4	768	45.2	396	23.3	104	6.1	32	1.9
Employed	458	21.1	956	44.0	534	24.6	183	8.4	41	1.9

Note: Table reports only responses from Student respondents (*n* = 4,756).

Thirty-four percent (*n* = 1,609) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 101). A higher percentage of Transfer Student respondents (26%, *n* = 171) than Not-Transfer Student respondents (21%, *n* = 694) “agreed” that faculty prejudged their abilities based on their

perception of their identity/background. A lower percentage of Women Student respondents (10%, $n = 261$) than Men Student respondents (14%, $n = 265$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. Thirty-two percent ($n = 1,258$) of U.S. Citizen Student respondents compared with 46% ($n = 336$) of Not-U.S. Citizen Student respondents “agreed” or “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of White Student respondents (46%, $n = 1,605$) and Multiracial Student respondents (41%, $n = 118$) than Student Respondents of Color (26%, $n = 214$) “disagreed” or “strongly disagreed” that faculty prejudged their abilities based on their perception of their identity/background. Twenty-five percent ($n = 112$) of First-Generation Student respondents compared with 29% ($n = 1,234$) of Not-First-Generation Student respondents “disagreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Low-Income Student respondents (26%, $n = 237$) than Not-Low-Income Student respondents (22%, $n = 805$) “agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Off-Campus Housing Student respondents (12%, $n = 322$) than Campus Housing Student respondents (10%, $n = 198$) “strongly agreed” with the statement.

Sixty-six percent ($n = 3,118$) of Student respondents “strongly agreed” or “agreed” that Iowa State University encouraged free and open discussion of difficult topics. A lower percentage of Graduate/Veterinary Medicine Student respondents (39%, $n = 316$) than Undergraduate Student respondents (44%, $n = 1,717$) “agreed” that Iowa State University encouraged free and open discussion of difficult topics. In terms of gender identity, 17% ($n = 20$) of Transspectrum Student respondents, 5% ($n = 94$) of Men Student respondents, and 2% ($n = 63$) of Women Student respondents “strongly disagreed” that Iowa State University encouraged free and open discussion of difficult topics. Twenty-two percent ($n = 882$) of U.S. Citizen Student respondents compared with 27% ($n = 194$) of Not-U.S. Citizen Student respondents “strongly agreed” with the statement. A higher percentage of Student Respondents of Color (25%, $n = 206$) and White Student respondents (23%, $n = 822$) “strongly agreed” that Iowa State University encouraged free and open discussion of difficult topics compared with Multiracial Student respondents (15%, $n = 43$). Twenty-four percent ($n = 933$) of Heterosexual Student respondents compared with 18% ($n = 104$) of LGBTQ Student respondents “strongly agreed” with this statement. A lower percentage of Low-Income Student respondents (60%, $n = 550$) than Not-Low-Income Student

respondents (68%, $n = 2,490$) “agreed” or “strongly agreed” that Iowa State University encouraged free and open discussion of difficult topics. A higher percentage of Student Respondents with Multiple Disabilities (25%, $n = 49$) and Student Respondents with a Single Disability (22%, $n = 99$) “disagreed” or “strongly disagreed” that Iowa State University encouraged free and open discussion of difficult topics compared with Student Respondents with No Disability (12%, $n = 479$). A higher percentage of Religious/Spiritual Affiliation Student respondents (25%, $n = 755$) than No Religious/Spiritual Affiliation Student respondents (20%, $n = 309$) “strongly agreed” that Iowa State University encouraged free and open discussion of difficult topics. A lower percentage of Off-Campus Housing Student respondents (41%, $n = 1,074$) than Campus Housing Student respondents (46%, $n = 938$) “agreed” with the statement.

Seventy-two percent ($n = 3,369$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. A higher percentage of Graduate/Veterinary Medicine Student respondents (40%, $n = 324$) than Undergraduate Student respondents (30%, $n = 1,175$) “strongly agreed” that they had faculty whom they perceived as role models. Eight percent ($n = 9$) of Transspectrum Student respondents “strongly disagreed” that they had faculty whom they perceived as role models, compared with 3% ($n = 50$) of Men Student respondents, and 2% ($n = 46$) of Women Student respondents. Eight percent ($n = 299$) of U.S. Citizen Student respondents compared with 4% ($n = 30$) of Not-U.S. Citizen Student respondents “disagreed” that they had faculty whom they perceived as role models, while 2% ($n = 80$) of U.S. Citizen Student respondents and 3% ($n = 25$) of Not-U.S. Citizen Student respondents “strongly disagreed” with the statement. A higher percentage of Multiracial Student respondents (9%, $n = 26$) and White Student respondents (7%, $n = 256$) “disagreed” that they had faculty whom they perceived as role models compared with Asian/Asian American Student respondents (3%, $n = 12$) (the other categories did not statistically differ). Seven percent ($n = 256$) of Heterosexual Student respondents compared with 10% ($n = 59$) of LGBTQ Student respondents “disagreed” with this statement. A small, but significantly higher percentage of Low-Income Student respondents (4%, $n = 34$) than Not-Low-Income Student respondents (2%, $n = 66$) “strongly disagreed” that they had faculty whom they perceived as role models. A lower percentage of Religious/Spiritual Affiliation Student respondents (6%, $n = 190$) than No Religious/Spiritual Affiliation Student respondents (9%, $n = 139$) “disagreed” with the statement. A higher percentage of Off-Campus Housing Student respondents (36%, $n = 944$) than Campus Housing

Student respondents (26%, $n = 533$) “strongly agreed” that they had faculty whom they perceived as role models. Lastly, a higher percentage of Employed Student respondents (34%, $n = 733$) than Not-Employed Student respondents (26%, $n = 441$) “strongly agreed” with the statement.

Sixty-two percent ($n = 2,910$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A lower percentage of Undergraduate Student respondents (25%, $n = 965$) than Graduate/Veterinary Medicine Student respondents (28%, $n = 228$) “strongly agreed” that they had staff whom they perceived as role models. Twenty-six percent ($n = 828$) of Not-Transfer Student respondents and 21% ($n = 137$) of Transfer Student respondents “strongly agreed” that they had staff whom they perceived as role models. In terms of gender identity, 9% ($n = 11$) of Transspectrum Student respondents, 3% ($n = 58$) of Men Student respondents, and 2% ($n = 49$) of Women Student respondents “strongly disagreed” that they had staff whom they perceived as role models. Nine percent ($n = 352$) of U.S. Citizen Student respondents compared with 6% ($n = 40$) of Not-U.S. Citizen Student respondents “disagreed” that they had staff whom they perceived as role models. A higher percentage of Student Respondents of Color (32%, $n = 265$) than Multiracial Student respondents (23%, $n = 67$) or White Student respondents (26%, $n = 929$) “neither agreed nor disagreed” that they had staff whom they perceived as role models. Eight percent ($n = 307$) of Heterosexual Student respondents compared with 12% ($n = 69$) of LGBTQ Student respondents “disagreed” with this statement. A higher percentage of No-Military Student respondents (37%, $n = 1,559$) than Military Student respondents (28%, $n = 90$) “agreed” that they had staff whom they perceived as role models. A small, but significantly lower percentage of Low-Income Student respondents (34%, $n = 308$) than Not-Low-Income Student respondents (37%, $n = 1,371$) “agreed” that they had staff whom they perceived as role models. Similarly, a higher percentage of Religious/Spiritual Affiliation Student respondents (38%, $n = 1,147$) than No Religious/Spiritual Affiliation Student respondents (35%, $n = 544$) “agreed” with the statement. A higher percentage of Off-Campus Housing Student respondents (28%, $n = 719$) than Campus Housing Student respondents (22%, $n = 451$) “strongly agreed” that they had staff whom they perceived as role models. Lastly, a higher percentage of Employed Student respondents (66%, $n = 1,449$) than Not-Employed Student respondents (56%, $n = 957$) “strongly agreed” and “agreed” with the statement.

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudice my abilities based on their perception of my identity/background.	539	11.5	1,070	22.7	1,139	24.2	1,348	28.6	610	13.0
Transfer status ^{ccxcii}										
Not-Transfer	358	11.0	694	21.3	780	24.0	966	29.7	454	14.0
Transfer	81	12.5	171	26.3	167	25.7	160	24.6	71	10.9
Gender identity ^{ccxciii}										
Women	261	9.8	615	23.0	670	25.1	826	30.9	300	11.2
Men	265	13.9	426	22.4	435	22.9	487	25.6	288	15.1
Citizenship status ^{ccxciv}										
U.S. Citizen	427	10.8	831	21.0	944	23.9	1,194	30.2	556	14.1
Not-U.S. Citizen	108	14.9	228	31.4	193	26.6	148	20.4	49	6.7
Racial identity ^{ccxcv}										
People of Color	123	14.7	255	30.5	243	29.1	159	19.0	55	6.6
White	379	10.7	727	20.6	815	23.1	1,098	31.1	507	14.4
Multiracial	29	10.0	76	26.3	66	22.8	78	27.0	40	13.8
First-generation status ^{ccxcvi}										
First-Generation	49	10.8	115	25.3	132	29.0	112	24.6	47	10.3
Not-First-Generation	488	11.5	953	22.5	1,004	23.7	1,234	29.1	561	13.2
Income status ^{ccxcvii}										
Low-Income	110	12.1	237	26.0	226	24.8	232	25.5	105	11.5
Not-Low-Income	419	11.4	805	21.9	879	24.0	1,082	29.5	483	13.2
Housing status ^{ccxcviii}										
Campus Housing	198	9.7	443	21.8	513	25.2	621	30.5	260	12.8
Off-Campus Housing	322	12.3	614	23.5	617	23.6	718	27.5	344	13.2
I believe that Iowa State encourages free and open discussion of difficult topics.	1,085	23.0	2,033	43.2	960	20.4	452	9.6	178	3.8
Student status ^{ccxcix}										
Undergraduate	910	23.3	1,717	44.0	773	19.8	360	9.2	145	3.7
Graduate/Veterinary Medicine	175	21.8	316	39.4	187	23.3	92	11.5	33	4.1
Gender identity ^{ccc}										
Woman	604	22.6	1,202	44.9	545	20.4	264	9.9	63	2.4

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Man	463	24.4	790	41.6	384	20.2	167	8.8	94	5.0
Transspectrum	13	10.9	40	33.6	28	23.5	18	15.1	20	16.8
Citizenship status ^{ccci}										
U.S. Citizen	882	22.3	1,716	43.4	791	20.0	407	10.3	160	4.0
Not-U.S. Citizen	194	26.8	307	42.4	165	22.8	40	5.5	18	2.5
Racial identity ^{ccci}										
People of Color	206	24.7	334	40.0	188	22.5	69	8.3	37	4.4
White	822	23.3	1,568	44.4	689	19.5	333	9.4	119	3.4
Multiracial	43	15.0	119	41.5	63	22.0	44	15.3	18	6.3
Sexual identity ^{ccci}										
LGBQ	104	18.2	252	44.1	120	21.0	70	12.3	25	4.4
Heterosexual	933	23.7	1,714	43.4	794	20.1	363	9.2	141	3.6
Income status ^{ccci}										
Low-Income	183	20.0	367	40.2	220	24.1	101	11.1	43	4.7
Not-Low-Income	874	23.8	1,616	44.1	715	19.5	336	9.2	124	3.4
Disability status ^{ccci}										
Single Disability	75	17.0	180	40.8	87	19.7	71	16.1	28	6.3
No Disability	970	24.0	1,779	44.0	816	20.2	347	8.6	132	3.3
Multiple Disabilities	36	18.3	61	31.0	51	25.9	32	16.2	17	8.6
Religious/Spiritual affiliation ^{ccci}										
Religious/Spiritual Affiliation	755	24.8	1,330	43.6	598	19.6	271	8.9	95	3.1
No Religious/Spiritual Affiliation	309	19.6	676	42.8	346	21.9	171	10.8	76	4.8
Housing status ^{ccci}										
Campus Housing	452	22.2	938	46.1	406	19.9	184	9.0	56	2.8
Off-Campus Housing	616	23.5	1,074	41.1	546	20.9	262	10.0	118	4.5
I have faculty whom I perceive as role models.	1,499	31.8	1,870	39.7	908	19.3	334	7.1	105	2.2
Student status ^{ccci}										
Undergraduate	1,175	30.0	1,571	40.2	785	20.1	298	7.6	83	2.1
Graduate/Veterinary Medicine	324	40.3	299	37.2	123	15.3	36	4.5	22	2.7
Gender identity ^{ccci}										

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Woman	870	32.4	1,087	40.5	501	18.7	179	6.7	46	1.7
Man	596	31.4	743	39.1	373	19.6	137	7.2	50	2.6
Transpectrum	30	25.0	37	30.8	30	25.0	14	11.7	9	7.5
Citizenship status ^{cccix}										
U.S. Citizen	1,272	32.1	1,577	39.8	732	18.5	299	7.6	80	2.0
Not-U.S. Citizen	219	30.1	284	39.1	169	23.2	30	4.1	25	3.4
Racial identity ^{cccxi}										
Additional People of Color	48	30.8	59	37.8	30	19.2	12	7.7	7	4.5
Asian/Asian American	115	30.3	143	37.6	102	26.8	12	3.2	8	2.1
Hispanic/Latin@/Chican@	56	31.1	71	39.4	39	21.7	11	6.1	< 5	---
Black/African American	34	27.6	41	33.3	30	24.4	11	8.9	7	5.7
White/European American	1,136	32.2	1,426	40.4	639	18.1	256	7.2	76	2.2
Multiracial	94	32.6	112	38.9	52	18.1	26	9.0	< 5	---
Sexual identity ^{cccxi}										
LGBQ	188	32.9	225	39.3	90	15.7	59	10.3	10	1.7
Heterosexual	1,266	32.0	1,565	39.6	776	19.6	256	6.5	88	2.2
Income status ^{cccxi}										
Low-Income	335	36.7	332	36.3	158	17.3	55	6.0	34	3.7
Not-Low-Income	1,127	30.7	1,491	40.6	718	19.6	269	7.3	66	1.8
Religious/Spiritual affiliation ^{cccxi}										
Religious/Spiritual Affiliation	966	31.6	1,235	40.4	602	19.7	190	6.2	65	2.1
No Religious/Spiritual Affiliation	507	32.1	608	38.6	286	18.1	139	8.8	37	2.3
Housing status ^{cccxi}										
Campus Housing	533	26.1	830	40.6	463	22.7	175	8.6	41	2.0
Off-Campus Housing	944	36.1	1,025	39.2	434	16.6	154	5.9	61	2.3
Employment status ^{cccxi}										
Not-Employed	441	25.8	679	39.7	404	23.6	150	8.8	37	2.2
Employed	733	33.5	886	40.5	378	17.3	147	6.7	46	2.1
I have staff whom I perceive as role models	1,193	25.3	1,717	36.5	1283	27.2	398	8.5	118	2.5
Student status ^{cccxi}										

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Undergraduate	965	24.7	1,447	37.1	1,048	26.8	345	8.8	99	2.5
Graduate/Veterinary Medicine	228	28.3	270	33.5	235	29.2	53	6.6	19	2.4
Transfer status ^{ccccviii}										
Not-Transfer	828	25.5	1,215	37.4	847	26.1	285	8.8	76	2.3
Transfer	137	21.0	232	35.5	201	30.8	60	9.2	23	3.5
Gender identity ^{ccccix}										
Woman	722	27.0	1,030	38.4	683	25.5	195	7.3	49	1.8
Man	451	23.8	645	34.0	562	29.6	181	9.5	58	3.1
Transspectrum	17	14.3	39	32.8	34	28.6	18	15.1	11	9.2
Citizenship status ^{ccccx}										
U.S. Citizen	1,019	25.8	1,447	36.6	1,042	26.4	352	8.9	94	2.4
Not-U.S. Citizen	166	22.9	262	36.1	234	32.2	40	5.5	24	3.3
Racial identity ^{ccccxi}										
People of Color	213	25.4	277	33.1	265	31.7	59	7.0	23	2.7
White	890	25.2	1,315	37.3	929	26.3	306	8.7	87	2.5
Multiracial	77	26.7	107	37.2	67	23.3	30	10.4	7	2.4
Sexual identity ^{ccccxii}										
LGBQ	145	25.3	197	34.4	145	25.3	69	12.1	16	2.8
Heterosexual	1,011	25.6	1,451	36.8	1,082	27.4	307	7.8	94	2.4
Military status ^{ccccxiii}										
Military	84	26.5	90	28.4	99	31.2	37	11.7	7	2.2
No-Military	1,069	25.4	1,559	37.0	1,123	26.7	350	8.3	107	2.5
Income status ^{ccccxiv}										
Low-Income	249	27.2	308	33.7	249	27.2	76	8.3	33	3.6
Not-Low-Income	916	25.0	1,371	37.4	990	27.0	310	8.5	78	2.1
Religious/Spiritual affiliation ^{ccccxv}										
Religious/Spiritual Affiliation	787	25.8	1,147	37.6	817	26.8	223	7.3	75	2.5
No Religious/Spiritual Affiliation	384	24.3	544	34.5	440	27.9	171	10.8	40	2.5
Housing status ^{ccccxvi}										
Campus Housing	451	22.1	758	37.2	586	28.7	193	9.5	52	2.5
Off-Campus Housing	719	27.5	944	36.1	689	26.4	198	7.6	63	2.4

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Employment status ^{ccccxxvii}										
Not-Employed	356	20.9	601	35.2	536	31.4	170	10.0	43	2.5
Employed	609	27.8	840	38.4	509	23.3	174	8.0	55	2.5

Note: Table reports only responses from Student respondents (*n* = 4,756).

Graduate Student Perceptions of Department/Program and Academic Work

The survey queried Graduate/Veterinary Medicine Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Significant findings are presented in Tables 102 – 103 below.

Seventy-two percent (*n* = 589) of Graduate/Veterinary Medicine Student respondents were satisfied with the quality of advising they have received from their departments (Table 102). Significant differences were found by racial identity. Nineteen percent (*n* = 86) of White Graduate/Veterinary Medicine Student respondents and 9% (*n* = 26) of Graduate/Veterinary Medicine Student Respondents of Color “disagreed” or “strongly disagreed” that they were satisfied with the quality of advising they received from their departments (Multiracial Graduate/Veterinary Medicine Student respondents (*n* < 5) were not statistically different from the other two categories).

Eighty-two percent (*n* = 668) of Graduate/Veterinary Medicine Student respondents felt they had adequate access to their advisors. Thirty-nine percent (*n* = 204) of U.S. Citizen Graduate/Veterinary Medicine Student respondents compared with 50% (*n* = 143) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents “strongly agreed” that they had adequate access to their advisors. A higher percentage of Graduate/Veterinary Medicine Student Respondents of Color (51%, *n* = 146) than White Graduate/Veterinary Medicine Student respondents (38%, *n* = 178) “strongly agreed” that they had adequate access to their advisors (Multiracial Graduate/Veterinary Medicine Student respondents (45%, *n* = 19) were not statistically different). A higher percentage of Low-Income Graduate/Veterinary Medicine Student respondents (47%, *n* = 194) than Not-Low-Income Graduate/Veterinary Medicine

Student respondents (39%, $n = 146$) “strongly agreed” that they had adequate access to their advisors.

Seventy-one percent ($n = 578$) of Graduate/Veterinary Medicine Student respondents noted they believed that their advisors provided clear expectations. A small, but significantly lower percentage of Men Graduate/Veterinary Medicine Student respondents (3%, $n = 11$) than Women Graduate/Veterinary Medicine Student respondents (7%, $n = 29$) “strongly disagreed” that their advisors provided clear expectations. Sixty-five percent ($n = 336$) of U.S. Citizen Graduate/Veterinary Medicine Student respondents compared with 83% ($n = 237$) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents “strongly agreed” and “agreed” that their advisors provided clear expectations. A higher percentage of Graduate/Veterinary Medicine Student Respondents of Color (39%, $n = 114$) than White Graduate/Veterinary Medicine Student respondents (30%, $n = 138$) “strongly agreed” that their advisors provided clear expectations (Multiracial Graduate/Veterinary Medicine Student respondents (34%, $n = 14$) were not statistically different).

Eighty-one percent ($n = 658$) of Graduate/Veterinary Medicine Student respondents thought that their advisors responded to their emails, calls, or voicemails in a prompt manner. Forty-four percent ($n = 228$) of U.S. Citizen Graduate/Veterinary Medicine Student respondents compared with 51% ($n = 147$) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents “strongly agreed” that their advisors responded to their emails, calls, or voicemails in a prompt manner. A higher percentage of Low-Income Graduate/Veterinary Medicine Student respondents (52%, $n = 217$) than Not-Low-Income Graduate/Veterinary Medicine Student respondents (40%, $n = 149$) “strongly agreed” that their advisors responded to their emails, calls, or voicemails in a prompt manner.

Two-thirds (67%, $n = 539$) of Graduate/Veterinary Medicine Student respondents noted they believed that they received support from their advisors to pursue personal research interests. A higher percentage of Men Graduate/Veterinary Medicine Student respondents (38%, $n = 137$) than Women Graduate/Veterinary Medicine Student respondents (31%, $n = 134$) “strongly agreed” that they received support from their advisors to pursue personal research interests. Thirty-one percent ($n = 159$) of U.S. Citizen Graduate/Veterinary Medicine Student respondents

compared with 40% ($n = 114$) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents “strongly agreed” that they received support from their advisors to pursue personal research interests. A lower percentage of Graduate/Veterinary Medicine Student Respondents of Color (3%, $n = 8$) than White Graduate/Veterinary Medicine Student respondents (7%, $n = 33$) “strongly disagreed” that they received support from their advisors to pursue personal research interests (Multiracial Graduate/Veterinary Medicine Student respondents ($n < 5$) were not statistically different). A higher percentage of Graduate/Veterinary Medicine Student Respondents with Multiple Disabilities (19%, $n = 6$) than Graduate/Veterinary Medicine Student Respondents with No Disability (7%, $n = 48$) and Graduate/Veterinary Medicine Student Respondents with a Single Disability ($n < 5$) “disagreed” that they received support from their advisors to pursue personal research interests. In addition, a higher percentage of Graduate/Veterinary Medicine Student Respondents with a Single Disability (16%, $n = 11$) than Graduate/Veterinary Medicine Student Respondents with No Disability (4%, $n = 30$) “strongly disagreed” with the statement (Graduate/Veterinary Medicine Student Respondents with Multiple Disabilities ($n < 5$) were not statistically different from the other two groups).

Eighty-two percent ($n = 659$) of Graduate/Veterinary Medicine Student respondents felt comfortable sharing their professional goals with their advisors. No significant differences existed between groups.

Table 102. Graduate/Veterinary Medicine Student Respondents’ Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	262	32.2	327	40.2	108	13.3	75	9.2	42	5.2
Racial identity ^{cccxxviii}										
People of Color	102	35.2	127	43.8	35	12.1	18	6.2	8	2.8
White	147	31.6	172	37.0	60	12.9	54	11.6	32	6.9
Multiracial	11	26.2	20	47.6	8	19.0	< 5	---	< 5	---
I have adequate access to my advisor.	347	42.6	321	39.4	83	10.2	41	5.0	22	2.7
Citizenship status ^{cccxxix}										

Table 102. Graduate/Veterinary Medicine Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
U.S. Citizen	204	39.1	209	40.0	59	11.3	30	5.7	20	3.8
Not-U.S. Citizen	143	50.0	107	37.4	23	8.0	11	3.8	< 5	---
Racial identity ^{ccccxx}										
People of Color	146	50.5	105	36.3	24	8.3	11	3.8	< 5	---
White	178	38.2	191	41.0	51	10.9	28	6.0	18	3.9
Multiracial	19	45.2	14	33.3	7	16.7	< 5	---	< 5	---
Income status ^{ccccxxi}										
Low-Income	194	46.7	166	40.0	28	6.7	18	4.3	9	2.2
Not-Low-Income	146	39.2	140	37.6	50	13.4	23	6.2	13	3.5
My advisor provides clear expectations.	268	33.0	310	38.2	126	15.5	67	8.3	40	4.9
Gender identity ^{ccccxxii}										
Woman	136	31.3	154	35.5	74	17.1	41	9.4	29	6.7
Man	130	36.1	150	41.7	48	13.3	21	5.8	11	3.1
Citizenship status ^{ccccxxiii}										
U.S. Citizen	153	29.5	183	35.3	98	18.9	53	10.2	32	6.2
Not-U.S. Citizen	114	39.9	123	43.0	27	9.4	14	4.9	8	2.8
Racial identity ^{ccccxxiv}										
People of Color	114	39.3	123	42.4	32	11.0	15	5.2	6	2.1
White	138	29.7	159	34.3	85	18.3	51	11.0	31	6.7
Multiracial	14	34.1	15	36.6	9	22.0	0	0.0	< 5	---
My advisor responds to my emails, calls, or voicemails in a prompt manner.	375	46.0	283	34.7	96	11.8	37	4.5	25	3.1
Citizenship status ^{ccccxxv}										
U.S. Citizen	228	43.7	170	32.6	73	14.0	30	5.7	21	4.0
Not-U.S. Citizen	147	51.0	108	37.5	22	7.6	7	2.4	< 5	---
Income status ^{ccccxxvi}										
Low-Income	217	52.3	144	34.7	29	7.0	15	3.6	10	2.4
Not-Low-Income	149	39.8	127	34.0	61	16.3	22	5.9	15	4.0
I receive support from my advisor to pursue personal research interests.	273	33.7	266	32.8	171	21.1	57	7.0	44	5.4
Gender identity ^{ccccxxvii}										

Table 102. Graduate/Veterinary Medicine Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Woman	134	30.9	140	32.3	93	21.5	34	7.9	32	7.4
Man	137	38.0	118	32.7	74	20.5	20	5.5	12	3.3
Citizenship status ^{ccccxxviii}										
U.S. Citizen	159	30.7	163	31.5	125	24.1	37	7.1	34	6.6
Not-U.S. Citizen	114	39.7	98	34.1	45	15.7	20	7.0	10	3.5
Racial identity ^{ccccxxix}										
People of Color	110	37.9	102	35.2	52	17.9	18	6.2	8	2.8
White	143	31.0	146	31.6	103	22.3	37	8.0	33	7.1
Multiracial	15	35.7	8	19.0	14	33.3	< 5	---	< 5	---
Disability status ^{ccccxl}										
Single Disability	23	32.4	19	26.8	15	21.1	< 5	---	11	15.5
No Disability	238	34.0	236	33.8	147	21.0	48	6.9	30	4.3
Multiple Disabilities	8	25.8	7	22.6	7	22.6	6	19.4	< 5	---
I feel comfortable sharing my professional goals with my advisor.										
	348	43.2	311	38.6	78	9.7	40	5.0	28	3.5

Note: Table reports only responses from Graduate/Veterinary Medicine Student respondents (*n* = 817).

Most Graduate/Veterinary Medicine Students noted they believed that their department faculty members (83%, *n* = 678) and department staff members (88%, *n* = 714) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 103).

Fifty-nine percent (*n* = 483) of Graduate/Veterinary Medicine Students thought that there are adequate opportunities for them to interact with other university faculty outside of their department. A higher percentage of Graduate/Veterinary Medicine Student Respondents with No Disability (39%, *n* = 273) than Graduate/Veterinary Medicine Student Respondents with Multiple Disabilities (16%, *n* = 5) “agreed” that there are adequate opportunities for them to interact with other university faculty outside of their department (Graduate/Veterinary Medicine Student Respondents with a Single Disability (31%, *n* = 22) were not statistically different from the other two groups).

Sixty-nine percent ($n = 561$) of Graduate/Veterinary Medicine Students thought that their department faculty members encouraged them to produce publications and present research. A higher percentage of Men Graduate/Veterinary Medicine Student respondents (39%, $n = 141$) than Women Graduate/Veterinary Medicine Student respondents (28%, $n = 123$) “strongly agreed” that their department faculty members encouraged them to produce publications and present research while a higher percentage of Women Graduate/Veterinary Medicine Student respondents (40%, $n = 171$) than Men Graduate/Veterinary Medicine Student respondents (33%, $n = 117$) “agreed” with the statement. A higher percentage of Low-Income Graduate/Veterinary Medicine Student respondents (37%, $n = 152$) than Not-Low-Income Graduate/Veterinary Medicine Student respondents (30%, $n = 109$) “strongly agreed” with the statement.

Sixty-five percent ($n = 522$) of Graduate/Veterinary Medicine Student respondents thought that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Table 103. Graduate/Veterinary Medicine Student Respondents’ Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	274	33.6	404	49.6	85	10.4	43	5.3	9	1.1
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	334	41.1	380	46.7	71	8.7	19	2.3	9	1.1
There are adequate opportunities for me to interact with other university faculty outside of my department.	180	22.1	303	37.2	173	21.3	122	15.0	36	4.4
Disability status ^{cccxli}										
Single Disability	18	25.4	22	31.0	14	19.7	11	15.5	6	8.5
No Disability	154	21.9	273	38.9	147	20.9	104	14.8	24	3.4
Multiple Disabilities	5	16.1	5	16.1	10	32.3	6	19.4	5	16.1

Table 103. Graduate/Veterinary Medicine Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My department faculty members encourage me to produce publications and present research.	267	33.0	294	36.3	187	23.1	37	4.6	24	3.0
Gender identity ^{cccxlii}										
Woman	123	28.4	171	39.5	100	23.1	24	5.5	15	3.5
Man	141	39.3	117	32.6	82	22.8	10	2.8	9	2.5
Income status ^{cccxliii}										
Low-Income	152	36.8	150	36.3	87	21.1	17	4.1	7	1.7
Not-Low-Income	109	29.5	130	35.2	95	25.7	19	5.1	16	4.3
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research	198	24.5	324	40.1	161	19.9	93	11.5	32	4.0

Note: Table reports only responses from Graduate/Veterinary Medicine Student respondents (*n* = 817).

There were 177 Graduate/Veterinary Medicine Student respondents who elaborated on their responses to previous statements regarding quality of advising, research opportunities, adviser responses, support, and other facets of advising. Three themes emerged from the responses: quality of advising, praise for department/ISU, and lack of support.

Quality of Advising. For the first theme, respondents commented on the quality of advising. This was a highly meaningful theme for respondents as over 40% of them contributed to this topic. Some respondents were pleased with their advising over the course of their graduate education and shared their positive experiences. One respondent wrote, “Great relationship with my advisor and professors,” while another respondent stated, “My advisor provides me good advice when I need him.” Respondents described their adviser as “awesome,” “supportive,” “a phenomenal resource,” and “wonderful.” One respondent wrote, “I feel my adviser is supportive and is willing to assist in guiding my research.” Another respondent shared, “My advisor is sensitive enough to my requirements as a graduate student and makes me feel comfortable with my work.” One respondent gushed, “My adviser Dr. Hagedorn is the best!!!! I am so lucky to be her student!!!!!!” Another respondent shared, “I would just like to mention that my advisor, Dr. Rosie

Perez, is a great advisor and a wonderful individual. Listening to her and what she research is what motivated me to come to Iowa State. The fact that she is now my advisor is one of the reasons I honestly decided to stay and get my degree.”

Other respondents had negative advising experiences and shared their frustrations. One respondent wrote, “I feel my adviser is a terrible adviser. Not just in advising but also in science and personal communications. I am not the only person who feels that he is a dark spot on the university as a whole.” Another respondent stated, “Again, my major professor and advisor was awful. I'm embarrassed to be associated with him and avoid mentioning that I'm his student.” Some respondents were frustrated by a lack of willingness on the part of their adviser to help them work toward their goals. One respondent shared, “I sometimes feel like [my advisor] disregards my ambitions, and belittles my goals. I have been told that the area of research I want to pursue is too rigorous for me, and that I do not have the drive to succeed in such an environment.” Another respondent wrote, “I do not feel like I can get good feedback on my career goals, and I come out of such meetings feeling conflicted and upset. I do not feel like this is a constructive environment that challenges me in a positive way. I feel instead like my adviser has decided that I cannot achieve, and therefore is not trying to help me be a better scientist.” Lack of communication also contributed to negative advising experiences. One respondent reported, “My advisor replied to my third email. Then I never heard from him again.” Another respondent shared, “My adviser rarely responded to emails and often took weeks if not months to reply. It was very difficult to plan graduation as well as classes without this direct access line.” Another respondent stated, “My adviser has NEVER responded to any email of attempt to contact. He has ignored ALL of my attempts to communicate!!!”

A few respondents reported mixed experiences with advising and pointed out that the quality of advising varied widely across the university. One respondent shared, “I came in under an adviser who was an extremely toxic person who created a terrible and sometimes frightening environment. When he left, I switched to my present adviser and co-adviser, and graduate school has been an entirely different place for me since. I am very happy now.” Another respondent stated, “Adviser and few selected faculty are very welcoming. Some faculty are not as welcoming and encouraging of goals and teaching.” One respondent shared, “I started off my graduate experience with a brand new faculty member who was not a good match for my

mentoring style or skills that I wanted to build professionally during my PhD but had available funding. I have recently switched mentors to a more established faculty member in the department and my experience has improved tremendously.” Another respondent noted, “I have an exceptional adviser who is committed to student success. Not all faculty in the department have the same views.”

Praise for Department/ISU. For the second theme, respondents offered praise at the department or university level for their graduate school experience. One respondent wrote, “I believe the Student Affairs Masters program is one of the best. The staff genuinely cares about students and demonstrate solidarity when things like DACA occur. It makes me feel good to know that the staff is here for us. If the staff did not care about me, I would have left the program a long time ago.” Another respondent praised the English Department, “The English Department Staff are really fantastic and SO supportive. They definitely go above and beyond what I would expect are the requirements of their jobs (and they do so willingly).” The Math Department also received praise, “I have been very pleased with the math department on a whole, while I have been a student here. While I would not describe it as perfect or without faults, I do believe it has been the right fit for me.” Without identifying their department, one respondent offered, “The climate of my department is wonderful. I truly wish every graduate could have that same experience. All staff and faculty members have been incredibly supportive, professional, and caring.”

Respondents also praised Iowa State as a whole. One respondent shared, “The reason why I came back to ISU for my PhD was mainly because the faculty are all so welcoming. They are very good listeners and are 'genuinely' invested in a students' well-being.” Another respondent stated, “As a graduate student, I have had an amazing experience at ISU.” Another respondent shared, “Since my time moving here, I have been treated really nicely by the people around here. The people are polite and helpful and I reciprocate it with the same feelings. I am looking forward to my time here at Iowa State for the next couple of years.”

Lack of Support. In the third theme, respondents commented on their lack of support during their graduate school experience. One respondent pointed out, “Severe lack of mentorship in program & department and severe lack of opportunities for many graduate students.” Another respondent shared, “I feel that my department has been very hands off with me. I understand that much of

graduate school is self-driven, but I fear that I may have fallen a little behind in part because of their approach.” Another respondent elaborated, “The complete opposite of a supportive environment. Absolute condemnation and condescension. Department head, DOGE, advisors only contact you when they need something from you and never respond to communication (call, email, etc.) On the off chance you can schedule a meeting they never show, are extremely late, or rush you out for something more important. If you need assistance or advice you are treated like the problem, demeaned, degraded, and sent on your way.” Some respondents reported that they did not feel that students were a top priority of faculty members. One respondent wrote, “My department is not very supportive to non-tenured faculty and their students, I feel like sometimes the students have been pushed aside and their best interests not taken into consideration.”

Another respondent shared, “Many faculty members within my department prioritize their own interests and pursuits above student needs (unless it is their own student) to point of ignoring contact or students seeking assistance.” Respondents noted that faculty are very busy, which may contribute to limited support for graduate students. One respondent stated, “Advisors are so busy with other things,” while another respondent wrote, “They seem to be busy with other things and have no time for students. They can't seem to help me find any opportunities to pursue research or reach any goals, academically or otherwise.” Another respondent observed, “Faculty are very busy. There is a lot of pressure from the university for them to find external funding and conduct research. Teaching and students are clearly not the top priority at ISU. ISU is first a research entity.”

The survey also queried Graduate/Veterinary Medicine Student respondents about their perceptions about their academic work. Significant findings are presented in Table 104 and below.

Seventy-one percent ($n = 571$) of Graduate/Veterinary Medicine Students felt that their research/scholarship was valued. A higher percentage of Men Graduate/Veterinary Medicine Student respondents (37%, $n = 133$) than Women Graduate/Veterinary Medicine Student respondents (24%, $n = 103$) “strongly agreed” that their research/scholarship was valued while a higher percentage of Women Graduate/Veterinary Medicine Student respondents (45%, $n = 193$) than Men Graduate/Veterinary Medicine Student respondents (38%, $n = 135$) “agreed” with the statement. Twenty-seven percent ($n = 138$) of U.S. Citizen Graduate/Veterinary Medicine

Student respondents compared with 36% ($n = 101$) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents “strongly agreed” that their research/scholarship was valued. A higher percentage of LGBTQ Graduate/Veterinary Medicine Student respondents (15%, $n = 15$) than Heterosexual Graduate/Veterinary Medicine Student respondents (5%, $n = 32$) “disagreed” that their research/scholarship was valued.

Fifty-one percent ($n = 408$) of Graduate/Veterinary Medicine Students felt that their teaching was valued. A higher percentage of Men Graduate/Veterinary Medicine Student respondents (26%, $n = 91$) than Women Graduate/Veterinary Medicine Student respondents (15%, $n = 65$) “strongly agreed” that their teaching was valued. Twenty-eight percent ($n = 143$) of U.S. Citizen Graduate/Veterinary Medicine Student respondents compared with 37% ($n = 105$) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents “agreed” that their teaching was valued. A higher percentage of Not-Low-Income Graduate/Veterinary Medicine Student respondents (48%, $n = 176$) than Low-Income Graduate/Veterinary Medicine Student respondents (35%, $n = 144$) “neither agreed nor disagreed” that their teaching was valued.

Sixty percent ($n = 478$) of Graduate/Veterinary Medicine Students felt that their service contributions were valued. A higher percentage of Men Graduate/Veterinary Medicine Student respondents (26%, $n = 94$) than Women Graduate/Veterinary Medicine Student respondents (17%, $n = 72$) “strongly agreed” that their service contributions were valued. Twenty-five percent ($n = 71$) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents compared with 19% ($n = 96$) of U.S. Citizen Graduate/Veterinary Medicine Student respondents “strongly agreed” that their service contributions were valued. A lower percentage of Graduate/Veterinary Medicine Student Respondents of Color (26%, $n = 74$) than White Graduate/Veterinary Medicine Student respondents (35%, $n = 157$) “neither agreed nor disagreed” with the statement (Multiracial Graduate/Veterinary Medicine Student respondents (33%, $n = 13$) were not statistically different). A small, but statistically higher percentage of LGBTQ Graduate/Veterinary Medicine Student respondents (6%, $n = 6$) than Heterosexual Graduate/Veterinary Medicine Student respondents (2%, $n = 12$) “strongly disagreed” that their service contributions were valued.

Table 104. Graduate/Veterinary Medicine Student Respondents' Perceptions of Academic Work

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship is valued.	241	29.9	330	41.0	167	20.7	49	6.1	18	2.2
Gender identity ^{cccxliv}										
Woman	103	24.1	193	45.1	95	22.2	28	6.5	9	2.1
Man	133	36.9	135	37.5	64	17.8	20	5.6	8	2.2
Citizenship status ^{cccxlv}										
U.S. Citizen	138	26.7	208	40.3	119	23.1	36	7.0	15	2.9
Not-U.S. Citizen	101	35.7	121	42.8	45	15.9	13	4.6	< 5	---
Sexual identity ^{cccxlvi}										
LGBQ	31	30.4	36	35.3	17	16.7	15	14.7	< 5	---
Heterosexual	193	29.4	279	42.5	139	21.2	32	4.9	14	2.1
I feel that my teaching is valued.	160	20.0	248	30.9	335	41.8	42	5.2	17	2.1
Gender identity ^{cccxlvii}										
Woman	65	15.2	136	31.7	191	44.5	27	6.3	10	2.3
Man	91	25.5	110	30.8	135	37.8	14	3.9	7	2.0
Citizenship status ^{cccxlviii}										
U.S. Citizen	96	18.6	143	27.7	233	45.2	30	5.8	14	2.7
Not-U.S. Citizen	63	22.4	105	37.4	98	34.9	12	4.3	< 5	---
Income status ^{cccxlix}										
Low-Income	93	22.7	136	33.2	144	35.1	27	6.6	10	2.4
Not-Low-Income	66	17.8	106	28.6	176	47.6	15	4.1	7	1.9
I feel that my service contributions are valued.	169	21.2	309	38.7	254	31.8	48	6.0	18	2.3
Gender identity ^{cccl}										
Woman	72	16.9	173	40.7	141	33.2	30	7.1	9	2.1
Man	94	26.4	132	37.1	103	28.9	18	5.1	9	2.5
Citizenship status ^{cccli}										
U.S. Citizen	96	18.8	187	36.6	179	35.0	34	6.7	15	2.9
Not-U.S. Citizen	71	25.3	122	43.4	71	25.3	14	5.0	< 5	---
Racial identity ^{ccclii}										
People of Color	71	24.8	124	43.4	74	25.9	12	4.2	5	1.7

Table 104. Graduate/Veterinary Medicine Student Respondents' Perceptions of Academic Work

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	85	18.7	165	36.3	157	34.5	35	7.7	13	2.9
Multiracial	10	25.0	16	40.0	13	32.5	< 5	---	0	0.0
Sexual identity ^{cccliii}										
LGBQ	23	23.2	33	33.3	28	28.3	9	9.1	6	6.1
Heterosexual	131	20.1	262	40.2	210	32.2	37	5.7	12	1.8

Students Who Have Seriously Considered Leaving Iowa State University

Thirty-three percent ($n = 2,376$) of respondents had seriously considered leaving Iowa State University. With regard to student status, 22% ($n = 872$) of Undergraduate Student respondents and 23% ($n = 185$) of Graduate/Veterinary Medicine Student respondents had seriously considered leaving Iowa State University. Of the Student respondents who considered leaving, 72% ($n = 757$) considered leaving in their first year as a student, 38% ($n = 404$) in their second year, 18% ($n = 193$) in their third year, and 9% ($n = 91$) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by gender identity, racial identity, citizenship status, sexual identity, military status, disability status, religious/spiritual affiliation, income status, first-generation status, housing status, and employment status.

Significant results for Undergraduate Student respondents indicated that:

- By citizenship status, 27% ($n = 120$) of Not-U.S. Citizen Undergraduate Student respondents and 22% ($n = 747$) of U.S. Citizen Undergraduate Student respondents considered leaving Iowa State University.^{cccliv}
- By racial identity, 31% ($n = 78$) of Multiracial Undergraduate Student respondents and 29% ($n = 160$) of Undergraduate Student Respondents of Color, compared with 20% ($n = 617$) of White Undergraduate Student respondents considered leaving the institution.^{ccclv}

- By sexual identity, 29% ($n = 136$) of LGBTQ Undergraduate Student respondents and 21% ($n = 700$) of Heterosexual Undergraduate Student respondents considered leaving the institution.^{ccclvi}
- By disability status, 44% ($n = 73$) of Undergraduate Student Respondents with Multiple Disabilities and 33% ($n = 124$) of Undergraduate Student Respondents with a Single Disability, compared with 20% ($n = 671$) of Undergraduate Student Respondents with No Disability considered leaving the institution.^{ccclvii}
- By religious/spiritual affiliation, 20% ($n = 510$) of Undergraduate Student Respondents with a Religious/Spiritual Affiliation and 27% ($n = 349$) of Undergraduate Student Respondents with No Religious/Spiritual Affiliation considered leaving the institution.^{ccclviii}
- By income status, 29% ($n = 148$) of Low-Income Undergraduate Student respondents and 21% ($n = 687$) of Not-Low-Income Undergraduate Student respondents considered leaving the institution.^{ccclix}

Significant results for Graduate/Veterinary Medicine Student respondents indicated that:

- By gender identity, 26% ($n = 114$) of Women Graduate/Veterinary Medicine Student respondents and 18% ($n = 66$) of Men Graduate/Veterinary Medicine Student respondents considered leaving the institution (Transspectrum Graduate/Veterinary Medicine Student respondents ($n < 5$) did not statistically differ).^{ccclx}
- By citizenship status, 25% ($n = 130$) of Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents and 19% ($n = 54$) of U.S. Citizen Graduate/Veterinary Medicine Student respondents considered leaving Iowa State University.^{ccclxi}
- By racial identity, 41% ($n = 16$) of Black/African American Graduate/Veterinary Medicine Student respondents and 16% ($n = 12$) of Graduate/Veterinary Medicine Student Respondents of Color considered leaving the institution (with the other categories not being statistically different).^{ccclxii}

- By sexual identity, 31% ($n = 33$) of LGBTQ Graduate/Veterinary Medicine Student respondents and 21% ($n = 139$) of Heterosexual Graduate/Veterinary Medicine Student respondents considered leaving the institution.^{ccclxiii}
- By income status, 25% ($n = 105$) of Low-Income Graduate/Veterinary Medicine Student respondents and 19% ($n = 71$) of Not-Low-Income Graduate/Veterinary Medicine Student respondents considered leaving the institution.^{ccclxiv}
- By disability status, 61% ($n = 19$) of Graduate/Veterinary Medicine Student Respondents with Multiple Disabilities, 34% ($n = 24$) of Graduate/Veterinary Medicine Student Respondents with a Single Disability, and 20% ($n = 138$) of Graduate/Veterinary Medicine Student Respondents with No Disability considered leaving the institution.^{ccclxv}

Fifty-one percent ($n = 444$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at Iowa State University (Table 105). Others considered leaving because they lacked a social life at Iowa State University (35%, $n = 309$), for personal reasons (34%, $n = 292$), because they were homesick (29%, $n = 252$), for financial reasons (27%, $n = 231$), and/or because they lacked a support group (24%, $n = 213$).

Table 105. Top Reasons Why Undergraduate Student Respondents Considered Leaving Iowa State University

Reason	<i>n</i>	%
Lack of a sense of belonging	444	50.9
Lack of social life	309	35.4
Personal reasons (e.g., medical, mental health, family emergencies)	292	33.5
Homesick	252	28.9
Financial reasons	231	26.5
Lack of support group	213	24.4
Didn't like major	192	22.0
Climate was not welcoming	185	21.2
Coursework was too difficult	138	15.8
Discrimination/harassment	88	10.1
Lack of support services	77	8.8
Didn't have my major	63	7.2
Coursework not challenging enough	51	5.8
My marital/relationship status	47	5.4
Didn't meet the selection criteria for a major	18	2.1

Table 105. Top Reasons Why Undergraduate Student Respondents Considered Leaving Iowa State University

Reason	<i>n</i>	%
Immigration status	10	1.1
A reason not listed above	171	19.6

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving Iowa State University (*n* = 872).

Fifty-six percent (*n* = 104) of Graduate/Veterinary Medicine Student respondents who considered leaving suggested that they lacked a sense of belonging at Iowa State University (Table 106). Others contemplated leaving because the climate was not welcoming (31%, *n* = 57), because of tension with supervisor/manager (30%, *n* = 55), and/or because of discrimination/harassment (29%, *n* = 53).

Table 106. Reasons Why Graduate/Veterinary Medicine Student Respondents Considered Leaving Iowa State University

Reason	<i>n</i>	%
Lack of sense of belonging	104	56.2
Campus climate was unwelcoming	57	30.8
Tension with supervisor/manager	55	29.7
Discrimination/harassment	53	28.6
Desire to live in a different location	45	24.3
Personal reasons (e.g., medical, mental health, family emergencies)	45	24.3
Inability to effect change	34	18.4
Increased workload	34	18.4
Institutional support (e.g., tech support, lab space/equipment)	34	18.4
Low salary/pay rate	31	16.8
Tension with coworkers	25	13.5
Lack of benefits	23	12.4
Local community climate was not welcoming	23	12.4
Limited opportunities for advancement	21	11.4
Local community did not meet my (my family) needs	20	10.8
Interested in a position at another institution	18	9.7
Family responsibilities	15	8.1
Lack of professional development opportunities	15	8.1
Immigration status	8	4.3
Recruited or offered a position at another institution/organization	8	4.3
Spouse or partner relocated	7	3.8

Table 106. Reasons Why Graduate/Veterinary Medicine Student Respondents Considered Leaving Iowa State University

Reason	<i>n</i>	%
Spouse or partner unable to find suitable employment	6	3.2
A reason not listed above	39	21.1

Note: Table reports only Graduate/Veterinary Medicine Student respondents who indicated that they considered leaving Iowa State University ($n = 817$).

Undergraduate Student respondents were asked two additional questions related to their intent to persist at Iowa State University. Responses were analyzed by gender identity, racial identity, citizenship status, sexual identity, military status, disability status, religious affiliation, income status, first-generation status, housing status, and employment status.

Table 107 illustrates that 86% ($n = 3,379$) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that, thinking ahead, it was likely that they would leave Iowa State University before they graduate. A higher percentage of Women Undergraduate Student respondents (65%, $n = 1,469$) than Men Undergraduate Student respondents (59%, $n = 905$) “strongly disagreed” with this statement. By citizenship status, 40% ($n = 178$) of Not-U.S. Citizen Undergraduate Student respondents and 65% ($n = 2,241$) of U.S. Citizen Undergraduate Student respondents “strongly disagreed” it was likely that they would leave Iowa State University before they graduate. Sixty-six percent ($n = 2,038$) of White Undergraduate Student respondents, 54% ($n = 135$) of Multiracial Undergraduate Student respondents, and 44% ($n = 244$) of Undergraduate Student Respondents of Color “strongly disagreed” that it was likely that they would leave Iowa State University before they graduate. A higher percentage of Not-First-Generation Undergraduate Student respondents (63%, $n = 2,257$) than First-Generation Undergraduate Student respondents (51%, $n = 174$) and a higher percentage of Not-Low-Income Undergraduate Student respondents (63%, $n = 2,101$) than Low-Income Undergraduate Student respondents (57%, $n = 283$) “strongly disagreed” with this statement. By disability status, 63% ($n = 2,121$) of Graduate/Veterinary Medicine Student Respondents with No Disability “strongly disagreed” that it was likely that they would leave Iowa State University before they graduate, compared with 53% ($n = 89$) of Graduate/Veterinary Medicine Student Respondents with Multiple Disabilities (Graduate/Veterinary Medicine Student Respondents with a Single Disability (58%, $n = 217$) did not statistically differ). A higher percentage of Undergraduate Student Respondents with No Religious Affiliation (9%, $n = 114$) than Undergraduate Student

Respondents with a Religious Affiliation (7%, $n = 178$) “neither agreed nor disagreed” that, thinking ahead, it was likely they would leave Iowa State University before they graduate. Lastly, a small, but statistically higher percentage of Campus Housing Undergraduate Student respondents (4%, $n = 87$) than Off-Campus Housing Undergraduate Student respondents (3%, $n = 51$) “agreed” with the statement.

Ninety-four percent ($n = 3,678$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from Iowa State University. A higher percentage of Women Undergraduate Student respondents (72%, $n = 1,627$) than Men Undergraduate Student respondents (68%, $n = 1,047$) “strongly agreed” with this statement. Seventy-four percent ($n = 2,255$) of White Undergraduate Student respondents, 65% ($n = 164$) of Multiracial Undergraduate Student respondents, and 56% ($n = 308$) of Undergraduate Student Respondents of Color “strongly agreed” that they intended to graduate from Iowa State University. A higher percentage of Undergraduate Student Respondents with a Religious Affiliation (72%, $n = 1,874$) than Undergraduate Student Respondents with No Religious Affiliation (67%, $n = 849$) “strongly agreed” that they intended to graduate from Iowa State University, while a higher percentage of Undergraduate Student Respondents with No Religious Affiliation (26%, $n = 336$) than Undergraduate Student Respondents with a Religious Affiliation (22%, $n = 575$) “agreed” with the statement. A small, but statistically higher percentage of Campus Housing Undergraduate Student respondents (6%, $n = 112$) than Off-Campus Housing Undergraduate Student respondents (3%, $n = 59$) “neither agreed nor disagreed” with the statement. Lastly, small significant differences existed based on employment status. Six percent ($n = 105$) of Not-Employed Undergraduate Student respondents and 3% ($n = 68$) of Employed Undergraduate Student respondents “neither agreed nor disagreed” that they intended to graduate from Iowa State University, while 1% ($n = 17$) of Not-Employed Undergraduate Student respondents and less than one percent ($n = 9$) of Employed Undergraduate Student respondents “strongly disagreed” with the statement.

Table 107. Undergraduate Student Respondents' Intent to Graduate from Iowa State University

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Thinking ahead, it is likely that I will leave Iowa State University before I graduate.	105	2.7	141	3.6	299	7.6	947	24.1	2,432	62.0
Gender identity ^{ccclxvi}										
Woman	55	2.4	68	3.0	149	6.6	518	22.9	1,469	65.0
Man	46	3.0	70	4.5	141	9.1	386	24.9	905	58.5
Citizenship status ^{ccclxvii}										
U.S. Citizen	77	2.2	88	2.5	218	6.3	830	24.0	2,241	64.9
Not-U.S. Citizen	27	6.0	52	11.6	79	17.7	111	24.8	178	39.8
Racial identity ^{ccclxviii}										
People of Color	23	4.2	63	11.4	98	17.7	126	22.7	244	44.0
White	68	2.2	66	2.1	170	5.5	736	23.9	2,038	66.2
Multiracial	11	4.4	7	2.8	26	10.3	73	29.0	135	53.6
First-generation status ^{ccclxix}										
First-Generation	13	3.8	31	9.1	45	13.3	76	22.4	174	51.3
Not-First-Generation	91	2.5	110	3.1	253	7.1	869	24.3	2,257	63.0
Income status ^{ccclxx}										
Low-Income	16	3.2	27	5.4	50	10.0	123	24.6	283	56.7
Not-Low-Income	81	2.4	110	3.3	234	7.1	789	23.8	2,101	63.4
Disability status ^{ccclxxi}										
Single Disability	9	2.4	9	2.4	37	9.9	103	27.5	217	57.9
No Disability	94	2.8	123	3.7	240	7.1	787	23.4	2,121	63.0
Multiple Disabilities	< 5	---	7	4.2	20	11.9	50	29.8	89	53.0
Religious/Spiritual affiliation ^{ccclxxii}										
Religious/Spiritual Affiliation	73	2.8	87	3.3	178	6.8	594	22.8	1,669	64.2
No Religious/Spiritual Affiliation	28	2.2	49	3.8	114	9.0	341	26.8	741	58.2
Housing status ^{ccclxxiii}										
Campus Housing	58	3.0	87	4.4	186	9.5	552	28.1	1,083	55.1
Off-Campus Housing	43	2.2	51	2.7	107	5.6	386	20.2	1,325	69.3

Table 107. Undergraduate Student Respondents' Intent to Graduate from Iowa State University

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I intend to graduate from Iowa State University.	2,751	70.3	927	23.7	176	4.5	31	0.8	26	0.7
Gender identity ^{ccclxxiv}										
Woman	1,627	72.3	499	22.2	88	3.9	18	0.8	19	0.8
Man	1,047	67.9	393	25.5	83	5.4	13	0.8	6	0.4
Transspectrum	69	64.5	34	31.8	< 5	---	0	0.0	< 5	---
Racial identity ^{ccclxxv}										
People of Color	308	55.5	178	32.1	53	9.5	8	1.4	8	1.4
White	2,255	73.6	670	21.9	105	3.4	18	0.6	17	0.6
Multiracial	164	65.3	69	27.5	15	6.0	< 5	---	0	0.0
Religious/Spiritual affiliation ^{ccclxxvi}										
Religious/Spiritual Affiliation	1,874	72.4	575	22.2	104	4.0	22	0.8	15	0.6
No Religious/Spiritual Affiliation	849	66.8	336	26.4	67	5.3	9	0.7	10	0.8
Housing status ^{ccclxxvii}										
Campus Housing	1,289	65.8	524	26.7	112	5.7	16	0.8	18	0.9
Off-Campus Housing	1,435	75.3	390	20.5	59	3.1	14	0.7	8	0.4
Employment status ^{ccclxxviii}										
Not-Employed	1,117	65.5	452	26.5	105	6.2	15	0.9	17	1.0
Employed	1,626	74.1	474	21.6	68	3.1	16	0.7	9	0.4

Note: Table reports only responses from Undergraduate Student respondents (*n* = 3,939).

There were Six hundred and one (601) Student respondents who elaborated on why they had seriously considered leaving Iowa State University. Seven themes emerged from the responses: homesickness, concerns about available majors, insufficient support, diversity issues, academic concerns, financial reasons, and lack of belonging.

Homesickness. In the first theme, Student respondents reported that feelings of homesickness for family and friends led them to seriously consider leaving Iowa State. One respondent replied, “Just a normal case of someone from out of state being homesick.” Another respondent shared, “Adjusting to living on my own and far away from my family was really hard for me.” Respondents made statements such as “Mostly being homesick,” “I was very homesick and

depressed,” and “I do not like being so far away from home.” One respondent explained, “It has been a hard transition leaving a very loving home and wonderful girlfriend and moving 4 hours away to a new state.” Another respondent wrote, “I was considering another school that was closer to my boyfriend and was also closer to my family.” Another respondent noted, “Family was the main reason.”

Concerns About Available Majors. For the second theme, respondents shared how their concerns about their major options at Iowa State led them to seriously consider leaving. Some respondents hoped to attend a different school that they perceived offered a better program for their major. One respondent wrote, “I wanted to be at a school with a better program for my major,” while another respondent noted, “I have friends at another university, and said university has a better degree program in my major.” Another respondent explained, “The school I am looking at has better opportunities for my major. For example, they offer multiple internships and reside by an area with many places to intern.” Other respondents were interested in a major that was not offered by Iowa State, and thus considered leaving. One respondent wrote, “I developed an interest in actuarial science and was considering transferring to a school that had an actuarial science program.” Another respondent shared, “One reason is I have been wanting to get an ASL minor and it is not available here at ISU.” Other areas of study that respondents felt were not adequately offered at Iowa State included nursing, nuclear engineering, marine biology, biomedical engineering, sports management, and clinical psychology.

Insufficient Support. In the third theme, respondents discussed how insufficient support lead them to seriously consider leaving. Some respondents were frustrated by their interactions with their advisors. One respondent wrote, “My advisor is not able to provide proper support and advise on my research.” Another respondent shared, “My mentor was atrocious and should never have been hired nor should he still be in academia for the lack of support he provides his students. He had no part in me finishing my MS, I did it all on my own, no thanks to him.” Another respondent stated, “I told my academic advisor [about my disability] and she did not direct me in anyway besides telling me to get a tutor or go to the academic success center. I love this school but I almost left because it felt like no one was listening or cared.” Other respondents criticized the concern shown to them by their professors. One respondent noted, “Professors seem to be more focused on their own ventures and research instead of helping students learn.”

Another respondent wrote, “I have struggled with mental illness a majority of my life and I have found many of the professors in my major to not be very accommodating to the struggles I face (attending class, completing homework assignments, giving presentations in front of a class, etc.).” One respondent stated, “I had an advisor and several professors who just didn't care about my college experience or treated me as if I was stupid in class.” Another respondent commented, “Certain professors didn't facilitate learning.” A few respondents noted a lack of support for transfer students in particular. One respondent wrote, “I feel it is extremely difficult for transfer students like me to fit in socially and I had noticed there is a huge lack of support for them.” Another respondent shared, “The ISU Ag Business Department was not very welcoming when you transfer in December. This is not just me saying it I have heard it from multiple people.”

Diversity Issues. For the fourth theme, respondents shared how diversity-related issues led them to seriously consider leaving Iowa State. Several respondents lamented the lack of diversity at Iowa State. One respondent noted “I just wish there was more diversity here on campus,” while another respondent wrote, “I underestimated how overwhelmingly white Ames and ISU are.” One respondent observed, “Not enough minority students. Most of my classes were full of white people, especially white male guys. That made me a little bit uncomfortable.”

Many respondents reported incidents of racial bias and discrimination that led them to seriously consider leaving. One respondent observed, “I have found a large amount of the ISU population to make comments, show overall prejudice and display discriminatory actions towards minorities.” Another respondent stated, “Racism here is very, very present.” Several respondents shared personal experiences, “I didn't feel welcome on campus. Many people on campus just stare at me because I am a person of color. It is impossible to be able to focus on your studies or the reason that you are here when people constantly look at you as the ‘other.’” Another respondent explained, “Iowa State and Ames have not [been] easy communities to navigate as an African American woman. I often feel invisible in and outside of the classroom. When I address feelings in my classes about inequities on campus I often feel not supported.” One respondent wrote, “There have been encounters where we, minorities, did not feel welcomed and I feel like I am seen as a threat in my classes.”

A few respondents shared their frustration with the lack of action by the administration in handling incidents of a racial nature. One respondent wrote, “Racism issues are not satisfactorily handled for instance the poster incidents last year.” Another respondent commented, “Campus climate felt dangerous. Racism among peers in dorm life. Ripping of posters that included gender inclusive pronouns. Racist posters. ISU chose to not address any of these issues.” One respondent elaborated, “The main reason I seriously considered leaving was because of seeing so many blatant instances of racism, discrimination, and hatred towards marginalized groups and not seeing anyone take a strong stance against those instances. I do not hold any of the marginalized identities that were targeted but I still felt very unsafe on this campus knowing that so many people here were so hateful and knowing that a lot of students here own guns. I also just felt incredibly frustrated that the university is not doing more to support the students being targeted. Statements are not enough.”

Academic Concerns. In the fifth theme, respondents reported academic concerns that had prompted them to seriously consider leaving. For some respondents, academic coursework was too challenging which led them to consider leaving. One respondent wrote, “Didn't do well academically, program was difficult and I was failing so I wanted to leave.” Another respondent shared, “I considered leaving because the courses were very difficult and I did not receive much help from my professors.” Another respondent noted, “My first year I struggled academically and was on the verge of being dismissed from the University.”

Other respondents were frustrated by academic requirements, such as the general education requirements. One respondent wrote, “The coursework is the most inefficient method of learning I've ever seen in my entire life. General education requirements are idiotic, especially for folks who have PLENTY of life experience.” Another respondent commented, “I have taken many classes in my collegiate career. I do not find it particularly beneficial that I have to take classes over again that will not have any impact on my future career. I find that it is a waste of time and money.” One respondent stated simply, “The courses I have taken to meet general education requirements have caused me to seriously consider not completing my degree,” while another respondent elaborated, “Do not believe the general required coursework to obtain a degree was worth its financial weight, nor do I believe that much of the required courses are useful in advancing one's knowledge of their career choice or responsibilities. I believe that once a major

is chosen, only major/career-specific courses should be required, and more specific courses within chosen major should be available and encouraged.”

A few respondents were irritated by the lack of course offerings. One respondent wrote, “There are not enough Criminal Justice classes for everyone who needs them. I want to be able to complete my degree and I can't when classes are full after senior registration.” Another respondent shared, “Also both times I've registered for classes I've struggled to find classes that applied to my major or minor or my second minor. There aren't enough 300+ level classes being offered, especially in English.” Another respondent lamented, “There are numerous classes I would like to take, but as a full-time distance student, I only have access to a small percentage of the available classes.”

Financial Reasons. For the sixth theme, respondents stated that financial reasons were why they had seriously considered leaving. One respondent wrote, “I couldn't afford the tuition and was not supported by the university in a substantial way by financial aid.” Another respondent stated, “I felt as if I was not capable of continuing my coursework without fear of serious financial loss.” Respondents made statements such as “a lot of financial stress,” “expenses are the main reason,” and “I really need help in reducing my tuition.” One respondent shared, “Cannot afford tuition costs along with food, housing, supplies, etc.,” while another respondent commented, “My greatest concern is finances. Attending Iowa State is causing me to place myself into serious debt. The idea of debt is terrifying enough to cause one to re-consider a college education.” Some respondents addressed the high cost of out of state tuition. One respondent wrote, “Tuition is very high for out of state students and I know many of my friends will have to transfer because of the high tuition cost.” Other respondents observed, “Costs are too high for out of state students,” and “Being an out of state student is extremely expensive.” Another respondent wrote, “As an out of state student further years in my education could've been less expensive had I gone to a university within my home state of Minnesota.”

Lack of Belonging. In the final theme, respondents shared that they had seriously considered leaving because they did not feel that they belonged at Iowa State. These respondents made statements such as “I don't feel like I belong at ISU,” “I felt unwelcome,” and “I didn't feel like I was fitting in.” One respondent wrote, “I have yet to find a group of individuals I can identify

with,” while another respondent shared, “I just don't feel like I belong here, I'm welcomed but I just don't fit in at all with anyone I meet.” Another respondent observed, “I have never identified as an Iowa State Cyclone and I was uncomfortable that everyone around me seemed to do so.” One respondent elaborated, “Had a hard time meeting and making friends. Usually by myself for the majority of my first semester. There was a feeling that I did not belong. There was culture shock, there weren't many people here with similar backgrounds, made it hard.”

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by sexual identity, income, and disability status. Women Undergraduate Student respondents were found to have greater *Perceived Academic Success* than Men Undergraduate Student respondents. Findings suggested that Asian/Asian American Undergraduate Student respondents, Black/African American Undergraduate Student respondents, and Multiracial Undergraduate Student respondents have less *Perceived Academic Success* than White/European American Undergraduate Student respondents. LGBTQ Undergraduate Student respondents' scores indicated lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. The same was found for Graduate/Veterinary Medicine Student respondents. Scores also indicated that Low-Income Undergraduate Student and Graduate/Veterinary Medicine Student respondents had lower *Perceived Academic Success* than their counterparts. Findings suggested that Undergraduate Student respondents with a Single Disability or with Multiple Disabilities have lower *Perceived Academic Success* scores than Undergraduate Student respondents with No Disability. Similar results were found for Graduate/Veterinary Medicine Student respondents. Additionally, U.S. Citizen-Birth Undergraduate Student respondents had greater *Perceived Academic Success* than Not-U.S. Citizen Undergraduate Student respondents.

A majority of Student respondents indicated positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 75% ($n = 3,543$) of Student respondents felt valued by Iowa State faculty; 74% ($n = 3,495$) felt valued by Iowa State staff; and 53% ($n = 2,487$) felt valued by Iowa State senior administrators. Significantly lower percentages of Undergraduate Student respondents, Women respondents, Transspectrum respondents, Multiracial respondents, Student Respondents with a Single Disability, Student

Respondents with Multiple Disabilities, U.S. Citizen respondents, Military Service respondents, First-Generation respondents, No Religious/Spiritual Affiliation respondents, and Off-Campus Housing respondents noted feeling valued compared with their colleagues. Sixty-six percent ($n = 3,118$) of Student respondents believed that Iowa State University encouraged free and open discussion of difficult topics. The majority of Student respondents indicated that they have faculty (72%, $n = 3,369$) and/or (62%, $n = 2,910$) staff, whom they perceive as role models.

Seventy-two percent ($n = 589$) of Graduate/Veterinary Medicine Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they had received from their departments; 82% ($n = 668$) felt they had adequate access to their advisors; 81% ($n = 658$) thought that their advisors responded to their emails, calls, or voicemails in a prompt manner; and 82% ($n = 659$) felt comfortable sharing their professional goals with their advisors. Seventy-one percent ($n = 571$) of Graduate/Veterinary Medicine Student respondents felt that their research/scholarship was valued and 51% ($n = 408$) felt that their teaching was valued. The qualitative comments from Graduate/Veterinary Medicine Student respondents referenced the quality of advising, praise for their department/Iowa State, and lack of support.

Twenty-two percent ($n = 872$) of Undergraduate Student respondents and 23% ($n = 185$) of Graduate/Veterinary Medicine Student respondents had seriously considered leaving Iowa State. Of the Student respondents who considered leaving, 72% ($n = 757$) considered leaving in their first year as a student. Significant results for Undergraduate Student respondents indicated that Not-U.S. Citizen Undergraduate Student respondents, Multiracial Undergraduate Student respondents, Undergraduate Student Respondents of Color, LGBTQ Undergraduate Student respondents, Undergraduate Student Respondents with Multiple Disabilities, Undergraduate Student Respondents with a Single Disability, Undergraduate Student Respondents with a Religious/Spiritual Affiliation, and Low-Income Undergraduate Student respondents considered leaving the institution at higher rates than their colleagues. Among Graduate/Veterinary Medicine Student respondents, a higher proportion of Women Graduate/Veterinary Medicine Student respondents, Not-U.S. Citizen Graduate/Veterinary Medicine Student respondents, Black/African American Graduate/Veterinary Medicine Student respondents, LGBTQ Graduate/Veterinary Medicine Student respondents, Low-Income Graduate/Veterinary Medicine Student respondents, Graduate/Veterinary Medicine Student Respondents with Multiple

Disabilities, and Graduate/Veterinary Medicine Student Respondents with a Single Disability considered leaving compared with their counterparts. Student respondents who considered leaving most frequently indicated that it was because they lacked a sense of belonging, they lacked a social life at Iowa State, or for personal reasons. The qualitative comments from Undergraduate Student respondents referenced homesickness, concerns about available majors, insufficient support, diversity issues, academic concerns, financial reasons, and lack of belonging as the reasons they had seriously considered leaving. Ninety-four percent ($n = 3,678$) of Undergraduate Student respondents intended to graduate from Iowa State.

^{ccxxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by student status: $\chi^2(4, N = 4,732) = 18.663, p < .01$.

^{ccxxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by gender identity: $\chi^2(8, N = 4,718) = 48.523, p < .001$.

^{ccxxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by citizenship status: $\chi^2(4, N = 4,703) = 11.162, p < .05$.

^{ccxli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by racial identity: $\chi^2(8, N = 4,675) = 17.061, p < .05$.

^{ccxlii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by military status: $\chi^2(4, N = 4,546) = 14.546, p < .01$.

^{ccxliii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by first-generation status: $\chi^2(4, N = 4,720) = 11.228, p < .05$.

^{ccxliv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by disability status: $\chi^2(8, N = 4,706) = 51.974, p < .001$.

^{ccxlv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by religious/spiritual affiliation: $\chi^2(4, N = 4,649) = 20.974, p < .001$.

^{ccxlv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University faculty by housing status: $\chi^2(4, N = 4,674) = 32.089, p < .001$.

^{ccxlvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by student status: $\chi^2(4, N = 4,713) = 14.277, p < .01$.

^{ccxlviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by gender identity: $\chi^2(8, N = 4,699) = 51.878, p < .001$.

^{ccxlix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by citizenship status: $\chi^2(4, N = 4,684) = 17.349, p < .01$.

^{cccl}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by racial identity: $\chi^2(20, N = 4,656) = 37.161, p < .05$.

^{cccli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by military status: $\chi^2(4, N = 4,527) = 11.763, p < .05$.

^{cccli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by first-generation status: $\chi^2(4, N = 4,701) = 12.441, p < .05$.

^{cccli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by disability status: $\chi^2(8, N = 4,687) = 50.237, p < .001$.

^{cccli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by religious/spiritual affiliation: $\chi^2(4, N = 4,631) = 32.850, p < .001$.

^{cccli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University staff by housing status: $\chi^2(4, N = 4,655) = 19.127, p < .001$.

^{cccli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by gender identity: $\chi^2(8, N = 4,700) = 61.286, p < .001$.

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- cclvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by citizenship status: $\chi^2(4, N = 4,685) = 51.280, p < .001$.
- cclvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by racial identity: $\chi^2(20, N = 4,657) = 71.109, p < .001$.
- cclviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by sexual identity: $\chi^2(4, N = 4,522) = 37.464, p < .001$.
- cclix A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by disability status: $\chi^2(8, N = 4,688) = 85.606, p < .001$.
- cclx A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by religious/spiritual affiliation: $\chi^2(4, N = 4,633) = 72.568, p < .001$.
- cclxi A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by housing status: $\chi^2(4, N = 4,657) = 15.002, p < .01$.
- cclxii A chi-square test was conducted to compare percentages of Student respondents who felt valued by Iowa State University senior administrators by employment status: $\chi^2(4, N = 3,897) = 20.126, p < .001$.
- cclxiii A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 4,715) = 13.188, p < .05$.
- cclxiv A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by transfer status: $\chi^2(4, N = 3,910) = 12.905, p < .05$.
- cclxv A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(8, N = 4,701) = 61.976, p < .001$.
- cclxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2(20, N = 4,658) = 72.631, p < .001$.
- cclxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by military status: $\chi^2(4, N = 4,530) = 14.066, p < .01$.
- cclxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation status: $\chi^2(4, N = 4,704) = 21.126, p < .001$.
- cclxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(8, N = 4,689) = 50.221, p < .001$.
- cclxx A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by religious/spiritual affiliation: $\chi^2(4, N = 4,632) = 15.456, p < .01$.
- cclxxi A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by housing status: $\chi^2(4, N = 4,658) = 19.641, p < .01$.
- cclxxii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by student status: $\chi^2(4, N = 4,713) = 18.772, p < .01$.
- cclxxiii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by transfer status: $\chi^2(4, N = 3,910) = 19.615, p < .01$.
- cclxxiv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(8, N = 4,699) = 96.659, p < .001$.
- cclxxv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(8, N = 4,656) = 62.541, p < .001$.
- cclxxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(4, N = 4,519) = 57.967, p < .001$.
- cclxxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by first-generation status: $\chi^2(4, N = 4,704) = 30.080, p < .001$.
- cclxxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by income status: $\chi^2(4, N = 4,580) = 29.880, p < .001$.
- cclxxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 4,687) = 100.704, p < .001$.
- cclxxx A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious/spiritual affiliation: $\chi^2(4, N = 4,630) = 34.142, p < .001$.
- cclxxxi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by housing status: $\chi^2(4, N = 4,655) = 19.728, p < .001$.

- cclxxxii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by transfer status: $\chi^2(4, N = 3,881) = 44.797, p < .001$.
- cclxxxiii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: $\chi^2(8, N = 4,659) = 70.795, p < .001$.
- cclxxxiv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by racial identity: $\chi^2(8, N = 4,618) = 49.151, p < .001$.
- cclxxxv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by sexual identity: $\chi^2(4, N = 4,481) = 58.515, p < .001$.
- cclxxxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by first-generation status: $\chi^2(4, N = 4,662) = 19.299, p < .001$.
- cclxxxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by income status: $\chi^2(4, N = 4,543) = 36.468, p < .001$.
- cclxxxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by disability status: $\chi^2(8, N = 4,647) = 109.136, p < .001$.
- cclxxxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by religious/spiritual affiliation: $\chi^2(4, N = 4,593) = 58.413, p < .001$.
- ccxc A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by housing status: $\chi^2(4, N = 4,617) = 11.388, p < .05$.
- ccxci A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by employment status: $\chi^2(4, N = 3,870) = 10.136, p < .05$.
- ccxcii A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by transfer status: $\chi^2(4, N = 3,902) = 16.273, p < .01$.
- ccxciii A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 4,573) = 43.335, p < .001$.
- ccxciv A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 4,678) = 85.957, p < .001$.
- ccxcv A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 4,650) = 117.626, p < .001$.
- ccxcvi A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by first-generation status: $\chi^2(4, N = 4,695) = 11.998, p < .05$.
- ccxcvii A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by income status: $\chi^2(4, N = 4,578) = 11.466, p < .05$.
- ccxcviii A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by housing status: $\chi^2(4, N = 4,650) = 13.378, p < .05$.
- ccxcix A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by student status: $\chi^2(4, N = 4,708) = 11.683, p < .05$.
- ccc A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by gender identity: $\chi^2(8, N = 4,695) = 95.560, p < .001$.
- ccci A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by citizenship status: $\chi^2(4, N = 4,680) = 26.311, p < .001$.
- cccii A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by racial identity: $\chi^2(8, N = 4,652) = 34.689, p < .001$.
- ccciiii A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by sexual identity: $\chi^2(4, N = 4,516) = 12.410, p < .05$.
- ccciv A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by income status: $\chi^2(4, N = 4,579) = 20.931, p < .001$.

- cccvi A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by disability status: $\chi^2(8, N = 4,682) = 77.165, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by religious/spiritual affiliation: $\chi^2(4, N = 4,627) = 27.278, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who believed that Iowa State encouraged free and open discussion by housing status: $\chi^2(4, N = 4,652) = 18.675, p < .01$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by student status: $\chi^2(4, N = 4,716) = 41.873, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by gender identity: $\chi^2(8, N = 4,702) = 31.593, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by citizenship status: $\chi^2(4, N = 4,687) = 23.879, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by racial identity: $\chi^2(20, N = 4,660) = 42.096, p < .01$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by sexual identity: $\chi^2(4, N = 4,523) = 15.180, p < .01$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by income status: $\chi^2(4, N = 4,585) = 27.671, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by religious/spiritual affiliation: $\chi^2(4, N = 4,635) = 12.433, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by housing status: $\chi^2(4, N = 4,660) = 70.953, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had faculty they perceived as role models by employment status: $\chi^2(4, N = 3,901) = 43.720, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by student status: $\chi^2(4, N = 4,709) = 11.138, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by transfer status: $\chi^2(4, N = 3,904) = 12.577, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by gender identity: $\chi^2(8, N = 4,695) = 65.875, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by citizenship status: $\chi^2(4, N = 4,680) = 20.390, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by racial identity: $\chi^2(20, N = 4,652) = 15.933, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by sexual identity: $\chi^2(4, N = 4,517) = 12.909, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff in the classroom by military status: $\chi^2(4, N = 4,525) = 12.464, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by income status: $\chi^2(4, N = 4,580) = 10.856, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by religious/spiritual affiliation: $\chi^2(4, N = 4,628) = 19.336, p < .01$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by housing status: $\chi^2(4, N = 4,653) = 20.906, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Student respondents who had staff they perceived as role models by employment status: $\chi^2(4, N = 3,893) = 49.510, p < .001$.
- cccvi A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who were satisfied with the quality of advising they had received from their department by racial identity: $\chi^2(8, N = 797) = 19.050, p < .05$.
- cccvi A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who thought they had adequate access to their advisor by citizenship status: $\chi^2(4, N = 808) = 15.364, p < .01$.
- cccvi A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who thought they had adequate access to their advisor by racial identity: $\chi^2(8, N = 797) = 18.168, p < .05$.

- cccxxxi A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who thought they had adequate access to their advisor by income status: $\chi^2(4, N = 787) = 14.221, p < .01$.
- cccxxxii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who believed their advisor provided clear expectations by gender identity: $\chi^2(4, N = 794) = 13.501, p < .01$.
- cccxxxiii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who believed their advisor provided clear expectations by citizenship status: $\chi^2(4, N = 805) = 29.961, p < .001$.
- cccxxxiv A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who believed their advisor provided clear expectations by racial identity: $\chi^2(8, N = 795) = 33.919, p < .001$.
- cccxxxv A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who thought that their advisor responded to their emails, calls, or voicemails in a prompt manner by citizenship status: $\chi^2(4, N = 810) = 18.504, p < .01$.
- cccxxxvi A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who thought that their advisor responded to their emails, calls, or voicemails in a prompt manner by income status: $\chi^2(4, N = 789) = 25.340, p < .001$.
- cccxxxvii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who received support from their advisor to pursue personal research interests by gender identity: $\chi^2(4, N = 794) = 10.348, p < .05$.
- cccxxxviii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who received support from their advisor to pursue personal research interests by citizenship status: $\chi^2(4, N = 805) = 14.304, p < .01$.
- cccxxxix A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who received support from their advisor to pursue personal research interests by racial identity: $\chi^2(8, N = 794) = 17.890, p < .05$.
- cccxl A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who received support from their advisor to pursue personal research interests by disability status: $\chi^2(8, N = 801) = 25.814, p < .01$.
- cccxli A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who believed that there were adequate opportunities for them to interact with other university faculty outside of their department by disability status: $\chi^2(8, N = 804) = 22.120, p < .01$.
- cccxlii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who believed their department faculty members encouraged them to produce publications and present research by gender identity: $\chi^2(4, N = 792) = 13.602, p < .01$.
- cccxliii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who believed their department faculty members encouraged them to produce publications and present research by income status: $\chi^2(4, N = 782) = 10.053, p < .05$.
- cccxliv A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their research/scholarship was valued by gender identity: $\chi^2(4, N = 788) = 15.755, p < .01$.
- cccxlv A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their research/scholarship was valued by citizenship status: $\chi^2(4, N = 799) = 14.180, p < .01$.
- cccxlvi A chi-square test was conducted to compare percentages of Student respondents who felt that their research/scholarship was valued by sexual identity: $\chi^2(4, N = 759) = 16.042, p < .01$.
- cccxlvii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their teaching was valued by gender identity: $\chi^2(4, N = 786) = 14.882, p < .01$.
- cccxlviii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their teaching was valued by citizenship status: $\chi^2(4, N = 797) = 14.537, p < .01$.
- cccxl ix A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their teaching was valued by income status: $\chi^2(4, N = 782) = 13.446, p < .01$.
- ccccl A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their service contributions were valued by gender identity: $\chi^2(4, N = 781) = 11.338, p < .05$.
- ccccli A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their service contributions were valued by citizenship status: $\chi^2(4, N = 792) = 14.866, p < .01$.

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- ccclii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who felt that their service contributions were valued by racial identity: $\chi^2(8, N = 781) = 16.192, p < .05$.
- cccliii A chi-square test was conducted to compare percentages of Student respondents who felt that their service contributions were valued by sexual identity: $\chi^2(4, N = 751) = 9.882, p < .05$.
- cccliv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Iowa State University by citizenship status: $\chi^2(1, N = 3,913) = 6.139, p < .05$.
- ccclv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Iowa State University by racial identity: $\chi^2(2, N = 3,896) = 33.470, p < .001$.
- ccclvi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Iowa State University by sexual identity: $\chi^2(1, N = 3,788) = 14.483, p < .001$.
- ccclvii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Iowa State University by disability status: $\chi^2(1, N = 3,920) = 79.926, p < .001$.
- ccclviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Iowa State University by religious/spiritual affiliation: $\chi^2(1, N = 3,885) = 30.511, p < .001$.
- ccclix A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Iowa State University by income status: $\chi^2(1, N = 3,826) = 19.346, p < .001$.
- ccclx A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who had seriously considered leaving Iowa State University by gender identity: $\chi^2(2, N = 814) = 7.322, p < .05$.
- ccclxi A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who had seriously considered leaving Iowa State University by citizenship status: $\chi^2(1, N = 811) = 3.948, p < .05$.
- ccclxii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who had seriously considered leaving Iowa State University by racial identity: $\chi^2(5, N = 800) = 12.822, p < .05$.
- ccclxiii A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who had seriously considered leaving Iowa State University by sexual identity: $\chi^2(1, N = 768) = 5.400, p < .05$.
- ccclxiv A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who had seriously considered leaving Iowa State University by income status: $\chi^2(1, N = 790) = 4.613, p < .05$.
- ccclxv A chi-square test was conducted to compare percentages of Graduate/Veterinary Medicine Student respondents who had seriously considered leaving Iowa State University by disability status: $\chi^2(1, N = 807) = 35.490, p < .001$.
- ccclxvi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by gender identity: $\chi^2(4, N = 3,807) = 22.308, p < .001$.
- ccclxvii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by citizenship status: $\chi^2(4, N = 3,901) = 219.887, p < .001$.
- ccclxviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by racial identity: $\chi^2(8, N = 3,884) = 262.192, p < .001$.
- ccclxix A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by first-generation status: $\chi^2(4, N = 3,919) = 56.672, p < .001$.
- ccclxx A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by income status: $\chi^2(4, N = 3,814) = 14.600, p < .01$.
- ccclxxi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by disability status: $\chi^2(8, N = 3,908) = 19.452, p < .05$.
- ccclxxii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by religious/spiritual affiliation: $\chi^2(4, N = 3,874) = 17.287, p < .01$.
- ccclxxiii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Iowa State University without graduating by housing status: $\chi^2(4, N = 3,878) = 85.882, p < .001$.

^{ccccxxiv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from Iowa State University by gender identity: $\chi^2(8, N = 3,900) = 19.250, p < .05$.

^{ccccxxv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from Iowa State University by racial identity: $\chi^2(8, N = 3,711) = 98.656, p < .001$.

^{ccccxxvi} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from Iowa State University by religious/spiritual affiliation: $\chi^2(4, N = 3,861) = 14.032, p < .01$.

^{ccccxxvii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from Iowa State University by housing status: $\chi^2(4, N = 3,865) = 47.159, p < .001$.

^{ccccxxviii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from Iowa State University by housing status: $\chi^2(4, N = 3,899) = 45.259, p < .001$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Iowa State University does, and should, promote diversity, equity, and inclusion to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Iowa State University if they were currently available and, if they were not currently available, how those initiatives would influence the climate if they were available (Table 108). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Eighty-four percent ($n = 569$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 16% ($n = 108$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Eighty-one percent ($n = 463$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 57% ($n = 62$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 463$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 30% ($n = 194$) of Faculty respondents thought that they were not available. Two-thirds (67%, $n = 308$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 67% ($n = 129$) of Faculty respondents who thought that they were not available thought recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty-five percent ($n = 568$) of Faculty respondents thought that violent incident response training was available and 15% ($n = 98$) of Faculty respondents thought that it was not available. Sixty-six percent ($n = 375$) of the Faculty respondents who thought that violent incident response

training was available believed that they positively influenced the climate and 57% ($n = 56$) of Faculty respondents who thought that it was not available thought violent incident response training would positively influence the climate if it was available.

Eighty-seven percent ($n = 587$) of Faculty respondents thought that diversity and inclusivity training for faculty was available and 13% ($n = 85$) of Faculty respondents thought that such training for faculty was not available. Seventy-two percent ($n = 423$) of Faculty respondents who thought that diversity and inclusivity training for faculty was available believed that it positively influenced the climate and 71% ($n = 60$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 487$) of Faculty respondents thought that tool kits for faculty to create an inclusive classroom environment were available and 27% ($n = 178$) of Faculty respondents thought that such tool kits were not available. Three-fourths (75%, $n = 364$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 79% ($n = 140$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-eight percent ($n = 506$) of Faculty respondents thought that supervisory training for faculty (e.g., department/program chair/head/director) was available and 22% ($n = 146$) of Faculty respondents thought that it was not available. Seventy-three percent ($n = 368$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 75% ($n = 110$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 581$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 13% ($n = 83$) of Faculty respondents thought that such counseling was not available. Ninety-one percent ($n = 530$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 80% ($n = 66$) of Faculty

respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety-one percent ($n = 616$) of Faculty respondents thought that mentorship for new faculty was available and 9% ($n = 61$) of Faculty respondents thought that faculty mentorship was not available. Eighty-nine percent ($n = 549$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 85% ($n = 52$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 509$) of Faculty respondents thought that a clear process to resolve conflicts was available and 23% ($n = 152$) of Faculty respondents thought that such a process was not available. Eighty-five percent ($n = 434$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 88% ($n = 133$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 505$) of Faculty respondents thought that a fair process to resolve conflicts was available and 22% ($n = 145$) of Faculty respondents thought that such a process was not available. Eighty-eight percent ($n = 443$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 90% ($n = 131$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 414$) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 37% ($n = 239$) of Faculty respondents thought that it was not available at Iowa State University. Fifty-five percent ($n = 228$) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 44% ($n = 105$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 423$) of Faculty respondents thought that affordable child care was available at Iowa State University and 37% ($n = 243$) of Faculty respondents thought that it was not available. Seventy-nine percent ($n = 336$) of the Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 89% ($n = 217$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 551$) of Faculty respondents thought that support/resources for spouse/partner employment were available and 17% ($n = 114$) of Faculty respondents thought that they were not available. Eighty-one percent ($n = 445$) of Faculty respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 83% ($n = 95$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-eight percent ($n = 518$) of Faculty respondents thought that programs to support the wellbeing of faculty were available and 22% ($n = 144$) of Faculty respondents thought that they were not available. Eighty-three percent ($n = 429$) of Faculty respondents who thought that programs to support the wellbeing of faculty were available believed that they positively influenced the climate and 89% ($n = 128$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 108. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at Iowa State University								Initiative NOT available at Iowa State University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing flexibility for calculating the tenure clock	463	81.4	89	15.6	17	3.0	569	84.0	62	57.4	31	28.7	15	13.9	108	16.0
Providing recognition and rewards for including diversity issues in courses across the curriculum	308	66.5	126	27.2	29	6.3	463	70.5	129	66.5	47	24.2	18	9.3	194	29.5
Providing violent incident response training	375	66.0	179	31.5	14	2.5	568	85.3	56	57.1	32	32.7	10	10.2	98	14.7
Providing diversity and inclusivity training for faculty	423	72.1	129	22.0	35	6.0	587	87.4	60	70.6	16	18.8	9	10.6	85	12.6
Providing faculty with toolkits to create an inclusive classroom environment	364	74.7	113	23.2	10	2.1	487	73.2	140	78.7	27	15.2	11	6.2	178	26.8
Providing faculty with supervisory training (e.g., department/program chair/head/director)	368	72.7	128	25.3	10	2.0	506	77.6	110	75.3	26	17.8	10	6.8	146	22.4
Providing access to counseling for people who have experienced harassment	530	91.2	48	8.3	< 5	---	581	87.5	66	79.5	6	7.2	11	13.3	83	12.5
Providing mentorship for new faculty	549	89.1	64	10.4	< 5	---	616	91.0	52	85.2	< 5	---	8	13.1	61	9.0
Providing a clear process to	434	85.3	73	14.3	< 5	---	509	77.0	133	87.5	6	3.9	13	8.6	152	23.0

Table 108. Faculty Respondents' Perceptions of Institutional Initiatives

Initiative available at Iowa State University								Initiative NOT available at Iowa State University								
							Total Faculty respondents who believe initiative is available								Total Faculty respondents who believe initiative is not available	
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						
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
resolve conflicts																
Providing a fair process to resolve conflicts	443	87.7	61	12.1	< 5	---	505	77.7	131	90.3	< 5	---	10	6.9	145	22.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	228	55.1	124	30.0	62	15.0	414	63.4	105	43.9	65	27.2	69	28.9	239	36.6
Providing affordable child care	336	79.4	82	19.4	5	1.2	423	63.5	217	89.3	16	6.6	10	4.1	243	36.5
Providing support/resources for spouse/partner employment	445	80.8	79	14.3	27	4.9	551	82.9	95	83.3	7	6.1	12	10.5	114	17.1
Providing programs to support the wellbeing of faculty	429	82.8	86	16.6	< 5	---	518	78.2	128	88.9	8	5.6	8	5.6	144	21.8

Note: Table reports only responses from Faculty respondents (*n* = 757).

One hundred seventeen (117) Faculty respondents offered comments in response to the survey item that asked for their opinions about the effects of ISU's institutional actions on campus climate. Some Faculty respondents commented that they were unsure or unaware of whether ISU offered certain initiatives. The remainder of the comments centered on a lack of child care/subpar family leave policies, spousal/partner hiring, diversity/equity/inclusion training for faculty members, reduced rate gym memberships, and diversity-related professional experiences valued over qualifications.

Lack of Child Care/Subpar Family Leave Policies. Faculty respondents who commented on Iowa State's child care offerings stated that they were not affordable or available to all parenting faculty and staff. Faculty respondents also shared that their concerns about child care have not addressed by Iowa State. One person explained, "I keep taking these surveys and child care keeps coming up yet nothing meaningful is done." Others indicated that while child care was available, it was not affordable, writing, "I'm not sure that the child care that is offered is affordable to most people. There should also be more child care options." Faculty respondents felt the lack of child care was detrimental to the success of women faculty, in particular. One Faculty respondent commented, "Providing affordable child care would likely improve the retention of female faculty members. I was lucky enough to have this work out for me; had it not, I likely would have been forced to make other decisions and leave the tenure-track position, if not university entirely." Additionally, Faculty respondents were disappointed that the "policies for parental (especially maternity) leave are insufficient and not communicated well across campus." Some Faculty respondents called for Iowa State to develop "a clear, common parental leave policy that does not force new mothers, fathers, or adoptive parents to take sick time or unpaid leave."

Spousal/Partner Hiring. Faculty respondents held divergent views on spousal/partner hiring, some of whom praised the current program and others who felt quality hiring did not exist. In support of the former, one Faculty respondent wrote, "ISU has a strong program in providing support and resources for spouse/partner employment which is appreciated." Other respondents were less convinced that the spousal hiring accommodations were best for the institution, stating, "At first I think that the spouse/partner employment is good, but our department has many accommodations and I think we are now getting too many accommodations/couples." Another

respondent shared, “spousal accommodation important, BUT the spouse should be given a position in line with her/his accomplishments and training. No more automatic faculty hires for spouses UNLESS they have the CV to match the position” and “Every TTE faculty member should be hired through a thorough national job search, and to do otherwise is nepotism. ISU is engaging in discrimination against individuals who don't have academic spouses, plain and simple.”

Diversity/Equity/Inclusion Training for Faculty Members. Some Faculty respondents were in favor of diversity, equity, and inclusion trainings for faculty members, and believed they should be mandatory. One person commented, “I highly value diversity related experiences, training, etc. But we need to make sure that the resources provided are based on good scholarship (and I've experienced training programs at ISU that are definitely NOT based on good research and scholarship). We also must be careful not to create a climate where people are simply checking boxes to show that they care about diversity or have diversity related experiences.” Another shared, “As long as diversity/inclusion training is NOT mandatory, you are simply training up the same people over and over, and not affecting the people that need the training the most.” Other respondents were concerned, “One thing is to provide training, the other is to make sure people follow the training or that the training truly impacts their biases.”

Some Faculty respondents believed that trainings were unnecessary and made comments such as, “I don't think various trainings have an impact on the climate. People here are caring and don't need to go through automated modules to make them better people.” Some Faculty respondents were concerned that requiring training would increase faculty responsibilities and workload. One respondent wrote, “Again, you cannot always look to increase the workload on faculty by creating workshops to train faculty. The problem with the climate, for the most part, is not the faculty. It is far deeper and more systemic than this.” Some Faculty respondents shared their concerns that any training’s “primary purpose is often to give ISU legal protection rather than to really cause any change. Most of them are a waste of time. Some of them might have a positive influence on climate if structured better - but I am hesitant to say good things about any of the cause the last thing I want is more enforced training that seems like a waste of time.”

Reduced Rate Gym Memberships. Several Faculty respondents wanted Iowa State to offer reduced-rate gym memberships as a benefit to faculty members to support their overall well-being. They shared comments such as, “Gym facilities should be included as a benefit for faculty (either at reduced cost or no cost). Helps wellbeing of faculty;” and “Free membership for faculty at the recreation centers would be a big plus. It feels very discouraging that we have to pay for that. It would be a clear sign that faculty wellness is taken seriously by the institution.” Some Faculty respondents suggested that a reduced rate gym membership would show Iowa State’s good faith efforts in compensation for stagnant salaries over the past several years. One person explained, “As a faculty, I feel nickel and dimed by the university and state of Iowa. The state funding keeps getting cut, salaries don't meaningfully increase, cost of living continues to rise, and the university won't allow faculty to use the gym facilities without paying hundreds of dollars a year?”

Diversity-Related Professional Experiences Valued Over Qualifications. Some Faculty respondents were concerned that diversity-related professional experience should not be valued over a candidate’s qualifications for a particular job. Of those respondents, a number of them made comments such as, “I hope we DO NOT go down the road of including diversity-related professional experiences as one of the criteria for hiring staff/ faculty, unless it's clearly related to position responsibilities” and “Diversity should be valued in hiring decisions, but it should not take priority over hiring the most qualified candidate for the job.” Others clarified, “Without a definition of ‘diversity-related professional experiences,’ I would not support this as a requirement. Diversity can be too narrowly defined as having to do with race/ethnic difference, our campus also has diversity related to urban/rural experiences, class differences, coastal/midwestern, these should be valued more.”

The survey asked Staff respondents ($n = 1,813$) to respond regarding similar initiatives, which are listed in Table 109. Eighty-eight percent ($n = 1,471$) of the Staff respondents thought that diversity and equity training for staff was available at Iowa State University and 12% ($n = 193$) of Staff respondents thought that it was not available. Seventy-seven percent ($n = 1,132$) of the Staff respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 71% ($n = 137$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety percent ($n = 1,500$) of Staff respondents thought that violent incident response training was available at Iowa State University and 10% ($n = 164$) of Staff respondents thought that such training was not available. Eighty-four percent ($n = 1,260$) of Staff respondents who thought that violent incident response training was available believed that it positively influenced the climate and 65% ($n = 106$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 1,158$) of Staff respondents thought that recognition and rewards for including diversity issues in their work were available at Iowa State University and 28% ($n = 455$) of Staff respondents thought that they were not available. Sixty percent ($n = 699$) of Staff respondents who thought that recognition and rewards for including diversity issues in their work were available believed that they positively influenced the climate and 59% ($n = 268$) of Staff respondents who did not think they were available thought that they would positively influence the climate if they were available.

Ninety percent ($n = 1,484$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at Iowa State University and 10% ($n = 158$) of Staff respondents thought that such access to counseling was not available. Ninety percent ($n = 1,328$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 77% ($n = 121$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 1,334$) of Staff respondents thought that supervisory training for supervisors/managers was available and 20% ($n = 323$) of Staff respondents thought that such

training was not available. Eighty-nine percent ($n = 1,182$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 90% ($n = 289$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 1,226$) of Staff respondents thought that supervisory training for faculty supervisors was available and 24% ($n = 385$) of Staff respondents thought that such training was not available. Eighty-seven percent ($n = 1,066$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 89% ($n = 343$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 1,077$) of Staff respondents thought that mentorship for new staff was available and 34% ($n = 561$) of Staff respondents thought that staff mentorship was not available. Eighty-six percent ($n = 931$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 91% ($n = 512$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 1,201$) of Staff respondents thought that a clear process to resolve conflicts was available at Iowa State University and 26% ($n = 423$) of Staff respondents thought that such a process was not available. Eighty-six percent ($n = 1,036$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 89% ($n = 376$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 1,232$) of Staff respondents thought that a fair process to resolve conflicts was available at Iowa State University and 24% ($n = 394$) of Staff respondents thought that such a process was not available. Eighty-eight percent ($n = 1,085$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 91% ($n = 359$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 1,084$) of Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 32% ($n = 509$) of Staff respondents thought that it was not available. Fifty-seven percent ($n = 620$) of Staff respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 58% ($n = 295$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 1,328$) of Staff respondents thought that career development opportunities for staff were available and 19% ($n = 315$) of Staff respondents thought that they were not available. Ninety-one percent ($n = 1,212$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 91% ($n = 288$) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-six percent ($n = 1,059$) of Staff respondents thought that affordable child care was available at Iowa State University and 34% ($n = 537$) of Staff respondents thought that it was not available. Eighty-one percent ($n = 855$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 90% ($n = 481$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Three-fourths (75%, $n = 1,209$) of Staff respondents thought that support/resources for spouse/partner employment were available and 25% ($n = 394$) of Staff respondents thought that they were not available. Seventy-four percent ($n = 894$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 79% ($n = 311$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Eighty-seven percent ($n = 1,434$) of Staff respondents thought that tuition reimbursement for staff was available and 13% ($n = 216$) of Staff respondents thought that it was not available. Eighty-eight percent ($n = 1,262$) of Staff respondents who thought that tuition reimbursement for staff was available believed that it positively influenced the climate and 86% ($n = 186$) of Staff

respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Ninety percent ($n = 1,477$) of Staff respondents thought that professional development opportunities for staff were available and 10% ($n = 163$) of Staff respondents thought that they were not available. Ninety-three percent ($n = 1,375$) of Staff respondents who thought that professional development opportunities for staff were available believed that they positively influenced the climate and 86% ($n = 140$) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Eighty-nine percent ($n = 1,453$) of Staff respondents thought that programs to support the wellbeing of staff were available and 11% ($n = 187$) of Staff respondents thought that they were not available. Ninety percent ($n = 1,309$) of the Staff respondents who thought that programs to support the wellbeing of staff were available believed that they positively influenced the climate and 86% ($n = 161$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 109. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at Iowa State University								Initiative NOT available at Iowa State University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and inclusivity training for staff	1,132	77.0	303	20.6	36	2.4	1,471	88.4	137	71.0	35	18.1	21	10.9	193	11.6
Providing violent incident response training	1,260	84.0	230	15.3	10	0.7	1,500	90.1	106	64.6	33	20.1	25	15.2	164	9.9
Providing recognition and rewards for including diversity issues in my work	699	60.4	393	33.9	66	5.7	1,158	71.8	268	58.9	154	33.8	33	7.3	455	28.2
Providing access to counseling for people who have experienced harassment	1,328	89.5	150	10.1	6	0.4	1,484	90.4	121	76.6	17	10.8	20	12.7	158	9.6
Providing supervisors/managers with supervisory training	1,182	88.6	148	11.1	< 5	---	1,334	80.5	289	89.5	16	5.0	18	5.6	323	19.5
Providing faculty supervisors with supervisory training	1,066	86.9	158	12.9	< 5	---	1,226	76.1	343	89.1	25	6.5	17	4.4	385	23.9
Providing mentorship for new staff	931	86.4	142	13.2	< 5	---	1,077	65.8	512	91.3	33	5.9	16	2.9	561	34.2
Providing a clear process to resolve conflicts	1,036	86.3	160	13.3	5	0.4	1,201	74.0	376	88.9	29	6.9	18	4.3	423	26.0
Providing a fair process to resolve conflicts	1,085	88.1	139	11.3	8	0.6	1,232	75.8	359	91.1	17	4.3	18	4.6	394	24.2
Considering diversity-related professional experiences as one of the criteria for hiring of	620	57.2	321	29.6	143	13.2	1,084	68.0	295	58.0	138	27.1	76	14.9	509	32.0

Table 109. Staff Respondents' Perceptions of Institutional Initiatives

Initiative available at Iowa State University								Initiative NOT available at Iowa State University								
Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available		
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
staff/faculty																
Providing career development opportunities for staff	1,212	91.3	114	8.6	< 5	---	1,328	80.8	288	91.4	12	3.8	15	4.8	315	19.2
Providing affordable child care	855	80.7	193	18.2	11	1.0	1,059	66.4	481	89.6	40	7.4	16	3.0	537	33.6
Providing support/resources for spouse/partner employment	894	73.9	264	21.8	51	4.2	1,209	75.4	311	78.9	66	16.8	17	4.3	394	24.6
Providing staff with tuition reimbursement	1,262	88.0	165	11.5	7	0.5	1,434	86.9	186	86.1	14	6.5	16	7.4	216	13.1
Providing staff with professional development opportunities	1,375	93.1	102	6.9	0	0.0	1,477	90.1	140	85.9	9	5.5	14	8.6	163	9.9
Providing programs to support the wellbeing of staff	1,309	90.1	140	9.6	< 5	---	1,453	88.6	161	86.1	12	6.4	14	7.5	187	11.4

Note: Table reports only responses from Staff respondents (*n* = 1,813).

Two hundred forty-three (243) Staff respondents offered comments in response to the survey item that asked for their opinions about the effects of ISU's institutional actions on campus climate. Staff respondents were unsure about which initiatives or actions were available at Iowa State and some respondents felt that "these initiatives are technically 'available,' but don't do what they are supposed to do." Of the comments Staff respondents provided, the following themes emerged: negative effects of spousal hires, expand tuition reimbursement benefits, provide affordable/accessible child care, offer accessible wellness programs, require supervisory trainings, and thoughts on diversity/equity/inclusion training and professional development training.

Negative Effects of Spousal Hires. Several Staff respondents believed that Iowa State's spousal hiring accommodations were detrimental to the well-being, morale, and productivity of the work units or departments in which the placements were made. One person conceded, "I have been in departments with multiple spousal accommodations and I have only known of ONE case where it was a 'win-win.' In most cases, the only people who are happy about it are the affected faculty members and their spouses. If you ask anyone else, they think it's a horrible idea." Another individual echoed the sentiments of many by writing, "While I understand that providing spouse employment is a factor in bringing staff/faculty to ISU, it negatively affects climate because it biases the system. The partner is hired to a position that they didn't earn on their own merits and the rest of the staff/faculty know it. They also don't always fit the position well."

Expand Tuition Reimbursement Benefits. Staff respondents outlined the limitations of Iowa State's tuition remission benefits. Several respondents wanted expanded benefits in terms of the number of credits that would be covered during each semester and the opportunity to offer tuition reimbursement to their dependent children as well. Compared with peer institutions, Staff respondents felt that "tuition reimbursement is limited in compared to other institutions and the private sector." Staff respondents wanted to be able to be reimbursed for more credits per semester, sharing, "with the current practice of reimbursing 3-4 hours, it's hard for staff to make it through a degree." Some Staff respondents believed morale and the campus climate would improve if the institution allowed "staff to transfer tuition credits to immediate family if they were not going to be using the tuition reimbursement themselves."

Provide Affordable/Accessible ISU Child Care. Many of the Staff respondents noted that Iowa State's child care options were not feasible options for them. One Staff respondent wrote, "For staff not based in Ames we feel at a disadvantage in terms of benefits in relation to child care." Staff respondents offered comments such as "I think that in Ames the terms affordable child care is an oxymoron. You can either have good child care or you can have a babysitter," "there's a child-care center with a waiting list and no elder-care," and "Childcare on campus is available but very few full-time staff are able to afford the \$1,300/month on campus childcare options."

Offer Accessible Wellness Programs. Several Staff respondents wrote comments about Iowa State's wellness programs and resources. They believed that "providing additional wellness resource such as free memberships to the wellness centers on campus would benefit employees on multiple levels." While Staff respondents appreciated the goals of the wellness programs, they felt the university's efforts fell short of fulfilling their needs. One respondent shared, "money could be allocated to the wellness program" and another Staff respondent reported, "programs to support the wellbeing of staff are difficult for staff in the field to take advantage of. I was able to make it to a flu shot clinic this fall, but no other wellbeing programs that I'm aware of are available to me in the field."

Require Supervisory Trainings. Some of the Staff respondents desired supervisory and leadership training for supervisors and managers. One respondent wrote, "There definitely needs to be supervisory training." Another Staff respondent shared, "Some programs such as training for supervisors should be required. It is available, and for those that use the service, it helps greatly." Another respondent added, "We are in the business of education, but fail to educate faculty and staff in management and conflict resolution, which is a real shame."

Thoughts on Diversity/Equity/Inclusion Training and Professional Development Training. Staff respondents were divided in their thoughts about whether diversity/equity/inclusion training would improve the campus climate. Respondents shared, "I don't believe that the diversity training and other kinds of mandatory trainings that ISU does (or any large institution, for that matter), actually CHANGE the climate. It just pays lip service to the idea that we need to be able to say we're on the right side of these issues" and "diversity and inclusivity training doesn't change a staff's perception on foreign Chinese students, for example. To some degree, I actually

see such training reinforcing racial stereotype.” Other Staff respondents were adamant that some units would greatly benefit from diversity training. One Staff respondent commented, “Extension needs anti-racism training. Especially for county employees. It is really bad in the field.”

Another respondent shared, “mandatory diversity and inclusion training would be helpful for all staff and especially faculty.”

Aside from diversity/equity/inclusion training, Staff respondents also shared an interest in professional development training opportunities. One respondent shared, “supervisors to invest in the professional development of the staff. Training is not professional development.” Another Staff respondent stated, “more funding for off campus professional development.”

Student respondents ($n = 4,756$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 110. Seventy-nine percent ($n = 3,459$) of the Student respondents thought that diversity and equity training for students was available at Iowa State University and 21% ($n = 901$) of Student respondents thought that it was not available. Seventy-one percent ($n = 2,452$) of the Student respondents who thought that diversity and equity training for students was available believed that it positively influenced the climate and 67% ($n = 607$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 3,618$) of Student respondents thought that diversity and equity training for staff was available at Iowa State University and 16% ($n = 689$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 2,800$) of Student respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 76% ($n = 520$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 3,551$) of Student respondents thought that diversity and equity training for faculty was available at Iowa State University and 16% ($n = 699$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 2,755$) of Student respondents who thought that diversity and equity training for faculty was available believed that it positively influenced the climate and 76% ($n = 528$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 3,275$) of Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 23% ($n = 987$) of Student respondents thought that such a person was not available. Seventy-seven percent ($n = 2,519$) of Student respondents who thought that a person to address student complaints of bias by *faculty/staff* in learning environments was available believed such a resource positively influenced the climate and 77% ($n = 760$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Three-fourths (75%, $n = 3,185$) of Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 25% ($n = 1,055$) of Student respondents thought that such a resource was not available. Seventy-five percent ($n = 2,388$) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that resource positively influenced the climate and 73% ($n = 768$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-seven percent ($n = 3,278$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 23% ($n = 968$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-nine percent ($n = 2,577$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed that they positively influenced the climate and 82% ($n = 797$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-six percent ($n = 3,196$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students were available at Iowa State University and 24% ($n = 1,034$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-eight percent ($n = 2,503$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students were available believed that they positively influenced the climate and 82% ($n = 851$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-five percent ($n = 3,162$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at Iowa State University and 25% ($n = 1,069$) of Student respondents thought that it was not available. Seventy percent ($n = 2,207$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 77% ($n = 825$) of Student

respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 3,450$) of Student respondents thought that effective faculty mentorship of students was available and 19% ($n = 797$) of Student respondents thought that it was not available. Eighty-four percent ($n = 2,895$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 83% ($n = 661$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Ninety percent ($n = 3,793$) of Student respondents thought that effective academic advising was available at Iowa State University and 11% ($n = 443$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 3,307$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 82% ($n = 365$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty-one percent ($n = 3,429$) of Student respondents thought that diversity training for student staff (e.g., Memorial Union, community advisers) was available and 19% ($n = 797$) of Student respondents thought that it was not available. Seventy-four percent ($n = 2,546$) of Student respondents who thought that diversity training for student staff (e.g., Memorial Union, community advisers) was available believed that it positively influenced the climate and 73% ($n = 580$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 3,715$) of Student respondents thought that programs to support the wellbeing of students were available and 12% ($n = 518$) of Student respondents thought that they were not available. Eighty-six percent ($n = 3,198$) of Student respondents who thought that programs to support the wellbeing of students were available believed that they positively influenced the climate and 83% ($n = 429$) of Student respondents who did not think they were available thought that they would positively influence the climate at Iowa State University if they were available.

Seventy-two percent ($n = 3,050$) of Student respondents thought that affordable child care was available and 28% ($n = 1,163$) of Student respondents thought that it was not available. Seventy-six percent ($n = 2,302$) of Student respondents who thought that affordable child care was available believed that it positively influenced the climate and 81% ($n = 939$) of Student respondents who did not think it was available thought that it would positively influence the climate at Iowa State University if it were available.

Seventy-three percent ($n = 3,061$) of Student respondents thought that support/resources for spouse/partner employment were available and 27% ($n = 1,128$) of Student respondents thought that they were not available. Seventy-five percent ($n = 2,289$) of Student respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 75% ($n = 845$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Eighty-nine percent ($n = 3,785$) of Student respondents thought that career development opportunities for students were available at Iowa State University and 11% ($n = 452$) of Student respondents thought that they were not available. Eighty-nine percent ($n = 3,355$) of the Student respondents who thought that career development opportunities for students were available believed that they positively influenced the climate and 82% ($n = 369$) of Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Eighty-eight percent ($n = 3,748$) of Student respondents thought that effective peer mentorship among students was available and 12% ($n = 493$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 3,269$) of Student respondents who thought that effective peer mentorship among students was available believed that it positively influenced the climate and 80% ($n = 392$) of Student respondents who did not think it was available thought that it would positively influence the climate at Iowa State University if it were available.

Table 110. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at Iowa State University								Initiative NOT available at Iowa State University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and inclusivity training for students	2,452	70.9	836	24.2	171	4.9	3,459	79.3	607	67.4	224	24.9	70	7.8	901	20.7
Providing diversity and inclusivity training for staff	2,800	77.4	693	19.2	125	3.5	3,618	84.0	520	75.5	124	18.0	45	6.5	689	16.0
Providing diversity and inclusivity training for faculty	2,755	77.6	669	18.8	127	3.6	3,551	83.6	528	75.5	123	17.6	48	6.9	699	16.4
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	2,519	76.9	665	20.3	91	2.8	3,275	76.8	760	77.0	154	15.6	73	7.4	987	23.2
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	2,388	75.0	685	21.5	112	3.5	3,185	75.1	768	72.8	213	20.2	74	7.0	1,055	24.9
Increasing opportunities for cross-cultural dialogue among students	2,577	78.6	614	18.7	87	2.7	3,278	77.2	797	82.3	126	13.0	45	4.6	968	22.8
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	2,503	78.3	619	19.4	74	2.3	3,196	75.6	851	82.3	147	14.2	36	3.5	1,034	24.4
Incorporating issues of	2,207	69.8	735	23.2	220	7.0	3,162	74.7	825	77.2	157	14.7	87	8.1	1,069	25.3

Table 110. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at Iowa State University								Initiative NOT available at Iowa State University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
diversity and cross-cultural competence more effectively into the curriculum																
Providing effective faculty mentorship of students	2,895	83.9	516	15.0	39	1.1	3,450	81.2	661	82.9	101	12.7	35	4.4	797	18.8
Providing effective academic advising	3,307	87.2	450	11.9	36	0.9	3,793	89.5	365	82.4	50	11.3	28	6.3	443	10.5
Providing diversity training for student staff (e.g., Memorial Union, community advisers)	2,546	74.2	738	21.5	145	4.2	3,429	81.1	580	72.8	166	20.8	51	6.4	797	18.9
Providing programs to support the wellbeing of students	3,198	86.1	469	12.6	48	1.3	3,715	87.8	429	82.8	63	12.2	26	5.0	518	12.2
Providing affordable child care	2,302	75.5	683	22.4	65	2.1	3,050	72.4	939	80.7	187	16.1	37	3.2	1,163	27.6
Providing support/resources for spouse/partner employment	2,289	74.8	708	23.1	64	2.1	3,061	73.1	845	74.9	252	22.3	31	2.7	1,128	26.9
Providing career development opportunities for students	3,355	88.6	395	10.4	35	0.9	3,785	89.3	369	81.6	56	12.4	27	6.0	452	10.7
Providing effective peer mentorship among students	3,269	87.2	439	11.7	40	1.1	3,748	88.4	392	79.5	79	16.0	22	4.5	493	11.6

Note: Table reports only responses from Student respondents (*n* = 4,756).

Five hundred seventy-eight (578) Student respondents wrote comments in response to the survey item asking them to elaborate on the effects of institutional actions on campus climate. Themes that emerged from their comments included uncertainty about available ISU initiatives/institutional actions, specific recommendations to improve the campus climate, thoughts on diversity training, cross-cultural competence in curriculum, and broadening the concept of diversity.

Uncertainty About Available Initiatives/Institutional Actions. Several of the Student respondents were not sure what institutional actions or initiatives were available on Iowa State's campus and/or how they influenced campus climate. One such Student respondent noted, "A lot of the resources listed above, I have no idea if they already exist or not, so if they do, maybe making them more publicly known about would be a good thing." Other Student respondents were unsure about the degree to which any of the initiatives mentioned in the survey question were beneficial to the campus climate. One person cautioned, "Programs to address diversity and inclusivity have to be very carefully crafted, or there is a risk of having the opposite effect of what is intended. For example, requiring diversity training can make people more frustrated and stressed out, and more likely to blame/mistreat others for it."

Specific Recommendations to Improve Climate. Some Student respondents offered additional, specific recommendations to improve the campus climate. Several of the recommendations proposed increasing interaction between students from various cultural backgrounds and differing opinions. One Student respondent recommended, "hosting various cultural nights [as] a more effective way of promoting diversity and appreciation for students, staff, and faculty of all cultures and backgrounds." One Woman Student respondent shared that she appreciated a "luncheon which encouraged women to talk about their experiences. Hearing what other women experienced made me feel like I was not alone, and appreciative of things I never really thought about other people experiencing." Additionally, several Student respondents agreed that effective academic advising and faculty mentorship would improve their sense of the climate. One student stated they wanted "EFFECTIVE academic advising. Current academic advisors are nearly incompetent on what classes students should be taking or what opportunities would be good for students to pursue." With regard to faculty mentorship, one Student respondent wanted Iowa State to "encourage teachers to ask students to visit them and talk about non class items. It can be

really motivating to establish a mentor type relationship with a professor instead of just being another student in the crowd.”

Thoughts on Diversity Training. Many Student respondents noted that Iowa State was not a diverse university based on the demographic makeup of its location. One Student respondent shared, “a positive climate comes when students are encouraged to be in a diverse and inclusive environment and NOT from formal diversity training. Faculty diversity training should focus on pushing students into more diverse and inclusive groups in the classroom.” Another Student respondent shared, “diversity and inclusivity training is needed for everyone to feel safe and welcome. Creating a space for open and honest dialogue in a space of grace is very important.”

Conversely, some Student respondents were concerned that “by constantly talking about race and sex, you only make it worse,” “many of these ideas are a waste of money,” and “We are all here for a degree to get us a job not to cry about our feelings. Focus on making sure all students can get into the classes they need and want to get into.” Another Student respondent stated that “someone will always be offended in today's society. We need to get over that and just move on with what we're all here for - an education that sets us up to live great lives that have positive influences in the world.” Other Student respondents preferred to “focus more on academics, because, you know, this is a [*sic*] academic college. Having ‘diversity training’ will do nothing. Let's encourage everyone to just be decent human beings and treat others with respect. Full stop. Making literally everything about race is the root of every inclusion problem.”

Cross-Cultural Competence in Curriculum. Student respondents agreed that issues of diversity and cross-cultural competence ought to be incorporated into the curriculum, such as the Student respondents who stated “I think diversity issues, as a whole, should be incorporated better into normal curriculum tracks” and “Especially for me in graduate level courses, incorporating issues of diversity and cross-cultural competence more effectively into the curriculum is one of the most important things.” Other Student respondents cautioned against such integration, such as one Student respondent who wrote that “the curriculum should have course subject matter be about the course. It's fine for courses about social justice to focus on diversity issues, but courses only tangentially aligned with diversity shouldn't shift their focus. Students shouldn't be forced to take more classes, which could push back when they graduate, for the sake of ‘diversity.’

Students have ample opportunities at Iowa State to learn about different cultures without having it force fed to them.”

Broadening the Concept of Diversity. Some Student respondents wanted Iowa State to broaden the concept of diversity to specifically include diversity of thought, first-generations status, political ideology, and religion. For example, one Student respondent stated “Make a greater emphasis of diversity of thought, such as political views.” Another Student respondent wrote “Its Americans in general that can be ignorant to people of other cultures. Hardly anyone knows what a Sikh is.” Regarding first-generation status, one Student respondent shared, “The university is all worried about diversity and inclusion, however they do a horrible job at helping people who have no idea what college actually is about. I think more students who are first generations would stay in college if they had the support.” Another Student respondent shared that they wanted “support and acceptance for viewpoints from all political parties.”

Summary

Perceptions of Iowa State University’s actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Iowa State University's campus. If, in fact, these initiatives are available, Iowa State University would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of Iowa State University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Iowa State University, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Iowa State University community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by Iowa State University community members at the outset of this project. Also, as recommended by Iowa State University's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulation Table

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #114, #115, #116, and #117)

Appendix D – Survey: *Iowa State University Campus Climate Survey for Learning, Living, and Working*

Appendix A – Cross Tabulation Table

Table 1. Cross tabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/Vet Med Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Woman	2,270	57.6	436	53.4	334	44.1	1,173	64.7	4,213	57.5
	Man	1,551	39.4	364	44.6	400	52.8	603	33.3	2,918	39.8
	Transspectrum/ Multiple/Other	107	2.7	14	1.7	9	1.2	15	0.8	145	2.0
	Missing	11	0.3	3	0.4	14	1.8	22	1.2	50	0.7
Racial identity	Additional Person of Color	82	2.1	77	9.4	32	4.2	29	1.6	220	3.0
	Asian/Asian American	247	6.3	135	16.5	44	5.8	30	1.7	456	6.2
	Hispanic/Latin@/ Chican@	142	3.6	40	4.9	23	3.0	29	1.6	234	3.2
	Black/ African American	87	2.2	39	4.8	25	3.3	43	2.4	194	2.6
	White	3,088	78.4	467	57.2	581	76.8	1,595	88.0	5,731	78.2
	Multiracial	253	6.4	42	5.1	24	3.2	48	2.6	367	5.0
	Missing	40	1.0	17	2.1	28	3.7	39	2.2	124	1.7
Sexual identity	LGBQ including Demisexual	471	12.0	106	13.0	40	5.3	110	6.1	727	9.9
	Heterosexual	3,320	84.3	662	81.0	667	88.1	1,612	88.9	6,261	85.5
	Missing/Asexual	148	3.8	49	6.0	50	6.6	91	5.0	338	4.6

Table 1. Cross tabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Veterinary Med Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Citizenship status	U.S. Citizen - Birth	3,466	88.0	523	64.0	558	73.7	1,680	92.7	6,227	85.0
	U.S. Citizen – Naturalized/ Not U.S. Citizen	450	11.4	288	35.3	189	25.0	122	6.7	1,049	14.3
	Missing	23	0.6	6	0.7	10	1.3	11	0.6	50	0.7
Disability status	Single Disability	376	9.5	71	8.7	36	4.8	113	6.2	596	8.1
	No Disability	3,379	85.8	705	86.3	702	92.7	1,624	89.6	6,410	87.5
	Multiple Disabilities	168	4.3	31	3.8	13	1.7	59	3.3	271	3.7
	Unknown/Missing/ Other	16	0.4	10	1.2	6	0.8	17	0.9	49	0.7
Religious/spiritual affiliation	Christian Affiliation	2,325	59.0	317	38.8	338	44.6	1,163	64.1	4,143	56.6
	Other Religious/Spiritual Affiliation	152	3.9	111	13.6	57	7.5	45	2.5	365	5.0
	No Religious/Spiritual Affiliation including Not Listed	1,276	32.4	314	38.4	279	36.9	484	26.7	2,353	32.1
	Multiple Religious/ Spiritual Affiliations	135	3.4	42	5.1	35	4.6	64	3.5	276	3.8
	Unknown/Missing	51	1.3	33	4.0	48	6.3	57	3.1	189	2.6

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who are men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at Iowa State? (Question 1)

Position	<i>n</i>	%
Undergraduate student	3,939	53.8
Started at Iowa State as a first-year student	3,281	83.3
Transferred from another institution	658	16.7
Graduate student/Veterinary medicine	817	11.2
Faculty – tenured/tenure track	482	6.6
Assistant professor	132	27.4
Associate professor	134	27.8
Professor	216	44.8
Faculty – non-tenure eligible academic appointment	195	2.7
Lecturer/Senior lecturer	149	76.4
Clinician/Senior Clinician	12	6.2
Instructor	1	0.5
Adjunct	23	11.8
<i>Assistant Professor</i>	<i>16</i>	<i>69.6</i>
<i>Associate Professor</i>	<i>6</i>	<i>26.1</i>
<i>Professor</i>	<i>1</i>	<i>4.3</i>
Affiliate/Collaborator	2	1.0
Research faculty	6	3.1
Visiting faculty	2	1.0
Post-doctoral	37	0.5
Academic administrator with faculty rank (e.g., Deans, Associate Deans, Vice President)	43	0.6
Staff (salary)	1,575	21.5
Professional and Scientific	1,445	91.8
Merit	129	8.2
Staff (hourly)	220	3.0
Professional and Scientific	20	9.1
Merit	200	90.9
Contract staff	18	0.2

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that primary position? (Question 2)

Status	<i>n</i>	%
Full-time	7,021	95.8
Part-time	301	4.1
Missing	4	0.1

Table B3. What is your birth sex (assigned)? (Question 46)

Birth sex	<i>n</i>	%
Female	4,296	58.6
Male	2,981	40.7
Intersex	9	0.1
Missing	40	0.5

Table B4. What is your gender/gender identity? (Mark all that apply.) (Question 47)

Gender identity	<i>n</i>	%
Woman	4,246	58.0
Man	2,953	40.3
Non-binary	53	0.7
Genderqueer	50	0.7
Transgender	30	0.4
A gender not listed here	58	0.8

Table B5. What is your current gender expression? (Question 48)

Gender expression	<i>n</i>	%
Feminine	4,160	56.8
Masculine	2,880	39.3
Androgynous	101	1.4
A gender expression not listed here	91	1.2
Missing	94	1.3

Table B6. What is your citizenship status in U.S.? (Question 49)

Citizenship/immigration status	<i>n</i>	%
U.S. citizen, birth	6,227	85.0
A visa holder (such as F-1, J-1, H1-B, and U)	532	7.3
U.S. citizen, naturalized	288	3.9
Permanent Resident	207	2.8
DACA (Deferred Action for Childhood Arrival)	14	0.2
Other legally documented status	4	0.1
Refugee status	3	0.0
Undocumented resident	1	0.0
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Missing	50	0.7

Note: Percentages may not sum to 100% as a result of multiple response choices.

Table B7. 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.) (Question 50)

Racial/ethnic identity	<i>n</i>	%
White/European American	6,037	82.4
Asian/Asian American	549	7.5
Hispanic/Latin@/Chican@	377	5.1
Black/African American	274	3.7
South Asian	136	1.9
American Indian/Native American/First Nation	87	1.2
Middle Eastern	70	1.0
Pacific Islander	18	0.2
Native Hawaiian	10	0.1
Alaska Native	7	0.1
A racial/ethnic identity not listed here	71	1.0

Note: Percentages may not sum to 100% as a result of multiple response choices.

Table B8. What is your age? (Question 51)

Age	<i>n</i>	%
19 or younger	1,597	21.8
20-21	1,485	20.3
22-24	816	11.1
25-34	1,009	13.8
35-44	659	9.0
45-54	546	7.5
55-64	573	7.8
65-74	101	1.4
75 and older	8	0.1
Missing	532	7.3

Table B9. 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? (Question 52)

Sexual identity	<i>n</i>	%
Heterosexual	6,261	85.5
Bisexual	320	4.4
Gay	111	1.5
Pansexual	88	1.2
Questioning	88	1.2
Lesbian	65	0.9
Queer	46	0.6
Asexual*	39	0.5
Demisexual*	9	0.1
A sexual identity not listed here	75	1.0
Missing	224	3.1

*Asexual and Demisexual were not originally included in the survey but were added to this table due to the number of respondents who added the category as their “other” response.

Table B10. Do you have substantial parenting or caregiving responsibility? (Question 53)

Parenting or caregiving responsibility	<i>n</i>	%
No	5,783	78.9
Yes	1,406	19.2
Children 5 years or under	515	36.6
Children 6-18 years	791	56.3
Children over 18 years of age but still legally dependent (e.g., in college, disabled)	251	17.9
Independent adult children over 18 years of age	124	8.8
Sick or disabled partner	35	2.5
Senior or other family member	246	17.5
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	46	3.3
Missing	137	1.9

Note: Percentages may not sum to 100% as a result of multiple response choices.

Table B11. 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. (Question 54)

Military status	<i>n</i>	%
Never served in the military	6,439	87.9
Child or spouse/domestic partner of a U.S. Veteran or currently serving U.S. military member	241	3.3
U.S. Veteran	133	1.8
ROTC	48	0.7
National Guard	46	0.6
Reservist	17	0.2
Currently serving active duty in a branch of the U.S. military (Army, Navy, Air Force, Marines, Coast Guard)	10	0.1
Missing	392	5.4

**Table B12. What is the highest level of education achieved by your primary parent(s)/guardian(s)?
(Question 55)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	201	2.7	207	2.8
Some high school	176	2.4	224	3.1
Completed high school/GED	1,225	16.7	1,312	17.9
Some college	793	10.8	802	10.9
Business/technical certificate/degree	333	4.5	449	6.1
Associate's degree	455	6.2	527	7.2
Bachelor's degree	2,109	28.8	2,179	29.7
Some graduate work	117	1.6	139	1.9
Master's degree (e.g., MA, MS, MBA)	1,144	15.6	871	11.9
Specialist degree (e.g., EdS)	33	0.5	39	0.5
Doctoral degree (e.g., PhD, EdD)	375	5.1	142	1.9
Professional degree (e.g., MD, JD, DVM)	243	3.3	126	1.7
Unknown	19	0.3	75	1.0
Not applicable	62	0.8	151	2.1
Missing	41	0.6	83	1.1

Table B13. Staff only: What is your highest level of education? (Question 56)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	46	2.5
Some college	97	5.4
Business/technical certificate/degree	71	3.9
Associate's degree	93	5.1
Bachelor's degree	569	31.4
Some graduate work	154	8.5
Master's degree (e.g., MA, MS, MBA, MLS)	614	33.9
Specialist degree (e.g., EdS)	4	.2
Doctoral degree (e.g., PhD, EdD)	129	7.1
Professional degree (e.g., MD, JD)	25	1.4
Missing	11	0.6

Note: Table includes answers only from only those respondents who indicated that they were Staff in Question 1 (*n* = 1,813).

Table B14. Faculty/Staff only: How long have you been employed at Iowa State? (Question 57)

Length of employment	<i>n</i>	%
Less than 1 year	209	8.1
1-5 years	789	30.7
6-10 years	428	16.7
11-15 years	286	11.1
16-20 years	266	10.4
More than 20 years	571	22.2
Missing	21	0.8

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,570).

Table B15. Undergraduate students only: Where are you in your Iowa State college career? (Question 58)

Year at Iowa State	<i>n</i>	%
First year	1,123	28.5
Second year	967	24.5
Third year	863	21.9
Fourth year	750	19.0
Fifth year	205	5.2
Sixth year (or more)	27	0.7
Missing	4	0.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate students in Question 1 (*n* = 3,939).

Table B16. Graduate Students only: Where are you in your graduate career? (Question 59)

Year in graduate career	<i>n</i>	%
Master's student	346	42.4
First year	133	42.9
Second year	135	43.5
Third (or more) year	42	13.5
Doctoral/Veterinary student	419	51.3
First year	118	30.8
Second year	84	21.9
Third (or more) year	181	47.3
All but dissertation (ABD)	49	6.0
Missing	3	0.4

Note: Table includes answers only from those respondents who indicated that they were Graduate/Veterinary students in Question 1 (*n* = 817).

Table B17. Faculty only: With which academic division are you primarily affiliated at this time?
(Question 60)

Academic division	<i>n</i>	%
College of Agriculture and Life Sciences	140	18.5
<i>Dual appointment with extension</i>	<i>14</i>	<i>NA</i>
College of Business	53	7.0
College of Design	35	4.6
<i>Dual appointment with extension</i>	<i>3</i>	<i>NA</i>
College of Engineering	73	9.6
College of Human Sciences	90	11.9
<i>Dual appointment with extension</i>	<i>3</i>	<i>NA</i>
College of Liberal Arts and Sciences	265	35.0
College of Veterinary Medicine	60	7.9
Ames Laboratory	6	0.8
University Library	8	1.1
Missing	27	3.6

NA: Percentages not reported for dual appointments with extension.

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 757).

**Table B18. Staff only: With which academic division or work unit are you primarily affiliated at this time?
(Question 61)**

Division/work unit	<i>n</i>	%
College of Agriculture and Life Sciences	178	9.8
College of Business	37	2.0
College of Design	18	1.0
College of Engineering	116	6.4
College of Human Sciences	89	4.9
College of Liberal Arts and Sciences	116	6.4
College of Veterinary Medicine	73	4.0
Graduate College	10	0.6
President's Office	73	4.0
Senior Vice President and Provost's Office	38	2.1
Senior Vice President for University Services	115	6.3
Senior Vice President for Student Affairs	306	16.9
Vice President for Diversity and Inclusion	6	0.3
Vice President for Research	56	3.1
Division of Finance	22	1.2
Extension and Outreach	146	8.1
University Library	60	3.3
Ag Experiment Station	1	0.1
Ames Laboratory	46	2.5
Facilities Planning and Management	115	6.3
Information Technology	46	2.5
Plant Sciences Institute	0	0.0
Missing	146	8.1

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,813).

Table B19. Undergraduate Students only: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 62)

Academic major	<i>n</i>	%
Agricultural and Life Sciences		
Agricultural and Life Sciences Education	55	1.4
Agricultural Biochemistry	1	0.0
Agricultural Business	63	1.6
Agricultural Studies	23	0.6
Agricultural Systems Technology	18	0.5
Agriculture and Life Sciences Exploration	5	0.1
Agriculture and Society	16	0.4
Agriculture Certificate (Non-Degree)	1	0.0
Agriculture Specials	0	0.0
Agronomy	70	1.8
Animal Ecology	49	1.2
Animal Science	313	7.9
Biology (AGLS)	78	2.0
Culinary Science - Agriculture	6	0.2
Dairy Science	9	0.2
Dietetics (AGLS)	16	0.4
Environmental Science (AGLS)	36	0.9
Food Science (AGLS)	24	0.6
Forestry	11	0.3
General Preveterinary Medicine	13	0.3
Genetics (AGLS)	18	0.5
Global Resource Systems	57	1.4
Horticulture	53	1.3
Industrial Technology	34	0.9
Microbiology	24	0.6
Nutritional Science (AGLS)	3	0.1
Pre-Dietetics (AGLS)	0	0.0
Public Service and Administration in Agriculture	0	0.0
Business		
Accounting	102	2.6
Business Economics	12	0.3
Business Specials (Non-Degree)	0	0.0

Academic major	<i>n</i>	%
Business Undeclared	9	0.2
Finance	112	2.8
Management	74	1.9
Management Information Systems	90	2.3
Marketing	117	3.0
Pre-Business	61	1.5
Supply Chain	81	2.1
Design		
Architecture-Professional Degree	29	0.7
Art and Design (Bachelor of Arts)	5	0.1
Community and Regional Planning	17	0.4
Design	7	0.2
Design Certificate (Non-Degree)	0	0.0
Design Specials (Non-Degree)	1	0.0
Design Undeclared	7	0.2
Graphic Design	23	0.6
Industrial Design	18	0.5
Integrated Studio Arts	10	0.3
Interior Design	23	0.6
Landscape Architecture	15	0.4
Pre-Architecture	18	0.5
Pre-Community and Regional Planning	1	0.0
Pre-Graphic Design	5	0.1
Pre-Industrial Design	3	0.1
Pre-Integrated Studio Arts	3	0.1
Pre-Interior Design	3	0.1
Pre-Landscape Architecture	1	0.0
Engineering		
Aerospace Engineering	126	3.2
Agricultural Engineering	27	0.7
Biological Systems Engineering	27	0.7
Chemical Engineering	93	2.4
Civil Engineering	77	2.0
Computer Engineering	139	3.5
Construction Engineering	37	0.9

Academic major	<i>n</i>	%
Electrical Engineering	74	1.9
Engineering	28	0.7
Engineering Specials (Non-Degree)	3	0.1
Industrial Engineering	73	1.9
Materials Engineering	67	1.7
Mechanical Engineering	206	5.2
Software Engineering	73	1.9
Human Sciences		
Apparel, Merchandising, and Design	44	1.1
Athletic Training	5	0.1
Child, Adult, and Family Services	45	1.1
Culinary Science - Human Sciences	6	0.2
Diet and Exercise (H SCI)	2	0.1
Dietetics (H SCI)	22	0.6
Early Childcare Education and Programming	1	0.0
Early Childhood Education	19	0.5
Elementary Education	77	2.0
Event Management	64	1.6
Family and Consumer Science Education and Studies	18	0.5
Financial Counseling and Planning	7	0.2
Food Science (H SCI)	9	0.2
Hospitality Management	16	0.4
Human Sciences	5	0.1
Human Sciences Special (Non-Degree)	3	0.1
Kinesiology and Health	114	2.9
Nutritional Science (H SCI)	14	0.4
Pre-Athletic Training	3	0.1
Pre-Diet and Exercise (H SCI)	5	0.1
Pre-Dietetics (H SCI)	10	0.3
Pre-Early Childcare Education and Programming	0	0.0
Liberal Arts and Sciences		
Advertising	18	0.5
Anthropology	13	0.3
Biochemistry	25	0.6
Bioinformatics and Computational Biology	4	0.1

Academic major	<i>n</i>	%
Biological/Pre-Medical Illustration	10	0.3
Biology	84	2.1
Biophysics	0	0.0
Chemistry	23	0.6
Communication Studies	24	0.6
Computer Science	63	1.6
Criminal Justice Studies	68	1.7
Earth Science	0	0.0
Economics	23	0.6
English	51	1.3
Environmental Science (LAS)	20	0.5
Genetics (LAS)	26	0.7
Geology	7	0.2
History	44	1.1
Intensive English and Orientation Program LAS	0	0.0
Interdisciplinary Studies	5	0.1
Journalism and Mass Communication	59	1.5
Liberal Arts and Sciences Specials (Non-Degree)	1	0.0
Liberal Arts and Sciences- Open Option	4	0.1
Liberal Studies	8	0.2
Linguistics	17	0.4
Mathematics	41	1.0
Meteorology	16	0.4
Music	33	0.8
Open Option (LAS)/Undecided	57	1.4
Performing Arts	7	0.2
Philosophy	6	0.2
Physics	18	0.5
Political Science	63	1.6
Pre-Biological/Pre-Medical Illustration	3	0.1
Pre-Computer Science	0	0.0
Pre-Liberal Studies	1	0.0
Preparation for Human Medicine	9	0.2
Preparation for Law	12	0.3
Pre-professional Health Programs	7	0.2

Academic major	<i>n</i>	%
Psychology	117	3.0
Public Relations	47	1.2
Religious Studies	2	0.1
Sociology	33	0.8
Software Engineering	4	0.1
Speech Communication	5	0.1
Statistics	27	0.7
Technical Communication	7	0.2
Women's Studies	22	0.6
World Languages and Cultures	41	1.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,939). Percentages may not sum to 100% as a result of multiple response choices.

Table B20. Graduate Students only: What is your academic division? (Mark all that apply.)
(Question 63)

Academic division	<i>n</i>	%
Agricultural and Life Sciences		
Agricultural & Life Sciences, Other	27	3.3
Agricultural Economics	0	0.0
Agricultural Education	6	0.7
Agricultural Meteorology	1	0.1
Agronomy	18	2.2
Animal Breeding and Genetics	8	1.0
Animal Physiology	5	0.6
Animal Science	34	4.2
Biochemistry	7	0.9
Bioinformatics and Computational Biology	7	0.9
Crop Production and Physiology	3	0.4
Ecology and Evolutionary Biology	14	1.7
Economics	5	0.6
Entomology	5	0.6
Environmental Science	9	1.1
Fisheries Biology	3	0.4
Food Science and Technology	6	0.7
Forestry	1	0.1
Genetics	9	1.1
Genetics and Genomics	16	2.0
Horticulture	2	0.2
Human Computer Interaction	3	0.4
Immunobiology	1	0.1
Industrial and Agricultural Technology	2	0.2
Meat Science	3	0.4
Microbiology	7	0.9
Molecular Cellular and Developmental Biology	5	0.6
Nutritional Sciences	4	0.5
Plant Biology	6	0.7
Plant Breeding	7	0.9
Plant Pathology	6	0.7
Professional Agriculture	0	0.0

Academic division	<i>n</i>	%
Rural Sociology	3	0.4
Seed Technology and Business	1	0.1
Sociology	3	0.4
Soil Science	5	0.6
Sustainable Agriculture	8	1.0
Toxicology	2	0.2
Wildlife Ecology	3	0.4
Business		
Accounting	2	0.2
Business Administration	20	2.4
Business Analytics	7	0.9
Business and Technology	3	0.4
Business, Other	5	0.6
Finance	3	0.4
Information Assurance	1	0.1
Information Systems	7	0.9
Interdisciplinary Graduate Studies	1	0.1
Design		
Architecture	5	0.6
Community and Regional Planning	15	1.8
Design, Other	3	0.4
Environmental Science	1	0.1
Graphic Design	3	0.4
Human Computer Interaction	2	0.2
Industrial Design	0	0.0
Integrated Visual Arts	2	0.2
Interdisciplinary Graduate Studies	0	0.0
Interior Design	0	0.0
Landscape Architecture	5	0.6
Sustainable Agriculture	1	0.1
Sustainable Environments	1	0.1
Transportation	1	0.1
Urban Design	1	0.1
Engineering		
Aerospace Engineering	10	1.2

Academic division	<i>n</i>	%
Agricultural and Biosystems Engineering	16	2.0
Agricultural Engineering	2	0.2
Bioinformatics and Computational Biology	0	0.0
Biorenewable Resources and Technology	1	0.1
Chemical Engineering	9	1.1
Civil Engineering	26	3.2
Computer Engineering	23	2.8
Electrical Engineering	21	2.6
Energy Systems Engineering	1	0.1
Engineering Management	0	0.0
Engineering Mechanics	2	0.2
Engineering, Other	0	0.0
Environmental Science	0	0.0
Human Computer Interaction	9	1.1
Industrial and Agricultural Technology	1	0.1
Industrial and Manufacturing Systems Engineering	15	1.8
Information Assurance	5	0.6
Materials Science and Engineering	19	2.3
Mechanical Engineering	47	5.8
Microbiology	0	0.0
Operations Research	1	0.1
Sustainable Agriculture	0	0.0
Systems Engineering	0	0.0
Wind Energy Science Engineering and Policy	2	0.2
Human Sciences		
Apparel Merchandising and Design	3	0.4
Diet and Exercise	2	0.2
Dietetics Internship	0	0.0
Education	75	9.2
Family and Consumer Sciences	1	0.1
Food Science and Technology	2	0.2
Gerontology	4	0.5
Hospitality Management	6	0.7
Human Computer Interaction	1	0.1
Human Development and Family Studies	15	1.8

Academic division	<i>n</i>	%
Immunobiology	0	0.0
Kinesiology	7	0.9
Microbiology	0	0.0
Neuroscience	1	0.1
Nutritional Sciences	4	0.5
Science Education	2	0.2
Human Sciences, Other	1	0.1
Interdisciplinary Graduate Studies		
Agricultural Education	0	0.0
Analytical Chemistry	1	0.1
Animal Science	0	0.0
Bioinformatics and Computational Biology	0	0.0
Business Administration	0	0.0
Chemical Engineering	0	0.0
Ecology and Evolutionary Biology	3	0.4
Education	6	0.7
Electrical Engineering	2	0.2
Engineering Management	0	0.0
English	2	0.2
Food Science and Technology	0	0.0
Genetics	1	0.1
Genetics and Genomics	7	0.9
Gerontology	0	0.0
Human Computer Interaction	10	1.2
Immunobiology	1	0.1
Information Assurance	3	0.4
Integrated Visual Arts	0	0.0
Interdisciplinary Graduate Studies	1	0.1
Interdisciplinary, Other	0	0.0
Molecular Cellular and Developmental Biology	0	0.0
Neuroscience	2	0.2
Nutritional Sciences	0	0.0
Plant Biology	1	0.1
Seed Technology and Business	0	0.0
Statistics	2	0.2

Academic division	<i>n</i>	%
Sustainable Agriculture	0	0.0
Toxicology	1	0.1
Wind Energy Science Engineering and Policy	1	0.1
Liberal Arts & Sciences		
Agricultural History and Rural Studies	0	0.0
Analytical Chemistry	1	0.1
Anthropology	3	0.4
Applied Linguistics and Technology	5	0.6
Applied Mathematics	0	0.0
Astrophysics	0	0.0
Biochemistry	1	0.1
Bioinformatics and Computational Biology	0	0.0
Biophysics	0	0.0
Chemistry	27	3.3
Computer Science	16	2.0
Condensed Matter Physics	2	0.2
Creative Writing and Environment	4	0.5
Ecology and Evolutionary Biology	3	0.4
Economics	1	0.1
Electrical Engineering	0	0.0
English	12	1.5
Environmental Science	1	0.1
Genetics	0	0.0
Genetics and Genomics	4	0.5
Geology	4	0.5
High Energy Physics	1	0.1
History	7	0.9
History of Technology and Science	0	0.0
Human Computer Interaction	5	0.6
Immunobiology	0	0.0
Information Assurance	0	0.0
Inorganic Chemistry	0	0.0
Interdisciplinary Graduate Studies	1	0.1
Journalism and Mass Communication	5	0.6
Liberal Arts and Sciences, Other	0	0.0

Academic division	<i>n</i>	%
Mathematics	7	0.9
Meteorology	2	0.2
Microbiology	0	0.0
Molecular Cellular and Developmental Biology	2	0.2
Neuroscience	1	0.1
Nuclear Physics	0	0.0
Organic Chemistry	1	0.1
Physical Chemistry	1	0.1
Physics	7	0.9
Plant Biology	1	0.1
Political Science	5	0.6
Psychology	18	2.2
Public Administration	0	0.0
Rhetoric and Professional Communication	4	0.5
Rhetoric Composition and Professional Communication	1	0.1
Rural Agricultural Technological and Environmental History	1	0.1
School Mathematics	0	0.0
Sociology	4	0.5
Statistics	12	1.5
Sustainable Agriculture	0	0.0
Teaching English as a Second Language/Applied Linguistics	2	0.2
Wind Energy Science Engineering and Policy	0	0.0
Veterinary Medicine		
Bioinformatics and Computational Biology	1	0.1
Biomedical Sciences	13	1.6
Genetics	1	0.1
Genetics and Genomics	1	0.1
Human Computer Interaction	0	0.0
Immunobiology	2	0.2
Microbiology	4	0.5
Molecular Cellular and Developmental Biology	0	0.0
Neuroscience	0	0.0
Toxicology	2	0.2
Veterinary Clinical Science	8	1.0
Veterinary Microbiology	7	0.9

Academic division	<i>n</i>	%
Veterinary Pathology	5	0.6
Veterinary Preventive Medicine	14	1.7
Veterinary Medicine	76	9.3
Veterinary Medicine Nebraska Alliance	2	0.2
Veterinary Medicine Special (Non-Degree)	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 817). Percentages may not sum to 100% as a result of multiple response choices.

Table B21. Do you have a condition/disability that influences your learning, working, or living activities? (Question 64)

Disability	<i>n</i>	%
No	6,410	87.5
Yes	891	12.2
Missing	25	0.3

Table B22. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 65)

Condition	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	486	54.5
Learning disability (e.g., Asperger's/Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)	286	32.1
Chronic diagnosis or medical condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	217	24.4
Physical/mobility condition that affects walking	67	7.5
Hard of hearing or Deaf	57	6.4
Physical/mobility condition that affects use of upper extremities	35	3.9
Low vision or Blind	25	2.8
Acquired/Traumatic Brain Injury	21	2.4
Speech/communication condition	14	1.6
A disability/condition not listed here	14	1.6

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 64 (*n* = 891). Percentages may not sum to 100% as a result of multiple response choices.

Table B23. Faculty/Staff only: Have you disclosed this disability with ISU Human Resources? (Question 66)

Disclosed disability	<i>n</i>	%
No	162	70.7
Yes	64	27.9
Missing	3	1.3

Note: Table includes answers from only those faculty/staff respondents who indicated that they have a disability in Question 64 (*n* = 229). Percentages may not sum to 100% as a result of multiple response choices.

Table B24. If no, why didn't you disclose? (Mark all that apply.) (Question 67)

Reason for non-disclosure	<i>n</i>	%
I didn't think my disability is relevant to my position/ability to do my job	77	46.7
I wanted to keep my disability private	66	40.0
I didn't think the university would do anything even if they knew about it	50	30.3
I was concerned about being viewed differently by my supervisor/manager	35	21.2
I was concerned about being viewed differently by my co-workers	34	20.6
I was concerned about being treated differently by my supervisor/manager	33	20.0
I was concerned about being treated differently by my co-workers	31	18.8
I was afraid I wouldn't be considered for promotion or tenure	28	17.0
I didn't think my supervisor/manager would be supportive of my needs	21	12.7
I was afraid I wouldn't be hired	20	12.1
I was concerned about losing my health care benefits	15	9.1
I was afraid I would be fired	12	7.3
I was concerned I wouldn't get health care benefits	8	4.8
Another reason not listed here	42	25.5

Note: Table includes answers from only those faculty/staff respondents who indicated that they have not disclosed a disability in Question 66 (*n* = 229). Percentages may not sum to 100% as a result of multiple response choices.

Table B25. Is English your primary language? (Question 68)

English primary language	<i>n</i>	%
Yes	6,517	89.0
No	681	9.3
Missing	128	1.7

Table B26. What is your religious or spiritual identity? (Mark all that apply.) (Question 69)

Religious/Spiritual identity	<i>n</i>	%		<i>n</i>	%
Agnostic	771	10.5	Christian affiliation not listed	60	1.4
Atheist	703	9.6	Disciples of Christ*	10	0.1
Baha'i	3	0.0	Confucianist	12	0.2
Buddhist	112	1.5	Druid	8	0.1
Christian	4,311	58.8	Hindu	127	1.7
African Methodist Episcopal (AME)	7	0.2	Jain	8	0.1
AME Zion	2	0.0	Jehovah's Witness	4	0.1
Assembly of God	27	0.6	Jewish	55	0.8
Baptist	231	5.5	Conservative	8	14.5
Catholic/Roman Catholic	1,440	33.6	Orthodox	4	7.3
Church of Christ	40	1.0	Reform	40	72.7
Church of God in Christ	9	0.2	Jewish affiliation not listed here	7	12.7
Christian Orthodox	10	0.2	Muslim	73	1.0
Christian Methodist Episcopal	24	0.6	Ahmadi	2	2.8
Christian Reformed Church (CRC)	21	0.5	Shi'ite	13	18.1
Episcopalian	41	1.0	Sufi	4	5.6
Evangelical	184	4.4	Sunni	45	62.5
Greek Orthodox	15	0.4	Muslim affiliation not listed here	5	6.9
Lutheran	885	21.0	Native American Traditional Practitioner or Ceremonial	10	0.1
Mennonite	11	0.3	Pagan	28	0.4
Moravian	2	0.0	Rastafarian	8	0.1
Nondenominational Christian	391	9.3	Scientologist	5	0.1
Pentecostal	24	0.6	Secular Humanist	51	0.7
Presbyterian	146	3.5	Shinto	2	0.0
Protestant	111	2.6	Sikh	9	0.1
Protestant Reformed Church (PR)	7	0.2	Taoist	20	0.3
Quaker	9	0.2	Tenrikyo	2	0.0
Reformed Church of America (RCA)	38	0.9	Unitarian Universalist	66	0.9
Russian Orthodox	6	0.1	Wiccan	17	0.2
Seventh Day Adventist	9	0.2	Spiritual, but no religious affiliation	392	5.4
The Church of Jesus Christ of Latter-day Saints	36	0.9	No affiliation	886	12.1
United Methodist	380	9.0	A religious affiliation or spiritual identity not listed above	70	1.0
United Church of Christ	66	1.6			

*Disciples of Christ was not in the original survey, but was added when 10 people wrote it in for "Christian affiliation not listed"

Note: Percentages may not sum to 100% due to multiple responses.

Table B27. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 70)

Receive financial support	<i>n</i>	%
I receive no support for living/educational expenses from family/guardian (independent).	1,476	31.0
I receive support for living/educational expenses from family/guardian (dependent).	3,078	64.7
Missing	202	4.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756).

Table B28. 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)? (Question 71)

Income	<i>n</i>	%
\$29,999 and below	920	19.3
\$30,000 - \$49,999	508	10.7
\$50,000 - \$69,999	614	12.9
\$70,000 - \$99,999	783	16.5
\$100,000 - \$149,999	925	19.4
\$150,000 - \$199,999	424	8.9
\$200,000 - \$249,999	202	4.2
\$250,000 - \$499,999	177	3.7
\$500,000 or more	66	1.4
Missing	137	2.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756).

Table B29. Students only: Where do you live? (Question 72)

Residence	<i>n</i>	%
Campus housing	2,054	43.2
Barton Hall	16	1.0
Birch Hall	23	1.4
Buchanan Hall	52	3.1
Eaton Hall	52	3.1
Elm Hall	52	3.1
Frederiksen Court Apartments	360	21.5
Freeman Hall	18	1.1
Friley Hall	147	8.8
Geoffroy Hall	75	4.5
Helser Hall	107	6.4
Iowa State West Apartments	74	4.4
Larch Hall	48	2.9
Legacy Tower Apartments	37	2.2
Linden Hall	38	2.3
Lyon Hall	26	1.6
Maple Hall	50	3.0
Martin Hall	58	3.5
Memorial Union	12	0.7
Oak Hall	59	3.5
Roberts Hall	8	0.5
Schilletter Village (apartments)	48	2.9
University Village (apartments)	109	6.5
Wallace Hall	60	3.6
Welch Hall	25	1.5
Willow Hall	53	3.2
Wilson Hall	68	4.1
Non-campus housing	2,643	55.6
College-owned housing	51	2.2
Greek housing	204	8.7
Independently in an apartment/house	1,945	83.2
Living with family member/guardian	138	5.9
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	9	0.2
Missing	50	1.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30. Students only: Since having been a student at Iowa State, have you been a member or participated in any of the following? (Mark all that apply.) (Question 73)

Clubs/organizations	<i>n</i>	%
Academic and Academic Honorary Organizations	1,365	28.7
Sports & Recreation Organization	1,086	22.8
Special Interest Organization	1,024	21.5
I do not participate in any clubs or organizations at Iowa State.	860	18.1
Service & Volunteerism Organization	715	15.0
Religious/Spiritual/Faith Organizations	700	14.7
Council (i.e., Student Government, college student council, Inter-Residence Hall Association, etc.)	644	13.5
Residence Hall Organization	629	13.2
Sororities	496	10.4
Music & Performing Arts Organizations	459	9.7
Multicultural Organization	446	9.4
Fraternities	294	6.2
Political & Activism Organizations	268	5.6
Media Production Organization	136	2.9
Military Organization	77	1.6
A student organization not listed above	416	8.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756). Percentages may not sum to 100% as a result of multiple response choices.

Table B31. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 74)

GPA	<i>n</i>	%
3.75 - 4.00	1,074	22.6
3.25 – 3.74	1,141	24.0
3.00 - 3.24	512	10.8
2.50 - 2.99	573	12.0
2.00 - 2.49	200	4.2
Below 2.00	69	1.5
No GPA – first year student	1,171	24.6
Missing	16	0.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756).

Table B32. Students only: Have you experienced financial hardship while attending Iowa State? (Question 75)

Financial hardship	<i>n</i>	%
No	2,819	59.9
Yes	1,890	40.1
Missing	47	1.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756).

**Table B33. Students only: How have you experienced the financial hardship? (Mark all that apply.)
(Question 76)**

Experience	<i>n</i>	%
Difficulty affording tuition	1,240	65.6
Difficulty purchasing my books/course materials	961	50.8
Difficulty in affording housing	942	49.8
Difficulty affording food	746	39.5
Difficulty participating in social events	683	36.1
Difficulty affording utilities	486	25.7
Difficulty in affording other campus fees	478	25.3
Difficulty affording co-curricular events or activities	422	22.3
Difficulty in affording alternative spring breaks	420	22.2
Difficulty affording travel to and from Iowa State	419	22.2
Difficulty in affording unpaid internships/research opportunities	417	22.1
Difficulty in affording health care	313	16.6
Difficulty affording commuting to campus	156	8.3
Difficulty in affording child care	66	3.5
A financial hardship not listed here	64	3.4

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 75 (*n* = 1,890). Percentages may not sum to 100% as a result of multiple response choices.

Table B34. Students only: How are you currently paying for your education at Iowa State? (Mark all that apply.) (Question 77)

Source of funding	<i>n</i>	%
Family contribution	2,582	54.3
Loans	2,270	47.7
Personal contribution/job	1,816	38.2
Non-need based scholarship (e.g., merit, ROTC, athletic, music)	1,645	34.6
Grant (e.g., Pell)	1,174	24.7
Campus employment	947	19.9
Need-based scholarship (e.g., Gates, Hixson, MVP)	783	16.5
Graduate/research/teaching assistantship	520	10.9
Credit card	321	6.7
Military educational benefits (e.g., GI Bill, NGEAP)	123	2.6
Home country	62	1.3
Community adviser	62	1.3
A method of payment not listed here	127	2.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756). Percentages may not sum to 100% as a result of multiple response choices.

Table B35. Undergraduate Students only: Are you employed on campus, off campus, or both during the academic year? (Question 80)

Employed	<i>n</i>	%
No	1,721	43.7
Yes, I work on-campus	1,420	36.0
1-10 hours/week	617	44.6
11-20 hours/week	728	52.6
21-30 hours/week	33	2.4
31-40 hours/week	1	0.1
More than 40 hours/week	4	0.3
Yes, I work off-campus	987	25.1
1-10 hours/week	338	35.3
11-20 hours/week	403	42.1
21-30 hours/week	145	15.2
31-40 hours/week	54	5.6
More than 40 hours/week	17	1.8

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,939).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B36. Overall, how comfortable are you with the climate at Iowa State? (Question 3)

Comfort	<i>n</i>	%
Very comfortable	1,921	26.2
Comfortable	3,871	52.8
Neither comfortable nor uncomfortable	978	13.4
Uncomfortable	472	6.4
Very uncomfortable	83	1.1

Table B37. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/program or work unit at Iowa State? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	801	31.2
Comfortable	1,071	41.7
Neither comfortable nor uncomfortable	351	13.7
Uncomfortable	257	10.0
Very uncomfortable	90	3.5

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,570).

Table B38. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at Iowa State? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	1,812	33.0
Comfortable	2,855	52.0
Neither comfortable nor uncomfortable	626	11.4
Uncomfortable	169	3.1
Very uncomfortable	29	0.5

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 5,513).

Table B39. Have you ever seriously considered leaving Iowa State? (Question 6)

Considered leaving	<i>n</i>	%
No	4,945	67.5
Yes	2,376	32.5

Table B40. Students only: When did you seriously consider leaving Iowa State? (Mark all that apply.) (Question 7)

Year	<i>n</i>	%
During my first year as a student	757	71.6
During my second year as a student	404	38.2
During my third year as a student	193	18.3
During my fourth year as a student	91	8.6
During my fifth year as a student	40	3.8
After my fifth year as a student	19	1.8

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 1,057). Percentages may not sum to 100% as a result of multiple response choices.

Table B41. Undergraduate Students only: Why did you seriously consider leaving Iowa State? (Mark all that apply). (Question 8)

Reasons	<i>n</i>	%
Lack of a sense of belonging	444	50.9
Lack of social life	309	35.4
Personal reasons (e.g., medical, mental health, family emergencies)	292	33.5
Homesick	252	28.9
Financial reasons	231	26.5
Lack of support group	213	24.4
Didn't like major	192	22.0
Climate was not welcoming	185	21.2
Coursework was too difficult	138	15.8
Discrimination/harassment	88	10.1
Lack of support services	77	8.8
Didn't have my major	63	7.2
Coursework not challenging enough	51	5.8
My marital/relationship status	47	5.4
Didn't meet the selection criteria for a major	18	2.1
Immigration status	10	1.1
A reason not listed above	171	19.6

Note: Table includes answers only from those Undergraduate Students who indicated that they considered leaving in Question 6 (*n* = 872). Percentages may not sum to 100% as a result of multiple response choices.

Table B42. Graduate/Faculty/Staff only: Why did you seriously consider leaving Iowa State? (Mark all that apply.) (Question 9)

Reasons	<i>n</i>	%
Low salary/pay rate	704	46.8
Limited opportunities for advancement	584	38.8
Increased workload	487	32.4
Inability to effect change	450	29.9
Lack of sense of belonging	447	29.7
Tension with supervisor/manager	400	26.6
Interested in a position at another institution	395	26.3
Tension with coworkers	318	21.1
Desire to live in a different location	311	20.7
Recruited or offered a position at another institution/organization	261	17.4
Discrimination/harassment	245	16.3
Institutional support (e.g., tech support, lab space/equipment)	243	16.2
Lack of professional development opportunities	235	15.6
Campus climate was unwelcoming	212	14.1
Family responsibilities	195	13.0
Personal reasons (e.g., medical, mental health, family emergencies)	134	8.9
Local community did not meet my (my family) needs	116	7.7
Local community climate was not welcoming	87	5.8
Lack of benefits	82	5.5
Spouse or partner unable to find suitable employment	72	4.8
Spouse or partner relocated	35	2.3
Immigration status	26	1.7
A reason not listed above	271	18.0

Note: Table includes answers only from Graduate Students, Faculty and Staff who indicated that they considered leaving in Question 6 (*n* = 1,504). Percentages may not sum to 100% as a result of multiple response choices.

Table B43. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Iowa State. (Question 11)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	1,057	22.3	2,525	53.2	588	12.4	508	10.7	72	1.5
Few of my courses this year have been intellectually stimulating.	580	12.3	1,438	30.4	825	17.4	1,424	30.1	465	9.8
I am satisfied with my academic experience at Iowa State.	1,142	24.2	2,591	54.8	679	14.4	277	5.9	38	0.8
I am satisfied with the extent of my intellectual development since enrolling at Iowa State.	1,315	27.8	2,500	52.8	625	13.2	246	5.2	46	1.0
I have performed academically as well as I anticipated I would.	965	20.4	2,033	42.9	901	19.0	696	14.7	147	3.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,417	29.9	2,458	51.9	597	12.6	210	4.4	52	1.1
My interest in ideas and intellectual matters has increased since coming to Iowa State.	1,568	33.1	2,225	47.0	688	14.5	198	4.2	54	1.1
I intend to graduate from Iowa State.	3,313	70.3	1,140	24.2	197	4.2	34	0.7	31	0.7
Thinking ahead, it is likely that I will leave Iowa State before graduation.	122	2.6	166	3.5	353	7.5	1,162	24.5	2,935	61.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756).

Table B44. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Iowa State? (Question 12)

Experienced conduct	<i>n</i>	%
No	5,945	81.2
Yes	1,375	18.8

Table B45. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct did you experience? (Question 13)

Instances of conduct	<i>n</i>	%
1 instance	243	18.0
2 instances	306	22.7
3 instances	287	21.3
4 instances	87	6.5
5 instances	424	31.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 1,375$). Percentages may not sum to 100% as a result of multiple response choices.

Table B46. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)

Basis	<i>n</i>	%
Gender/gender identity	414	30.1
Ethnicity	283	20.6
Position (e.g., staff, faculty, student)	274	19.9
Racial identity	232	16.9
Political views	228	16.6
Age	226	16.4
Length of service at Iowa State	144	10.5
Major field of study	142	10.3
Educational credentials (e.g., BS, MS, PhD, MD)	140	10.2
Academic performance	122	8.9
Mental health/psychological disability/condition	119	8.7
Philosophical views	117	8.5
Religious/spiritual views	108	7.9
Physical characteristics	105	7.6
Sexual identity	92	6.7
International status/national origin	89	6.5
Socioeconomic status	76	5.5
Gender expression	71	5.2
Immigrant/citizen status	67	4.9
Participation in an organization/team	64	4.7
English language proficiency/accent	60	4.4
Urban background	57	4.1
Parental status (e.g., having children)	51	3.7
Learning disability/condition	44	3.2
Medical disability/condition	43	3.1
Marital status (e.g., single, married, partnered)	42	3.1
Rural background	40	2.9
Physical disability/condition	20	1.5
Military/Veteran status	14	1.0
Pregnancy	13	0.9
Do not know	208	15.1
A reason not listed above	246	17.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,375). Percentages may not sum to 100% as a result of multiple response choices.

Table B47. How would you describe what happened? (Mark all that apply.) (Question 15)

Form	<i>n</i>	%
I was ignored or excluded.	661	48.1
I was isolated or left out.	540	39.3
I was intimidated/bullied.	504	36.7
I was the target of derogatory verbal remarks.	377	27.4
I experienced a hostile work environment.	358	26.0
I felt others staring at me.	271	19.7
I was the target of workplace incivility.	260	18.9
I experienced a hostile classroom environment.	173	12.6
I was denied or questioned about reasonable accommodations	144	10.5
I was singled out as the spokesperson for my identity group.	137	10.0
I received a low or unfair performance evaluation.	118	8.6
I received derogatory written comments.	104	7.6
Someone assumed I was admitted/hired/promoted due to my identity group.	98	7.1
The conduct made me fear that I would get a poor grade.	92	6.7
The conduct threatened my physical safety.	91	6.6
I was the target of racial/ethnic profiling.	88	6.4
I received derogatory phone calls/text messages/email.	85	6.2
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	51	3.7
I was not fairly evaluated in the promotion and tenure process.	47	3.4
I received threats of physical violence.	36	2.6
I was the target of stalking.	34	2.5
The conduct threatened my family's safety.	20	1.5
Someone assumed I was not admitted/hired/promoted due to my identity group.	19	1.4
I was the target of graffiti/vandalism.	19	1.4
I was the target of physical violence.	17	1.2
An experience not listed above	144	10.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,375). Percentages may not sum to 100% as a result of multiple response choices.

Table B48. Where did the conduct occur? (Mark all that apply.) (Question 16)

Location	<i>n</i>	%
While working at an Iowa State job	363	26.4
In a class/lab	358	26.0
In a meeting with a group of people	351	25.5
In other public spaces at Iowa State	223	16.2
In a meeting with one other person	209	15.2
In an Iowa State administrative office	179	13.0
Off campus	178	12.9
In campus housing	170	12.4
At an Iowa State event/program	163	11.9
While walking on campus	160	11.6
In a faculty office	145	10.5
On phone calls/text messages/email	121	8.8
On social media sites (e.g., Facebook, Twitter, Snapchat)	80	5.8
In or near Greek housing	74	5.4
In an Iowa State dining facility	52	3.8
On a campus bus/safety escort	39	2.8
In off-campus housing	36	2.6
In an Iowa State library	35	2.5
In athletic facilities	18	1.3
In the Thielen Student Health Center	17	1.2
In an experiential learning environment (e.g., community-based learning, externship, internship)	15	1.1
In the counseling center	10	0.7
In a religious center	2	0.1
A venue not listed above	85	6.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,375). Percentages may not sum to 100% as a result of multiple response choices.

Table B49. Who/what was the source of the conduct? (Mark all that apply.) (Question 17)

Source	<i>n</i>	%
Student	555	40.4
Coworker/colleague	406	29.5
Faculty member/other instructional staff	256	18.6
Supervisor or manager	183	13.3
Staff member	179	13.0
Department/program chair/head/director	178	12.9
Stranger	175	12.7
Friend	129	9.4
Senior administrator (e.g., dean, vice president, provost)	68	4.9
Off-campus community member	67	4.9
Academic adviser	64	4.7
Social networking site (e.g., Facebook, Twitter, Snapchat)	36	2.6
Student staff	36	2.6
Student organization	36	2.6
Iowa State media (e.g., posters, brochures, flyers, handouts, websites)	29	2.1
Student teaching assistant/student lab assistant/student tutor	26	1.9
Direct report (e.g., person who reports to me)	25	1.8
Iowa State University Police	17	1.2
Alumnus/a	14	1.0
Donor	5	0.4
Off-campus police	5	0.4
Athletic coach/trainer	3	0.2
Do not know source	51	3.7
A source not listed above	70	5.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,375). Percentages may not sum to 100% as a result of multiple response choices.

Table B50. How did you feel after you experienced the conduct? (Mark all that apply.) (Question 18)

Feeling	<i>n</i>	%
I was angry.	953	69.3
I felt embarrassed.	525	38.2
I ignored it.	365	26.5
I was afraid.	355	25.8
I felt somehow responsible.	248	18.0
An feeling not listed above	338	24.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,375). Percentages may not sum to 100% as a result of multiple response choices.

Table B51. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 19)

Response	<i>n</i>	%
I told a friend.	608	44.2
I avoided the person/venue.	563	40.9
I did not do anything.	521	37.9
I told a family member.	461	33.5
I contacted an Iowa State resource.	228	16.6
<i>Supervisor</i>	65	28.5
<i>Faculty member</i>	56	24.6
<i>Senior administrator (e.g., dean, vice president, provost)</i>	54	23.7
<i>Office of Equal Opportunity</i>	49	21.5
<i>Human Resources staff</i>	49	21.5
<i>Ombudsperson</i>	34	14.9
<i>Staff person</i>	33	14.5
<i>Student staff (e.g., community adviser, student coordinators, building managers, event staff)</i>	26	11.4
<i>Student Counseling Services</i>	25	11.0
<i>Dean of Students Office</i>	18	7.9
<i>Iowa State University Police</i>	14	6.1
<i>Office of Diversity and Inclusion</i>	12	5.3
<i>Thielen Student Health Center</i>	6	2.6
<i>Employee Assistance Program</i>	5	2.2
<i>College Multicultural Liaison Officer</i>	4	1.8
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	1	0.4
<i>Veterans Center</i>	0	0.0
I confronted the person(s) at the time.	218	15.9
I confronted the person(s) later.	193	14.0
I did not know who to go to.	189	13.7
I sought information online.	95	6.9
I sought support from off campus hotline/advocacy services.	41	3.0
I posted it on social media (e.g., Facebook, Twitter, Snapchat)	36	2.6
I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).	36	2.6

Response	<i>n</i>	%
I contacted a local law enforcement official.	34	2.5
I submitted a bias incident report or a report through the Campus Climate Response Team.	10	0.7
A response not listed above	208	15.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,375). Percentages may not sum to 100% as a result of multiple response choices.

Table B52. Did you report the conduct? (Question 20)

Reported conduct	<i>n</i>	%
No, I did not report it.	1,113	81.7
Yes, I reported it.	249	18.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	34	18.4
<i>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.</i>	50	27.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	101	54.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,375).

Table B53. While a member of the Iowa State community, have you ever 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)? (Mark all that apply.) (Question 22).

Experience	<i>n</i>	%
No	6,539	89.3
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	80	1.1
Yes – stalking (e.g., following me, on social media, texting, phone calls)	157	2.1
Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	554	7.6
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	221	3.0

Percentages may not sum to 100% as a result of multiple response choices.

Table B54. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 23rv)

Semester	<i>n</i>	%
Less than 6 months ago	21	26.3
6 - 12 months ago	15	18.8
13 - 23 months ago	20	25.0
- 4 years ago	16	20.0
5 - 10 years ago	6	7.5
11 - 20 years ago	2	2.5
More than 20 years ago	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 80). Percentages may not sum to 100% as a result of multiple response choices.

Table B55. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 24rv)

Semester	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	3	4.3
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	18	25.7
Undergraduate first year	35	50.0
<i>Fall semester</i>	27	77.1
<i>Spring semester</i>	22	62.9
<i>Summer term</i>	6	17.1
Undergraduate second year	21	30.0
<i>Fall semester</i>	13	61.9
<i>Spring semester</i>	13	61.9
<i>Summer term</i>	3	14.3
Undergraduate third year	16	22.9
<i>Fall semester</i>	13	81.3
<i>Spring semester</i>	8	50.0
<i>Summer semester</i>	3	18.8
Undergraduate fourth year	8	11.4
<i>Fall semester</i>	5	62.5
<i>Spring semester</i>	6	75.0
<i>Summer semester</i>	3	37.5
After my fourth year as an undergraduate	1	1.4

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 80).

Percentages may not sum to 100 as a result of multiple responses.

Table B56. Who did this to you? (Mark all that apply.) (Question 25rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	69	86.3
Iowa State student	19	23.8
Acquaintance/friend	13	16.3
Iowa State staff member	3	3.8
Family member	2	2.5
Iowa State faculty member	2	2.5
Stranger	1	1.3
Other role/relationship not listed above	2	2.5

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 80). Percentages may not sum to 100% as a result of multiple response choices.

Table B57. Students only: Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting) you experienced? (Question 26rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	51	72.9
Yes	19	27.1
<i>Alcohol only</i>	12	75.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	4	25.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 19). Percentages may not sum to 100% as a result of multiple response choices.

Table B58. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 27rv)

Occurred	<i>n</i>	%
Off-campus	63	78.8
On-campus	31	38.8

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 80). Percentages may not sum to 100% as a result of multiple response choices.

Table B59. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 28rv)

Feeling after occurred	<i>n</i>	%
I felt somehow responsible.	53	66.3
I felt afraid.	43	53.8
I felt embarrassed.	42	52.5
I felt angry.	39	48.8
I ignored it.	19	23.8
A feeling not listed above	10	12.5

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 80). Percentages may not sum to 100% as a result of multiple response choices.

Table B60. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 29rv)

Response	<i>n</i>	%
I told a friend.	41	51.3
I avoided the person(s)/venue.	32	40.0
I confronted the person(s) later.	26	32.5
I told a family member.	25	31.3
I did not do anything.	23	28.8
I confronted the person(s) at the time.	17	21.3
I did not know who to go to.	15	18.8
I contacted an Iowa State resource.	12	15.0
<i>Student Counseling Services</i>	7	58.3
<i>Iowa State University Police</i>	5	41.7
<i>Staff person</i>	4	33.3
<i>Faculty member</i>	3	25.0
<i>Human Resources staff</i>	2	16.7
<i>Student staff (e.g., community adviser, student coordinators, building managers, event staff)</i>	2	16.7
<i>Supervisor</i>	2	16.7
<i>Office of Equal Opportunity</i>	1	8.3
<i>Office of Diversity and Inclusion</i>	1	8.3
<i>Dean of Students Office</i>	1	8.3
<i>Thielen Student Health Center</i>	1	8.3
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Veterans Center</i>	0	0.0
<i>College Multicultural Liaison Officer</i>	0	0.0
I sought information online.	11	13.8
I contacted a local law enforcement official.	10	12.5
I sought support from off-campus hotline/advocacy services.	7	8.8

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	1.3
A response not listed above.	7	8.8

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 80). Percentages may not sum to 100% as a result of multiple response choices.

Table B61. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 30rv)

Reported conduct	<i>n</i>	%
No	68	85.0
Yes	12	15.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	5	50.0
<i>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.</i>	2	20.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	3	30.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 80). Percentages may not sum to 100% as a result of multiple response choices

Table B62. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 23stlk)

Semester	<i>n</i>	%
Less than 6 months ago	50	31.8
6 - 12 months ago	44	28.0
13 - 23 months ago	21	13.4
2 - 4 years ago	25	15.9
5 - 10 years ago	12	7.6
11 - 20 years ago	4	2.5
More than 20 years ago	1	0.6

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 157). Percentages may not sum to 100% as a result of multiple response choices.

Table B63. 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.) (Question 24stlk)

Semester	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	12	9.1
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	6	4.5
Undergraduate first year	75	56.8
<i>Fall semester</i>	56	74.7
<i>Spring semester</i>	35	46.7
<i>Summer term</i>	6	8.0
Undergraduate second year	46	34.8
<i>Fall semester</i>	30	65.2
<i>Spring semester</i>	23	50.0
<i>Summer term</i>	3	6.5
Undergraduate third year	17	12.9
<i>Fall semester</i>	12	70.6
<i>Spring semester</i>	7	41.2
<i>Summer semester</i>	5	29.4
Undergraduate fourth year	11	8.3
<i>Fall semester</i>	10	90.9
<i>Spring semester</i>	2	18.2
<i>Summer semester</i>	2	18.2
After my fourth year as an undergraduate	3	2.3

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 11).

Percentages may not sum to 100 as a result of multiple responses.

Table B64. Who did this to you? (Mark all that apply.) (Question 25rv)

Source	<i>n</i>	%
Iowa State student	79	50.3
Acquaintance/friend	52	33.1
Stranger	44	28.0
Current or former dating/intimate partner	30	19.1
Iowa State staff member	7	4.5
Family member	3	1.9
Iowa State faculty member	3	1.9
Other role/relationship not listed above	7	4.5

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 157). Percentages may not sum to 100% as a result of multiple response choices.

Table B65. Students only: Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 26rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	115	87.1
Yes	17	12.9
<i>Alcohol only</i>	13	86.7
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	2	13.3

Note: Table includes answers only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 17). Percentages may not sum to 100% as a result of multiple response choices.

Table B66. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 27stlk)

Occurred	<i>n</i>	%
Off-campus	85	54.1
On-campus	97	61.8

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 157). Percentages may not sum to 100% as a result of multiple response choices.

Table B67. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Question 28stlk)

Feeling after occurred	<i>n</i>	%
I felt afraid.	89	56.7
I felt angry.	68	43.3
I ignored it.	46	29.3
I felt embarrassed.	45	28.7
I felt somehow responsible.	44	28.0
A feeling not listed above	28	17.8

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 157). Percentages may not sum to 100% as a result of multiple response choices.

Table B68. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 29stlk)

Response	<i>n</i>	%
I avoided the person(s)/venue.	104	66.2
I told a friend.	96	61.1
I told a family member.	56	35.7
I did not do anything.	33	21.0
I confronted the person(s) at the time.	29	18.5
I contacted a local law enforcement official.	25	15.9
I confronted the person(s) later.	20	12.7
I contacted an Iowa State resource.	19	12.1
<i>Iowa State University Police</i>	<i>11</i>	<i>57.9</i>
<i>Senior administrator (e.g., dean, vice president, provost)</i>	<i>5</i>	<i>26.3</i>
<i>Supervisor</i>	<i>4</i>	<i>21.1</i>
<i>Student Counseling Services</i>	<i>3</i>	<i>15.8</i>
<i>Office of Equal Opportunity</i>	<i>3</i>	<i>15.8</i>
<i>Dean of Students Office</i>	<i>3</i>	<i>15.8</i>
<i>Staff person</i>	<i>2</i>	<i>10.5</i>
<i>Faculty member</i>	<i>1</i>	<i>5.3</i>
<i>Office of Diversity and Inclusion</i>	<i>1</i>	<i>5.3</i>
<i>Ombudsperson</i>	<i>1</i>	<i>5.3</i>
<i>Human Resources staff</i>	<i>1</i>	<i>5.3</i>
<i>Student staff (e.g., community adviser, student coordinators, building managers, event staff)</i>	<i>1</i>	<i>5.3</i>
<i>Thielen Student Health Center</i>	<i>1</i>	<i>5.3</i>
<i>Employee Assistance Program</i>	<i>0</i>	<i>0.0</i>
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	<i>0</i>	<i>0.0</i>
<i>Veterans Center</i>	<i>0</i>	<i>0.0</i>
<i>College Multicultural Liaison Officer</i>	<i>0</i>	<i>0.0</i>
I did not know who to go to.	17	10.8
I sought information online.	14	8.9
I sought support from off-campus hotline/advocacy services.	3	1.9

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	1.9
A response not listed above.	21	13.4

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 157). Percentages may not sum to 100% as a result of multiple response choices.

Table B69. Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 30stlk)

Reported conduct	<i>n</i>	%
No	121	79.6
Yes	31	20.4
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	16	53.3
<i>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.</i>	3	10.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	11	36.7

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 157). Percentages may not sum to 100% as a result of multiple response choice

Table B70. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 23si)

Semester	<i>n</i>	%
Less than 6 months ago	268	48.5
6 - 12 months ago	140	25.3
13 - 23 months ago	65	11.8
2 - 4 years ago	56	10.1
5 - 10 years ago	10	1.8
11 - 20 years ago	6	1.1
More than 20 years ago	8	1.4

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 554). Percentages may not sum to 100% as a result of multiple response choices.

Table B71. 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.) (Question 24si)

Semester	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	29	6.1
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	15	3.2
Undergraduate first year	297	62.7
<i>Fall semester</i>	242	81.5
<i>Spring semester</i>	147	49.5
<i>Summer term</i>	12	4.0
Undergraduate second year	197	41.6
<i>Fall semester</i>	143	72.6
<i>Spring semester</i>	104	52.8
<i>Summer term</i>	12	6.1
Undergraduate third year	132	27.8
<i>Fall semester</i>	98	74.2
<i>Spring semester</i>	46	34.8
<i>Summer semester</i>	8	6.1
Undergraduate fourth year	61	12.9
<i>Fall semester</i>	54	88.5
<i>Spring semester</i>	16	26.2
<i>Summer semester</i>	5	8.2
After my fourth year as an undergraduate	10	2.1

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 474).

Percentages may not sum to 100 as a result of multiple responses.

Table B72. Who did this to you? (Mark all that apply.) (Question 25rv)

Source	<i>n</i>	%
Stranger	315	56.9
Iowa State student	268	48.4
Acquaintance/friend	148	26.7
Iowa State staff member	36	6.5
Iowa State faculty member	33	6.0
Current or former dating/intimate partner	27	4.9
Family member	1	0.2
Other role/relationship not listed above	13	2.3

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 554). Percentages may not sum to 100% as a result of multiple response choices.

Table B73. Students only: Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 26rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	286	60.6
Yes	186	39.4
<i>Alcohol only</i>	165	94.3
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	10	5.7

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 554). Percentages may not sum to 100% as a result of multiple response choices.

Table B74. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 27si)

Occurred	<i>n</i>	%
Off-campus	306	55.2
On-campus	312	56.3

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 554). Percentages may not sum to 100% as a result of multiple response choices.

Table B75. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 28si)

Feeling after occurred	<i>n</i>	%
I felt angry.	287	51.8
I felt embarrassed.	262	47.3
I ignored it.	215	38.8
I felt afraid.	194	35.0
I felt somehow responsible.	120	21.7
A feeling not listed above	74	13.4

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 554). Percentages may not sum to 100% as a result of multiple response choices.

Table B76. 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.) (Question 29si)

Response	<i>n</i>	%
I told a friend.	274	49.5
I avoided the person(s)/venue.	256	46.2
I did not do anything.	252	45.5
I confronted the person(s) at the time.	80	14.4
I told a family member.	72	13.0
I did not know who to go to.	52	9.4
I confronted the person(s) later.	51	9.2
I contacted an Iowa State resource.	37	6.7
<i>Office of Equal Opportunity</i>	12	32.4
<i>Faculty member</i>	11	29.7
<i>Supervisor</i>	7	18.9
<i>Student staff (e.g., community adviser, student coordinators, building managers, event staff)</i>	6	16.2
<i>Dean of Students Office</i>	6	16.2
<i>Iowa State University Police</i>	5	13.5
<i>Student Counseling Services</i>	5	13.5
<i>Staff person</i>	5	13.5
<i>Senior administrator (e.g., dean, vice president, provost)</i>	2	5.4
<i>Ombudsperson</i>	2	5.4
<i>Human Resources staff</i>	2	5.4
<i>Office of Diversity and Inclusion</i>	1	2.7
<i>Thielen Student Health Center</i>	1	2.7
<i>Employee Assistance Program</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Veterans Center</i>	0	0.0
<i>College Multicultural Liaison Officer</i>	0	0.0
I sought information online.	19	3.4
I contacted a local law enforcement official.	11	2.0
I sought support from off-campus hotline/advocacy services.	4	0.7

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	0.5
A response not listed above.	47	8.5

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 554). Percentages may not sum to 100% as a result of multiple response choices.

Table B77. Did you report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 30si)

Reported conduct	<i>n</i>	%
No	508	92.9
Yes	39	7.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	9	30.0
<i>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.</i>	11	36.7
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	10	33.3

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 554). Percentages may not sum to 100% as a result of multiple response choice

Table B78. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 23sc)

Semester	<i>n</i>	%
Less than 6 months ago	60	27.4
6 - 12 months ago	47	21.5
13 - 23 months ago	45	20.5
2 - 4 years ago	51	23.3
5 - 10 years ago	9	4.1
11 - 20 years ago	5	2.3
More than 20 years ago	2	0.9

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 221). Percentages may not sum to 100% as a result of multiple response choices.

Table B79. 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.) (Question 24sc)

Semester	<i>n</i>	%
During my time as a graduate/professional student at Iowa State	6	3.0
Prior to my first semester (e.g., Orientation, Pre-collegiate program at ISU)	9	4.4
Undergraduate first year	109	53.7
<i>Fall semester</i>	67	61.5
<i>Spring semester</i>	47	43.1
<i>Summer term</i>	2	1.8
Undergraduate second year	60	29.6
<i>Fall semester</i>	34	56.7
<i>Spring semester</i>	22	36.7
<i>Summer term</i>	5	8.3
Undergraduate third year	33	16.3
<i>Fall semester</i>	20	60.6
<i>Spring semester</i>	10	30.3
<i>Summer semester</i>	7	21.2
Undergraduate fourth year	11	5.4
<i>Fall semester</i>	2	18.2
<i>Spring semester</i>	9	81.8
<i>Summer semester</i>	1	9.1
After my fourth year as an undergraduate	2	1.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 203).

Percentages may not sum to 100 as a result of multiple responses.

Table B80. Who did this to you? (Mark all that apply.) (Question 25sc)

Source	<i>n</i>	%
Acquaintance/friend	123	55.7
Iowa State student	94	42.5
Stranger	56	25.3
Current or former dating/intimate partner	33	14.9
Iowa State staff member	6	2.7
Iowa State faculty member	4	1.8
Family member	0	0.0
Other role/relationship not listed above	5	2.3

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 221). Percentages may not sum to 100% as a result of multiple response choices.

Table B81. Students only: Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 26rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	69	34.5
Yes	131	65.5
<i>Alcohol only</i>	112	91.1
<i>Drugs only</i>	2	1.6
<i>Both alcohol and drugs</i>	9	7.3

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 203). Percentages may not sum to 100% as a result of multiple response choices.

Table B82. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 27sc)

Occurred	<i>n</i>	%
Off-campus	122	55.2
On-campus	106	48.0

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 221). Percentages may not sum to 100% as a result of multiple response choices.

Table B83. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 28sc)

Feeling after occurred	<i>n</i>	%
I felt angry.	136	61.5
I felt embarrassed.	135	61.1
I felt somehow responsible.	125	56.6
I felt afraid.	124	56.1
I ignored it.	73	33.0
A feeling not listed above	40	18.1

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 221). Percentages may not sum to 100% as a result of multiple response choices.

Table B84. 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.) (Question 29sc)

Response	<i>n</i>	%
I told a friend.	142	64.3
I avoided the person(s)/venue.	120	54.3
I did not do anything.	76	34.4
I did not know who to go to.	47	21.3
I told a family member.	47	21.3
I confronted the person(s) at the time.	38	17.2
I confronted the person(s) later.	32	14.5
I contacted an Iowa State resource.	24	10.9
<i>Student Counseling Services</i>	12	50.0
<i>Office of Equal Opportunity</i>	9	37.5
<i>Thielen Student Health Center</i>	8	33.3
<i>Iowa State University Police</i>	6	25.0
<i>Dean of Students Office</i>	5	20.8
<i>Student staff (e.g., community adviser, student coordinators, building managers, event staff)</i>	4	16.7
<i>Faculty member</i>	3	12.5
<i>Office of Diversity and Inclusion</i>	1	4.2
<i>Human Resources staff</i>	1	4.2
<i>Staff person</i>	1	4.2
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Supervisor</i>	0	0.0
<i>Veterans Center</i>	0	0.0
<i>College Multicultural Liaison Officer</i>	0	0.0
I sought information online.	22	10.0
I contacted a local law enforcement official.	11	5.0
I sought support from off-campus hotline/advocacy services.	10	4.5

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	2.3
A response not listed above.	13	5.9

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 221). Percentages may not sum to 100% as a result of multiple response choices.

Table B85. Did you report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 30sc)

Reported conduct	<i>n</i>	%
No	193	89.8
Yes	22	10.2
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>11</i>	<i>50.0</i>
<i>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.</i>	<i>7</i>	<i>31.8</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>4</i>	<i>18.2</i>

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 221). Percentages may not sum to 100% as a result of multiple response choice

Table B86. Please indicate how much you agree or disagree with each of the following statements. (Question 33)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	3,536	48.5	2,893	39.7	463	6.3	327	4.5	73	1.0
I am generally aware of the role of Iowa State Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,457	33.7	3,358	46.1	746	10.2	621	8.5	106	1.5
I know how and where to report such incidents.	1,911	26.2	3,018	41.5	1,069	14.7	1,110	15.2	173	2.4
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	2,169	30.0	3,332	46.0	862	11.9	770	10.6	105	1.5
I am generally aware of the campus resources listed here: http://www.sexualmisconduct.dso.iastate.edu/get-help/campus-community-resources	1,878	25.9	3,411	47.0	1,043	14.4	801	11.0	125	1.7
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	3,796	52.1	2,881	39.6	497	6.8	77	1.1	32	0.4
I understand that Iowa State standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	2,452	33.8	3,277	45.2	957	13.2	488	6.7	82	1.1
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Iowa State Public Safety Report.	2,529	34.9	3,117	43.0	809	11.2	680	9.4	107	1.5
I know that Iowa State sends a Timely Warning to the campus community when such an incident occurs.	4,622	63.6	2,434	33.5	161	2.2	38	0.5	18	0.2

Table B87. Tenured and Tenure-Track Faculty only: As a faculty member at Iowa State, I feel (or felt)... (Question 34)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	117	24.3	216	44.8	65	13.5	67	13.9	17	3.5
The tenure standards/promotion standards are applied equally to faculty in my school/division.	99	20.7	162	33.8	94	19.6	73	15.2	51	10.6
Supported and mentored during the tenure-track years.	123	26.0	171	36.2	96	20.3	54	11.4	29	6.1
Iowa State faculty who qualify for delaying their tenure-clock feel empowered to do so.	103	21.7	174	36.7	161	34.0	28	5.9	8	1.7
Research is valued by Iowa State.	262	54.5	157	32.6	30	6.2	21	4.4	11	2.3
Teaching is valued by Iowa State.	105	21.9	216	45.0	70	14.6	63	13.1	26	5.4
Service contributions are valued by Iowa State.	62	12.9	166	34.7	114	23.8	96	20.0	41	8.6
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	33	6.9	56	11.8	118	24.8	156	32.8	112	23.6
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	73	15.2	103	21.5	141	29.5	118	24.6	45	9.4
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).	75	15.6	117	24.4	184	38.3	88	18.3	16	3.3
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	16	3.4	21	4.4	182	38.3	156	32.8	100	21.1

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	34	7.1	150	31.4	135	28.2	93	19.5	66	13.8
Faculty opinions are valued within Iowa State committees.	28	5.8	213	44.5	147	30.7	55	11.5	36	7.5
I would like more opportunities to participate in substantive committee assignments.	17	3.6	72	15.1	182	38.2	130	27.3	75	15.8
I have opportunities to participate in substantive committee assignments.	93	19.4	219	45.6	111	23.1	39	8.1	18	3.8

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 482).

Table B88. Non-Tenure-Track Academic Appointments only: As an employee with a non-tenure-track appointment at Iowa State, I feel (or felt)...
(Question 36)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	33	17.1	73	37.8	42	21.8	29	15.0	16	8.3
The criteria used for contract renewal are applied equally to all positions.	22	11.6	45	23.8	75	39.7	30	15.9	17	9.0
There are clear expectations of my responsibilities.	43	22.4	103	53.6	19	9.9	20	10.4	7	3.6
Research is valued by Iowa State.	112	58.3	50	26.0	18	9.4	6	3.1	6	3.1
Teaching is valued by Iowa State.	39	20.6	68	36.0	36	19.0	34	18.0	12	6.3
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	20	10.4	27	14.0	63	32.6	63	32.6	20	10.4
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).	43	22.3	43	22.3	68	35.2	28	14.5	11	5.7
Pressured to do extra work that is uncompensated.	29	15.2	47	24.6	45	23.6	51	26.7	19	9.9
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	10	5.2	38	19.6	68	35.1	42	21.6	36	18.6
I have job security.	14	7.3	58	30.1	43	22.3	48	24.9	30	15.5

Note: Table includes answers only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 195).

Table B89. Faculty only: As a faculty member at Iowa State, I feel... (Question 38)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	51	6.9	224	30.1	196	26.4	187	25.2	85	11.4
Salaries for non-tenure track professors are competitive.	34	4.7	135	18.5	305	41.8	172	23.6	84	11.5
Health insurance benefits are competitive.	273	36.6	362	48.6	89	11.9	16	2.1	5	0.7
Child care benefits are competitive.	51	7.1	112	15.5	426	59.0	78	10.8	55	7.6
Retirement/supplemental benefits are competitive.	190	25.9	347	47.3	161	22.0	24	3.3	11	1.5
Iowa State provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	51	6.9	190	25.7	319	43.1	125	16.9	55	7.4
My colleagues include me in opportunities that will help my career as much as they do others in my position.	125	16.7	288	38.5	200	26.7	90	12.0	45	6.0
The performance evaluation process is clear.	121	16.3	318	42.7	144	19.4	111	14.9	50	6.7
Iowa State provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	135	18.1	319	42.7	121	16.2	117	15.7	55	7.4
Positively about my career opportunities at Iowa State.	134	18.0	303	40.8	182	24.5	86	11.6	38	5.1
I would recommend Iowa State as good place to work.	183	24.4	340	45.4	137	18.3	64	8.5	25	3.3
I have job security.	200	26.9	291	39.2	120	16.2	85	11.4	47	6.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 757).

Table B90. All Staff: As a staff member at Iowa State, I feel... (Question 40)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or related guidance when I need it.	520	28.9	680	37.7	306	17.0	207	11.5	89	4.9
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	467	25.9	852	47.3	303	16.8	138	7.7	42	2.3
I am included in opportunities that will help my career as much as others in similar positions.	399	22.2	682	37.9	350	19.4	267	14.8	103	5.7
The performance evaluation process is clear.	352	19.5	789	43.8	353	19.6	235	13.0	74	4.1
The performance evaluation process is productive.	217	12.2	521	29.2	484	27.1	375	21.0	187	10.5
My supervisor provides adequate support for me to manage work-life balance.	670	37.2	697	38.7	241	13.4	137	7.6	57	3.2
I am able to complete my assigned duties during scheduled hours.	357	20.0	706	39.6	259	14.5	330	18.5	132	7.4
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	386	21.5	416	23.2	437	24.4	433	24.1	121	6.7
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	147	8.2	330	18.4	470	26.2	650	36.3	194	10.8
I am given a reasonable time frame to complete assigned responsibilities.	311	17.3	970	54.0	357	19.9	126	7.0	32	1.8
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	105	5.8	256	14.2	574	31.9	688	38.3	175	9.7

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
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).	196	10.9	383	21.4	653	36.4	454	25.3	107	6.0
There is a hierarchy within staff positions that allows some voices to be valued more than others.	419	23.4	621	34.6	428	23.9	266	14.8	59	3.3
Iowa State provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	151	8.5	623	34.9	704	39.5	219	12.3	86	4.8

Note: Table includes answers only from those respondents who indicated that they were Employees in Question 1 (*n* = 1,813).

Table B91. Staff only: As a staff member at Iowa State, I feel... (Question 42)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Iowa State provides me with resources to pursue training/professional development opportunities.	368	20.5	907	50.35	306	17.0	165	9.2	50	2.8
My supervisor provides me with resources to pursue training/professional development opportunities.	423	23.6	758	42.3	332	18.5	197	11.0	81	4.5
Iowa State is supportive of taking extended leave (e.g., FMLA, parental).	369	20.7	757	42.5	529	29.7	93	5.2	33	1.9
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	643	36.2	829	46.7	214	12.1	59	3.3	29	1.6
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	47	2.6	109	6.1	748	41.9	602	33.7	281	15.7
Iowa State policies (e.g., FMLA) are fairly applied across Iowa State.	165	9.3	476	26.8	968	54.5	127	7.1	41	2.3
Iowa State is supportive of flexible work schedules.	197	11.0	709	39.6	450	25.2	298	16.7	135	7.5
My supervisor is supportive of flexible work schedules.	409	23.0	757	42.5	305	17.1	209	11.7	102	5.7
Staff salaries are competitive.	65	3.6	339	18.9	415	23.2	605	33.8	367	20.5
Vacation and personal time benefits competitive.	661	36.9	892	49.9	166	9.3	55	3.1	15	0.8
Health insurance benefits are competitive.	768	42.8	804	44.8	175	9.8	34	1.9	13	0.7
Child care benefits are competitive.	124	7.0	289	16.3	1,133	64.0	135	7.6	90	5.1
Retirement benefits are competitive.	543	30.6	838	47.2	343	19.3	34	1.9	18	1.0

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on Iowa State committees.	92	5.2	612	34.3	697	39.0	290	16.2	94	5.3
Staff opinions are valued by Iowa State faculty and administration.	78	4.4	509	28.7	651	36.7	383	21.6	152	8.6
There are clear expectations of my responsibilities.	277	15.5	1016	56.8	265	14.8	190	10.6	40	2.2
There are clear procedures on how I can advance at Iowa State.	78	4.4	312	17.5	537	30.1	575	32.2	284	15.9
Positively about my career opportunities at Iowa State.	130	7.4	560	31.7	633	35.9	322	18.2	120	6.8
I would recommend Iowa State as a good place to work.	375	20.9	956	53.3	343	19.1	77	4.3	42	2.3
I have job security.	225	12.6	885	49.6	418	23.4	179	10.0	79	4.4

Note: Table includes answers only from those respondents who indicated that they were Employees in Question 1 (*n* = 1,813).

Table B92. Graduate/Professional students only: As a graduate student I feel... (Question 44)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	262	32.2	327	40.2	108	13.3	75	9.2	42	5.2
I have adequate access to my adviser.	347	42.6	321	39.4	83	10.2	41	5.0	22	2.7
My adviser provides clear expectations.	268	33.0	310	38.2	126	15.5	67	8.3	40	4.9
My adviser responds to my emails, calls, or voicemails in a prompt manner.	375	46.0	283	34.7	96	11.8	37	4.5	25	3.1
Department faculty members (other than my adviser) respond to my emails, calls, or voicemails in a prompt manner.	274	33.6	404	49.6	85	10.4	43	5.3	9	1.1
Department staff members (other than my adviser) respond to my emails, calls, or voicemails in a prompt manner.	334	41.1	380	46.7	71	8.7	19	2.3	9	1.1
There are adequate opportunities for me to interact with other university faculty outside of my department.	180	22.1	303	37.2	173	21.3	122	15.0	36	4.4
I receive support from my adviser to pursue personal research interests.	273	33.7	266	32.8	171	21.1	57	7.0	44	5.4
My department faculty members encourage me to produce publications and present research.	267	33.0	294	36.3	187	23.1	37	4.6	24	3.0
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	198	24.5	324	40.1	161	19.9	93	11.5	32	4.0
I feel comfortable sharing my professional goals with my adviser.	348	43.2	311	38.6	78	9.7	40	5.0	28	3.5

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 817).

Table B93. 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? (Question 79)

Observed conduct	<i>n</i>	%
No	5,193	71.1
Yes	2,107	28.9

Table B94. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct did you observe? (Question 80)

Instances of conduct	<i>n</i>	%
1 instance	444	21.5
2 instances	485	23.5
3 instances	395	19.1
4 instances	100	4.8
5 instances	639	31.0

Note: Table includes answers only from those respondents who indicated that they observed conduct ($n = 2,107$). Percentages may not sum to 100% as a result of multiple response choices.

Table B95. Who/what was the target of the conduct? (Mark all that apply.) (Question 81)

Target	<i>n</i>	%
Student	1,324	62.8
Friend	502	23.8
Stranger	409	19.4
Coworker/colleague	403	19.1
Staff member	272	12.9
Faculty member/other instructional staff	214	10.2
Student organization	155	7.4
Student staff	138	6.5
Social networking site (e.g., Facebook, Twitter, Snapchat)	109	5.2
Iowa State media (e.g., posters, brochures, flyers, handouts, websites)	90	4.3
Off-campus community member	74	3.5
Student teaching assistant/student lab assistant/student tutor	58	2.8
Department/program chair/head/director	54	2.6
Supervisor or manager	49	2.3
Academic adviser	46	2.2
Iowa State University Police	37	1.8
Direct report (e.g., person who reports to me)	34	1.6
Senior administrator (e.g., dean, vice president, provost)	31	1.5
Alumnus/a	17	0.8
Off-campus police	17	0.8
Athletic coach/trainer	11	0.5
Donor	3	0.1
Do not know target	199	9.4
A target not listed above	126	6.0

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,107). Percentages may not sum to 100% as a result of multiple response choices.

Table B96. Who/what was the source of the conduct? (Mark all that apply.) (Question 82)

Source	<i>n</i>	%
Student	1,058	50.2
Stranger	423	20.1
Faculty member/other instructional staff	293	13.9
Coworker/colleague	257	12.2
Staff member	198	9.4
Department/program chair/head/director	131	6.2
Supervisor or manager	119	5.6
Social networking site (e.g., Facebook, Twitter, Snapchat)	113	5.4
Friend	110	5.2
Off-campus community member	93	4.4
Student organization	91	4.3
Iowa State media (e.g., posters, brochures, flyers, handouts, websites)	80	3.8
Senior administrator (e.g., dean, vice president, provost)	67	3.2
Academic adviser	62	2.9
Student staff	50	2.4
Alumnus/a	22	1.0
Iowa State University Police	22	1.0
Student teaching assistant/student lab assistant/student tutor	20	0.9
Off-campus police	10	0.5
Direct report (e.g., person who reports to me)	7	0.3
Athletic coach/trainer	5	0.2
Donor	5	0.2
Do not know source	285	13.5
A source not listed above	107	5.1

Note: Table includes answers from only those respondents who indicated that they observed conduct ($n = 2,107$). Percentages may not sum to 100% as a result of multiple response choices.

**Table B97. Which of the target's characteristics do you believe was/were the basis for the conduct?
(Mark all that apply.) (Question 83)**

Characteristic	<i>n</i>	%
Ethnicity	859	40.8
Racial identity	772	36.6
Gender/gender identity	681	32.3
Political views	515	24.4
Gender expression	406	19.3
Immigrant/citizen status	400	19.0
Sexual identity	395	18.7
Religious/spiritual views	358	17.0
International status/national origin	336	15.9
English language proficiency/accent	301	14.3
Physical characteristics	199	9.4
Age	185	8.8
Position (e.g., staff, faculty, student)	178	8.4
Philosophical views	160	7.6
Mental health/psychological disability/condition	150	7.1
Socioeconomic status	140	6.6
Learning disability/condition	134	6.4
Academic performance	127	6.0
Major field of study	115	5.5
Educational credentials (e.g., BS, MS, PhD, MD)	93	4.4
Physical disability/condition	93	4.4
Urban background	81	3.8
Medical disability/condition	78	3.7
Participation in an organization/team	76	3.6
Rural background	65	3.1
Length of service at Iowa State	55	2.6
Parental status (e.g., having children)	39	1.9
Marital status (e.g., single, married, partnered)	36	1.7
Pregnancy	28	1.3
Military/Veteran status	15	0.7
Do not know	240	11.4
A characteristic not listed above	137	6.5

Note: Table includes answers from only those respondents who indicated that they observed conduct ($n = 2,107$). Percentages may not sum to 100% as a result of multiple response choices.

Table B98. Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 84)

Form of observed conduct	<i>n</i>	%
Derogatory verbal remarks	1,108	52.6
Person ignored or excluded	660	31.3
Person isolated or left out	609	28.9
Person intimidated/bullied	585	27.8
Racial/ethnic profiling	578	27.4
Graffiti/vandalism	370	17.6
Derogatory written comments	346	16.4
Person being stared at	343	16.3
Person experienced a hostile work environment	330	15.7
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	309	14.7
Person experienced a hostile classroom environment	254	12.1
Singled out as the spokesperson for their identity group	241	11.4
Assumption that someone was admitted/hired/promoted based on his/her identity	235	11.2
Person was the target of workplace incivility	232	11.0
Threats of physical violence	140	6.6
Derogatory phone calls/text messages/email	132	6.3
Person received a low or unfair performance evaluation	118	5.6
Assumption that someone was not admitted/hired/promoted based on his/her identity	90	4.3
Person was denied or questioned about reasonable accommodations	79	3.7
Person was unfairly evaluated in the promotion and tenure process	50	2.4
Person was stalked	42	2.0
Person received a poor grade	39	1.9
Physical violence	37	1.8
Something not listed above	112	5.3

Note: Table includes answers from only those respondents who indicated that they observed conduct ($n = 2,107$). Percentages may not sum to 100% as a result of multiple response choices.

Table B99. Where did this conduct occur? (Mark all that apply.) (Question 85)

Location	<i>n</i>	%
In other public spaces at Iowa State	678	32.2
In a class/lab	481	22.8
While walking on campus	475	22.5
In a meeting with a group of people	341	16.2
At an Iowa State event/program	321	15.2
On social media sites (e.g., Facebook, Twitter, Snapchat)	318	15.1
While working at a Iowa State job	306	14.5
Off campus	295	14.0
In campus housing	289	13.7
In an Iowa State administrative office	143	6.8
In or near Greek housing	131	6.2
On phone calls/text messages/email	117	5.6
In a faculty office	110	5.2
In a meeting with one other person	110	5.2
On a campus bus/safety escort	89	4.2
In an Iowa State dining facility	85	4.0
In off-campus housing	83	3.9
In an Iowa State library	61	2.9
In athletic facilities	46	2.2
In an experiential learning environment (e.g., community-based learning, externship, internship)	27	1.3
In the Thielen Student Health Center	12	0.6
In a religious center	9	0.4
In the counseling center	9	0.4
A venue not listed above	99	4.7

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,107). Percentages may not sum to 100% as a result of multiple response choices.

**Table B100. What was your response to observing this conduct? (Mark all that apply.)
(Question 86)**

Response	<i>n</i>	%
I did not do anything.	776	36.8
I told a friend.	544	25.8
I avoided the person/venue.	378	17.9
I confronted the person(s) at the time.	335	15.9
I told a family member.	297	14.1
I did not know who to go to.	284	13.5
I confronted the person(s) later.	210	10.0
I contacted an Iowa State resource.	202	9.6
<i>Supervisor</i>	66	32.7
<i>Faculty member</i>	54	26.7
<i>Office of Equal Opportunity</i>	53	26.2
<i>Senior administrator (e.g., dean, vice president, provost)</i>	48	23.8
<i>Staff person</i>	44	21.8
<i>Dean of Students Office</i>	38	18.8
<i>Human Resources staff</i>	30	14.9
<i>Office of Diversity and Inclusion</i>	28	13.9
<i>Iowa State University Police</i>	21	10.4
<i>Student staff (e.g., community adviser, student coordinators, building managers, event staff)</i>	20	9.9
<i>College Multicultural Liaison Officer</i>	16	7.9
<i>Student Counseling Services</i>	14	6.9
<i>Ombudsperson</i>	11	5.4
<i>Employee Assistance Program</i>	5	2.5
<i>Veterans Center</i>	3	1.5
<i>Thielen Student Health Center</i>	2	1.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	1	0.5
I sought information online.	137	6.5
I posted it on social media (e.g., Facebook, Twitter, Snapchat)	77	3.7
I contacted a local law enforcement official.	33	1.6
I sought support from off campus hotline/advocacy services.	24	1.1
I sought support from a member of the clergy or spiritual adviser (e.g., pastor, rabbi, priest, imam).	16	0.8
I submitted a bias incident report or a report through the Campus Climate Response Team.	16	0.8

Response	<i>n</i>	%
A response not listed above.	312	14.8

Note: Table includes answers from only those respondents who indicated that they observed conduct ($n = 2,107$). Percentages may not sum to 100% as a result of multiple response choices.

Table B101. Did you officially report the conduct? (Question 87)

Reported conduct	<i>n</i>	%
No, I didn't report it.	1,877	92.0
Yes, I reported it.	163	8.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	31	24.6
<i>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.</i>	37	29.4
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	58	46.0

Note: Table includes answers from only those respondents who indicated that they observed conduct ($n = 2,107$). Percentages sum to 100% as a result of multiple response choices.

Table B102. 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? (Question 89)

Observed	<i>n</i>	%
No	2,675	79.5
Yes	689	20.5

Note: Table includes answers only from only those respondents who indicated that they were Graduate Students, Faculty or Staff in Question 1 ($n = 3,387$).

Table B103. Faculty/Staff/Graduate Students only: I believe that the unjust hiring practices were based upon... (Mark all that apply.) (Question 90)

Characteristic	<i>n</i>	%
Nepotism/cronyism	195	28.3
Gender/gender identity	172	25.0
Ethnicity	145	21.0
Racial identity	116	16.8
Age	98	14.2
Educational credentials (e.g., BS, MS, PhD)	78	11.3
Position (e.g., staff, faculty, student)	72	10.4
Length of service at Iowa State	63	9.1
Political views	48	7.0
English language proficiency/accent	41	6.0
Philosophical views	41	6.0
International status/national origin	38	5.5
Immigrant/citizen status	33	4.8
Marital status (e.g., single, married, partnered)	33	4.8
Major field of study	27	3.9
Gender expression	24	3.5
Sexual identity	24	3.5
Physical characteristics	23	3.3
Urban background	18	2.6
Parental status (e.g., having children)	17	2.5
Participation in an organization/team	17	2.5
Military/Veteran status	13	1.9
Religious/spiritual views	13	1.9
Socioeconomic status	12	1.7
Rural background	9	1.3
Pregnancy	8	1.2
Learning disability/condition	4	0.6
Physical disability/condition	4	0.6
Mental health/psychological disability/condition	3	0.4
Medical disability/condition	3	0.4
Do not know	42	6.1
A reason not listed above	123	17.9

Note: Table includes answers only from those Graduate Students, Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 689). Percentages may not sum to 100% as a result of multiple response choices.

Table B104. Faculty/Staff/Graduate Students only: Have you observed promotion/tenure/reappointment/reclassification practices at Iowa State that you perceive to be unjust? (Question 92)

Observed	<i>n</i>	%
No	2,734	81.3
Yes	628	18.7

Note: Table includes answers only from only those respondents who indicated that they were Graduate Students, Faculty or Staff in Question 1 (*n* = 3,389).

Table B105. Faculty/Staff/Graduate Students only: I believe that the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.) (Question 93)

Characteristic	<i>n</i>	%
Nepotism/cronyism	137	31.8
Gender/gender identity	119	18.9
Position (e.g., staff, faculty, student)	103	16.4
Length of service at Iowa State	67	10.7
Age	62	9.9
Educational credentials (e.g., BS, MS, PhD)	58	9.2
Ethnicity	49	7.8
Philosophical views	44	7.0
Major field of study	38	6.1
Racial identity	36	5.7
Political views	30	4.8
International status/national origin	18	2.9
Immigrant/citizen status	15	2.4
Gender expression	14	2.2
English language proficiency/accent	13	2.1
Marital status (e.g., single, married, partnered)	13	2.1
Participation in an organization/team	13	2.1
Religious/spiritual views	12	1.9
Sexual identity	12	1.9
Parental status (e.g., having children)	10	1.6
Physical characteristics	10	1.6
Socioeconomic status	7	1.1
Mental health/psychological disability/condition	5	0.8
Pregnancy	5	0.8
Urban background	3	0.5
Learning disability/condition	2	0.3
Medical disability/condition	2	0.3
Rural background	2	0.3
Military/Veteran status	1	0.2
Physical disability/condition	1	0.2
Do not know	96	15.3
A reason not listed above	162	25.8

Note: Table includes answers only from those Graduate Students, Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (*n* = 628). Percentages may not sum to 100% as a result of multiple response choices.

Table B106. 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? (Question 95)

Observed	<i>n</i>	%
No	3,015	89.8
Yes	342	10.2

Note: Table includes answers only from only those respondents who indicated that they were Graduate Students, Faculty or Staff in Question 1 (*n* = 3,389).

Table B107. Faculty/Staff/Graduate Students only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 96)

Characteristic	<i>n</i>	%
Age	59	17.3
Gender/gender identity	48	14.0
Position (e.g., staff, faculty, student)	44	12.9
Philosophical views	42	12.3
Length of service at Iowa State	34	9.9
Nepotism/cronyism	26	7.6
Ethnicity	25	7.3
Mental health/psychological disability/condition	23	6.7
Educational credentials (e.g., BS, MS, PhD)	20	5.8
Racial identity	19	5.6
Political views	15	4.4
Medical disability/condition	13	3.8
Immigrant/citizen status	11	3.2
Major field of study	11	3.2
International status/national origin	10	2.9
Gender expression	9	2.6
Participation in an organization/team	9	2.6
Parental status (e.g., having children)	8	2.3
Socioeconomic status	7	2.0
Sexual identity	6	1.8
English language proficiency/accent	5	1.5
Learning disability/condition	5	1.5
Physical characteristics	5	1.5
Marital status (e.g., single, married, partnered)	4	1.2
Pregnancy	4	1.2
Urban background	4	1.2
Religious/spiritual views	3	0.9
Rural background	3	0.9
Physical disability/condition	2	0.6
Military/Veteran status	1	0.3
Do not know	52	15.2
A reason not listed above	108	31.6

Note: Table includes answers only from those Graduate Students, Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 342). Percentages may not sum to 100% as a result of multiple response choices.

Table B108. Using a scale of 1-5, please rate the overall campus climate at Iowa State on the following dimensions: (Question 98)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	2,971	40.7	3,093	42.4	965	13.2	204	2.8	63	0.9	1.8	0.8
Inclusive/Exclusive	1,843	25.3	3,038	41.7	1,709	23.5	554	7.6	134	1.8	2.2	1.0
Improving/Regressing	1,833	25.3	3,057	42.1	1,771	24.4	449	6.2	147	2.0	2.2	0.9
Positive for persons with disabilities/Negative	1,977	27.4	2,753	38.1	1,951	27.0	433	6.0	113	1.6	2.2	0.9
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	1,808	25.0	2,702	37.4	2,054	28.4	554	7.7	107	1.5	2.2	1.0
Positive for people of various spiritual/religious backgrounds/Negative	1,806	25.0	2,654	36.7	1,936	26.8	688	9.5	149	2.1	2.3	1.0
Positive for People of Color/Negative	1,928	26.6	2,468	34.1	1,761	24.3	867	12.0	211	2.9	2.3	1.1
Positive for men/Negative	3,576	49.3	2,387	32.9	976	13.5	202	2.8	115	1.6	1.7	0.9
Positive for women/Negative	2,254	31.0	2,902	40.0	1,429	19.7	580	8.0	96	1.3	2.1	1.0
Positive for non-native English speakers/Negative	1,541	21.4	2,327	32.3	2,127	29.5	988	13.7	230	3.2	2.5	1.1
Positive for people who are not U.S. citizens/Negative	1,721	23.9	2,399	33.3	2,025	28.1	845	11.7	222	3.1	2.4	1.1
Welcoming/Not welcoming	2,798	38.5	3,078	42.3	1,020	14.0	279	3.8	99	1.4	1.9	0.9
Respectful/Disrespectful	2,386	33.0	3,087	42.7	1,288	17.8	367	5.1	107	1.5	2.0	0.9
Positive for people of high socioeconomic status/Negative	3,493	48.4	2,425	33.6	1,143	15.8	107	1.5	56	0.8	1.7	0.8
Positive for people of low socioeconomic status/Negative	1,620	22.5	2,278	31.6	2,131	29.5	916	12.7	267	3.7	2.4	1.1
Positive for people of various political affiliations/Negative	1,427	19.8	2,061	28.6	2,310	32.0	1,036	14.4	382	5.3	2.6	1.1
Positive for people in active military/veterans status/Negative	2,782	38.6	2,627	36.4	1,613	22.4	150	2.1	36	0.5	1.9	0.9

Table B109. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 99)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	1,524	21.0	2,512	34.7	2,061	28.4	948	13.1	204	2.8	2.4	1.0
Not sexist/Sexist	1,552	21.5	2,473	34.2	2,053	28.4	950	13.1	207	2.9	2.4	1.1
Not homophobic/Homophobic	1,662	23.1	2,570	35.8	2,094	29.2	730	10.2	124	1.7	2.3	1.0
Not biphobic/Biphobic	1,739	24.4	2,501	35.1	2,233	31.3	544	7.6	110	1.5	2.3	1.0
Not transphobic/Transphobic	1,635	22.9	2,299	32.2	2,174	30.5	800	11.2	225	3.2	2.4	1.1
Not ageist/Ageist	2,005	28.0	2,597	36.2	1,955	27.3	511	7.1	101	1.4	2.2	1.0
Not classist (socioeconomic status)/Classist	1,722	24.0	2,540	35.5	1,929	26.9	785	11.0	189	2.6	2.3	1.0
Not classist (position: faculty, staff, student)/Classist	1,806	25.2	2,398	33.4	1,836	25.6	799	11.1	333	4.6	2.4	1.1
Disability-friendly/ Not disability-friendly	2,053	28.7	2,740	38.3	1,782	24.9	469	6.5	118	1.6	2.1	1.0
Not xenophobic/Xenophobic	1,747	24.4	2,473	34.5	2,110	29.5	673	9.4	160	2.2	2.3	1.0
Not ethnocentric/Ethnocentric	1,679	23.4	2,421	33.8	2,112	29.5	743	10.4	212	3.0	2.4	1.0

Table B110. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 100)

Dimension	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Iowa State faculty .	1,231	26.0	2,312	48.9	810	17.1	289	6.1	90	1.9
I feel valued by Iowa State staff .	1,203	25.5	2,292	48.6	873	18.5	270	5.7	75	1.6
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	937	19.9	1,550	32.9	1,499	31.8	508	10.8	220	4.7
I feel valued by faculty in the classroom.	1,238	26.3	2,346	49.8	820	17.4	246	5.2	62	1.4
I feel valued by other students in the classroom.	1,032	21.9	2,129	45.2	1,146	24.3	335	7.1	71	1.5
I feel valued by other students outside of the classroom.	1,036	22.2	2,066	44.2	1,135	24.3	347	7.4	89	1.9
I think that faculty prejudge my abilities based on their perception of my identity/background.	539	11.5	1,070	22.7	1,139	24.2	1,348	28.6	610	13.0
I believe that Iowa State encourages free and open discussion of difficult topics.	1,085	23.0	2,033	43.2	960	20.4	452	9.6	178	3.8
I have faculty whom I perceive as role models.	1,499	31.8	1,870	39.7	908	19.3	334	7.1	105	2.2
I have staff whom I perceive as role models.	1,193	25.3	1,717	36.5	1,283	27.2	398	8.5	118	2.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756).

Table B111. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 101)

Dimension	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	251	33.3	300	39.8	108	14.3	66	8.8	29	3.8
I feel valued by my department/program chair/head/director.	307	40.9	229	30.5	107	14.2	70	9.3	38	5.1
I feel valued by other faculty at Iowa State.	204	27.1	324	43.1	158	21.0	50	6.6	16	2.1
I feel valued by students in the classroom.	253	34.2	341	46.1	108	14.6	31	4.2	6	0.8
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	142	19.1	203	27.4	220	29.6	123	16.6	54	7.3
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	50	6.7	144	19.3	178	23.8	239	32.0	137	18.3
I think that my department/ program chair/head/director prejudices my abilities based on their perception of my identity/background.	42	5.7	93	12.5	167	22.5	266	35.8	175	23.6
I think that students prejudice my abilities based on their perception of my identity/background.	44	6.0	154	20.9	210	28.5	217	29.5	111	15.1
I believe that Iowa State encourages free and open discussion of difficult topics.	86	11.5	283	37.9	195	26.1	135	18.1	48	6.4
I feel that my research/scholarship is valued.	178	23.9	270	36.2	169	22.7	89	11.9	39	5.2
I feel that my teaching is valued.	182	24.5	298	40.2	152	20.5	70	9.4	40	5.4
I feel that my service contributions are valued.	144	19.3	270	36.2	197	26.4	91	12.2	43	5.8

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 757).

Table B112. Graduate Students only: Please indicate the extent to which you agree with each of the following statements. (Question 102)

Dimension	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship is valued.	241	29.9	330	41.0	167	20.7	49	6.1	18	2.2
I feel that my teaching is valued.	160	20.0	248	30.9	335	41.8	42	5.2	17	2.1
I feel that my service contributions are valued.	169	21.2	309	38.7	254	31.8	48	6.0	18	2.3

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 817).

Table B113. Staff only: Please indicate the extent to which you agree with the following statements. (Question 103)

Dimension	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	587	32.6	885	49.1	196	10.9	108	6.0	25	1.4
I feel valued by coworkers outside my department.	382	21.4	922	51.6	353	19.7	112	6.3	19	1.1
I feel valued by my supervisor/manager.	658	36.6	754	42.0	182	10.1	131	7.3	72	4.0
I feel valued by Iowa State students.	316	17.8	672	37.8	691	38.9	80	4.5	18	1.0
I feel valued by Iowa State faculty.	201	11.3	621	35.0	698	39.3	204	11.5	51	2.9
I feel valued by Iowa State senior administrators (e.g., dean, vice president, provost).	189	10.7	514	29.0	703	39.6	287	16.2	81	4.6
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	65	3.7	244	13.8	439	24.7	675	38.0	351	19.8
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	68	3.8	188	10.6	414	23.3	682	38.4	425	23.9
I think that faculty prejudices my abilities based on their perception of my identity/background.	68	3.9	248	14.1	625	35.6	522	29.7	293	16.7
I believe that Iowa State encourages free and open discussion of difficult topics.	166	9.3	725	40.6	536	30.0	274	15.3	85	4.8
I feel that my skills are valued.	293	16.4	952	53.1	293	16.4	199	11.1	55	3.1
I feel that my work is valued.	314	17.5	942	52.6	280	15.6	198	11.1	57	3.2
I feel that my service contributions are valued.	281	15.7	864	48.4	385	21.6	198	11.1	57	3.2

Note: Table includes answers only from those respondents who indicated that they were Employees in Question 1 (*n* = 1,813).

Table B114. Respondents with disabilities only: 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? (Question 104)

Barriers	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	52	6.1	423	49.8	375	44.1
Classroom buildings	115	13.6	456	53.8	277	32.7
Classrooms, labs (including computer labs)	124	14.6	435	51.3	289	34.1
Campus housing (e.g., residence halls, campus apartments)	83	9.8	364	43.0	399	47.2
Greek housing	24	2.8	308	36.5	512	60.7
Dining facilities	59	7.0	429	50.9	355	42.1
Doors	55	6.5	490	58.2	297	35.3
Elevators/lifts	56	6.7	487	58.0	296	35.3
Emergency preparedness	35	4.2	491	58.2	317	37.6
Thielen Student Health Center	54	6.4	420	49.9	367	43.6
Office furniture (e.g., chair, desk)	77	9.2	468	55.8	294	35.0
Campus transportation	63	7.5	463	55.1	314	37.4
Parking	89	10.6	441	52.4	311	37.0
Other campus buildings	45	5.4	496	59.0	299	35.6
Podium	19	2.3	449	53.6	369	44.1
Restrooms	59	7.0	498	59.2	284	33.8
Signage	39	4.6	499	59.2	305	36.2
Studios/performing arts spaces	17	2.0	410	48.8	413	49.2
Temporary barriers due to construction or maintenance	65	7.8	461	55.1	311	37.2
Walkways, pedestrian paths, crosswalks	65	7.8	483	57.7	289	34.5
Technology/Online Environment						
Accessible electronic format	61	7.3	503	60.6	266	32.0
TopHat	47	5.7	416	50.4	363	43.9
Computer equipment (e.g., screens, mouse, keyboard)	55	6.7	515	62.3	256	31.0
Electronic forms	50	6.0	525	63.5	252	30.5
Electronic signage	29	3.5	531	64.3	266	32.2
Electronic surveys (including this one)	41	5.0	534	64.5	253	30.6
Kiosks	17	2.1	492	59.7	315	38.2
Library database	25	3.0	514	62.4	285	34.6
Blackboard/Canvas	51	6.2	489	59.2	286	34.6

Barriers	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
AccessPlus	35	4.2	540	65.4	251	30.4
Phone/phone equipment	36	4.4	519	62.8	271	32.8
Software (e.g., voice recognition/audiobooks)	34	4.1	505	61.1	287	34.7
Video /video audio description	34	4.1	507	61.2	287	34.7
Website	44	5.3	528	64.1	252	30.6
Identity						
Email account	26	3.2	558	67.7	240	29.1
Intake forms (e.g., Thielen Student Health Center)	32	3.9	473	57.4	319	38.7
Classroom technology	44	5.4	493	60.2	282	34.4
Surveys	40	4.9	542	66.0	239	29.1
Instructional/Campus Materials						
Brochures	21	2.5	527	63.6	281	33.9
Food menus	48	5.8	502	60.4	281	33.8
Forms	25	3.0	536	64.8	266	32.2
Journal articles	25	3.0	525	63.4	278	33.6
Library books	26	3.1	512	61.7	292	35.2
Other publications	23	2.8	519	62.7	286	34.5
Syllabi	39	4.7	487	58.9	301	36.4
Textbooks	59	7.1	477	57.6	292	35.3
Video-closed captioning and text description	33	4.0	483	58.4	311	37.6
Video/audio capture	37	4.5	484	59.0	299	36.5

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 64 (*n* = 891).

Table B115. 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? (Question 106)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	24	15.3	54	34.4	79	50.3
Changing rooms/locker rooms	27	17.3	50	32.1	79	50.6
Campus housing	34	21.8	53	34.0	69	44.2
Greek housing	10	6.4	40	25.6	106	67.9
Restrooms	44	28.2	63	40.4	49	31.4
Signage	35	22.4	63	40.4	58	37.2
Identity accuracy						
Iowa State ID Card	29	18.7	73	47.1	53	34.2
AccessPlus	25	16.2	79	51.3	50	32.5
Blackboard/Canvas	22	14.2	79	51.0	54	34.8
Email account	23	14.8	81	52.3	51	32.9
Intake forms (e.g., Thielen Student Health Center)	23	14.9	59	38.3	72	46.8
Learning technology	22	14.2	75	48.4	58	37.4
Marketing/Communications	27	17.6	72	47.1	54	35.3
Surveys	36	23.5	69	45.1	48	31.4

Note: Table includes answers only from those respondents who indicated that they were Genderqueer, Non-binary, or Transgender in Question 47 and did not indicate that they have a disability ($n = 166$).

Table B116. 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. (Question 108)

Iowa State initiatives	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		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	463	81.4	89	15.6	17	3.0	569	84.0	62	57.4	31	28.7	15	13.9	108	16.0
Providing recognition and rewards for including diversity issues in courses across the curriculum	308	66.5	126	27.2	29	6.3	463	70.5	129	66.5	47	24.2	18	9.3	194	29.5
Providing violent incident response training	375	66.0	179	31.5	14	2.5	568	85.3	56	57.1	32	32.7	10	10.2	98	14.7
Providing diversity and inclusivity training for faculty	423	72.1	129	22.0	35	6.0	587	87.4	60	70.6	16	18.8	9	10.6	85	12.6
Providing faculty with toolkits to create an inclusive classroom environment	364	74.7	113	23.2	10	2.1	487	73.2	140	78.7	27	15.2	11	6.2	178	26.8
Providing faculty with supervisory training (e.g., department/program chair/head/director)	368	72.7	128	25.3	10	2.0	506	77.6	110	75.3	26	17.8	10	6.8	146	22.4
Providing access to counseling for people who have experienced harassment	530	91.2	48	8.3	3	0.5	581	87.5	66	79.5	6	7.2	11	13.3	83	12.5
Providing mentorship for new faculty	549	89.1	64	10.4	3	0.5	616	91.0	52	85.2	1	1.6	8	13.1	61	9.0
Providing a clear process to resolve conflicts	434	85.3	73	14.3	2	0.4	509	77.0	133	87.5	6	3.9	13	8.6	152	23.0
Providing a fair process to resolve conflicts	443	87.7	61	12.1	1	0.2	505	77.7	131	90.3	4	2.8	10	6.9	145	22.3

	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		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
Iowa State initiatives	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	228	55.1	124	30.0	62	15.0	414	63.4	105	43.9	65	27.2	69	28.9	239	36.6
Providing affordable child care	336	79.4	82	19.4	5	1.2	423	63.5	217	89.3	16	6.6	10	4.1	243	36.5
Providing support/resources for spouse/partner employment	445	80.8	79	14.3	27	4.9	551	82.9	95	83.3	7	6.1	12	10.5	114	17.1
Providing programs to support the wellbeing of faculty	429	82.8	86	16.6	3	0.6	518	78.2	128	88.9	8	5.6	8	5.6	144	21.8

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 757).

Table B117. 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. (Question 110)

Iowa State initiatives	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		Total Employee respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Employee respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and inclusivity training for staff	1,132	77.0	303	20.6	36	2.4	1,471	88.4	137	71.0	35	18.1	21	10.9	193	11.6
Providing violent incident response training	1,260	84.0	230	15.3	10	0.7	1,500	90.1	106	64.6	33	20.1	25	15.2	164	9.9
Providing recognition and rewards for including diversity issues in my work	699	60.4	393	33.9	66	5.7	1,158	71.8	268	58.9	154	33.8	33	7.3	455	28.2
Providing access to counseling for people who have experienced harassment	1,328	89.5	150	10.1	6	0.4	1,484	90.4	121	76.6	17	10.8	20	12.7	158	9.6
Providing supervisors/managers with supervisory training	1,182	88.6	148	11.1	4	0.3	1,334	80.5	289	89.5	16	5.0	18	5.6	323	19.5
Providing faculty supervisors with supervisory training	1,066	86.9	158	12.9	2	0.2	1,226	76.1	343	89.1	25	6.5	17	4.4	385	23.9
Providing mentorship for new staff	931	86.4	142	13.2	4	0.4	1,077	65.8	512	91.3	33	5.9	16	2.9	561	34.2
Providing a clear process to resolve conflicts	1,036	86.3	160	13.3	5	0.4	1,201	74.0	376	88.9	29	6.9	18	4.3	423	26.0
Providing a fair process to resolve conflicts	1,085	88.1	139	11.3	8	0.6	1,232	75.8	359	91.1	17	4.3	18	4.6	394	24.2
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	620	57.2	321	29.6	143	13.2	1,084	68.0	295	58.0	138	27.1	76	14.9	509	32.0
Providing career development	1,212	91.3	114	8.6	2	0.2	1,328	80.8	288	91.4	12	3.8	15	4.8	315	19.2

	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		Total Employee respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Employee respondents who believe initiative is not available	
Iowa State initiatives	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
opportunities for staff																
Providing affordable child care	855	80.7	193	18.2	11	1.0	1,059	66.4	481	89.6	40	7.4	16	3.0	537	33.6
Providing support/resources for spouse/partner employment	894	73.9	264	21.8	51	4.2	1,209	75.4	311	78.9	66	16.8	17	4.3	394	24.6
Providing staff with tuition reimbursement	1,262	88.0	165	11.5	7	0.5	1,434	86.9	186	86.1	14	6.5	16	7.4	216	13.1
Providing staff with professional development opportunities	1,375	93.1	102	6.9	0	0.0	1,477	90.1	140	85.9	9	5.5	14	8.6	163	9.9
Providing programs to support the wellbeing of staff	1,309	90.1	140	9.6	4	0.3	1,453	88.6	161	86.1	12	6.4	14	7.5	187	11.4

Note: Table includes answers only from those respondents who indicated that they were staff in Question 1 (*n* = 1,813).

Table B118. 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. (Question 112)

Iowa State initiatives	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		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and inclusivity training for students	2,452	70.9	836	24.2	171	4.9	3,459	79.3	607	67.4	224	24.9	70	7.8	901	20.7
Providing diversity and inclusivity training for staff	2,800	77.4	693	19.2	125	3.5	3,618	84.0	520	75.5	124	18.0	45	6.5	689	16.0
Providing diversity and inclusivity training for faculty	2,755	77.6	669	18.8	127	3.6	3,551	83.6	528	75.5	123	17.6	48	6.9	699	16.4
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	2,519	76.9	665	20.3	91	2.8	3,275	76.8	760	77.0	154	15.6	73	7.4	987	23.2
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	2,388	75.0	685	21.5	112	3.5	3,185	75.1	768	72.8	213	20.2	74	7.0	1,055	24.9
Increasing opportunities for cross-cultural dialogue among students	2,577	78.6	614	18.7	87	2.7	3,278	77.2	797	82.3	126	13.0	45	4.6	968	22.8
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	2,503	78.3	619	19.4	74	2.3	3,196	75.6	851	82.3	147	14.2	36	3.5	1,034	24.4
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,207	69.8	735	23.2	220	7.0	3,162	74.7	825	77.2	157	14.7	87	8.1	1,069	25.3
Providing effective faculty mentorship of students	2,895	83.9	516	15.0	39	1.1	3,450	81.2	661	82.9	101	12.7	35	4.4	797	18.8

Iowa State initiatives	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		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing effective academic advising	3,307	87.2	450	11.9	36	0.9	3,793	89.5	365	82.4	50	11.3	28	6.3	443	10.5
Providing diversity training for student staff (e.g., Memorial Union, community advisers)	2,546	74.2	738	21.5	145	4.2	3,429	81.1	580	72.8	166	20.8	51	6.4	797	18.9
Providing programs to support the wellbeing of students	3,198	86.1	469	12.6	48	1.3	3,715	87.8	429	82.8	63	12.2	26	5.0	518	12.2
Providing affordable child care	2,302	75.5	683	22.4	65	2.1	3,050	72.4	939	80.7	187	16.1	37	3.2	1,163	27.6
Providing support/resources for spouse/partner employment	2,289	74.8	708	23.1	64	2.1	3,061	73.1	845	74.9	252	22.3	31	2.7	1,128	26.9
Providing career development opportunities for students	3,355	88.6	395	10.4	35	0.9	3,785	89.3	369	81.6	56	12.4	27	6.0	452	10.7
Providing effective peer mentorship among students	3,269	87.2	439	11.7	40	1.1	3,748	88.4	392	79.5	79	16.0	22	4.5	493	11.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,756).

Appendix C

Comment Analyses (Questions #114, #115, #116, and #117)

Among the seven thousand three hundred twenty-six (7,326) surveys submitted for the Iowa State University climate assessment, XXX respondents made remarks to at least one open-ended question throughout the survey. The follow-up questions which allowed respondents to provide more detail in relation to their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments submitted for the final five open-ended survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous follow-up questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Q114: Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

There were 2,500 respondents who answered the item as to whether their experiences on campus were different from those they experience in the community surrounding campus. There were 150 respondents who simply offered a description of one environment or the other but did not compare the two. There were 222 respondents who commented “N/A” or who indicated they did not know whether campus and community were different. An additional 85 respondents addressed other comparisons such as Iowa State to other schools or their experiences to other people’s experiences.

Of the remaining respondents, 1,320 respondents reported that their experiences on campus were not different from those they experienced in the community surrounding campus. These respondent shared comments such as “no,” “not really,” “not different,” “they are similar,” and “they’re about the same.” There were 723 respondents who reported that their experiences on campus were different from those they experienced in the community surrounding campus and four themes emerged from these responses: inclusivity, friendly and welcoming, diversity, and presence of discrimination.

Inclusivity. In the first theme, respondents explained that their experiences on campus were different from experiences in the community because of different levels of inclusivity in those environments. Some respondents felt that the community was more inclusive. One respondent observed, “I think Ames as a community is more inclusive and aware than the university.” Another respondent shared, “Undergraduate students can be less inclusive and open minded compared to the long-term residents of Ames.” A few respondents shared negative comments regarding the campus environment, such as, “I feel more judged here. It feels a lot more exclusive here than in the community surrounding campus.” Another respondent shared, “Around the community, I feel there is more welcome and inclusion for a variety of things. However, some attitudes on campus and during campus events have created a tense and hostile environment, especially for those who are a person of color or different religion.”

Numerous respondents felt that campus was more inclusive than the surrounding community. One respondent stated, “Campus is a much more open, inclusive environment.” Another respondent observed, “People generally seem to be kinder and more open to differences while on campus as opposed to off campus.” Another respondent answered, “Yes. The surrounding community is less welcoming than the campus community, especially for people of color and transracial families.” One respondent shared, “Campus is more tolerant of people of all differences. Community tends to look negatively of people who appear different.”

Some respondents commented on the level of inclusion for campus versus the community and Iowa as a whole. One respondent shared, “I feel that Iowa State University is a diamond in the rough for inclusiveness. I feel that the farther one deviates from campus, the less inclusive the community and surrounding area gets.” Another respondent stated, “The university climate seems more open to diversity than the community... and this community seems more open than many communities in Iowa.” One respondent observed, “The campus is more diverse and tolerant than Ames, and Ames is more diverse and tolerant than most of the rest of racist, xenophobic, homophobic and sexist Iowa.” Another respondent noted, “ISU stands as an island in a state that is not nearly as accepting or inclusive of diversity.”

Friendly And Welcoming. For the second theme, respondents discussed whether they felt campus or community was more friendly and welcoming. Many respondents felt the campus

environment was more friendly and welcoming, such as the respondent who wrote, “I feel like on-campus is more friendly than off campus, like it is more welcoming.” Respondents made comments such as, “People are a bit friendlier on campus,” “Campus seems to be a friendlier place than the surrounding areas,” and “campus climate is more friendly.” Another respondent observed, “People seem even friendlier on campus than in general in Ames and surrounding areas. There tends to be a sense of community/empathy among students, even those that don't know each other.” One respondent shared, “I think the campus itself is very welcoming and friendly. The rest of Ames sometimes feels sketchy depending on where I am, but campus itself is great.”

Other respondents felt that the community was the more friendly and welcoming environment. One respondent wrote, “The surrounding community seems much more friendly than on campus.” Another respondent observed, “People are generally more friendly off campus than the students are.” One respondent shared, “Yes. People are more friendly outside of campus and lively, in campus people seem more shy and wanting to be left alone (myself included).” Another respondent wrote, “People in the community seem nice in the way that they will talk to you in the grocery store and smile at you, while on campus students are not too open in just being cordial sometimes.”

Diversity. In the third theme, respondents commented on how there was more diversity on campus than in the surrounding campus community. Respondents shared comments such as “Campus definitely is more diverse than the rest of Ames,” “Campus is much more diverse than the community that surrounds it,” and “There is more diversity on campus; diversity is lacking in Ames.” One respondent observed, “There is just more diversity among the campus because there are so many people coming from different backgrounds to attend school here.” Another respondent shared, “The campus community is more diverse, open-minded and inclusive than the community surrounding campus.” Another respondent wrote, “Diversity and culture are rich on our campus, and I enjoy that. I don't see as much of that immersion and integration in the rest of the community.”

Presence of Discrimination. In the fourth theme, respondents discussed the extent to which discrimination and bias is present on campus and in the community surrounding campus. Many

respondents felt that there were more incidents of discrimination in the community surrounding campus. One respondent shared, “Campus is, by and large, relatively conservative, but tolerant and welcoming. Ames is very conservative and mostly tolerant, but also xenophobic and sometimes hostile to non-white, non-Christians. Iowa is increasingly intolerant, and often hostile to non-white, non-Christians.” Respondents also shared observations such as, “there is a lot more expressed racism off of campus,” “I hear more racial and derogatory terms outside of campus,” and “Ames is worse than the ISU campus when it comes to exclusion and tacit racism.” Another respondent wrote, “Outside campus there is more discrimination, micro-aggression and bias towards international students. Since the new presidential elections, the situation has been worse.” Another respondent noted, “Extension is a very different animal than campus. Bias and discriminatory behavior that would not be tolerated on campus is just normal in county offices.” One respondent observed, “I am fairly certain many minority groups are faced with degrading or derogatory treatment outside of campus based on the color of their skin, language, or perceived religious affiliation based on their clothing.”

However, some respondents felt that there were more incidents of discriminatory behavior on campus. One respondent wrote, “Over the past two years, there are been more racially charged incidents on campus than in the surrounding community.” Another respondent stated, “I feel like people in the community in general are not as racist as those on campus/don't care about others appearance as much.” One respondent shared personal experiences, “My campus experiences are more prevalent in discrimination than those off campus.” Another respondent observed, “Yes, there is a lot more bigotry on campus than in surrounding areas such as Des Moines; or, at least, it is a lot more visible.”

Q115. Do you have any specific recommendations for improving the climate at Iowa State?

Two thousand six hundred thirty-one (2,631) respondents offered comments in response to the survey item that asked for specific recommendations for improving the climate at Iowa State. Of those respondents, 684 people wrote comments such as “no,” “n/a,” “none at this time,” “I love it here,” and “no comment.” Themes that emerged from the comments included: increasing communication among faculty, staff, and students; addressing issues based on differences; improving faculty and staff morale; providing ongoing faculty and staff training; inclusive hiring

and promotion; instituting work-life balance policies; decreasing emphasis on diversity and inclusion; providing avenues for reporting conduct; and ways for students to explore differences.

Increasing Communication Among Faculty, Staff, and Students. Several respondents shared that increased and effective communication among faculty, staff, and students would improve the climate at Iowa State University. They shared general thoughts and some specific examples. For instance, one person wanted the institution to “enable more conversations between students, and between faculty and students and staff. Encourage lecture programs that bring in interesting speakers.” Others wanted the Iowa State community to “keep difficult conversations going. Get people talking to one another and seeing each other's humanity.” In addition to assessing the current state of the university's climate, some respondents suggested strategies such as “inviting many folks from different parts of campus to think about institutional change. Providing multiple opportunities to review the [climate assessment survey] data and be transparent, whether positive or negative.” Several respondents commented on White supremacy/heritage fliers and graffiti found on campus in fall 2018 and appreciated the president's “transparency around and strong condemnation” of such messages. Others wanted more than just communication about the incidents, but resolutions to hold accountable the perpetrators of the incidents.

Addressing Issues Based on Differences. A number of respondents acknowledged that Iowa State's employee and student body composition reflected the population demographics of Iowa. To that end, some respondents challenged Iowa State students, faculty, and staff to “actively look at whiteness, embracing that we are NOT in a post-racial society, and tackling head-on that microaggressions and subtle racism are a part of our lives because so many of our students have so little experience with people of color.” Even more explicitly, one person noted, “It is clear that some people at this school have never seen a person of color before. I think programs should be less tailored to people who are already doing the right thing, and more aimed at people who are getting their first taste of diversity.” While this collection of thoughts did not offer specific actions to improve the climate, they did suggest that the university aim to educate faculty, staff, and students about issues of difference. One person wrote, “Inform!!! Many of our tolerance issues come from not being informed or not in the right way. Providing students with obvious and ACCURATE information about other cultures, identities, religions, etc. is the first step in changing hostile opinions.” Another person offered, broadly, “Teach people how to deal with

difference. There are many good people I believe that simply don't know to talk to women coworkers or how to talk to international students or how to respect different ethnic groups.” More specifically, one person requested, “Have multilingual signs for the major minorities that attend Iowa State.”

Improving Faculty and Staff Morale. A number of employee respondents noted that “faculty/staff morale over the last few years is low with negative headlines in the news and salary erosion compared to our Peer 11 [institutions] and has our faculty wondering where ISU is heading. The climate is affected by how faculty and staff feel about their leadership, especially at the top level.” Those respondents wished for strong and compassionate leaders who understood and sought to alleviate the challenges brought on by the negative headlines, salary erosion, and other issues. Staff respondents offered comments such as, “providing more than the few staff recognition awards which are given annually. What if the University created a monthly staff recognition award? The ‘creating the adventure’ award? The award might come with a very small monetary bonus or maybe would just be shared on the news service. Something as simple as this might raise morale and keep staff energized. We all know that when staff feel appreciated they will do so much more than what is expected regardless of monetary compensation.” Another person commented, “ISU should find a way to compensate or recognize employees who do the work, not just who are the loudest about the work they do.”

Providing Ongoing Faculty and Staff Training. Several comments focused on ISU providing faculty and staff training on diversity and inclusion, as well as professional development training. Some respondents preferred the trainings to be required, while others believed required training would worsen the climate. Two respondents wanted “more training for supervisors and management on removing bias and encouraging inclusiveness” and “more opportunities for staff training on areas of diversity and inclusion. We have to BEG for some trainings (SafeZone for example) to be done or for individual support for our students and due to resources campus oftentimes can't provide these experiences.” One person suggested offering “incentives for more faculty and staff to engage in professional development training where justice and equity are at the core of the program.”

Inclusive Hiring and Promotion. Several respondents indicated that Iowa State's leadership was comprised mainly of White men. A number of individuals suggested hiring "a diverse set of leaders that will be committed to inclusion." Others worried about the tokenization of individuals if they would be "the only one" hired. To that end, one person lamented, "Having a person of color as associate dean for diversity is also just a token effort. It would be meaningful if POC [people of color] were in actual leadership positions." Some respondents were concerned that women and people of color who were hired at ISU choose to leave the institution due to lack of support and/or upward mobility. One person wrote, "Make it a priority to create an inclusive environment with upward mobility for highly accountable/ productive staff and faculty from underrepresented populations (women and minorities). Many intelligent, productive, women are leaving this institution when other options are available."

Instituting Work-life Balance Policies. Many Faculty and Staff respondents wished for ISU-sponsored child care and preschool options, family leave policies, and flexible work scheduling. Two faculty respondents wrote, "It is unacceptable for such a large organization to not have anything in place with parental leave or flextime/comp time" and "Provide more child care / preschool education spots for young faculty members." Staff respondents, in particular, wanted greater access to "flex time" that would be promoted by the institution, since supervisors' support of flexible scheduling varied widely.

Decreasing Emphasis on Diversity and Inclusion. A number of respondents commented that they preferred if Iowa State did not place emphases on diversity and inclusion efforts, as those efforts made some feel alienated or uncomfortable. One person explained, "Stop putting such large efforts into groups that constitute such a small fraction of the student base. It makes the large majority of us feel alienated and as if our interests are being lost in favor of these small minorities." Another person suggested, "Discourage the demonizing of white males. It's just as racist as prejudices against people of color." One person shared, "In my opinion, the diversity and inclusion initiative feels forced and puts many people on edge. Constantly walking on eggshells is no way to go about your daily interactions." Rather than decreasing diversity and inclusion initiatives, one person suggested, "Let the conservatives know that they have a place in this university, too. Most of us are loving and caring individuals who deeply care for our students, university and community." Still, another respondent added,

The nuance here is that in the push for a more diverse and inclusive campus, the population of cis white heterosexual males start to feel like an unwanted statistic. The initial reaction by those working towards diversity and inclusion is (understandably so) ‘now you feel how the rest of us feel,’ but if that's the feeling amongst said demographics, they will start to not feel welcome. By telling them that their feelings of unwelcomeness are invalidated by their privilege, they're going to feel even more unwelcome. Again, it's nuance.

Providing Avenues for Reporting Conduct. Several respondents wanted to know where they could report conflicts and harassment on campus without fear of repercussion. One person commented, “There is currently no clear process to resolve issues between staff and supervisors.” To that end, one employee respondent shared the desire of many in writing, “We need an easy outlet for employees to voice opinions about things rather than frustrations building to the level of ‘I don't care anymore.’” Student respondents also wanted clarity about where to report incidents of conflict, bullying, and harassment between student peers and between students and faculty members. One respondent proposed, “We need some disciplinary action against students who verbally abuse others.”

Ways for Students to Explore Differences. Many Student respondents suggested that Iowa State provide meaningful ways for students from divergent backgrounds to interact with each other. One person proposed that the university “provide more interaction or activities that would introduce different cultures of international students here to the local or American student.” Other individuals recommended courses that focused on difference. One respondent wrote, “Focus on educating the student population about diversity, respect, tolerance, rights, dignity towards others. Perhaps a 0.5 credit pass/fail course required of all students.”

Q116: Have events external to campus influenced your perception of campus climate? If so, how have they influenced you and how do you feel ISU responded?

Two-thousand three hundred seventy (2,370) respondents elaborated on how events external to campus have influenced their perceptions of ISU’s campus climate. Respondents elaborated on their perceptions of ISU’s response to external influences. Many simply said no or N/A. Four themes emerged from the respondents’ comments: campus climate influenced by national

politics, election of Donald Trump as U.S. president, negative perceptions of ISU's response to external events, and positive perceptions of ISU's response to external events.

Campus Climate Influenced by National Politics. In the first theme, respondent depicted ISU's overall campus climate as being negatively influenced by current national politics. Respondents explained, "The political climate broadly has had a negative effect on the campus climate certainly" and "The political climate influences many aspects of the campus (budget concerns, racial tensions, immigration)." Another respondent offered, "The negative political climate and the perceived national acceptance of white supremacy ideology has negatively impacted campus climate and has made it more difficult for us to move in a positive direction." According to other respondents, "The political climate in the US is quite troublesome and has a direct influence on campus" and "The current political policies are creating general insecurity in the population and it impacts the campus." Respondents also offered comments that included both a statement about the ways that national politics have influenced campus climate and a remark about ISU's response to external political events. Specifically, a respondent wrote, "Yes, the political climate since the election has made me more tense and distrusting. I feel like ISU has been reactionary when incidents happen (like the white supremacist posters) but has not been very proactive in trying to fostering [sic] dialog and unity." Describing similar feelings of unrest, another respondent commented, "Nationwide discrimination and hostile governmental appointments/policies create unease and worry. ISU responded by actively creating inclusive spaces and discussion ie positive and reassuring response."

Election of Donald Trump as U.S. President. In the second theme, respondents identified the election of Donald Trump as U.S. President as an external event that influenced their perception of campus climate. In response to the question, many respondents simply wrote, "Yes, the election of the current U.S. President," "Trump being elected," and "Trump becoming president." Utilizing distinctly negative terms, other respondents also identified the election of President Trump as an external event that has influenced their perception of campus climate. Specifically, respondents wrote, "the sickening election of President Trump and the resulting racist and xenophobic events" and "The election of Donald Trump and Trump's xenophobic and racist campaign comments." Respondents also described in what ways they feel President Trump's election has influenced their own sense of safety within the broader campus climate.

Respondents offered, “Trump being elected. People didn't feel safe with everything that happened in the weeks following the election” and “The election of Donald Trump as president. I feel that there have been more incidents of microaggressions and open white supremacy around campus and the area. It makes me worrisome about who to be myself around and who is really my ally.” Another respondent wrote, “The 2016 Presidential Election, I believe, made racism, sexism, bigotry, xenophobia, homophobia, etc. more socially acceptable on campus.”

Respondents also described U.S. national politics, specifically the election of President Trump, as emboldening individuals to demonstrate discriminatory and harassing actions against others at ISU. One respondent explained, “I think that the real source of the problem is the intensely negative climate that our government is promoting right now in our country. Since November 8th, I have witnessed more hate crimes and discrimination on campus than I ever expected to.” Another respondent offered, “When Trump was elected it created a feeling that bigotry and hatred and extern all displays of racism sexism and the other factors included in the survey we're OK in any situation. The climate on campus change significantly in the weeks following his election as there are a lot of outbursts and displays of these aggressive types of hatred.” Other respondents remarked, “this past election has given a platform for the worst in our society to loudly share their hate in a public space,” “more acts of racism have occurred since the U.S. presidential election of Trump,” and “Racism is now tolerated.” Elaborating further, a respondent wrote, “We have always had racist, homophobic, xenophobic, transphobic etc. attitudes and beliefs within our community. The national discourse and behaviors of President Trump have created permission for these beliefs to come to the surface. Often done anonymously but frequency has increased dramatically since November 2016.”

Negative Perceptions of ISU's Response to External Events. In the third theme, respondents provided negative feedback regarding ISU's response(s) to external events. Respondents characterized ISU as either not responding or poorly responding to external events. According to one respondent, “I feel like ISU responds poorly to many of the events happening globally and with United States politics. I have seen little to no responses to things that have been going on, and there definitely have not been any actions taken to address these events.” Respondent also stated, “Iowa State doesn't do much to respond to external events” and “ISU doesn't respond to campus events. They pretend they don't happen.” Another respondent shared, “The response by

administration to race and country of origin based issues on campus and around the country has been appalling - administration sets the tone for the whole campus, makes it clear that it is ok to speak out.” Noting the lack of timeliness to ISU’s responses, respondents remarked, “ISU did not respond in timely manner” and “the lack of adequate or timely response by campus leadership suggests Iowa State is tone deaf to the experiences of our community when we are impacted by events off campus.” One respondent added, “I feel ISU could respond faster to issues that occur on campus or to other college campuses. I see people commenting on facebook all the time about how ISU doesn't respond to things fast enough.”

Respondents critiqued ISU’s responses as insufficient. Several respondents approved of ISU’s initial response to local and national events of concern, but noted that ISU fails to provide the necessary support or action steps needed to address the issue of concern in a meaningful way. A respondent explained, “I do not feel that a single email from the president is enough of a response. Individual divisions, colleges, and departments need to send emails, have events, and inform students of these issues. It needs to come from a closer source to students to start making a difference.” Other respondents offered, “ISU should respond with more concrete actions” and “ISU responses have gotten better, but it seems that the conversations surrounding events outside the university are a one and done thing in our institution.” Another respondent wrote, “If you are someone who is troubled by an event and the only sign you get that you have the support of the community is through an email, it does not feel very meaningful. Professors should bring it up in their classes. Students should be given the ability to discuss what is happening in both physical and online forums.”

Positive Perceptions of Iowa State University’s Response to External Events. In the fifth theme, responses offered praise and positive feedback regarding ISU’s response(s) to external events. Reflecting on the ways that ISU has responded to external events, a respondent wrote, “I feel that ISU has responded well to various external events that could influence our campus climate. I am glad that our campus does not tolerate hate and attempts to make everyone feel secure in their own university.” Another respondent offered, “I feel that the political climate has certainly played a role in the climate on campus today. For the most part, I think that the administration has done a good job of addressing any of those issues that come up.” Respondents also offered comments including, “I think ISU responded well to most external events” and “I think ISU

responds properly to external events and actively is looking for ways to be more inclusive.”

Multiple respondents noted that ISU has offered university services and support as part of their response to external events. Specifically, respondents wrote, “External events in the past year have been combative (to say the least) and disrespectful to some groups in the community. I think ISU has generally responded well to negative incidents, and has initiated some useful programs to move us forward” and “I think that ISU has responded well to external events. They provide resources for students affected by those events.”

Multiple respondents referred to ISU’s response to specific events including DACA, President Trump’s proposed travel ban, Charlottesville, and the distribution of White supremacy materials on campus. Regarding DACA and proposed immigration policies, respondents replied, “The potential rescinding of the DACA program could have influenced my perception of the climate, but I think that the interim president's response was relatively helpful in this regard” and “The way ISU came out to say that campus is a safe space in regards to ICE/DACA revocation has been heartening.” Other statements of praise included, “Yes. I feel that ISU responded appropriately in discussions relating to Charlottesville, taking a stand that discrimination and racism are not welcome at ISU” and “I think the interim president has done a good job to note external events (like Charlottesville) in a timely manner and with a clear tone about such things not being acceptable here. I hope similar, clear and decisive statements are so clearly forthcoming in the new president.” Describing ISU’s response to other specific events, respondents offered, “I am happy to see that ISU has addressed racist literature found on or near campus in a very proactive way,” “Recent incidents like shootings at schools or immigrant status have been well handled by ISU. They issue timely comments and spell out all resources available,” and “ISU does a good job of responding to events like the Las Vegas shooting or closer events like the use of a slur in the Friley Hall.”

Respondents specifically praised Interim-President, Dr. Allen, for what respondents characterized as timely and appropriate responses. According to one respondent, “President Allen has done an EXCEPTIONAL job addressing issues in society and understanding that they influence our students, faculty and staff. His response has been extremely positive and he should be commended.” Respondents also replied, “Since Dr. Allan came, I feel campus has been much more responsive to external events that influence campus climate” and “I have very much

appreciated interim President Allen's responses to a variety of external events--he has been very direct and has managed not to sound like he's just paying lip service.” Also noting the timeliness of Dr. Allen’s responses, respondents wrote, “Yes they have and I appreciate Interim President Allen's timely responses to them” and “Once more Kudos to the Interim President whose response to the Charlottesville attacks were timely, compassionate and on-point.”

Q117: 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.

There were 991 respondents who chose to elaborate on their survey responses or further describe their experiences in the final question. Of these respondents, three hundred sixty-six indicated they had nothing to add by making statements such as “no,” “no comment,” “N/A.” and “none.” The remaining 625 responses had two themes emerge: survey commentary, and race/gender discrimination. There was one additional theme that was specific to Student respondents: support for students.

Survey Commentary. In the first theme, respondents commented on the survey itself. Some respondents wanted to provide context or make changes for responses they had completed earlier. One respondent explained, “I do not have many experiences with issues mentioned in some of these questions, so I had to leave a number of them blank.” Another respondent shared, “On some of the questions, I wanted to answer that I didn't know. So my answer was a neutral ‘neither yes nor no’ - but that doesn't mean the question was neutral....just that I can't say definitively Yes, or No. FYI.” Some respondents identified items they would have changed if they had been allowed to go back in the survey, as the respondent who wrote, “May have answered a question about parental education level incorrectly. Didn't see a “back” button so wasn't able to change my response. My parents were both high school graduates.” A few respondents were aware that their identity in the majority made it hard for them to answer about experiences for those from minority groups. One respondent wrote, “I did not answer the statements about the climate in terms of racism, homophobia, etc., because as a privileged upper middle-class white, heterosexual American, I simply can't speak to those experiences.” Another

respondent commented, “When it comes to reviewing the campus's inclusiveness for a lot of diverse groups, I am not sure that my answers are the most fitting because I personally don't belong in those groups so I can't effectively tell you if they are included (for example: people with disabilities, veterans, POC).”

Some respondents offered praise for the survey and were grateful for the opportunity to share their experiences. One respondent wrote, “great survey, easy, and quick to complete.”

Respondents hoped that, “responsible administrators will read the individual written comments with great care,” and the survey will help with “Getting an idea of where we are... will assist us moving forward and keep moving forward... as an embracing and collective campus.” Many appreciative comments were shared such as “Thanks for asking for my feedback and for careful work on this survey” and “Thank you for putting together a survey like this. It is important for the promotion of a healthy campus climate.” Other respondents offered praise in terms of the details included in the survey. One respondent wrote, “Loved the inclusive choices for the demographics section! There were so many option that made me even think about some students not knowing what they are. Also, I loved that you could click on a word you didn't know, and it brought up a definition. Perfect!” Another respondent elaborated, “This was hands down the most inclusive survey I have ever taken. As a Women and Gender Studies [*sic*] we often discuss the lack of inclusive options for self-identification. I was pleasantly surprised at the inclusion of identifiers like intersex, genderqueer, non-binary, etc. I also appreciate the space to elaborate if people wish. Identification is not as simple as just checking a box for some people and I commend Iowa State for recognizing that.”

There were also some respondents who criticized the survey. These respondents felt the survey was “too long,” “meh,” and “the dumbest thing I’ve ever seen.” One respondent wrote, “The survey shows bias, so the results will not be valid.” Another respondent disapproved of the items and questioned the survey’s purpose, “This multiple-choice format is aimed at furthering leftist views. Where is the questions that ask: Do you feel safe around those who don't agree with you? Do you feel alienated/singled out by the establishment? These are leading questions to get the response that you wanted. You don't care about our input, you will end up doing whatever you want.” Another respondent wrote, “The questions were also confusing and overall limiting and seemed to lack continuity.”

Other respondents were critical of the survey in terms of what it did or did not include and offered suggestions for improvement. One respondent wrote, “There was a question related to what division or work unit you are in. There wasn't anything even remotely close to my unit (athletics).” Another respondent suggested, “Please lock the header for the multiple choice so users can see it as they scroll down - I almost selected the wrong choice just because I forgot what the header row said.” One respondent advised, “Most of these answers are not truly accurate because they lack an option for neutrality in opinion or a ‘do not know’ option.” Another respondent shared, “The last question (if available at Iowa State AND if not available at Iowa State) was very confusing to answer. First, that I thought answers on both sides were expected. Second, because it's nearly impossible to answer how things might change if something not currently available were to be added; nor can I really say what things might be like if something here now were NOT here.”

Race/Gender Discrimination. For the second theme, respondents shared their experiences with discrimination or mistreatment based on identity such as race or gender. Some respondents shared incidents related to racial identity. One respondent wrote, “Lots of the issues surrounding race/ethnicity is not always blatant but is often shown through multiple daily microaggressions.” Another respondent shared, “It is hard to put a finger on every microaggression that are experienced here at ISU. I am constantly advocating for my students who are in the minority on campus and for myself as a woman of color. It gets exhausting.” Another respondent detailed the experiences of undergraduate People of Color, “For my minority undergraduate friends on campus that sit in the classroom. They complain about classroom climate. Whether or not they feel safe to answer or not answer social justice questions. And why the classroom environment feels they have to be the expert on their race/ethnicity and bring about that discussion in the classroom. They also talk about teachers using negative language to express a point or situation. I put this here just in case they fail to mention it.” Respondents also commented on racial issues on a broader level. One respondent wrote, “The overwhelmingly white faculty plays a pivotal role in maintaining white supremacy at this institution,” while another respondent observed, “In the last recent years, racism has been an issue. It has become a public issue it seems since the last campaign.”

Respondents also addressed bias and discrimination based on gender. One respondent wrote, “Gender remains a serious issue in hiring and promotion practices. In most cases, women are at a disadvantage, and those who do not fit traditional gender roles are at a bigger disadvantage.” Another respondent stated, “Being a woman on this campus is tough. As someone who is minoring in political science, I have found that there are many more men than women in my classes. Women's issues are taken as more of a joke than serious at time in these classes.” Another respondent commented, “Being a woman in software engineering is difficult. Many guys tend to look down on me because I am a woman. It is of course not all males, but there has definitely been a few that have assumed I don't know what I’m talking about because I am a woman.”

Several respondents acknowledged that other people may face “a number of challenges,” that they personally do not face because of differences of identity. One respondent wrote, “Do not feel personally discriminated against, but I know others around here do...,” while another respondent shared, “As a white woman of privilege, I'm sure I don't see the campus climate the same way as student of color or other minority's groups.” One respondent commented, “While I reported in this survey relatively few instances of discrimination/harassment that I personally have witnessed, I have heard numerous stories of colleagues who are LGBT and POC who have experienced incidents of discrimination or derogatory comments both on and off campus.” Another respondent observed, “Through work in the arena of diversity and inclusion, I have become aware that although I found it very difficult as a woman in engineering, people of color and those identifying as LGBTQ are even more significantly marginalized.”

Student Respondents Only

Support for Students. For the third theme, Student respondents discussed support for students at Iowa State. Some respondents were pleased with the support they had received from Iowa State. One respondent noted that “Staff has always been helpful in working with me when I needed it,” while another respondent stated, “As far as staff goes, my academic advisers have been the greatest positive influence.” One respondent shared, “I have found that my favorite part of Iowa State has been the emphasis on working with an individual's uniqueness. In my experience, Iowa State has done a great job of letting me achieve my full potential by being accommodating to my

individual strengths.” Another respondent offered praise for “the faculty and staff at this university [who] inspire me to be confident and work hard. I am extremely thankful for this university and what it has done for me.”

Other Student respondents did not feel that Iowa State had done enough to support them. One respondent wrote, “I literally feel like Iowa State is not set up to give a flying crap about me, and only to maximize the amount of profit you can suck out of me.” Respondents identified sub-categories of students, such as commuters, international students, or non-traditional students, who needed more support. One respondent wrote, “Campus is not very catered to commuting students. It would be nice to have someone to represent us or talk to about commuter rights.” Another respondent shared, “I just wish college was more friendly for non-traditional students (I am 26 working 2 jobs) it is difficult to keep up with the homework and group work required outside of class and being able to afford tuition and health insurance is impossible.” One respondent observed, “International students are not welcome at Iowa State. The ISSO does not do a good job in facilitating our needs. Also, the former president Leath did not improve the rights of international students and never addressed our needs.”

Some respondents identified mental health services as in need of a change. One respondent noted, “Counselling services has poor staff (who only help for 8 weeks) and it takes months to get in elsewhere,” while another respondent advised, “Please consider offering a wider array of mental health services on campus. The wait list for mental health services is far too long. Also, if a student finished counseling and does not feel as though it helped or feels that they need more counseling, allow them to visit a psychiatrist free of charge, or offer them more counseling sessions before referring them to an outside counselor they may not be able to afford.” Disability services were also targeted for improvement as with one respondent who wrote, “I feel that SDR is not being allotted sufficient resources to deal with the number of students being served. I am aware of space constraints, but hope that should space open up or be created that SDR receive consideration for expansion.” Additionally, one respondent suggested shifting funds from athletics to “student organizations that make useful impacts on the world (community service clubs, engineering club set seeking to build things to prove something to the world, activism clubs) and/or clubs that build student skills that will help them in the outside world beyond ISU

and/or to academic departments so they can afford things like more lab equipment (from a STEM perspective) or whatever else non-STEM majors need.”

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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly (Ableist)
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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