Diversity, Equity, and Inclusion Among Undergraduate Students at the University of Iowa, 2013 — 2016

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Executive Summary

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

The *Equity, Inclusion, and Diversity among Undergraduate Students at the University of Iowa Report* describes selected findings from the Student Experience in the Research University Survey (SERU) administered at the University of Iowa in 2013, 2014, and 2016. The report summarizes the responses for the student body as a whole, and also provides disaggregated responses to examine differences in experiences by race/ethnicity and international student status, immigrant status, gender, sexual orientation, parent education, social class, religious affiliation, political ideology, disability, and athletic status.

Feelings of Personal Belonging, Value, & Respect Key Findings

Value

- <u>Self-Perceived Social Class</u>: In 2013 and 2016, a lower percentage of lower class students agree that they feel valued at this institution compared to middle and upper class students (see Figure 12).

- <u>Disability:</u> In 2014 and 2016, a substantially lower percentage of students who disclose having a disability agree that they belong at this institution compared to students who do not report having a disability (see Figure 14).

Belonging

- There was a significant decrease in the percentage of students agreeing that they belong at this institution from 2013 to 2016 (see Figure 15).

- <u>Race/International Student Status</u>: In 2013 and 2016, a substantially lower percentage of Under-represented Racial Minority students agree that they belong at this institution compared to White students (see Figure 15).

- <u>Sexual Orientation</u>: In 2013, 2014, and 2016, a lower percentage of LGBQ students agree that they belong at this institution compared to heterosexual students (see Figure 19).

Respect

- <u>Race/International Student Status</u>: In 2013, 2014, and 2016, a substantially lower percentage of Under-represented Racial Minority students agree that students belonging to their own race/ethnicity are respected on campus compared to all other groups. International students also have a substantially lower percentage agreeing that students of their race/ethnicity are respected on campus compared to Asian and White students (see Figure 24).

- <u>Self-Perceived Social Class</u>: In 2013, 2014, and 2016, a substantially lower percentage of lower class students agree that students belonging to their own socio-economic status are respected on campus compared to middle class and upper-class students (see Figure 25).

- <u>Gender</u>: In 2013, 2014, and 2016, a lower percentage of female students agree that students who share their gender are respected on campus compared to male students (see Figure 27).

- <u>Sexual Orientation:</u> In 2013, 2014, and 2016, a substantially lower percentage of LGBQ students agree that students who share their sexual orientation are respected on campus compared to heterosexual students (see Figure 28).

- <u>Political Ideology</u>: In 2013, 2014, and 2016, a substantially lower percentage of students who have a conservative political ideology agree that students who share their political beliefs are respected on campus compared to moderate or liberal students (see Figure 30).

- <u>Immigrant Status</u>: In 2013, 2014, and 2016, a substantially lower percentage of students who are immigrants agree that students who share their immigration background are respected on campus compared to students born in the U.S. (see Figure 31).

- <u>Disability Status</u>: In 2014, and 2016, a lower percentage of students who disclose having a disability agree that students who have a physical, psychological, or learning disability like theirs are respected on campus compared to students who do not report having a disability (see Figure 32).

Hearing Negative or Stereotypical Comments Key Findings

- There were significant increases in the percentage of students indicating that they heard negative or stereotypical comments about race or ethnicity; gender; sexual orientation; religion; social class; immigrant background; and learning, psychological, or other disabilities that are not readily apparent *from non-teaching staff or administrators* from 2013 to 2016.

- There were significant increases in the percentage of students indicating that they heard negative or stereotypical comments about political affiliation, opinions, or beliefs *from faculty or instructors, non-teaching staff or administrators, and students* from 2013 to 2016.

- In 2016, a higher percentage of Multi-racial and Under-represented Racial Minority students report ever hearing negative or stereotypical comments about race or ethnicity from teaching faculty or instructors and from non-teaching staff or administrators compared to White and Asian students (see Figure 34).

- In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about sexual orientation from teaching faculty or instructors and students compared to heterosexual students (see Figure 44).

- In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about immigrant background from teaching faculty or instructors and from non-teaching staff and administrators compared to students born in the U.S. (see Figure 59).

General Perceptions of the University Climate Key Findings

- <u>Sexual Orientation</u>: In 2013, a lower percentage of LGBQ students perceive the campus to be friendly compared to heterosexual students (see Figure 67).

- <u>Gender</u>: In 2013, a lower percentage of female students perceive the campus to be safe compared to male students (see Figure 68).

Value of Diversity Key Findings

- There were several significant differences across groups in the percentage of students reporting *that diversity is important at this institution* from 2013 to 2016. Lower percentages of students who identity as Under-represented Racial Minority, Asian, lower class, male, LGBQ, non-religious, non-Christian, liberal, and those who disclosed a disability reported that diversity is important at this institution.

- There were several significant differences across groups in the percentage of students reporting that *diversity is important to themselves personally* from 2013 to 2016. Lower percentages of students who identify as U.S.-born, male, heterosexual, Christian, conservative, and those who did not report a disability reported that diversity is important to them personally.

- There were several significant differences across groups in the percentage of students reporting that they *feel comfortable with the climate for diversity and inclusiveness* at the University of Iowa in 2016. A lower percentage of students who identify as Under-represented Racial Minority, International, Asian, Multi-racial, immigrant, lower class, have parents with a graduate or professional degree, LGBQ, non-religious, non-Christian, liberal, and those who disclosed a disability report that they are comfortable with the climate for diversity and inclusiveness at the University of Iowa.

Engaging with Diversity Key Findings

- There were significant increases in the percentage of students indicating that they *interacted with someone with different views* inside and outside of class from 2013 to 2016 (see Figure 75).

- There were significant increases in the percentage of students indicating that they *appreciated the world from someone else's perspective* inside of class from 2013 to 2016 (see Figure 79).

- The percentage of students reporting that they *gained a deeper understanding of the perspectives of others through conversations with fellow students* whose gender identity was different from their own declined significantly from 2013 to 2016 (see Figure 87).

- Classes in their major and general education and elective courses were most often identified

by students as the locations where they *interacted with people who have a different perspective or gained deeper understanding of their own or other's perspective* (see Figure 96).

Gains in Awareness, Appreciation, and Understanding of Diversity
Key Findings

- There was a significant decrease in the percentage of students reporting that their current ability to appreciate, tolerate and understand racial and ethnic diversity was good to excellent from 2013 to 2014 (see Figure 112). However, there was a significant increase in the percentage of students who experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa from 2013 to 2014 (see Figure 115).

- There was a significant decrease in the percentage of students reporting that their current ability to appreciate cultural and global diversity was good to excellent from 2013 to 2014 (see Figure 117). However, there was a significant increase in the percentage of students who experienced increases (gains) in their ability to appreciate cultural and global diversity from the time they began at the University of Iowa from 2013 to 2014 (see Figure 119).

- There was a significant decrease in the percentage of students reporting that their current level of awareness and understanding related to their own racial and ethnic identity; social class and economic differences/issues; racial and ethnic differences/issues; gender differences/issues; sexual orientation differences/issues; physical or other observable disabilities; and learning, psychological, or other disabilities that are not readily apparent were good to excellent from 2013 to 2016.

Section 1: Overview

1.1 Introduction

1.2 Purpose of the Report

1.3 Purpose and Content of the Survey

1.4 Administration

1.5 Response Rates and Representativeness

1.1 Introduction

Introduction

The University of Iowa values diversity among students, faculty, and staff, and is committed to providing an inclusive, equitable, and welcoming environment for all. The University's institutional statement on diversity declares:

> *The University of Iowa values diversity among students, faculty, and staff, and regards Equal Employment Opportunity and Affirmative Action as tools to achieve diversity. The University believes that a rich diversity of people and the many points of view they bring serve to enhance the quality of the educational experience at The University of Iowa.*[i]

The Chief Diversity Office further elaborates on this statement to declare that:

> *We achieve excellence through diversity. The University of Iowa's status as a premiere research university depends on the robust exchange of ideas. The diversity of our students, faculty, and staff helps us fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye's pursuit of excellence. As we enhance the breadth and depth of our perspectives, we purposefully prepare for our future. Our ability to foster an equitable environment for all who join the UI family will determine our collective success. We eagerly accept this challenge.*[ii]

In the fall of 2017, Interim Chief Diversity Officer and Associate Vice President Lena Hill convened the first Diversity, Equity, and Inclusion Forum which brought together campus leaders to review diversity-related priorities outlined in the UI Strategic Plan, examine current diversity-related data, and learn about existing diversity-related initiatives around campus. Two of the dominant themes that emerged from this convening were:

1) 1) While units and individuals on campus engage in promising initiatives and efforts to increase diversity and achieve greater inclusion and equity on campus, we need to develop and communicate a clear roadmap that includes specific goals and plans for achieving these goals around diversity, equity, and inclusion.

2) 2) While the campus collects data on the compositional diversity of the campus, we need to collect, analyze, and use data on people's experiences while at the University to track the equity and inclusiveness of our campus and to inform our efforts to improve the campus climate for everyone.

Working in concert with the Interim Chief Diversity Officer, the Charter Committee on Diversity has committed to take the lead role in providing an initial scan of campus climate data, and analyzing existing campus climate data related to diversity, equity, and inclusion. This report represents one piece of this larger project.

1.2 Purpose of Report

The purpose of the report is to document the University of Iowa campus climate for diversity, inclusiveness, and equity from 2013-2016 using the Student Experience in the Research University Survey (SERU) data. The report examines student perceptions of their treatment (being respected, feeling valued and having a sense of social belonging), student perceptions of overall campus climate (welcoming, safe and secure, hostile or friendly, impersonal or caring, not intellectual or intellectual, intolerant or tolerant, dangerous or safe), and student perceptions of diversity-related values (individually and campus-wide). In addition, it reviews students' experiences with hearing negative or stereotypical comments from faculty, staff, or students, engagement with diversity (both inside and outside of the classroom), and academic and personal development around issues related to diversity (including increased awareness or knowledge of racial and ethnic diversity, gender, sexual orientation, etc.). These different aspects of campus climate for diversity, inclusiveness, and equity are reported in aggregate for all students as well as disaggregated to examine differences in experiences by race/ethnicity and international student status, immigrant status, gender, sexual orientation, parent education, social class, religious affiliation, political ideology, disability, and athletic status.

Section 2 of the report describes the definitions of these demographic groups and shows the percentage of the survey sample in each group.

Section 3 of the report provides the analysis of the survey data organized by topic:

3.1 Feelings of Personal Belonging, Value, & Respect

3.2 Hearing Negative or Stereotypical Comments

3.3 General Perceptions of the University Climate

3.4 Value of Diversity

3.5 Engaging with Diversity

3.6 Gains in Awareness, Appreciation, and Understanding of Diversity

This section describes the findings overall, notes changes over time (from 2013-2016) when possible, and differences between student demographic groups that are statistically significant.

The results describe mean (average levels) of student reports of perceptions and experiences of the University of Iowa campus. Mean differences between students with different social characteristics are described as "disparities" in student experiences.

All statistical calculations contain some uncertainty. Uncertainty is affected by the number of students answering the question, the variation in student answers, and characteristics of the survey itself. To identify which mean differences are meaningful, two criteria can be used: (1) statistical significance and/or (2) substantive magnitude of the difference. The statistical significance criteria assesses the likelihood that the difference is due to chance. The substantive magnitude of the difference assesses the size of the difference. Whether a difference is large enough to be substantively meaningful is a judgement that depends on the social implications and meaning of the difference. A comprehensive set of tables that include all details of the analysis conducted on each survey item (including sample sizes and statistical significance tests) is contained in the Appendix for this report.

1.3 Purpose and Content of Survey

The Student Experience in the Research University Survey (SERU) is designed by the SERU Consortium, an academic and policy research collaboration based at the Center for Studies in Higher Education at the University of California- Berkeley in partnership with the University of Minnesota, the International Graduate Insight Group Ltd, the Higher School of Economics – Moscow, and member universities. The SERU Consortium currently includes eighteen U.S. research universities in addition to the University of California university system.

The SERU Consortium focuses on the undergraduate and graduate student experience at research intensive universities by administering student surveys. The goal is to promote and enhance evidence-based management and provide a path for institutional self-improvement. The SERU survey looks into several components of students' experience, including academic and civic engagement, satisfaction, inclusion, and perceptions of diversity on campus.[iii]

1.4 Administration

University of Iowa administered SERU in Spring of 2013, 2014 and 2016 respectively. The SERU survey is administered to all degree-seeking undergraduate students at the University of Iowa who are age 18 or over. Participation in the survey is voluntary. Students are sent a series of emails from different campus offices and individuals to encourage them to participate. Participation is incentivized by entering all students completing the survey in weekly prize drawings.

The SERU survey uses a modular design: all respondents have to complete one core module, and are randomly assigned modules and university-specific questions. The core module consists of questions recording background characteristics and addressing academic and research engagement, time use, learning and personal development outcomes, plans and aspirations, and satisfaction with experience on campus. Thematic modules ask about academic experience and globalization, community and civic engagement, student life and development, uses of technology, and international students' experience.

SERU 2013 had four randomly assigned modules: Academic Engagement and Global Experience,

Civic and Community Engagement, Student Life and Development, and Campus and Wild Card (which is a module designed each year addressing questions pertinent to various stakeholders on campus). Each respondent was assigned one of these four modules once they had completed the core module of the survey. Due to surveying software malfunction, approximately half of the students assigned to one of the four additional modules did not receive it. It resulted in approximately 11-13 percent of total respondents per additional model instead of the expected 25 percent.[iv]

SERU 2014 consisted of the core module and two randomly assigned modules: Community Engagement and Co-Curricular Learning, and UI Institution Specific Questions. It also had an International Students module that was given to those respondents whose records indicated that they are student visa holders as a part of the core module. International students were later assigned to one of the two random modules as well.

SERU 2016 consisted of the core module and two randomly assigned modules: Student Life and Development and UI Institution Specific Questions.

Due to modular design, sample size is not constant across the survey. Table 1 shows the proportion of respondents assigned to each module across three waves.

Table 1. Survey Module Sample Design

Module	2013	2014	2016
Core (including International Student module in 2014)	100%	100%	100%
Academic Engagement and Global Experience	12%	--	--
Civic and Community Engagement	12%	--	--
Student Life and Development	12%	--	50%
Campus and Wild Card	12%	--	--
Community Engagement and Co-Curricular Learning	--	50%	--
UI Institution Specific Questions	--	50%	50%

Source: University of Iowa Office of Assessment

1.5 Response Rates and Representativeness

Response rates for the SERU survey range from 21 to 30 percent for each year (see Table 2).

Approximately one quarter of students responded to each survey, **this sample** generally reflects the overall composition of the larger student population. The main exception to this is that the percentage of respondents is more heavily female than the overall student population, which indicates that male students are under-represented in the survey sample (13-14 percentage point difference each year). The racial and ethnic composition of respondents is similar to that of the general undergraduate student body. The largest difference is an under-representation of international students in each survey administration (2-5 percentage point difference each year). There are small differences in the composition of the survey sample compared to the student population in terms of year in college, whereby first year students are less represented in the survey (2-3 percentage point differences) and fourth year students are more represented in the survey (1-4 percentage point differences).

Table 2. University of Iowa Undergraduate Population Compared to SERU Respondent Samples

	SERU 2013		SERU 2014		SERU 2016	
	Population	Respondents	Population	Respondents	Population	Respondents
Class Level						
First Year	20%	17%	19%	17%	20%	17%
Second Year	23%	23%	23%	24%	23%	22%
Third Year	27%	27%	26%	25%	25%	24%
Fourth Year	29%	30%	32%	34%	32%	37%
Unspecified	1%	2%	--	--	--	--
College						
Business	13%	13%	11%	12%	11%	12%
Engineering	9%	9%	9%	10%	10%	10%
Liberal Arts & Sciences	75%	74%	77%	73%	74%	71%
Medicine	<1%	<1%	<1%	<0%	1%	<1%
Nursing	2%	4%	2%	4%	3%	5%
University College	--	--	--	--	2%	2%
Gender						
Female	51%	64%	51%	65%	52%	66%
Male	49%	36%	49%	35%	48%	33%
Transgender	--	--	<1%	<1%	<1%	<1%
Race, Ethnicity, and International Student Status						
Native Hawaiian or Other Pacific Islander	--	--	--	--	<1%	<1%
American Indian or Alaskan Native	1%	1%	1%	1%	<1%	<1%
Black/African American	3%	3%	4%	3%	3%	3%
Asian American	4%	4%	4%	4%	4%	4%
Hispanic/ Latino(a)	4%	5%	6%	6%	7%	8%
Not reported	5%	5%	7%	6%	4%	4%
International Student (Student Visa)	10%	8%	11%	8%	12%	7%
White/ Caucasian	74%	74%	69%	72%	68%	72%
Multiracial	--	--	--	--	3%	3%
Total Numbers	19,848	5,914	19,852	4,814	20,537	4,402
Response Rate	30%		24%		21%	

Source: Response Rate Reports for 2013, 2014, and 2016

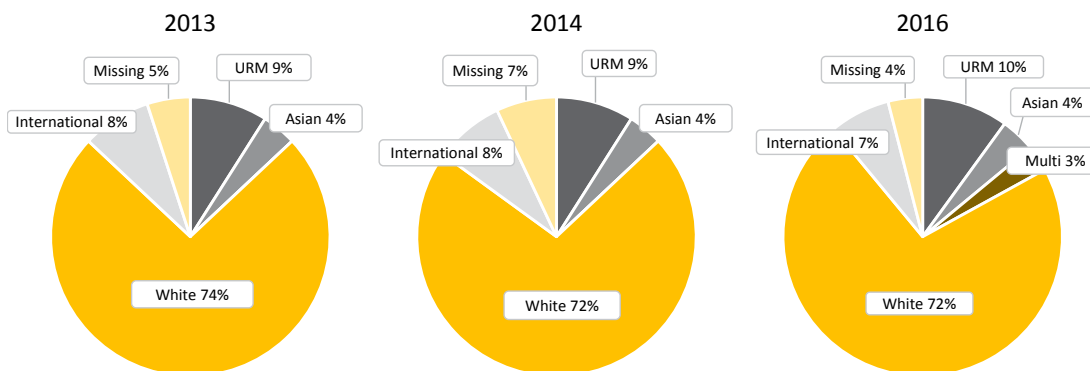# Section 2: Survey Sample Demographics

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2.1 Racial/Ethnic Identity and International Student Status

The racial/ethnic identity and international student status of respondents was provided from student (self-reported) academic records. The administrative data is obtained from the student application to the University of Iowa which asks two questions: "Are you Hispanic/Latino(a)? and "What race do you consider yourself to be (indicate one or more)?" The administrative data from 2013 and 2014 included 6 options for racial/ethnic identity: American Indian or Alaskan Native, Black/African American, Hispanic/Latino(a), Asian American, White/Caucasian, and not-reported race/ethnicity. The administrative data from 2016 had additional two categories: Multi-racial (which is assigned when a student selects more than one racial identity) and Native Hawaiian or Other Pacific Islander. Following the Integrated Postsecondary Education Data System (IPEDS) definitions[v], international students are grouped into an "international student" category, regardless of race or ethnicity

For the purposes of the report, analyses will be shown for International students, White, Asian American, Multi-racial, and "Under-represented Racial Minorities (URM)" which includes American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Black or African American, or Hispanic/Latino.

> *Under-represented minorities comprise 9-10% of all respondents each year.*

Figure 1: Racial/Ethnic Identity and International Status of Respondents by Year

Table 3. Racial/Ethnic Identity and International Student Status of Respondents by Year
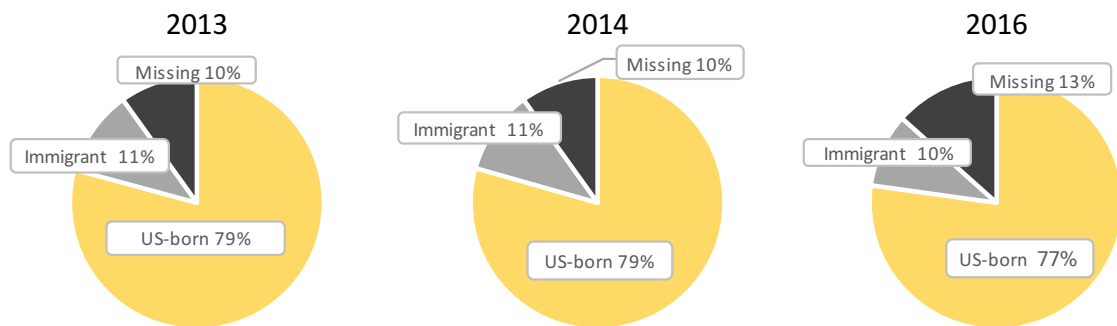
	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
American Indian or Alaskan Native	<1%	38	<1%	36	<1%	6
Native Hawaiian or Other Pacific Islander	-	-	-	-	<1%	2
Black/African American	3%	177	3%	134	3%	118
Hispanic/Latino(a)	4.9%	291	6%	270	8%	331
Asian American	3.7%	219	4%	178	4%	165
Multi-Racial	-	-	-	-	3%	125
White/Caucasian	74.4%	4402	72%	3480	72%	3180
International student	8%	471	8%	400	7%	306
Not reported/Missing	5.4%	316	7%	316	4%	169
Total	100%	5914	100%	4814	100%	4402

2.2 Immigrant Status

Respondents were asked when they came to the United States to live. Available responses included: "I was born in the U.S.", "2000 or earlier" or a series of year-specific choices from 2001 to 2015 or later. Respondents who indicated that they were not born in the U.S. were classified as immigrants.

Immigrants comprise 10-11% of the student respondents in each year of the survey.

Figure 2: Immigrant Status of Respondents by Year

2013
Missing 10%
Immigrant 11%
US-born 79%

2014
Missing 10%
Immigrant 11%
US-born 79%

2016
Missing 13%
Immigrant 10%
US-born 77%

Table 4. Immigrant Status of Respondents by Year

	2013		2014		2016	
	%	N	%	N	%	N
Born in the US	80%	4722	79%	3824	77%	3397
Immigrant	11%	624	11%	514	9%	414
Missing/Not Reported	10%	568	10%	476	13%	591
Total	100%	5914	100%	4814	100%	4402

Note: Due to rounding percentages may add up to more than 100%.

2.3 Gender Identity

The gender of respondents was obtained from the student's application to the University of Iowa. In 2013, the administrative data included two gender options "man" and "woman." Because of increased options on the University's admissions application, beginning in 2014, administrative data also included "agender," "cisgender," "non-binary," "transgender," "another gender not listed above," and "prefer not to answer." Due to the small sample sizes for responses other than "man" and "woman," this report does not include **disaggregated** analyses for these populations of students.

> *Female students comprise 64-67% of the student respondents in each year of the survey.*

Figure 3: Gender Identity of Respondents by Year

2013 — Male 36%, Female 64%
2014 — Male 35%, Female 65%
2016 — Male 33%, Female 67%
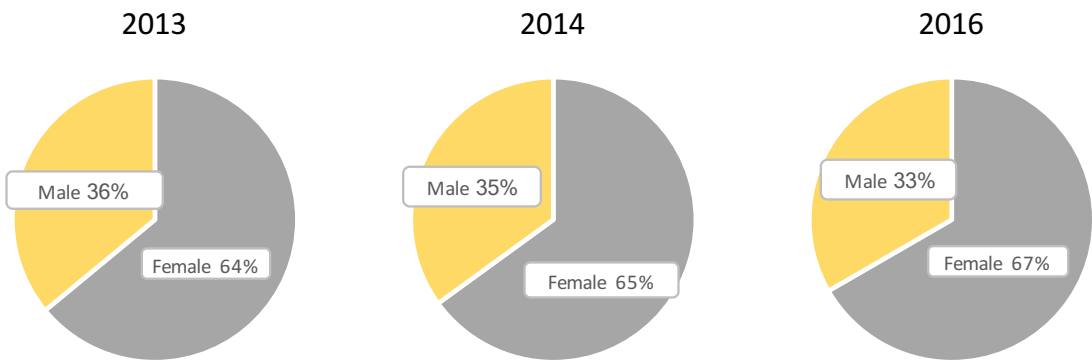
Table 5. Gender Identity of Respondents by Year

	2013		2014		2016	
	Percent	**N**	**Percent**	**N**	**Percent**	**N**
Female	64%	3778	65%	3133	67%	2921
Male	36%	2136	3%	1680	34%	1474
Transgender	-	-	<1%	1	<1%	7
Total	100%	5914	100%	4813	100%	4395

2.4 Sexual Orientation

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

LGBQ students comprise 7-8% of the survey sample each year.

Figure 4: Sexual Orientation of Respondents by Year

2013
Missing 13%
LGBQ 7%
Heterosexual 80%

2014
Missing 14%
LGBQ 7%
Heterosexual 79%

2016
Missing 15%
LGBQ 8%
Heterosexual 77%
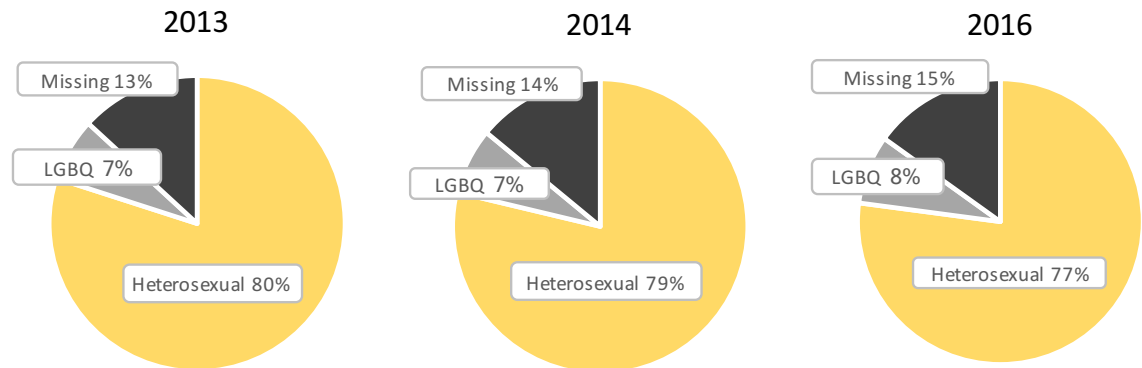
Table 6. Sexual Orientation of Respondents by Year

	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
Heterosexual	80%	4729	79%	3790	77%	3392
LGBQ	7%	407	7%	349	8%	344
Not reported/Missing	13%	778	14%	675	15%	666
Total	100%	5914	100%	4814	100%	4402

Note: LGBQ includes bisexual, gay/lesbian, questioning, self-identified queer, and other.

2.5 Parental Education

Respondents were asked to report the highest level of education attained by their parents. Options were "neither parent attended any college," "one or both parents attended some college," "one parent has a four-year degree," "both parents have a four-year degree," "one parent has a graduate or professional degree," and "both parents have a graduate or professional degree."

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

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

> *More than half of respondents each year have parents who have a four year college degree or an advanced professional or graduate degree.*

Figure 5: Parental Education of Respondents by Year

2013 — Missing 11%, No College 14%, Some College 19%, 4 Year Degree 23%, Grad/Prof 33%

2014 — Missing 12%, No College 13%, Some College 18%, 4 Year Degree 25%, Grad/Prof 32%

2016 — Missing 14%, No College 10%, Some College 16%, 4 Year Degree 36%, Grad/Prof 24%
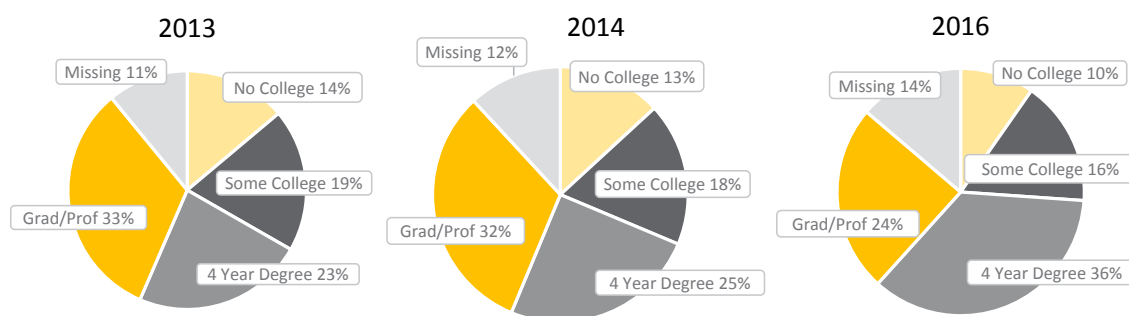
Table 7. Parent Education of Respondents by Year

	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
Neither parent attended college	14%	821	13%	634	10%	427
One or both parent attended some college	19%	1147	18%	874	16%	722
At least one parent has a four-year degree	23%	1373	25%	1201	36%	1567
At least one parent has a graduate or professional degree	33%	1926	32%	1533	25%	1080
Not reported/Missing	11%	647	12%	572	14%	606
Total	100%	5914	100%	4814	100%	4402

2.6 Self-Perceived Social Class

Respondents were asked to select which category best described the social class of their family when they were growing up. Response categories were: "wealthy," "upper-middle or professional-middle," "middle-class," "working-class," and "low-income or poor."

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

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

> *Twenty percent of respondents each year report that when they were growing up their family was lower class. Between 40-44% of respondents report growing up middle class, and between 26-28% report growing up in an upper class family.*

Figure 6: Self-Perceived Social Class of Respondents by Year

2013
Missing 10%
Lower 20%
Upper 26%
Middle 44%

2014
Missing 10%
Lower 20%
Upper 28%
Middle 42%

2016
Missing 14%
Lower 20%
Upper 26%
Middle 40%
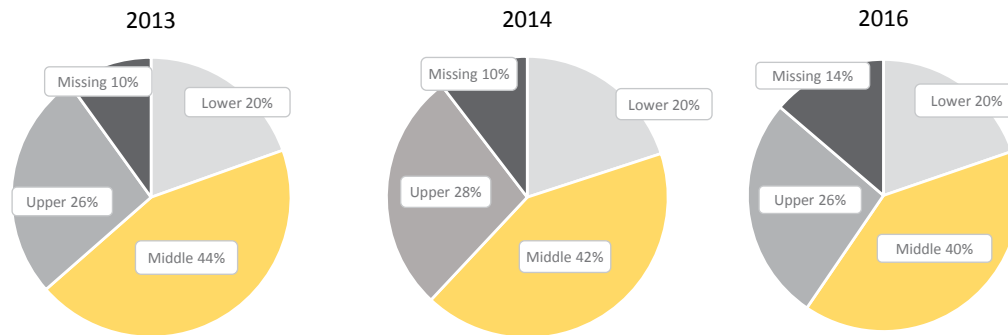
Table 8. Self-Perceived Social Class of Respondents by Year

	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
Lower class	20%	1156	20%	962	20%	869
Middle class	44%	2602	42%	2022	40%	1751
Upper class	26%	1568	28%	1329	26%	1177
Not reported/Missing	10%	588	10%	501	14%	605
Total	100%	5914	100%	4814	100%	4402

2.7 Religious Affiliation

Respondents were asked their religious or spiritual affiliation or preference. Response options were: "No preference," "Agnostic/Atheist," "Buddhist," "Christian, Catholic," "Christian, Evangelical Protestant," "Christian, Mainline Protestant," "Hindu," "Jewish," "Muslim," "Spiritual," and "Other, specify."

Given the small number of responses in some of the categories, religious affiliation was collapsed into three categories for analysis:

- Non-religious (includes "No preference" and "Agnostic/Atheist")
- Christian (includes "Christian, Catholic," "Christian, Evangelical Protestant," and "Christian, Mainline Protestant")
- Other religious affiliation (includes "Buddhist," "Hindu," "Jewish," "Muslim," "Spiritual," and "Other, specify")

The percentage of students reporting no religious affiliation decreased from 20% in 2013 to 13% in 2016. Between 42-49% of students have a Christian religious affiliation, and between 18-28% have another religious affiliation.

Figure 7: Religious Affiliation of Respondents by Year
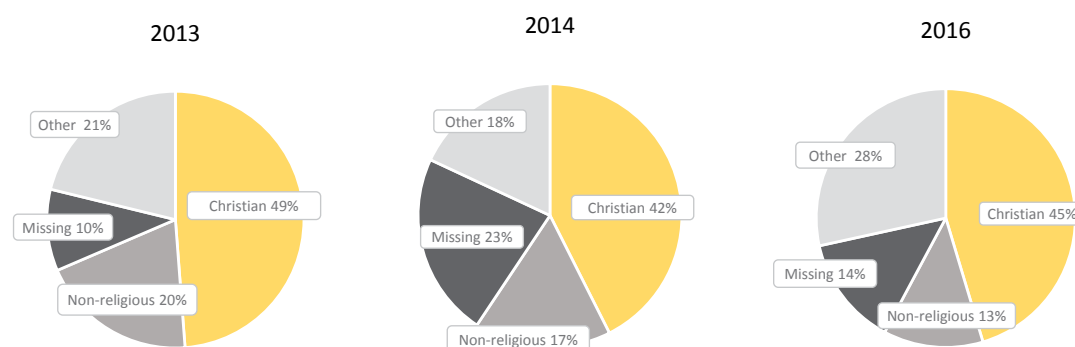
Table 9. Religious Affiliation of Respondents by Year

	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
Non-religious	20%	1167	17%	808	12%	548
Christian	49%	2886	43%	2049	45%	1997
Other religious affiliation	21%	1253	18%	869	28%	1252
Not reported/Missing	10%	608	23%	1088	14%	605
Total	100%	5914	100%	4814	100%	4402

2.8 Political Ideology

Respondents were asked to characterize their political ideology. Response categories were: "Very liberal," "Liberal," "Slightly liberal" "Moderate or middle of the road," "Slightly conservative," "Conservative," "Very conservative," and "Other, please elaborate."

These response categories were collapsed into three categories for analysis:

- Liberal (includes very liberal, liberal, and slightly liberal)
- Moderate (includes moderate or middle of the road)
- Conservative (includes very conservative, conservative, and slightly conservative)

> *Between 36-40% of respondents identify as liberal, 22-26% as moderate, and 22-25% conservative in each year of the survey.*

Figure 8: Political Ideology of Respondents by Year
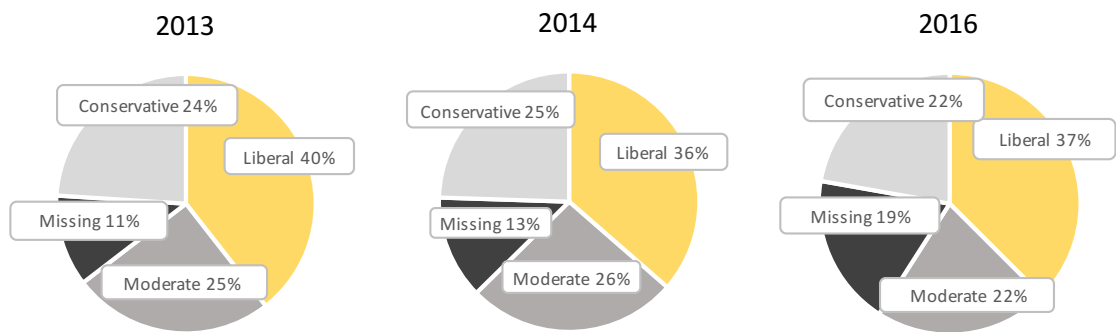
Table 10. Political Ideology of Respondents by Year

	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
Liberal	40%	2333	36%	1753	37%	1650
Moderate	25%	1486	26%	1262	22%	950
Conservative	24%	1419	25%	1179	22%	978
Not reported/Missing	11%	676	13%	620	19%	824
Total	100%	5914	100%	4814	100%	4402

2.9 Disability Status

Respondents in SERU 2014 and SERU 2016 were asked if they had any physical disabilities that affect how they access or use campus facilities and if they had any learning disabilities that affect how they read, study, or do their coursework. Additionally, all respondents in SERU 2016 were asked if they had any psychological disabilities. Respondents were classified as having a disability if they answered "yes" to any of the disability questions.

In 2014, 6% of the survey sample identified having a disability. In 2016 with the addition of psychological disabilities, this increased to 16% of the survey sample identifying a physical, learning or psychological disability.

Figure 9: Disability Status of Respondents by Year
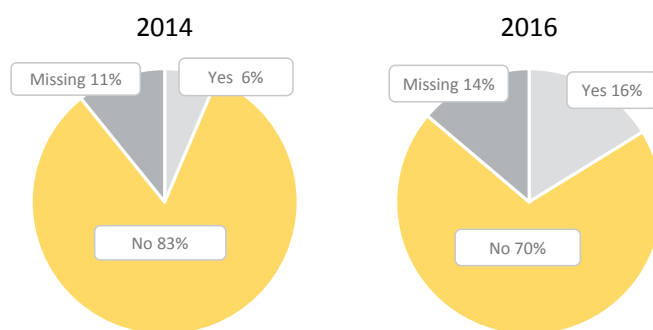
Table 10. Disability of Respondents by Year

	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
Physical disability						
Yes	-	-	1%	57	2%	68
No	-	-	88%	4251	85%	3732
Missing	-	-	11%	506	14%	602
Learning disability						
Yes	-	-	6%	278	6%	283
No	-	-	84%	4020	80%	3514
Missing	-	-	11%	516	14%	605
Psychological disability						
Yes	-	-	-	-	12%	524
No	-	-	-	-t	74%	3276
Missing	-	-	-	-	14%	602
Any disability	-	-	-	-		
Yes	-	-	6%	310	16%	713
No	-	-	83%	3986	70%	3081
Missing	-	-	11%	518	14%	608
Total	-	-	100%	4814	100%	4402

2.10 Athletic Status

The athletic status of respondents came from administrative records obtained with permission of the Athletics Department.

Athletes comprise approximately 1% of the survey sample in 2013 and 2014, and less than a half a percentage point in 2016.

Figure 10: Athletic Status of Respondents by Year

2013 — Athlete 1%, Non-Athlete 99%
2014 — Athlete 1%, Non-Athlete 99%
2016 — Athlete <1%, Non-Athlete 100%
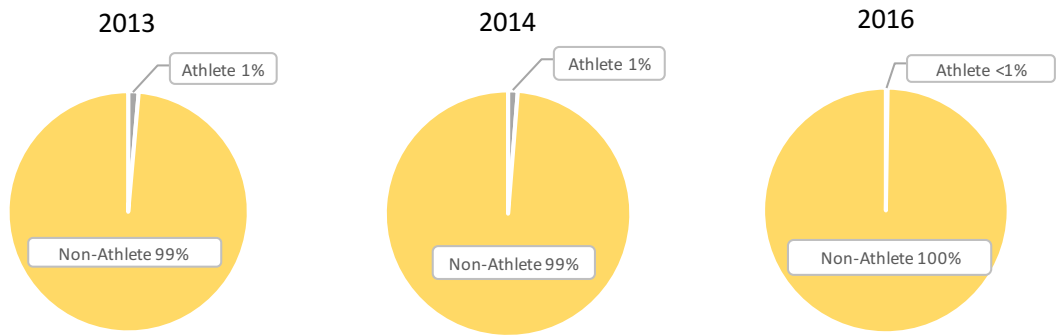
Table 11. Athletic Status of Respondents by Year

	SERU 2013		SERU 2014		SERU 2016	
	%	N	%	N	%	N
Athlete	1%	83	1%	62	<1%	10
Non-Athlete	99%	5831	99%	4814	100%	4392
Not reported/Missing	-	-	-	-	-	-
Total	100%	5914	100%	4814	100%	4402

Section 3: Campus Climate for Diversity, Inclusiveness, and Equity

3.1 Feelings of Personal Belonging, Value, & Respect

3.2 Hearing Negative or Stereotypical Comments

3.3 General Perceptions of the University Climate

3.4 Value of Diversity

3.5 Engaging with Diversity

3.6 Gains in Awareness, Appreciation, and Understanding of Diversity

3.1 Feelings of Personal Belonging, Value, & Respect

In this section of the report, we analyze questions asking about student perceptions of being valued and belonging on campus, and a set of survey items asking students whether they agree that students of their race/ethnicity, socio-economic status, gender, sexual orientation, religious beliefs, political beliefs, immigration background, and students with a physical, psychological, or learning disability like theirs are respects on campus.

The analysis presented in this section of the report includes the overall percentage of students at the University of Iowa who agree that they feel they are valued, belong, and are respected. The analysis also includes disaggregated group-specific percentages for these items. For the analysis of the Perceptions of Respect items, group-specific averages are presented only for the groups related to the social distinction being asked about in the survey item.

Feel Valued

Approx. 12% of SERU 2013 respondents and 50% of SERU 2016 respondents were asked:

'Please select your level of agreement with the following statements: I feel valued as an individual at this institution.'

Response categories were: strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. In the analysis presented in this report, all responses that indicate *agreement* with the statement are combined.

Perceptions of Belonging

All SERU 2013 respondents, SERU 2014 respondents, and SERU 2016 respondents were asked:

'Please select your level of agreement with the following statements: I feel that I belong at this institution.'

Response categories were: strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. In the analysis presented in this report, all responses that indicate *agreement* with the statement are combined.

Perceptions of Respect

All respondents in all three waves of SERU were asked how respected they felt students belonging to their social groups were on campus.

'Now indicate how strongly you agree or disagree with the statements in terms of yourself.

Students _____ are respected on this campus.'

- Of my race/ethnicity
- Of my socio-economic status
- Of my gender
- Of my sexual orientation
- Of my religious beliefs
- Of my political beliefs
- Of my immigration background
- With a physical, psychological, or learning disability like mine

Response categories were: strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. In this report, the following categories are combined: strongly agree, agree, and somewhat agree to create a global "agree" category. The graphs that follow show the percent of respondents who *agree* with the statement.

Feel Valued

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students agreeing that they feel valued as an individual at this institution.

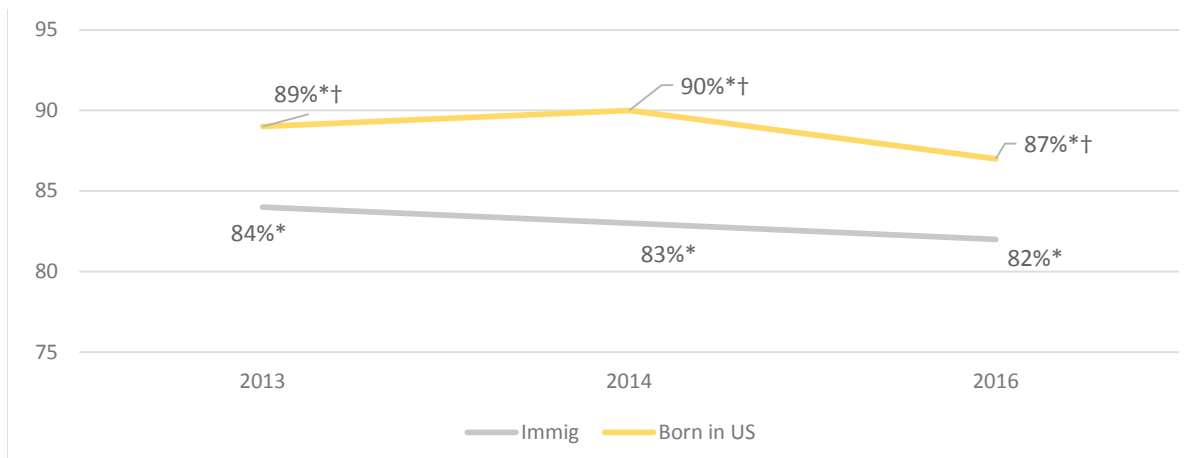- **Race/International Student Status:** In 2016, a lower percentage of Under-represented Racial Minority students agree that they feel valued at this institution (72%) compared to Multi-racial students (85%).

- **Self-Perceived Social Class:** In 2013 and 2016, a lower percentage of lower class students agree that they feel valued at this institution compared to middle and upper class students.

- **Parental Education:** In 2016, a lower percentage of students whose parents have some college experience agree that they feel valued at this institution (74%) compared to students whose parents have a four year degree (79%) or a graduate or professional degree (81%).

- **Gender:** In 2013 and 2016, a lower percentage of male students agree that they feel valued at this institution (72% in 2013 and 75% in 2016) compared to female students (81% in 2013 and 80% in 2016).

- **Sexual Orientation:** In 2016, a lower percentage of LGBQ students agree that they feel valued at this institution (74%) compared to heterosexual students (79%).

- **Religious Affiliation:** In 2016, a lower percentage of students who are not religious and who have a non-Christian religious affiliation agree that they feel valued at this institution (74% and 75% respectively) compared to students with a Christian religious affiliation (82%).

- **Political Ideology:** In 2013 and 2016, a lower percentage of liberal students agree that they belong at this institution compared to moderate or conservative students.

- **Disability:** In 2014 and 2016, a substantially lower percentage of students who disclose having a disability agree that they belong at this institution compared to students who do not report having a disability.

- **Athlete Status:** In 2014, a lower percentage of non-athlete students agree that they belong at this institution (89%) compared to student-athletes (98%).
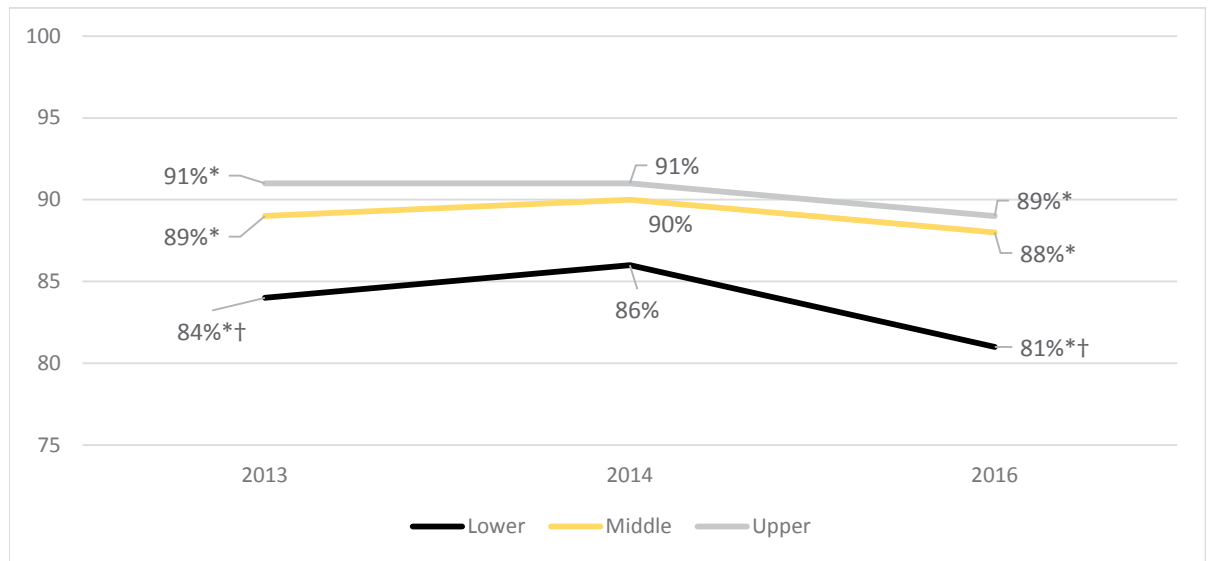
Feel Valued

Figure 11. Percent of Students Agreeing that They Feel Valued as an Individual at this Institution: Overall and by Race/International Student Status in 2013 and 2016
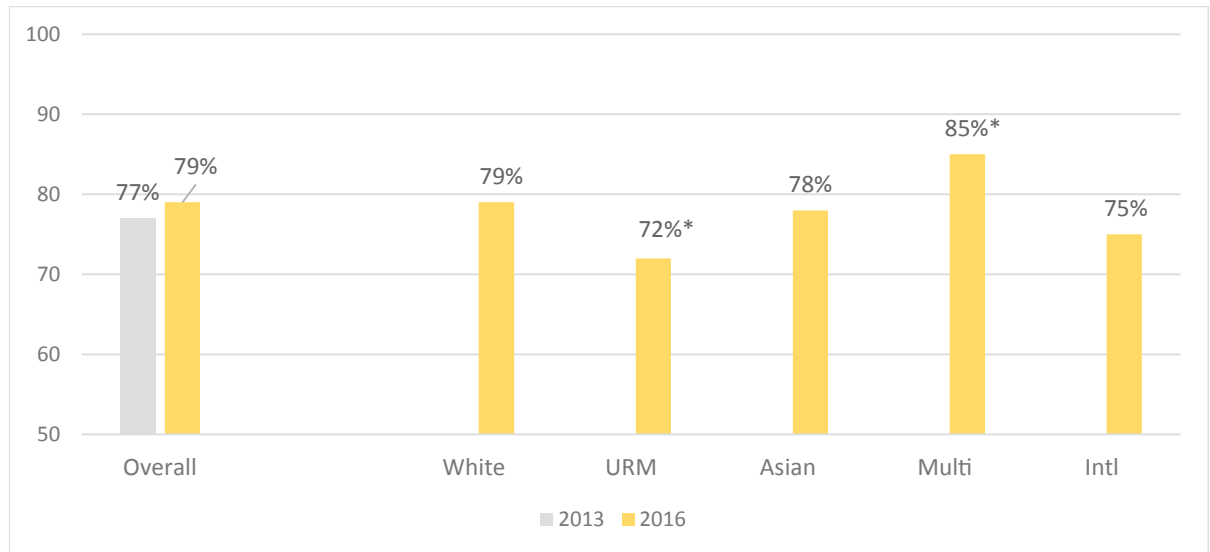
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Figure 12. Percent of Students Agreeing that They Feel Valued as an Individual at this Institution: Self-Perceived Social Class and Parental Education in 2016
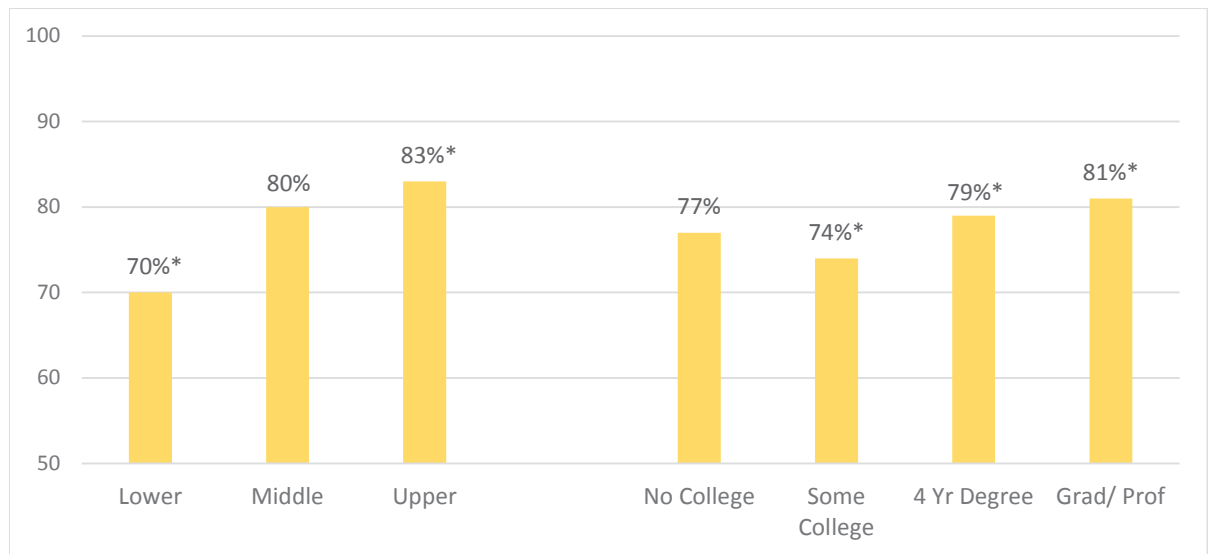
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Feel Valued

Figure 13. Percent of Students Agreeing that They Feel Valued as an Individual at this Institution: Gender and Sexual Orientation in 2016
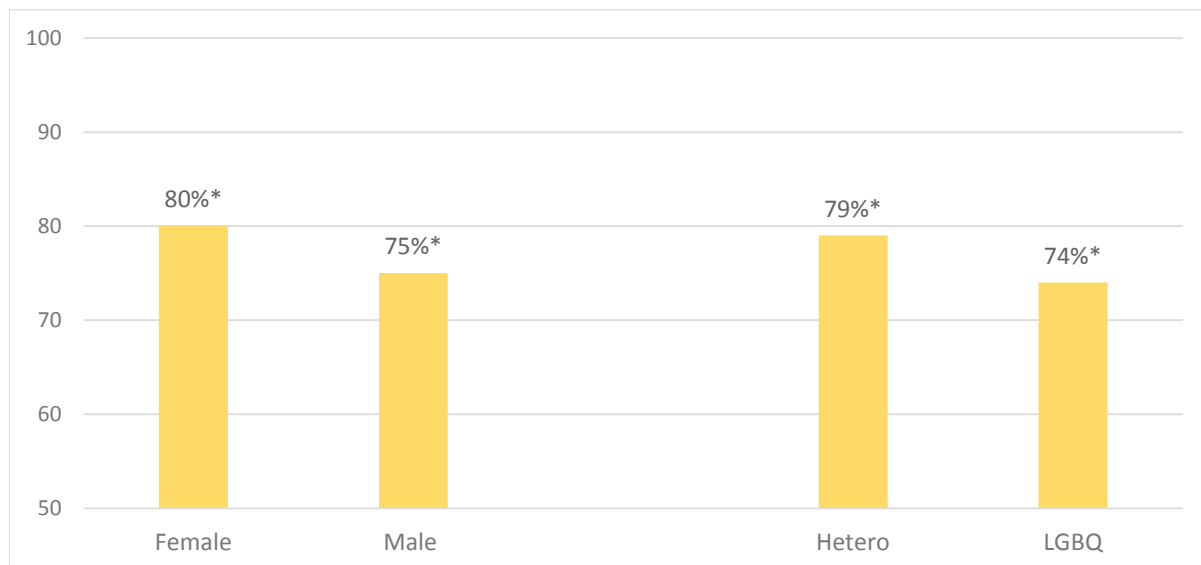
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Figure 14. Percent of Students Agreeing that They Feel Valued as an Individual at this Institution: Religious Affiliation, Political Ideology, and Disability Status in 2016
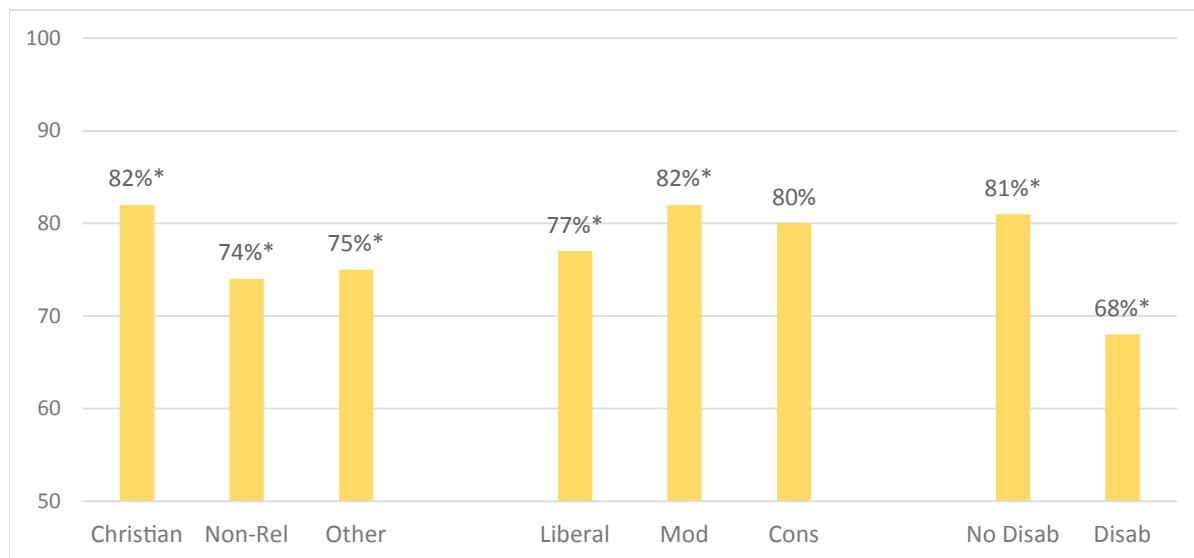
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Perceptions of Belonging

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students agreeing that they belong at this institution from 2013 to 2016.
>
> The following groups <u>decreased significantly</u>:
>
> - Under-represented Racial Minority and White
> - U.S.-born
> - Self-perceived lower class
> - Students whose parents have some college experience and those whose parents have a graduate or professional degree
> - Female
> - Heterosexual
> - Non-Christian religious affiliation
> - Liberal
> - Not disabled
> - Non-athletes

Figure 15. Percent of Students Agreeing that They Belong at this Institution: Overall and by Race/International Student Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
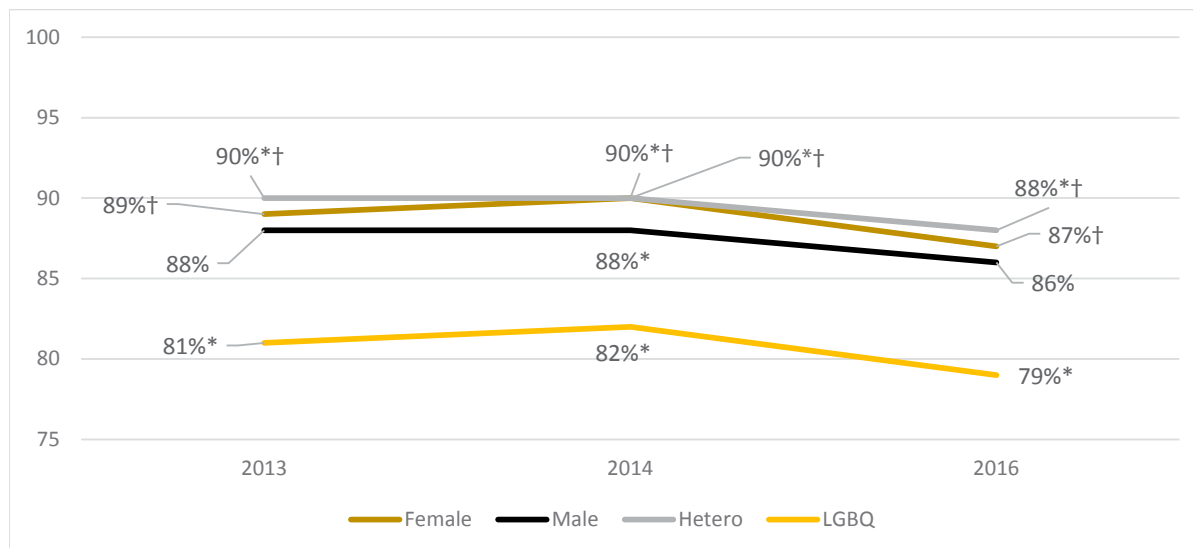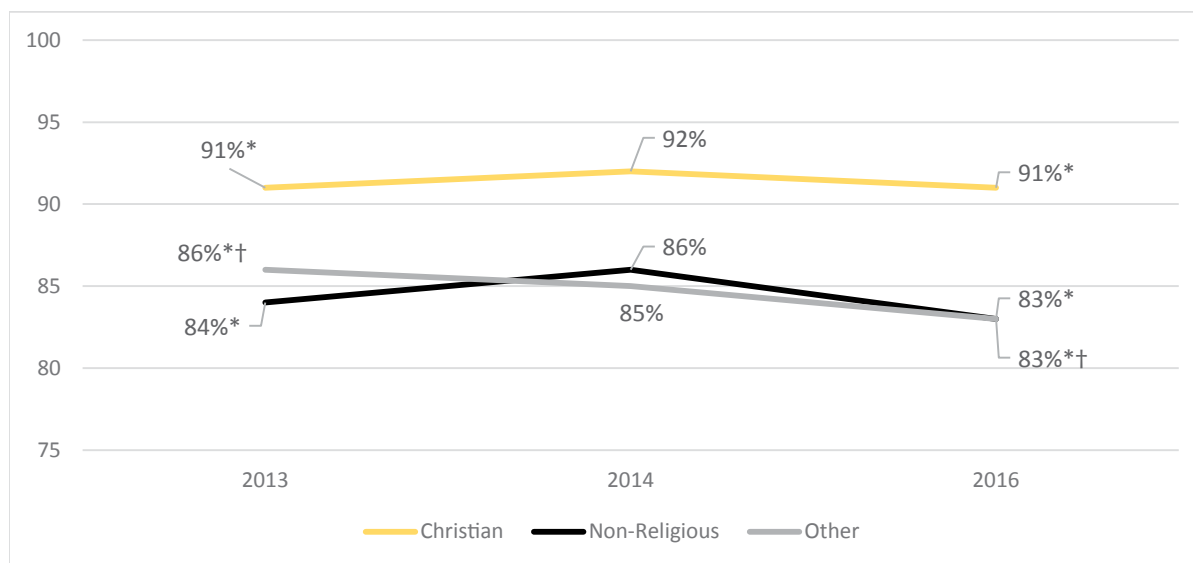
Perceptions of Belonging

Figure 16. Percent of Students Agreeing that They Belong at this Institution: Immigrant Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
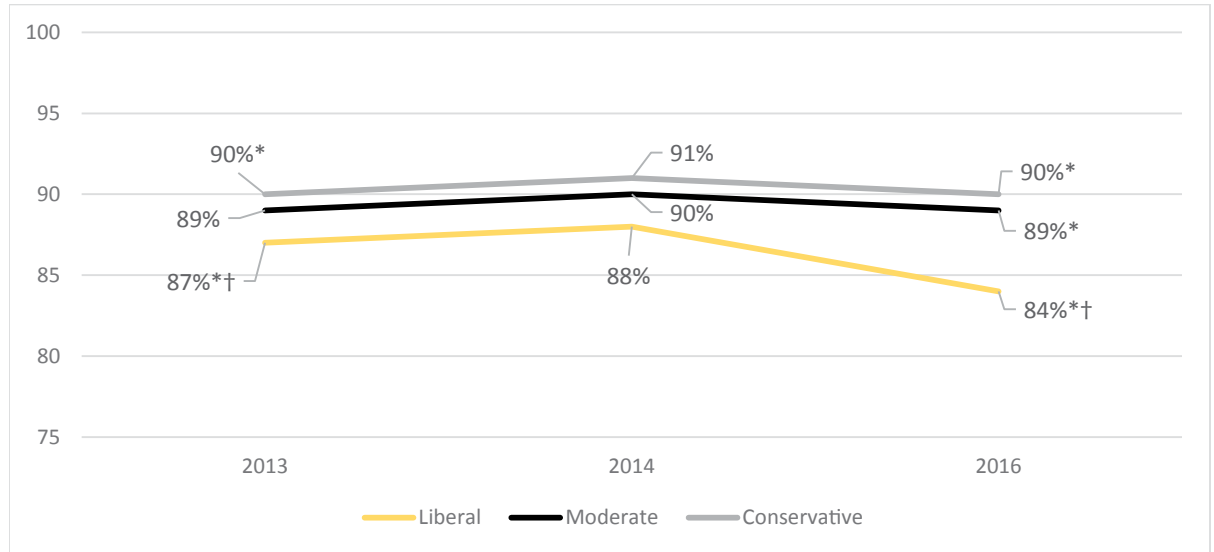
Perceptions of Belonging

Figure 17. Percent of Students Agreeing that They Belong at this Institution: Self-Perceived Social Class, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
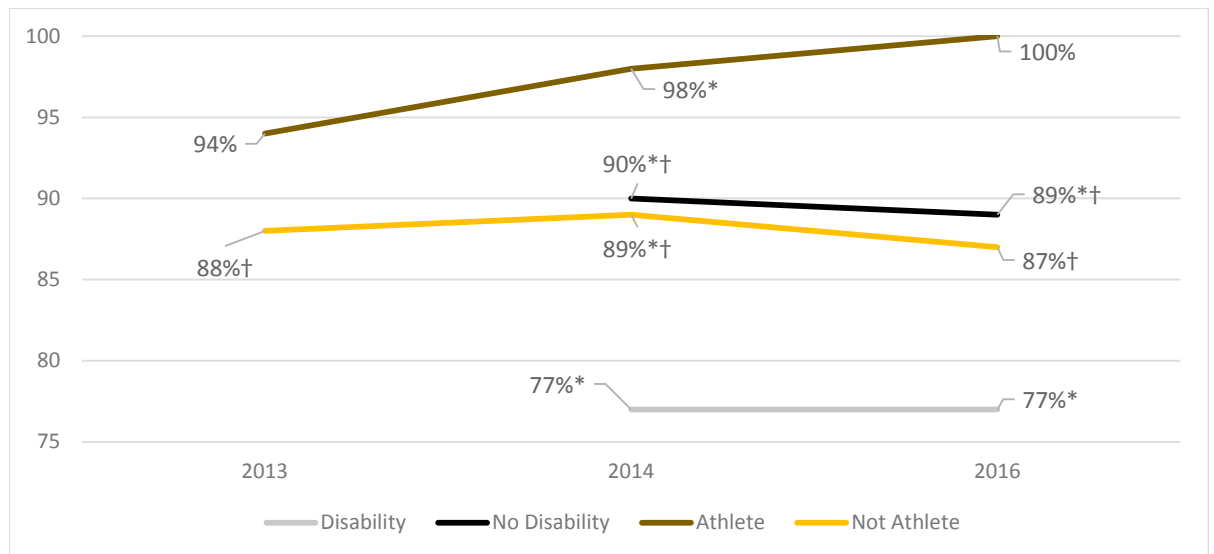
Figure 18. Percent of Students Agreeing that They Belong at this Institution: Parental Education, 2013-2016
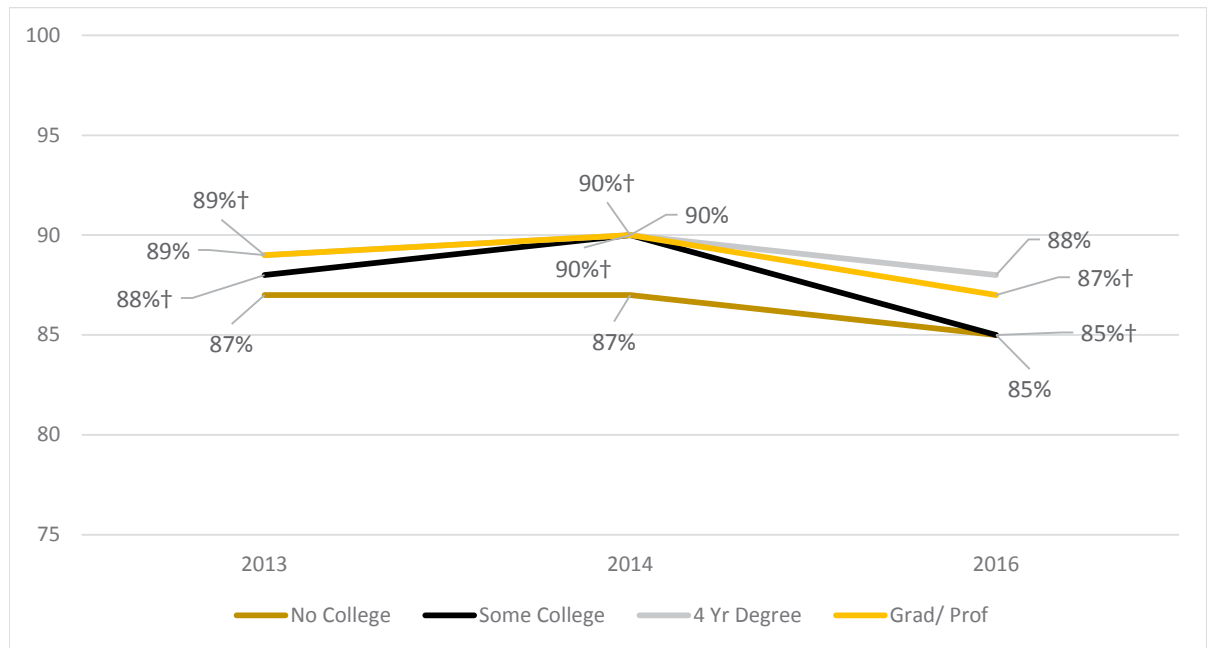
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Belonging

Figure 19. Percent of Students Agreeing that They Belong at this Institution: Gender and Sexual Orientation, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Figure 20. Percent of Students Agreeing that They Belong at this Institution: Religious Affiliation, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Belonging

Figure 21. Percent of Students Agreeing that They Belong at this Institution: Political Ideology, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Figure 22. Percent of Students Agreeing that They Belong at this Institution: Disability and Athletic Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
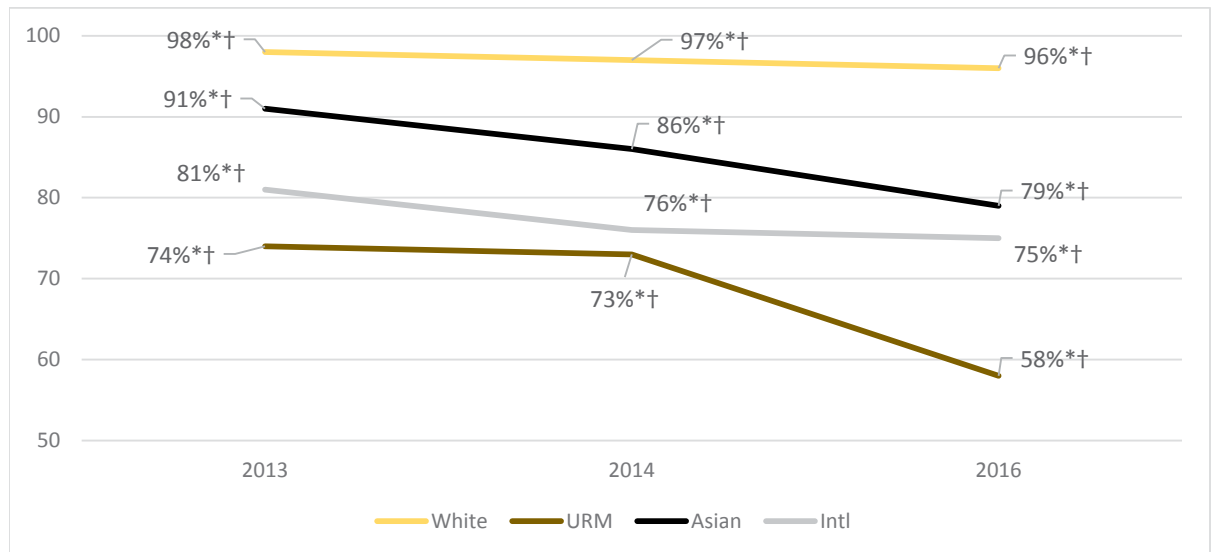
Perceptions of Respect

Race/Ethnicity

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students agreeing that students belonging to their own race/ethnicity are respected on campus from 2013 to 2016.
>
> The following groups <u>decreased significantly</u>:
>
> - Under-represented Racial Minority, White, Asian, and International
> - Immigrant and U.S.-born

Figure 23. Percent of Students Agreeing that Students of Their Own Race/Ethnicity are Respected on Campus: Overall and by Immigrant Status, 2013-2016
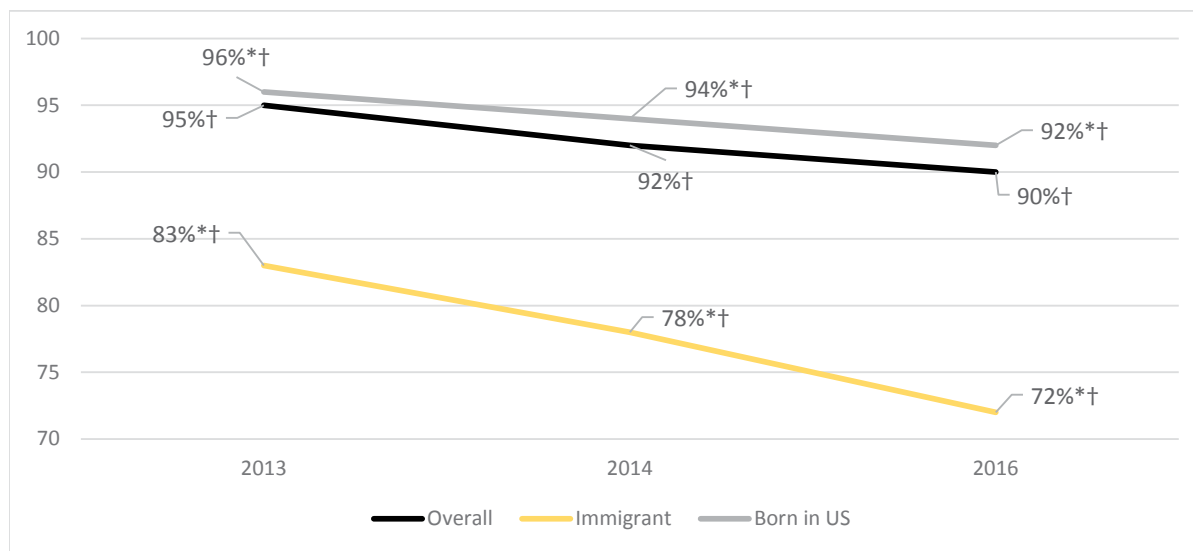
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Race/Ethnicity

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students agreeing that students belonging to their own race/ethnicity are respected on campus from 2013 to 2016.

- **Race/International Student Status:** In 2013, 2014, and 2016, a substantially lower percentage of Under-represented Racial Minority students agree that students belonging to their own race/ethnicity are respected on campus (74% in 2013, 73% in 2014, and 58% in 2016) compared to all other groups. International students also have a substantially lower percentage agreeing that students of their race/ethnicity are respected on campus (81% in 2013, 76% in 2014, and 75% in 2016) compared to Asian and White students. Asian students have higher percentages agreeing that students of their race/ethnicity are respected (91% in 2013, 86% in 2014, and 79% in 2016) compared to URM and International students, but lower than White students (98% in 2013, 97% in 2014, and 96% in 2016).

- **Immigrant Status:** In 2013, 2014, and 2016, a substantially lower percentage of immigrant students agree that students belonging to their own race/ethnicity are respected on campus (83% in 2013, 78% in 2014, and 72% in 2016) compared to U.S.-born students (96% in 2013, 94% in 2014, and 92% in 2016).

Figure 24. Percent of Students Agreeing that Students of Their Own Race/Ethnicity are Respected on Campus: Race/International Student Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
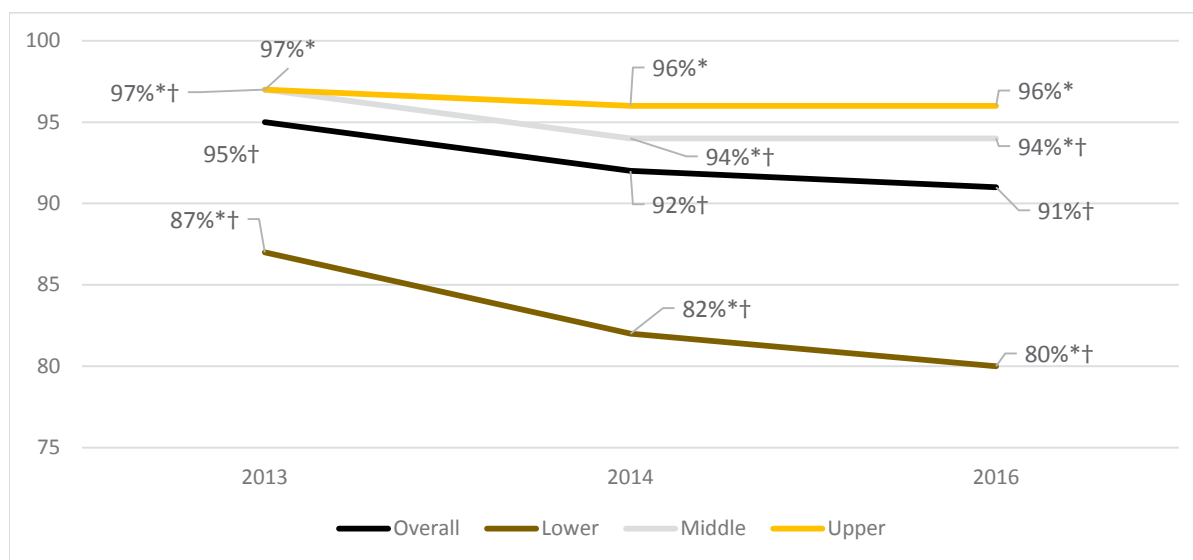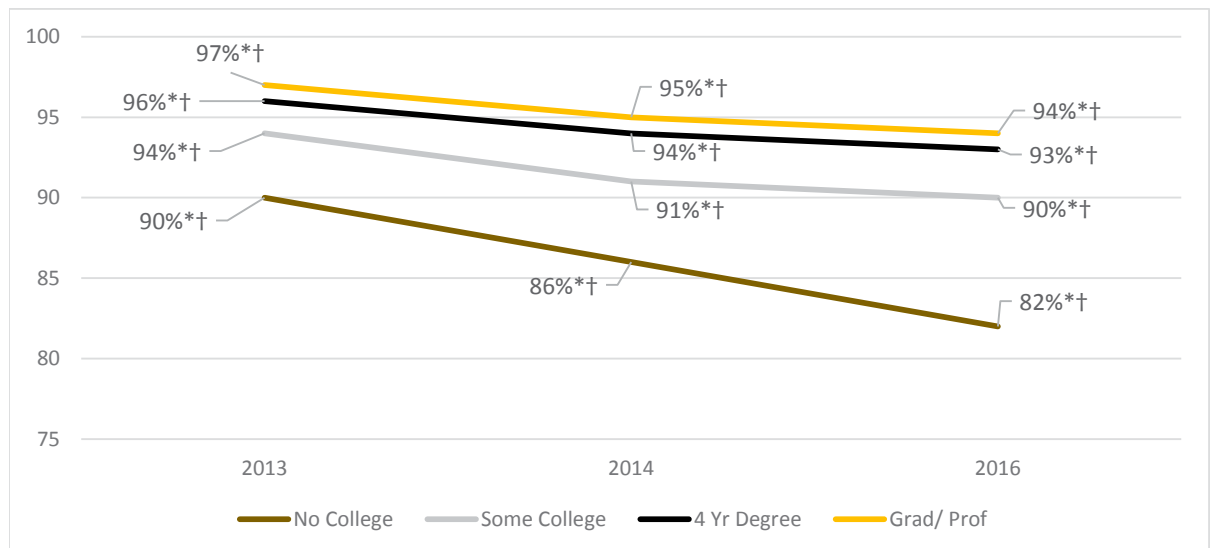
Perceptions of Respect

Socio-economic Status

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students agreeing that students belonging to their own socio-economic status are respected on campus from 2013 to 2016.
>
> The following groups <u>decreased significantly</u>:
>
> - Self-perceived lower and middle class
> - All parental education levels

Figure 25. Percent of Students Agreeing that Students Belonging to Their Socio-economic Status are Respected on Campus: Overall and by Self-Perceived Social Class, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Socio-Economic Status

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students agreeing that students belonging to their own socio-economic status are respected on campus from 2013 to 2016.

- **Self-Perceived Social Class:** In 2013, 2014, and 2016, a substantially lower percentage of lower class students agree that students belonging to their own socio-economic status are respected on campus (87% in 2013, 82% in 2014, and 80% in 2016) compared to middle class (97% in 2013, 94% in 2014, and 94% in 2016) and upper class students (97% in 2013, 96% in 2014, and 96% in 2016).

- **Parental Education:** In 2013, 2014, and 2016, a lower percentage of students whose parents have no college experience agree that students belonging to their own socio-economic status are respected on campus (90% in 2013, 86% in 2014, and 82% in 2016) compared to all other groups. Students whose parents have some college experience also have a lower percentage agreeing that students of their socio-economic status are respected on campus (94% in 2013, 91% in 2014, and 90% in 2016) compared to students whose parents have a four year college degree or advanced degree.

Figure 26. Percent of Students Agreeing that Students Belonging to Their Socio-economic Status are Respected on Campus: Parental Education, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Gender

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students agreeing that students who share their gender are respected on campus from 2013 to 2016.
>
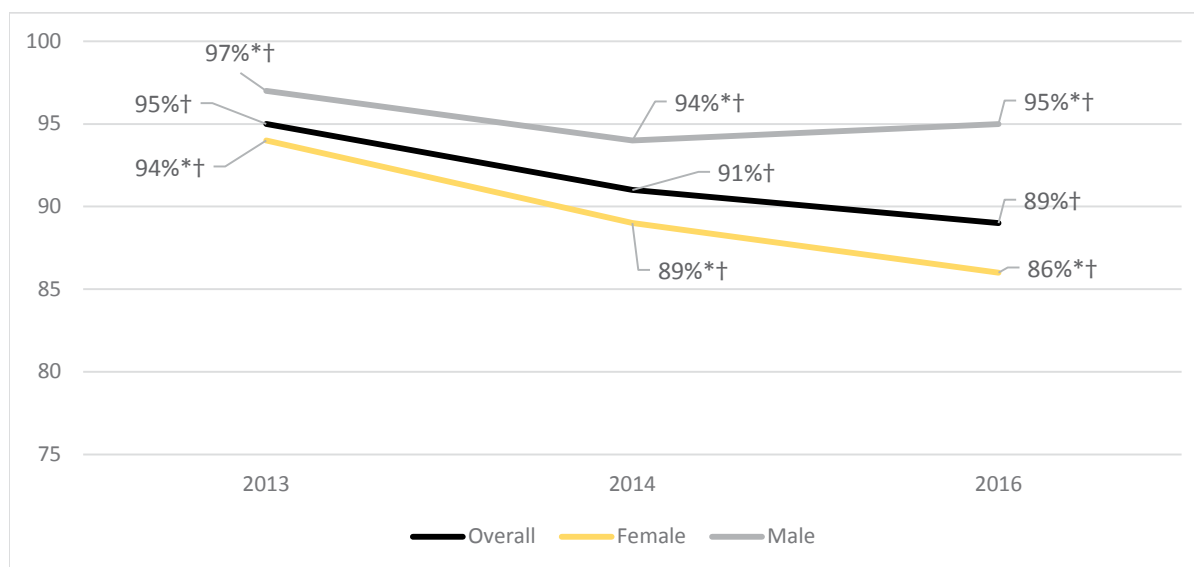> The following group <u>decreased significantly</u>:
>
> - Female

> ### *GROUP DIFFERENCES*
>
> There was a <u>significant difference</u> between male and female in the percentage of students agreeing that students who share their gender are respected on campus from 2013 to 2016.
>
> - **Gender:** In 2013, 2014, and 2016, a lower percentage of female students agree that students who share their gender are respected on campus (94% in 2013, 89% in 2014, and 86% in 2016) compared to male students (97% in 2013, 94% in 2014, and 95% in 2016).

Figure 27. Percent of Students Agreeing that Students Who Share Their Gender are Respected on Campus: Overall and by Gender, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Sexual Orientation

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students agreeing that students who share their sexual orientation are respected on campus from 2013 to 2016.
>
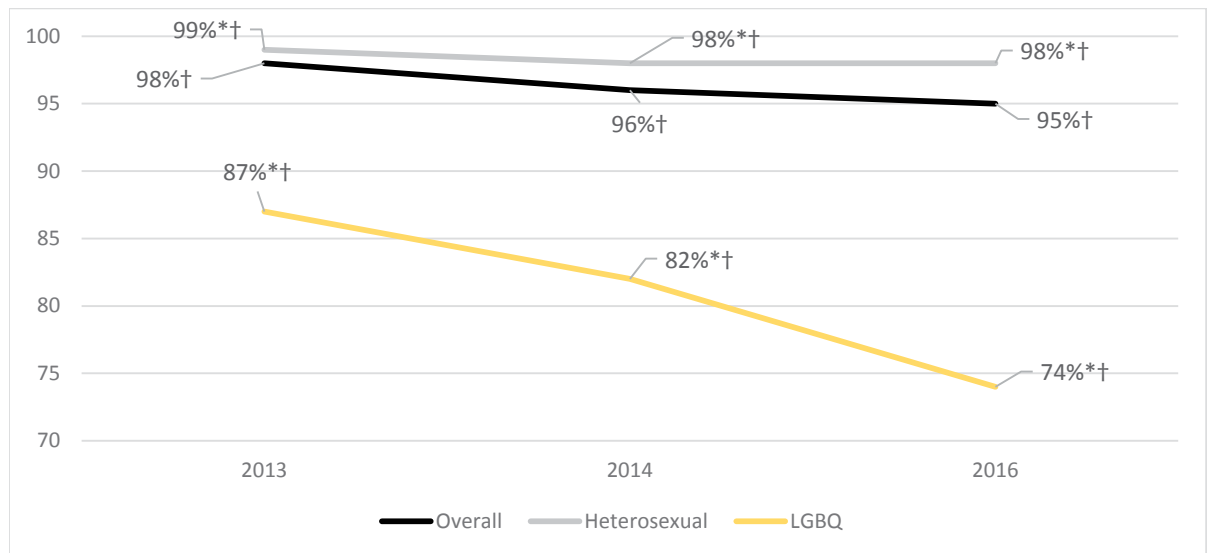> The following groups <u>decreased significantly</u>:
>
> - LGBQ and heterosexual

> ### *GROUP DIFFERENCES*
>
> There was a <u>significant difference</u> between LGBQ and heterosexual in the percentage of students agreeing that students who share their sexual orientation are respected on campus from 2013 to 2016.
>
> - **Sexual Orientation:** In 2013, 2014, and 2016, a lower percentage of LGBQ students agree that students who share their sexual orientation are respected on campus (87% in 2013, 82% in 2014, and 74% in 2016) compared to heterosexual students (99% in 2013, 98% in 2014, and 98% in 2016).

Figure 28. Percent of Students Agreeing that Students Who Share Their Sexual Orientation are Respected on Campus: Overall and by Sexual Orientation, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Religious Beliefs

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students agreeing that students who share their religious beliefs are respected on campus from 2013 to 2016.
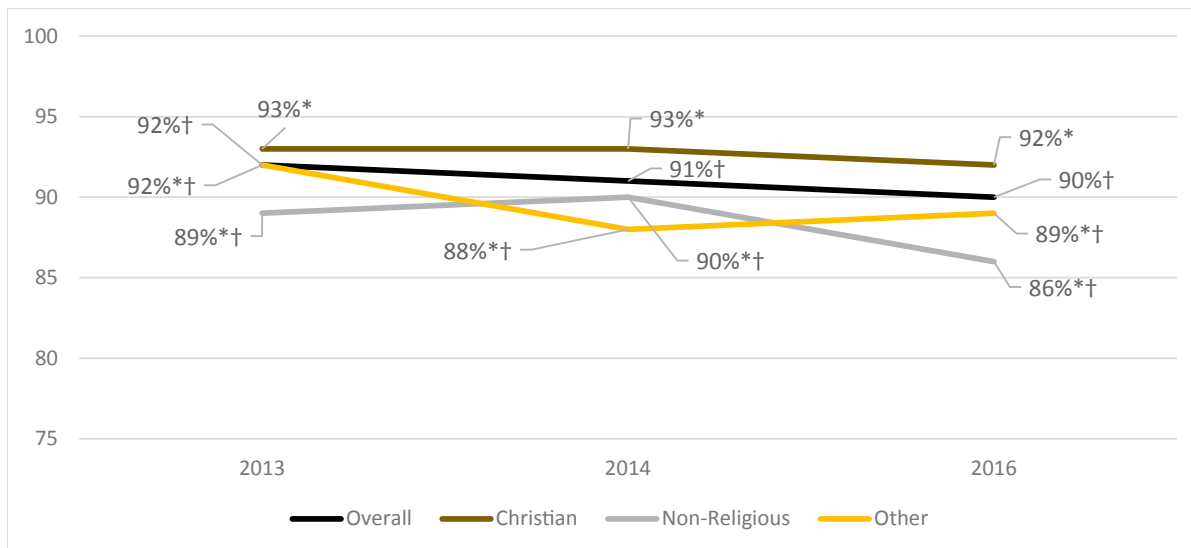>
> The following groups <u>decreased significantly</u>:
>
> - Non-religious and non-Christian religious affiliation

> ### *GROUP DIFFERENCES*
>
> There were <u>significant difference</u> between students with different religious affiliation in the percentage of students agreeing that students who share their religious beliefs are respected on campus from 2013 to 2016.
>
> - **Religious Affiliation:** In 2013, 2014, and 2016, a lower percentage of students who are not religious and who have a non-Christian religious affiliation agree that students who share their religious beliefs are respected on campus compared to Christian students.

Figure 29. Percent of Students Agreeing that Students Who Share Their Religious Beliefs are Respected on Campus: Overall and by Religious Affiliation, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Political Beliefs

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students agreeing that students who share their political beliefs are respected on campus from 2013 to 2016.
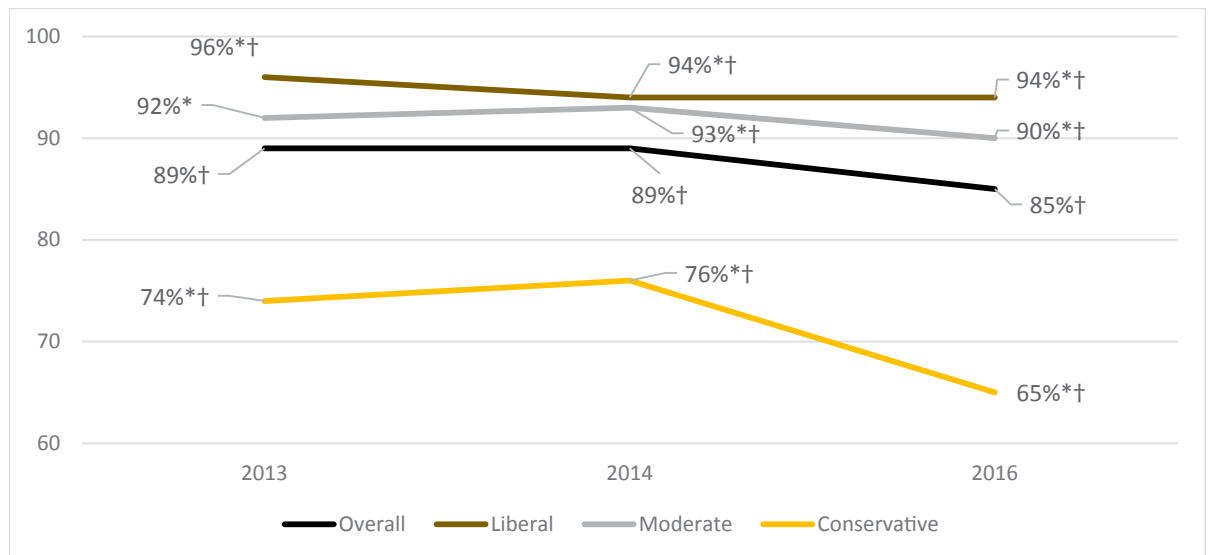>
> The following groups <u>decreased significantly</u>:
>
> - Conservative, moderate, and liberal

> ### *GROUP DIFFERENCES*
>
> There were <u>significant difference</u> between students with different political ideologies in the percentage of students agreeing that students who share their political beliefs are respected on campus from 2013 to 2016.
>
> - **Political Ideology:** In 2013, 2014, and 2016, a lower percentage of students who have a conservative political ideology agree that students who share their political beliefs are respected on campus compared to moderate or liberal students. A lower percentage of moderate students agree that students who share their political beliefs are respected on campus compared to liberal students.

Figure 30. Percent of Students Agreeing that Students Who Share Their Political Beliefs are Respected on Campus: Overall and by Political Ideology, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Immigration Background

CHANGES OVER TIME

There was <u>no significant change</u> in the percentage of students agreeing that students who share their immigration background are respected on campus from 2013 to 2016.

However, the following group <u>decreased significantly</u>:

- Immigrant

GROUP DIFFERENCES

There was a <u>significant difference</u> between students born in the U.S. compared to immigrant students in the percentage of students agreeing that students who share their immigration background are respected on campus from 2013 to 2016.

- **Immigrant Status:** In 2013, 2014, and 2016, a lower percentage of students who are immigrants agree that students who share their immigration background are respected on campus (84% in 2013, 83% in 2014, and 72% in 2016) compared to students born in the U.S. (92% in 2013, 2014, and 2016).

Figure 31. Percent of Students Agreeing that Students Who Share Their Immigration Background are Respected on Campus: Overall and by Immigrant Status, 2013-2016
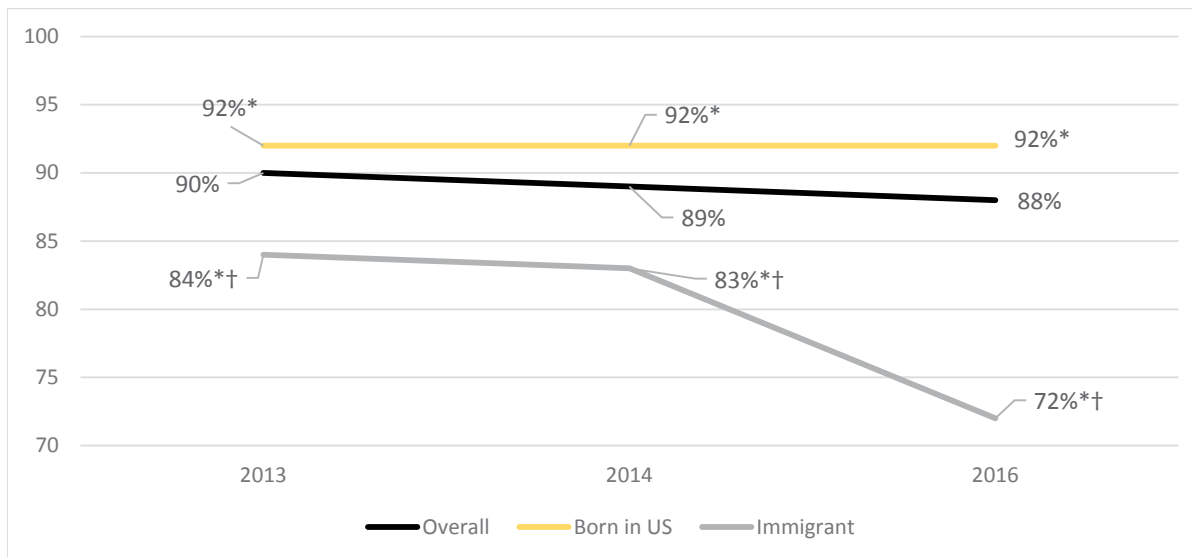
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Perceptions of Respect

Physical, Psychological, or Learning Disability

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students agreeing that students who have a physical, psychological, or learning disability like theirs are respected on campus from 2014 to 2016.

However, there were no significant changes for specific groups.

GROUP DIFFERENCES

There was a <u>significant difference</u> between students who disclose having a disability compared to students who do not in the percentage of students agreeing that students who have a physical, psychological, or learning disability are respected on campus from 2014 to 2016.

- **Disability Status:** In 2014, and 2016, a lower percentage of students who disclose having a disability agree that students who have a physical, psychological, or learning disability like theirs are respected on campus (72% in 2014, and 71% in 2016) compared to students who do not report having a disability (92% in 2014 and 2016).

Figure 32. Percent of Students Agreeing that Students Who Have a Physical, Psychological, or Learning Disability are Respected on Campus: Overall and by Disability Status, 2013–2016
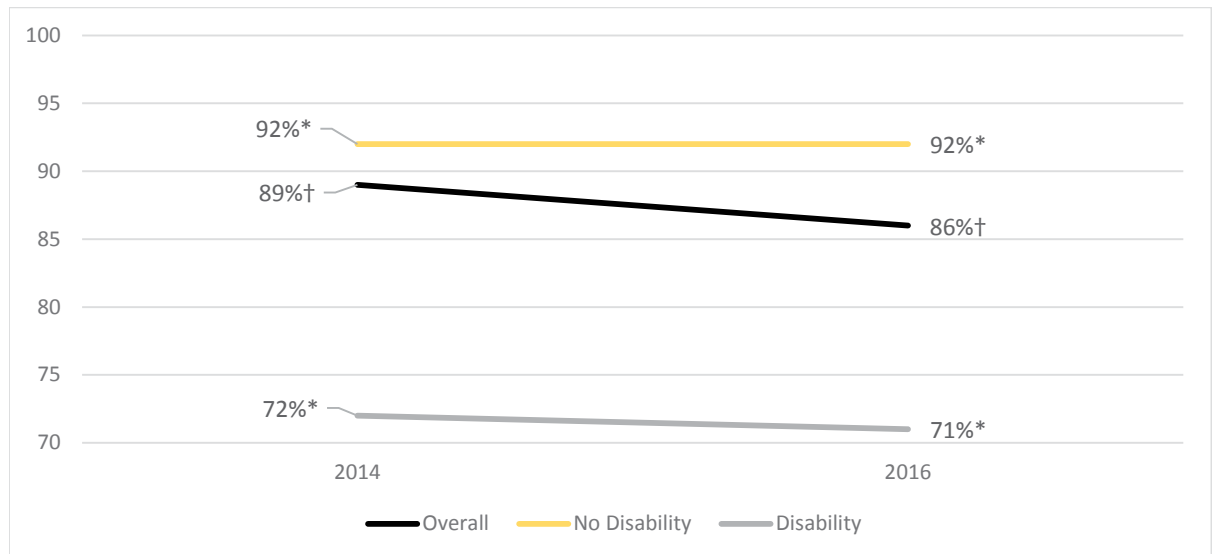
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

3.2 Hearing Negative or Stereotypical Comments

In this section of the report, we analyze questions asking whether students have heard negative or stereotypical comments from three different groups (teaching faculty or instructors, non-teaching staff or administrators, or students) about different social characteristics and topics including: race or ethnicity; gender; sexual orientation; political affiliation, opinions, or beliefs; religion; social class; immigrant background; physical or other observable disability; and learning, psychological, or other disabilities that are not readily apparent.

The analysis presented in this section of the report includes the overall percentage of students at the University of Iowa who report that they have ever heard negative comments. The analysis also includes disaggregated group-specific percentages for these items.

Approximately 12% of respondents in SERU 2013 and 50% of respondents in SERU 2016 were asked how often they heard negative or stereotypical comments from teaching faculty or instructors, non-teaching staff or administrators, or students.

In this academic year, I have heard [teaching faculty or instructors; non-teaching staff or administrators; students] express negative or stereotypical views about:

- Race or ethnicity
- Gender
- Sexual orientation
- Political affiliation, opinions or beliefs
- Religion
- Social class
- Immigrant background
- Physical or other observable disability
- Learning, psychological, or other disabilities that are not readily apparent

Response categories were: never, rarely, occasionally, somewhat often, often, and very often. In the analysis presented in this report, all responses that indicate *ever* hearing a negative or stereotypical comment are combined.

Negative or Stereotypical Comments about Race or Ethnicity Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students
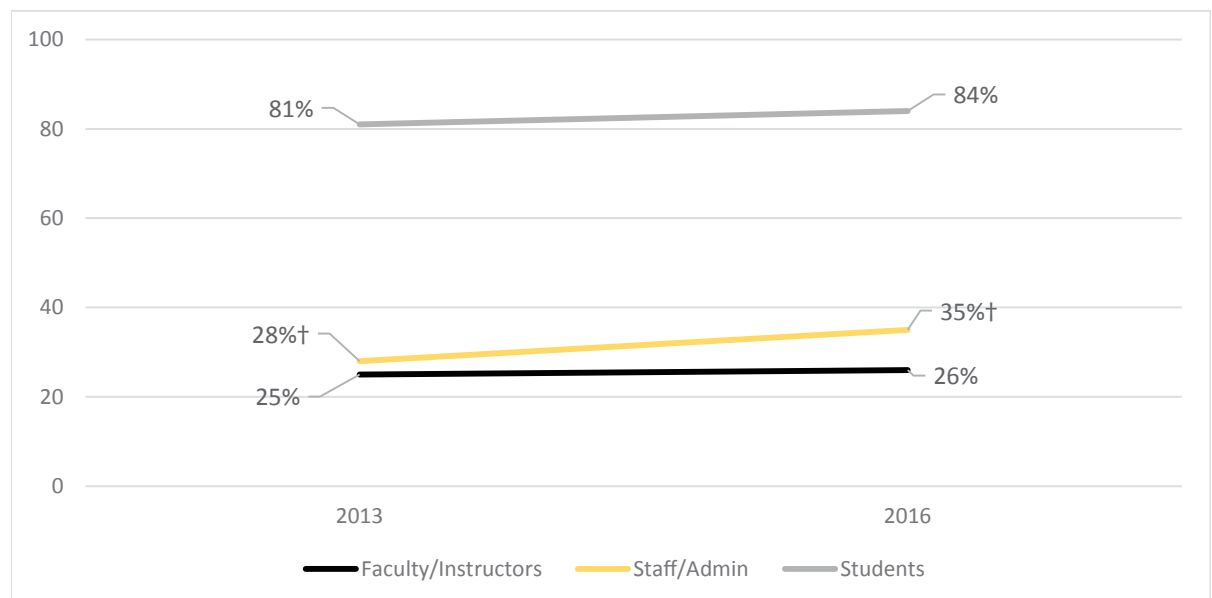
CHANGES OVER TIME

There was a significant increase in the percentage of students indicating that they heard negative or stereotypical comments about *race or ethnicity* from *non-teaching staff or administrators* from 2013 to 2016.

There were not significant changes in the percentage of students indicating that they heard negative or stereotypical comments about *race or ethnicity* from *teaching faculty or instructor* or *students* from 2013 to 2016.

The following groups increased significantly in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Under-represented Racial Minority and White (*non-teaching staff or administrators*)
- U.S.-born (*non-teaching staff or administrators*)
- Self-perceived lower and middle class (*non-teaching staff or administrators*)
- Students whose parents have some college experience but not a bachelor's degree and whose parents have a graduate or professional degree (*non-teaching staff or administrators*)
- Female (*non-teaching staff or administrators*)
- Heterosexual (*non-teaching staff or administrators*); LGBQ (*students*)
- Christian (*non-teaching staff or administrators*)
- Politically moderate and conservative (*non-teaching staff or administrators*); moderate (*students*)
- Non-athletes (*non-teaching staff or administrators*)

Figure 33. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Race or Ethnicity, 2013–2016
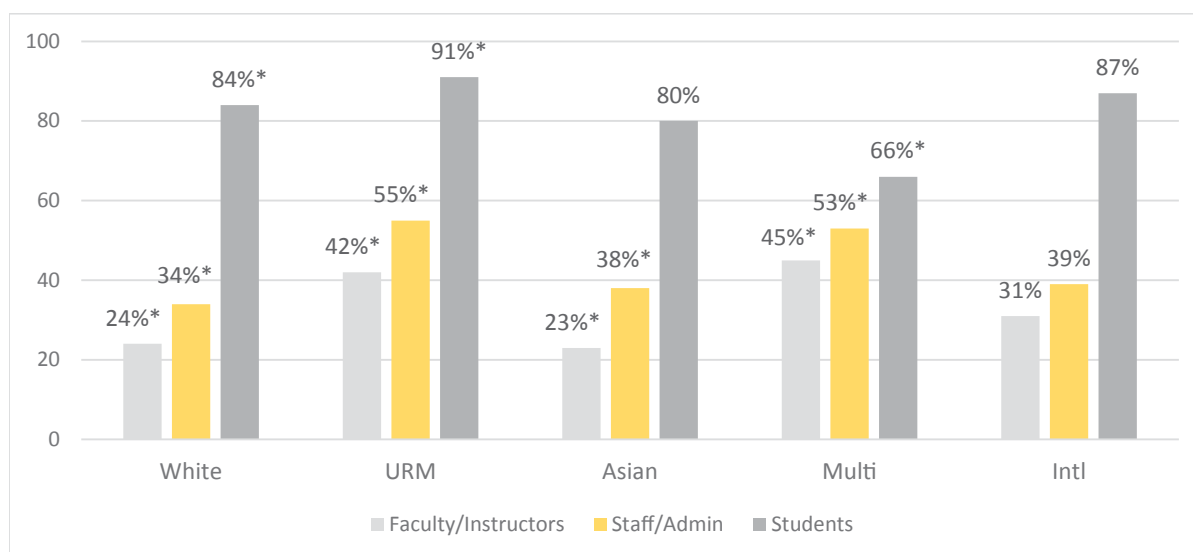

Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments <u>about Race or Ethnicity</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *race or ethnicity* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2013, a higher percentage of International students report ever hearing negative or stereotypical comments about race or ethnicity from *teaching faculty or instructors* (49%) and from *non-teaching staff or administrators* (50%) compared to White students (23% from *teaching faculty or instructors* and 34% from *non-teaching staff or administrators*).

- In 2016, a higher percentage of Multi-racial and Under-represented Racial Minority students report ever hearing negative or stereotypical comments about race or ethnicity from *teaching faculty or instructors* (45% and 42% respectively) and from *non-teaching staff or administrators* (53% and 55% respectively) compared to White and Asian students (24% and 23% respectively from *teaching faculty or instructors* and 34% and 38% respectively for *non-teaching staff or administrators*).

- In 2016, a lower percentage of Multi-racial students report ever hearing negative or stereotypical comments about race or ethnicity from *students* (66%) compared to White students (84%) and Under-represented Racial Minority students (91%).

Figure 34. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Race or Ethnicity by Race/International Student Status, 2016
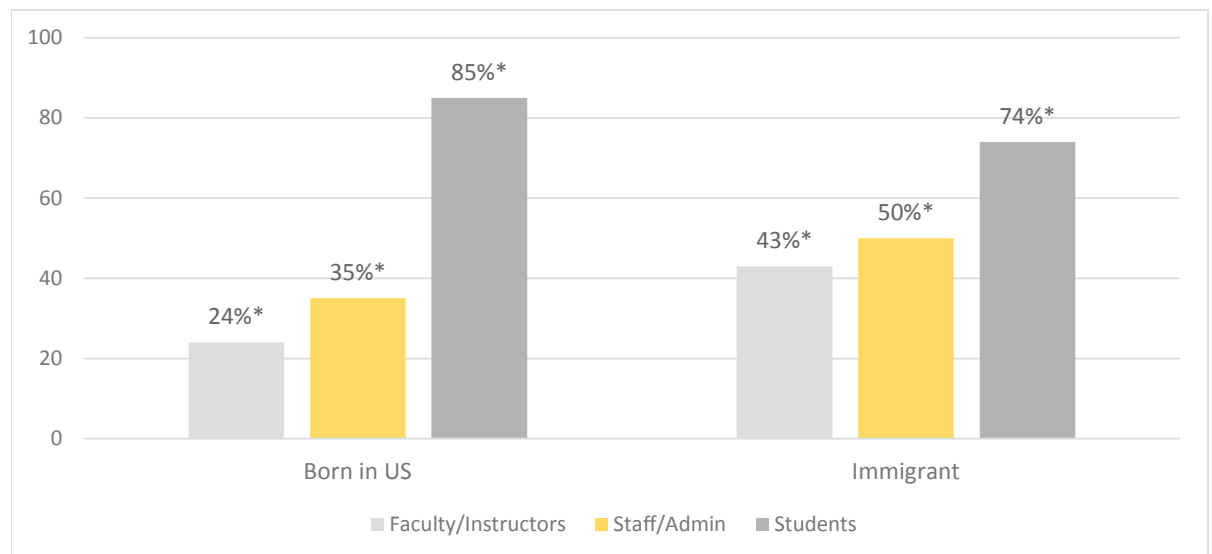

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Race or Ethnicity</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *race or ethnicity* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Immigrant Status**: In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about race or ethnicity from *teaching faculty or instructors* (40% in 2013 and 43% in 2016), compared to students born in the U.S. (24% in 2013 and 2016). In 2013 and 2016, a higher percentage of immigrant students also report ever hearing negative or stereotypical comments about race or ethnicity from *non-teaching staff or administrators* (44% in 2013 and 50% in 2016), compared to students born in the U.S. (26% in 2013 and 35% in 2016).

- However, in 2016, a higher percentage of U.S.-born students report ever hearing negative or stereotypical comments about race or ethnicity from *students* (85%) compared to immigrant students (74%).

- **Self-Perceived Social Class**: In 2016, a higher percentage of upper class students report ever hearing negative or stereotypical comments about race or ethnicity from *students* (86%) compared to lower class students (80%).

- **Parental Education**: In 2016, a lower percentage of students whose parents have no college experience report ever hearing negative or stereotypical comments about race or ethnicity from *students* (71%), compared to students whose parents have some college experience (82%), a four year college degree (86%), or a graduate or professional degree (86%).

Figure 35. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Race or Ethnicity by Immigrant Status, 2016
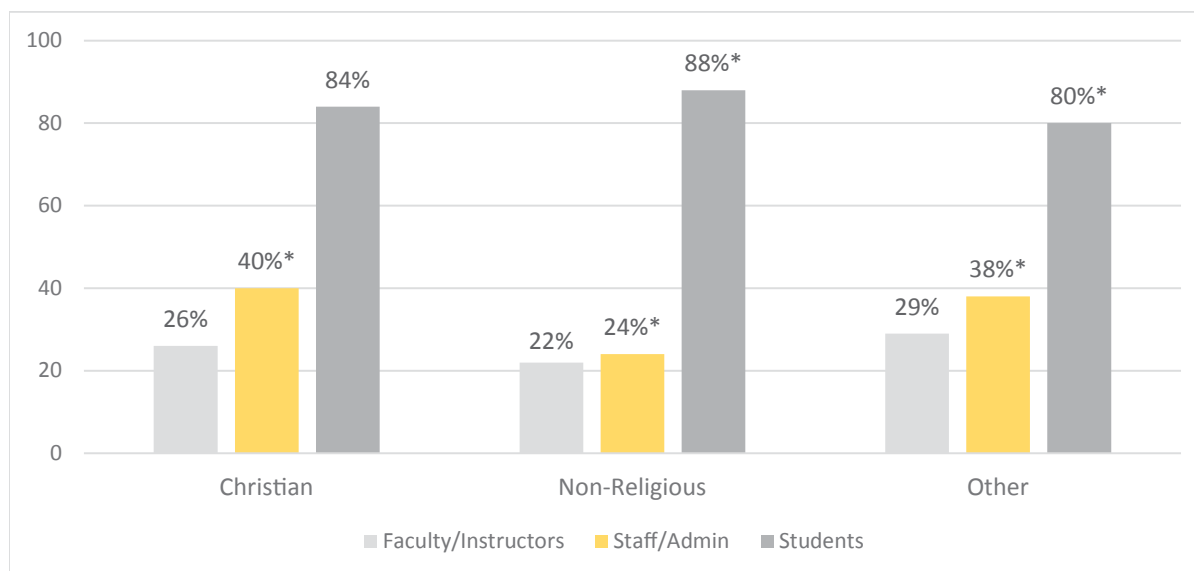

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments about Race or Ethnicity Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several significant differences across groups in the percentage of students indicating that they heard negative or stereotypical comments about *race or ethnicity* from *teaching faculty or instructors, non-teaching staff or administrators*, or *students* from 2013 to 2016.

- **Gender**: In 2013, a higher percentage of male students report ever hearing negative or stereotypical comments about race or ethnicity from *teaching faculty or instructors* (31%) and *non-teaching staff or administrators* (33%) compared to female students (22% and 25% respectively).

- **Sexual Orientation**: In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about race or ethnicity from *students* (91%) compared to heterosexual students (83%).

- **Religious Affiliation**: In 2016, a lower percentage of students who do not have a religious affiliation report ever hearing negative or stereotypical comments about race or ethnicity from *non-teaching staff or administrators* (24%) compared to Christian students (40%) and students with a non-Christian religious affiliation (38%).

- In 2016, a higher percentage of non-religious students report hearing negative or stereotypical comments about race or ethnicity from *students* (88%) compared to students with a non-Christian religious affiliation (80%).

- **Political Ideology**: In 2013 and 2016, a lower percentage of politically liberal students report ever hearing negative or stereotypical comments about race or ethnicity from *students* (86% in 2013 and 87% in 2016) compared to moderate students (73% in 2013 and 80% in 2016).

Figure 36. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Race or Ethnicity by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments about Gender Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students
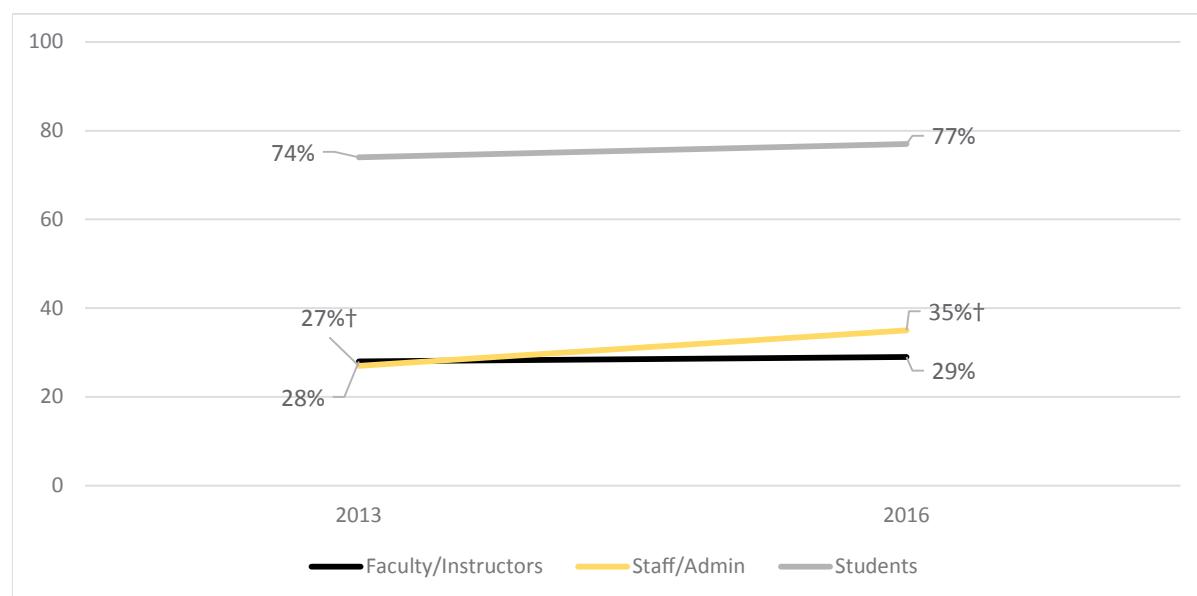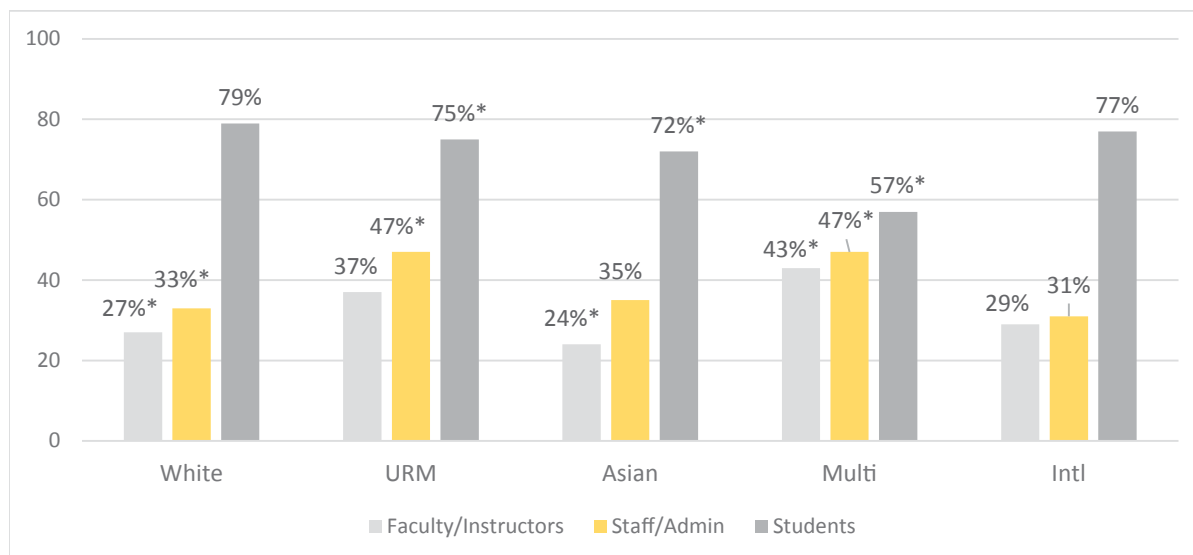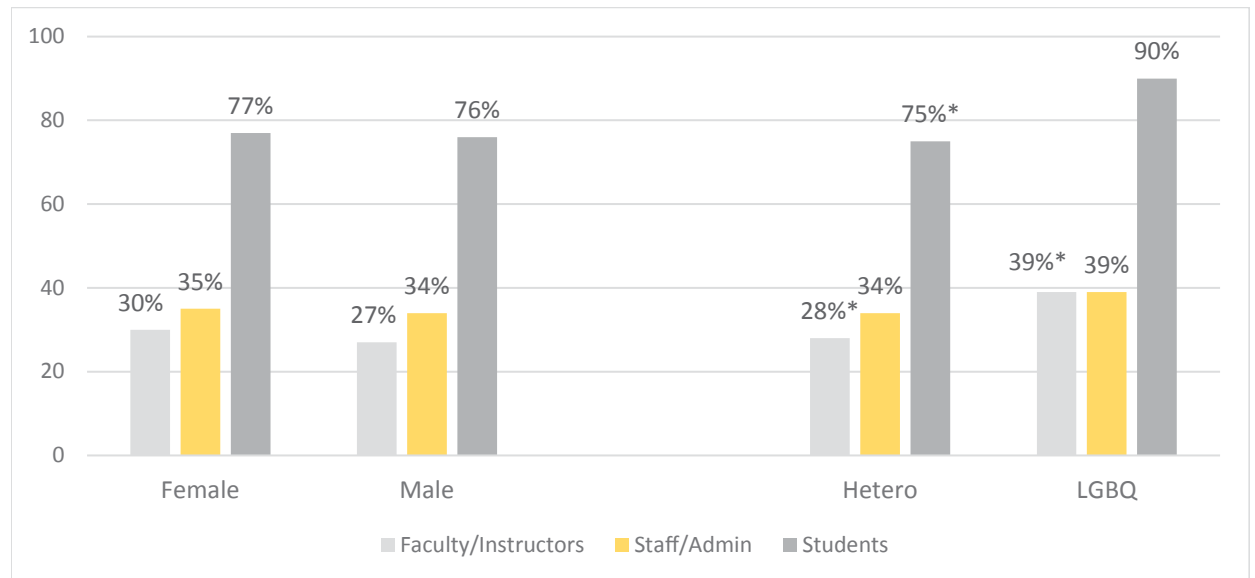
CHANGES OVER TIME

There was a significant increase in the percentage of students indicating that they heard negative or stereotypical comments about gender from non-teaching staff or administrators from 2013 to 2016.

There were not significant changes in the percentage of students indicating that they heard negative or stereotypical comments about gender from teaching faculty or instructors or students from 2013 to 2016.

The following groups increased significantly in hearing negative or stereotypical comments from teaching faculty or instructors, non-teaching staff or administrators, or students.

- Under-represented Racial Minority and White (*non-teaching staff or administrators*)
- U.S.-born (*non-teaching staff or administrators*)
- Self-perceived middle and upper class (*non-teaching staff or administrators*)
- Students whose parents have a graduate or professional degree (*non-teaching staff or administrators*)
- Female (*non-teaching staff or administrators*)
- Heterosexual (non-teaching staff or administrators); LGBQ (*students*)
- Christian (*non-teaching staff or administrators*)
- Politically conservative (*non-teaching staff or administrators*)
- Non-athletes (*non-teaching staff or administrators*)

Figure 37. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Gender, 2013-2016

Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments <u>about Gender</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *gender* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2016, a higher percentage of Multi-racial students report ever hearing negative or stereotypical comments about gender from *teaching faculty or instructors* (43%) compared to White and Asian students (27% and 24% respectively).

- In 2016, a higher percentage of Under-represented Racial Minority and Multi-racial students report ever hearing negative or stereotypical comments about gender from *non-teaching staff or administrators* (47% respectively) compared to White students (33%).

- In 2016, a lower percentage of Multi-racial students report ever hearing negative or stereotypical comments about gender from *students* (57%) compared to White students (79%), Under-represented Racial Minority students (75%), and Asian students (72%).

- **Immigrant Status**: In 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about gender from *teaching faculty or instructors* (39%) and *non-teaching staff and administrators* (44%) compared to students born in the U.S. (28% from *teaching faculty or instructors*, 34% from *non-teaching staff or administrators*).

- However, in 2013 and 2016, a higher percentage of U.S.-born students report ever hearing negative or stereotypical comments about gender from *students* (76% in 2013, 78% in 2016) compared to immigrant students (62% in 2013, 64% in 2016).

Figure 38. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Gender by Race/International Student Status, 2016
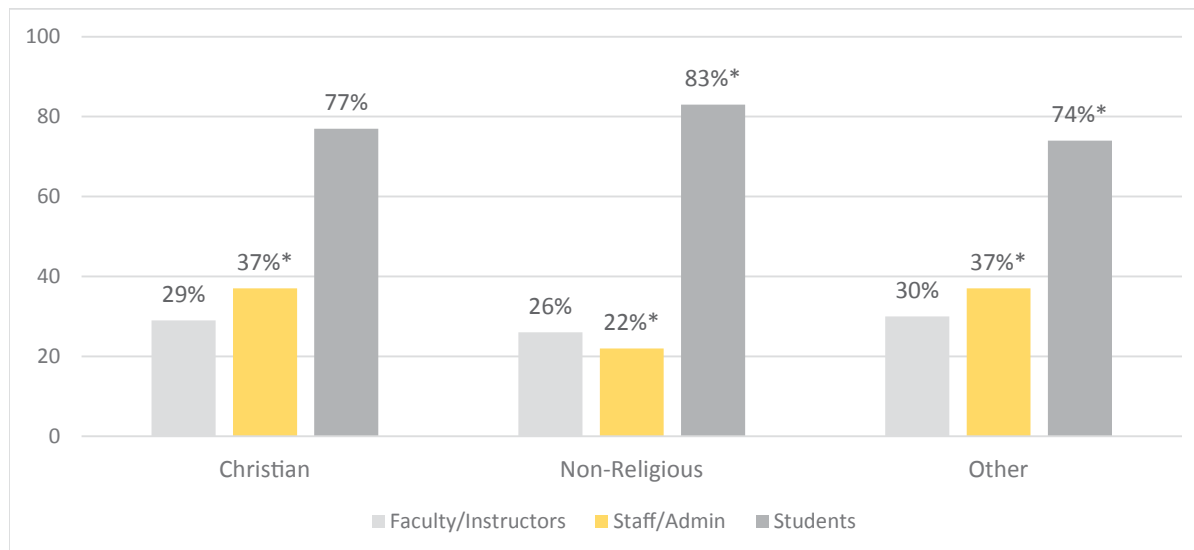

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *gender* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Self-Perceived Social Class**: In 2016, a higher percentage of upper class students report ever hearing negative or stereotypical comments about gender from *non-teaching staff or administrators* (37%) and *students* (80%) compared to lower class students (30% and 72% respectively).

- **Parental Education**: In 2016, a lower percentage of students whose parents have no college experience report ever hearing negative or stereotypical comments about gender from *students* (68%), compared to students whose parents have a four year college degree (78%), or a graduate or professional degree (81%).

- **Sexual Orientation**: In 2016, higher percentage of LGBQ students report ever hearing negative or stereotypical comments about gender from *teaching faculty or instructors* (39%) or *students* (90%) compared to heterosexual students (28% and 75% respectively).

Figure 39. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Gender by Gender and Sexual Orientation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.
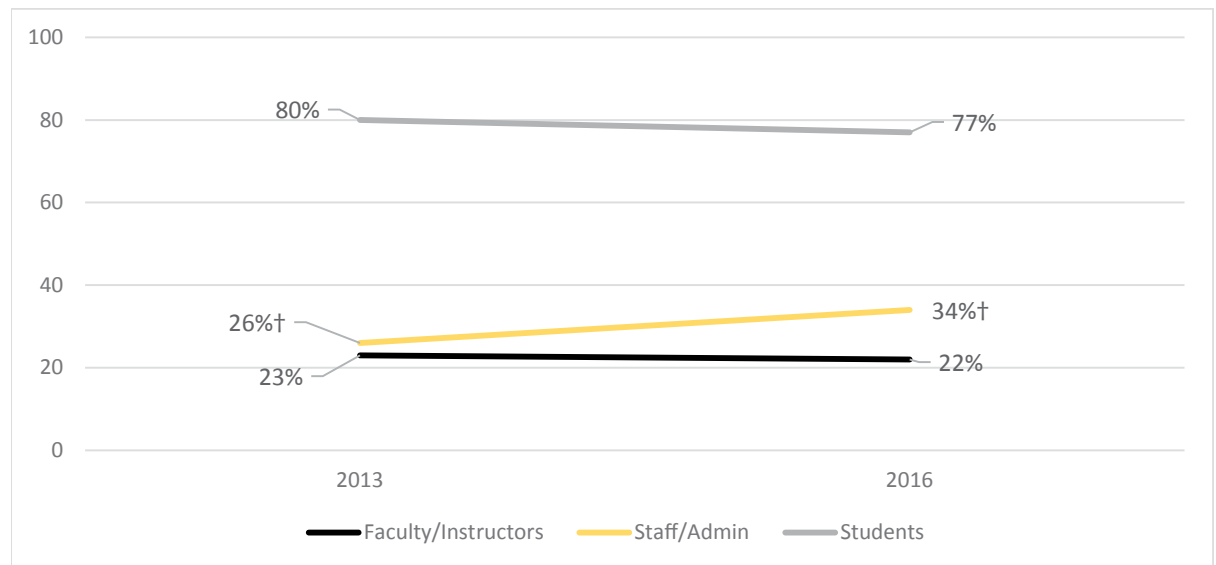
Negative or Stereotypical Comments <u>about Gender</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *gender* from *teaching faculty or instructors, non-teaching staff or administrators*, or *students* from 2013 to 2016.

- **Religious Affiliation**: In 2016, a lower percentage of students who do not have a religious affiliation report ever hearing negative or stereotypical comments about gender from *non-teaching staff or administrators* (22%) compared to Christian students (37%) and students with a non-Christian religious affiliation (37%).

- In 2016, a higher percentage of non-religious students report hearing negative or stereotypical comments about gender from *students* (83%) compared to students with a non-Christian religious affiliation (74%).

- **Political Ideology**: In 2016, a higher percentage of politically liberal students report ever hearing negative or stereotypical comments about gender from *students* (82%) compared to moderate students (74%) and conservative students (73%).

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about gender from *teaching faculty or instructors* (34%) and *students* (85%) compared to students who do not report a disability (27% and 75% respectively).

Figure 40. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Gender by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

> ### *CHANGES OVER TIME*
>
> There was a <u>significant increase</u> in the percentage of students indicating that they heard negative or stereotypical comments about *sexual orientation* from *non-teaching staff or administrators* from 2013 to 2016.
>
> There were <u>not significant changes</u> in the percentage of students indicating that they heard negative or stereotypical comments about *sexual orientation* from *teaching faculty or instructors or students* from 2013 to 2016.
>
> The following groups <u>decreased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators, or students.*
>
> - Under-represented Racial Minority (*students*)
> - Self-perceived lower class (*students*)
> - Students whose parents have no college experience (*students*)
> - Male (*teaching faculty or instructors*)
> - Heterosexual (*students*)

Figure 41. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Sexual Orientation, 2013–2016

Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments about Sexual Orientation Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

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CHANGES OVER TIME

The following groups <u>increased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators, or students.*

- Under-represented Racial Minority and White (*non-teaching staff or administrators*)
- U.S.-born (*non-teaching staff or administrators*)
- Self-perceived middle and upper class (*non-teaching staff or administrators*)
- Students whose parents have a graduate or professional degree (*non-teaching staff or administrators*)
- Female (*non-teaching staff or administrators*)
- Heterosexual (non-teaching staff or administrators); LGBQ (*students*)
- Christian (*non-teaching staff or administrators*)
- Politically conservative (*non-teaching staff or administrators*)
- Non-athletes (*non-teaching staff or administrators*)

Figure 42. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Sexual Orientation by Self-Perceived Social Class, 2013-2016
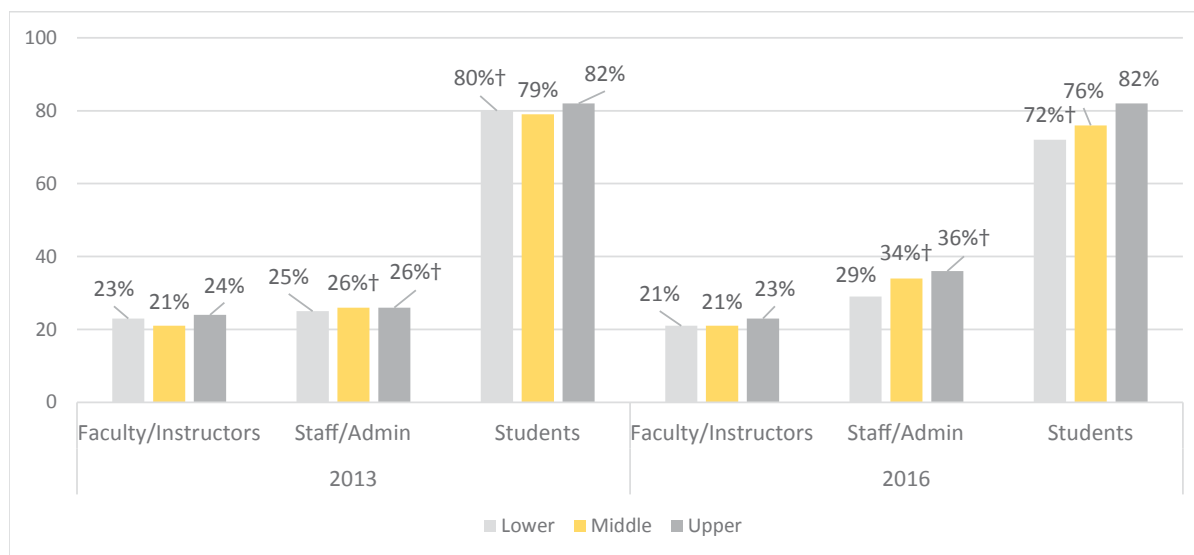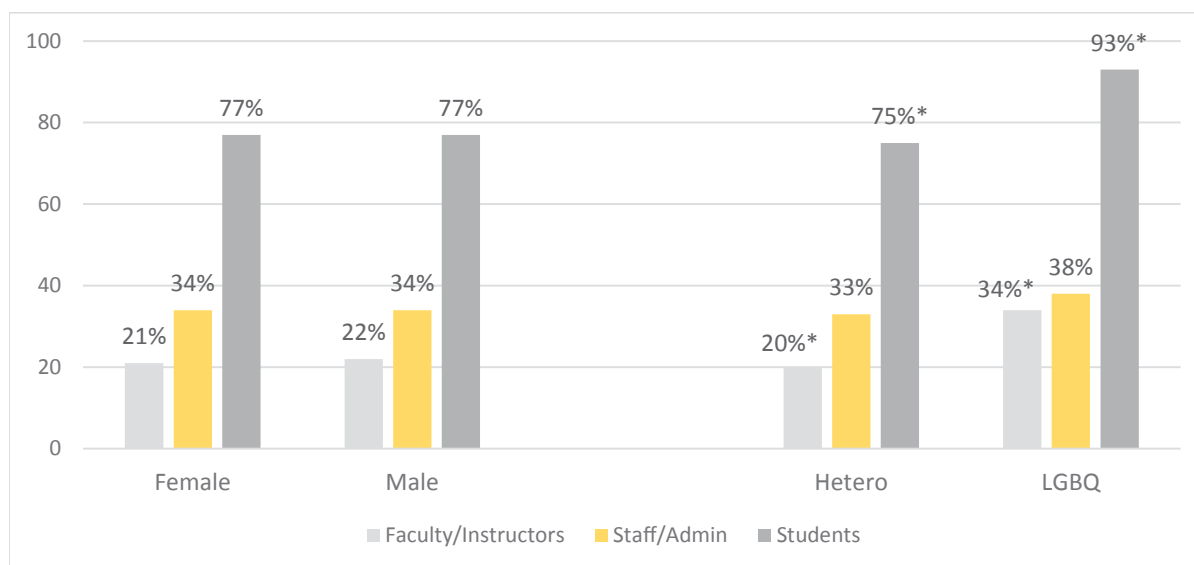

Note: A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about sexual orientation from *teaching faculty or instructors, non-teaching staff or administrators, or students* from 2013 to 2016.

- **Race/International Student Status:** In 2013, a higher percentage of International students report ever hearing negative or stereotypical comments about sexual orientation from *teaching faculty or instructors* (41%) compared to White students (21%). In 2016, a higher percentage of Under-represented Racial Minority students report ever hearing negative or stereotypical comments about sexual orientation from *teaching faculty or instructors* (34%) compared to White or Asian students (20% and 17% respectively).

- In 2016, a higher percentage of Under-represented Racial Minority students report ever hearing negative or stereotypical comments about sexual orientation from *non-teaching staff or administrators* (46%) compared to White students (32%).

- In 2013, a lower percentage of International students report ever hearing negative or stereotypical comments about sexual orientation from students (62%) compared to White students (80%), Under-represented Racial Minority students (93%), and Asian students (91%). In 2016, a lower percentage of Multi-racial students report ever hearing negative or stereotypical comments about sexual orientation from *students* (58%) compared to White students (78%), Under-represented Racial Minority students (75%), and Asian students (74%).

- **Immigrant Status:** In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about sexual orientation from t*eaching faculty or instructors* and from *non-teaching staff* and administrators compared to students born in the U.S.

- However, in 2013 and 2016, a higher percentage of U.S.-born students report ever hearing negative or stereotypical comments about sexual orientation from *students* (81% in 2013, 79% in 2016) compared to immigrant students (69% in 2013, 64% in 2016).

Figure 43. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Sexual Orientation by Race/International Student Status, 2016
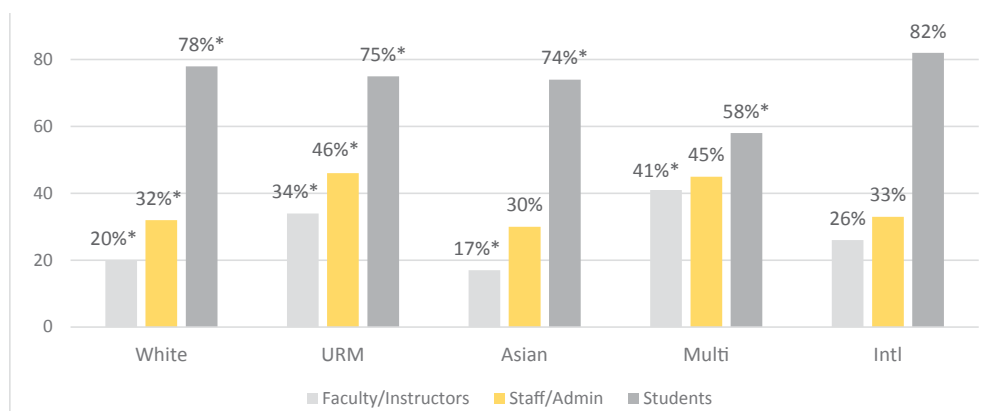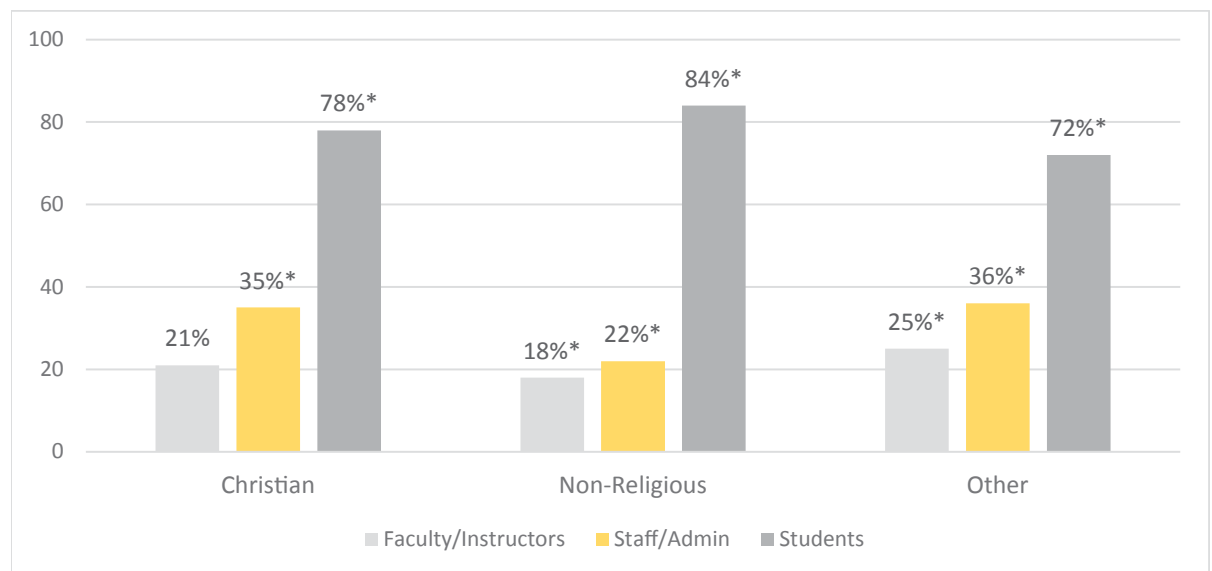

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *sexual orientation* from *teaching faculty or instructors, non-teaching staff or administrators*, or *students* from 2013 to 2016.

- **Self-Perceived Social Class**: In 2016, a higher percentage of upper class students report ever hearing negative or stereotypical comments about sexual orientation from *students* (82%) compared to lower class students (72%) and middle class students (76%).

- **Parental Education**: In 2016, a lower percentage of students whose parents have no college experience report ever hearing negative or stereotypical comments about sexual orientation from *students* (64%), compared to students whose parents have some college experience (73%), a four year college degree (80%), or a graduate or professional degree (81%).

- **Gender**: In 2013, a higher percentage of male students report ever hearing negative or stereotypical comments about sexual orientation from *teaching faculty or instructors* (28%) and *non-teaching staff and administrators* (31%) compared to female students (19% from *teaching faculty or instructors* and 23% from *non-teaching staff and administrators*).

- **Sexual Orientation**: In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about sexual orientation from *teaching faculty or instructors* (34%) or *students* (93%) compared to heterosexual students (20% from *teaching faculty or instructors* and 75% from *students*).

Figure 44. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Sexual Orientation by Gender and Sexual Orientation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Sexual Orientation</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *sexual orientation* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Religious Affiliation**: In 2016, a higher percentage of students who have a non-Christian religious affiliation report ever hearing negative or stereotypical comments about sexual orientation from *teaching faculty or instructors* (25%) compared to Christian students (21%) and non-religious students (18%).

- In 2016, a lower percentage of non-religious students report hearing negative or stereotypical comments about sexual orientation from *non-teaching staff or administrators* (22%) compared to Christian students (35%) and students with a non-Christian religious affiliation (36%).

- In 2016, a lower percentage of students with a non-Christian religious affiliation report hearing negative or stereotypical comments about sexual orientation from *students* (72%) compared to Christian students (78%) and non-religious students (84%).

- **Political Ideology**: In 2016, a higher percentage of politically liberal students report ever hearing negative or stereotypical comments about sexual orientation from *students* (80%) compared to moderate students (74%).

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about sexual orientation from *students* (83%) compared to students who do not report a disability (76%).

Figure 45. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Sexual Orientation by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.
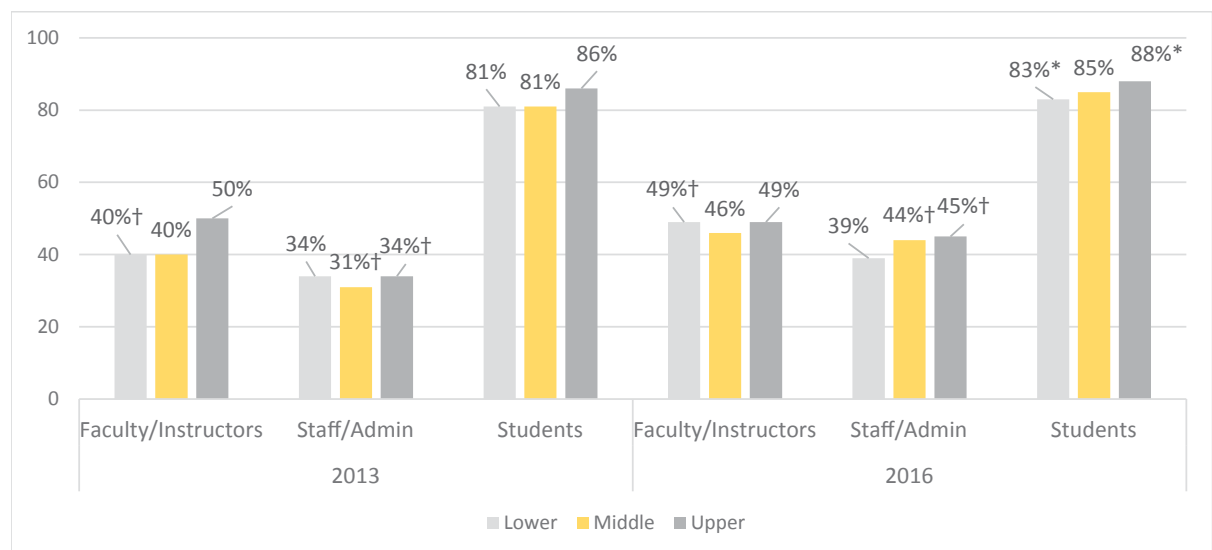
Negative or Stereotypical Comments <u>about Political Affiliation, Opinions, or Beliefs</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

CHANGES OVER TIME

There were <u>significant increase</u> in the percentage of students indicating that they heard negative or stereotypical comments about *political affiliation, opinions, or beliefs* from *teaching faculty or instructors, non-teaching staff or administrators* and *students* from 2013 to 2016.

The following groups <u>decreased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators*, or *students*.

- Asian (*teaching faculty or instructors*)
- Students whose parents have no college experience (*students*)
- Male (t*eaching faculty or instructors*)
- Heterosexual (*students*)

Figure 46. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Political Affiliation, Opinions, or Beliefs, 2013-2016
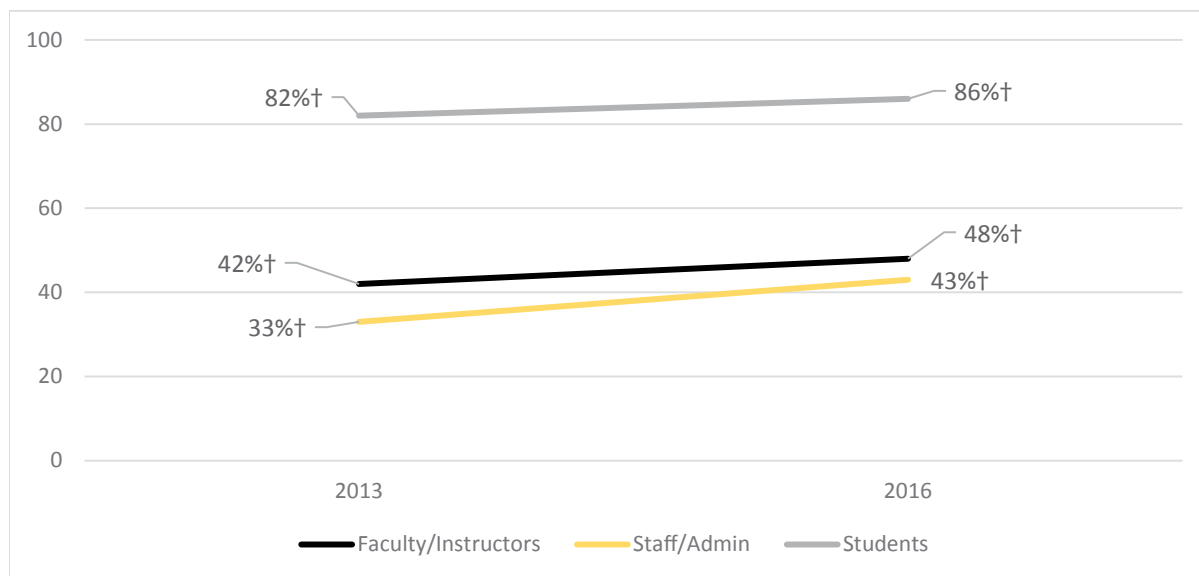
Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments <u>about Political Affiliation, Opinions, or Beliefs</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

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CHANGES OVER TIME

The following groups <u>increased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Under-represented Racial Minority and White (*teaching faculty or instructors; non-teaching staff or administrators*); White (*students*)
- U.S.-born (*teaching faculty or instructors; non-teaching staff or administrators;* and *students*)
- Self-perceived lower class (*teaching faculty or instructors*); self-perceived middle and upper class (*non-teaching staff or administrators*)
- Students whose parents have some college experience or a graduate or professional degree (*non-teaching staff or administrators*); students whose parents have a graduate or professional degree (*students*)
- Female (*teaching faculty or instructors; non-teaching staff or administrators*)
- Heterosexual (*non-teaching staff or administrators*); LGBQ (*students*)
- Christian (*teaching faculty or instructors; non-teaching staff or administrators;* and *students*); Non-religious (*students*)
- Politically conservative (*teaching faculty or instructors; non-teaching staff or administrators*); politically moderate (*non-teaching staff or administrators*)
- Non-athletes (*teaching faculty or instructors; non-teaching staff or administrators;* and *students*)

Figure 47. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Political Affiliation, Opinions, or Beliefs, by Self-Perceived Social Class, 2013-2016
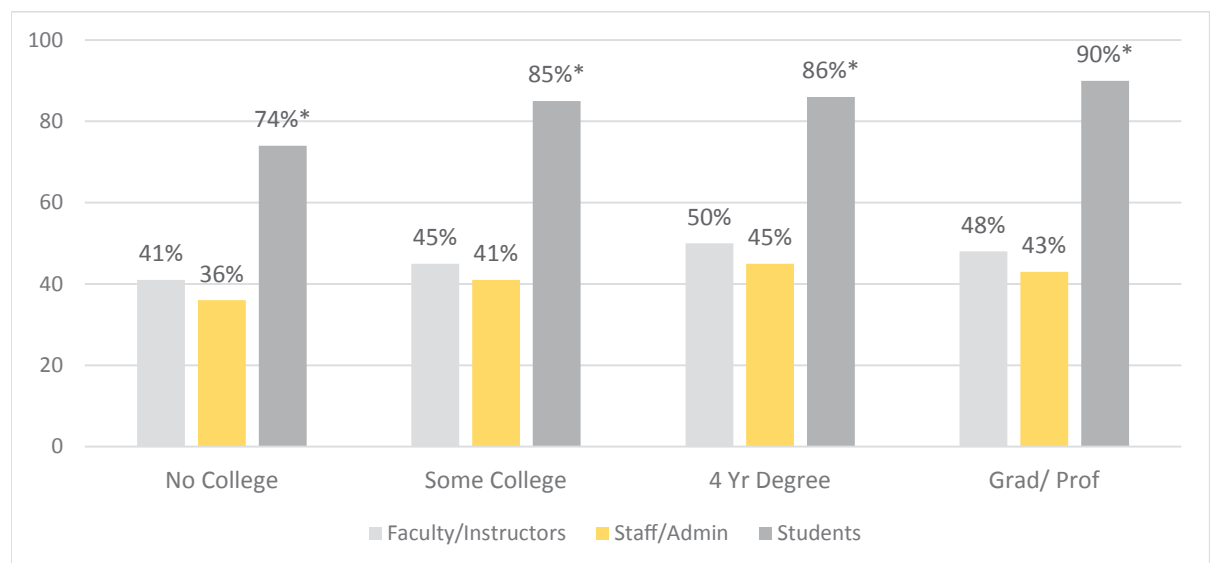

Note: A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *political affiliation, opinions, or beliefs* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2016, a higher percentage of Under-represented Racial Minority students report ever hearing negative or stereotypical comments about political beliefs from *teaching faculty or instructors* (55%) compared to Asian students (36%).

- In 2016, a higher percentage of Under-represented Racial Minority students report ever hearing negative or stereotypical comments about political beliefs from *non-teaching staff or administrators* (57%) compared to White students (42%) and Asian students (36%).

- In 2013, a lower percentage of International students report ever hearing negative or stereotypical comments about political beliefs from *students* (60%) compared to White students (84%), Under-represented Racial Minority students (85%), and Asian students (88%). In 2016, a lower percentage of Multi-racial students report ever hearing negative or stereotypical comments about political beliefs from *students* (60%) compared to White students (88%), Under-represented Racial Minority students (85%), and Asian students (79%).

- **Immigrant Status**: In 2013, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about political beliefs from *teaching faculty or instructors* (57%) and from *non-teaching staff and administrators* (44%) compared to students born in the U.S. (41% and 31% respectively).

- However, in 2013 and 2016, a higher percentage of U.S.-born students report ever hearing negative or stereotypical comments about political beliefs from *students* (84% in 2013, 88% in 2016) compared to immigrant students (68% in 2013, 69% in 2016).

Figure 48. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Political Affiliation, Opinions, or Beliefs by Race/International Student Status, 2016
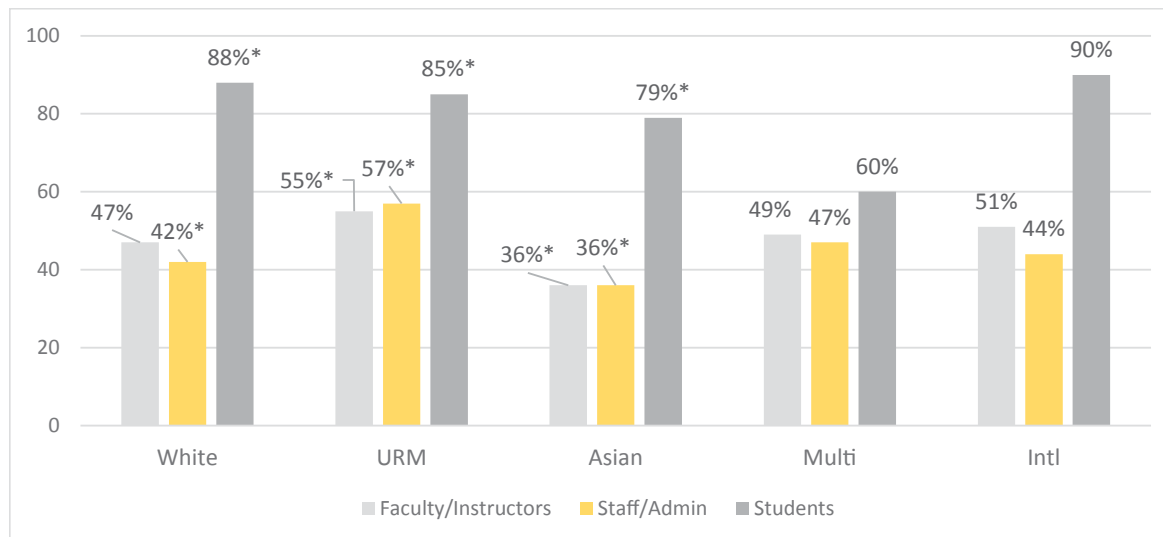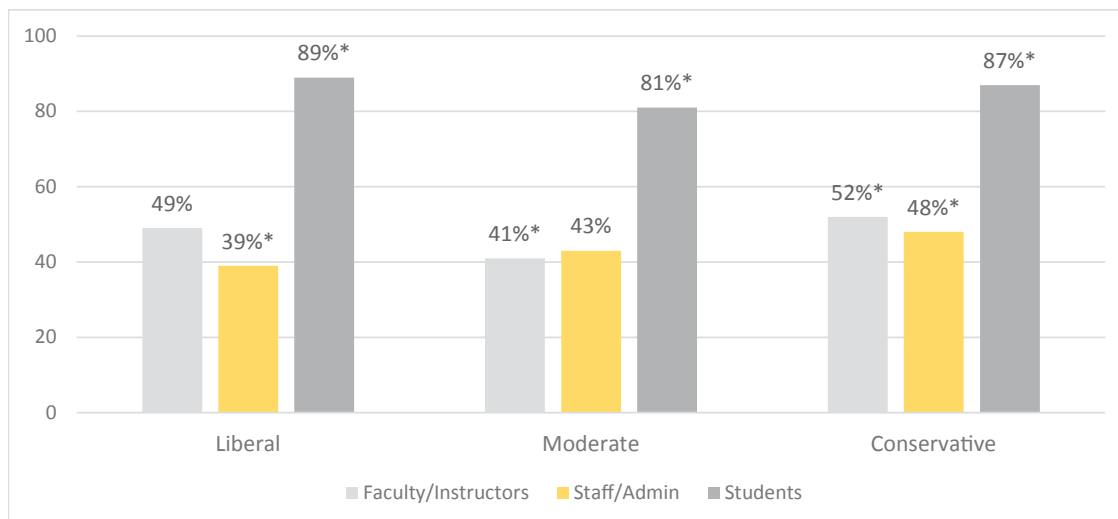

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Political Affiliation, Opinions, or Beliefs</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *political affiliation, opinions, or beliefs* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Self-Perceived Social Class**: In 2016, a higher percentage of upper class students report ever hearing negative or stereotypical comments about political beliefs from *students* (88%) compared to lower class students (83%).

- **Parental Education**: In 2016, a lower percentage of students whose parents have no college experience report ever hearing negative or stereotypical comments about political beliefs from *students* (74%), compared to students whose parents have some college experience (85%), a four year college degree (86%), or a graduate or professional degree (90%).

- **Gender**: In 2013, a higher percentage of male students report ever hearing negative or stereotypical comments about political beliefs from *teaching faculty or instructors* (48%) and *non-teaching staff and administrators* (39%) compared to female students (39% from *teaching faculty or instructors* and 29% from *non-teaching staff and administrators*).

- **Sexual Orientation**: In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about political beliefs from *teaching faculty or instructors* (61%) or *students* (93%) compared to heterosexual students (46% from *teaching faculty or instructors* and 85% from *students*).

Figure 49. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Political Affiliation, Opinions, or Beliefs by Parental Education, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Political Affiliation, Opinions, or Beliefs</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students
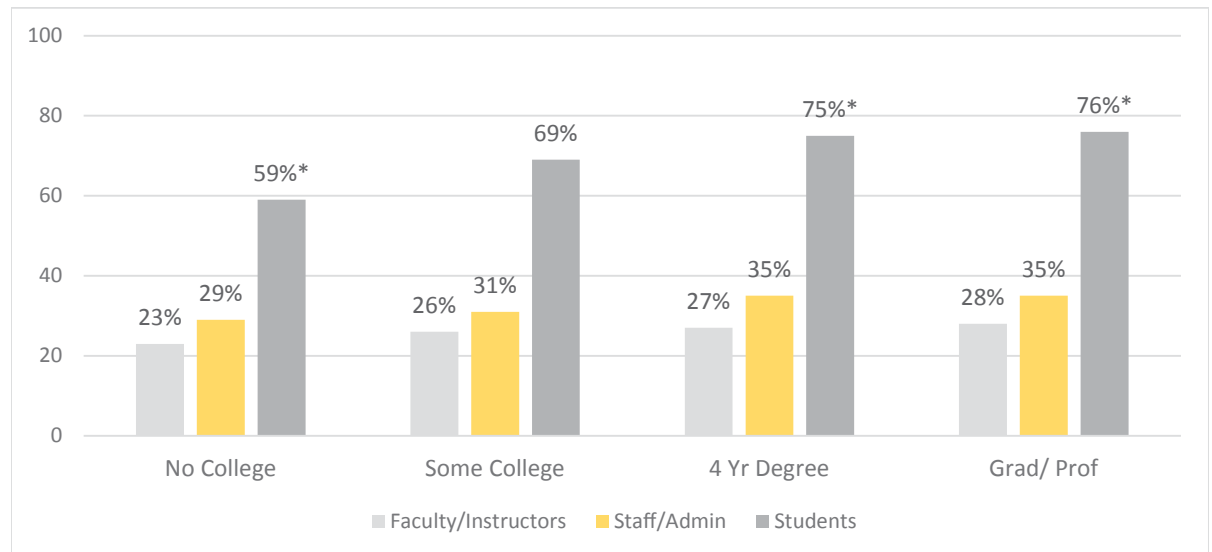
GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *political affiliation, opinions, or beliefs* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Religious Affiliation**: In 2016, a lower percentage of non-religious students report hearing negative or stereotypical comments about political beliefs from *non-teaching staff or administrators* (30%) compared to Christian students (47%) and students with a non-Christian religious affiliation (43%).

- In 2016, a lower percentage of students with a non-Christian religious affiliation report hearing negative or stereotypical comments about political beliefs from *students* (81%) compared to Christian students (87%) and non-religious students (91%).

- **Political Ideology**: In 2016, a lower percentage of politically moderate students report ever hearing negative or stereotypical comments about political beliefs from *teaching faculty or instructors* (41%) compared to politically conservative students (52%).

- In 2016, a higher percentage of politically conservative students report ever hearing negative or stereotypical comments about political beliefs from *non-teaching staff or administrators* (48%) compared to liberal students (39%).

- In 2013 and 2016, a lower percentage of politically moderate students report ever hearing negative or stereotypical comments about political beliefs from *students* compared to liberal and conservative students.

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about political beliefs from *teaching faculty or instructors, non-teaching staff or administrators,* and *students* compared to students who do not report a disability.

Figure 50. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Sexual Orientation by Political Ideology, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments about Religion Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

CHANGES OVER TIME

There was a significant increase in the percentage of students indicating that they heard negative or stereotypical comments about *religion* from *non-teaching staff or administrators* from 2013 to 2016.

There were not significant changes in the percentage of students indicating that they heard negative or stereotypical comments about *religion* from *teaching faculty or instructors* or *students* from 2013 to 2016.

The following groups decreased significantly in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Asian (*teaching faculty or instructors*)
- Students who have a non-Christian religious affiliation (*students*)

The following groups increased significantly in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Under-represented Racial Minority and White (*non-teaching staff or administrators*)
- U.S.-born (*non-teaching staff or administrators*)
- Self-perceived upper class (*non-teaching staff or administrators*)
- Students whose parents have a graduate or professional degree (*non-teaching staff or administrators*)
- Female (*non-teaching staff or administrators*)
- Heterosexual (*non-teaching staff or administrators*)
- Christian (*non-teaching staff or administrators*)
- Politically conservative (*non-teaching staff or administrators*)
- Non-athletes (*non-teaching staff or administrators*)

Figure 51. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Religion, 2013-2016
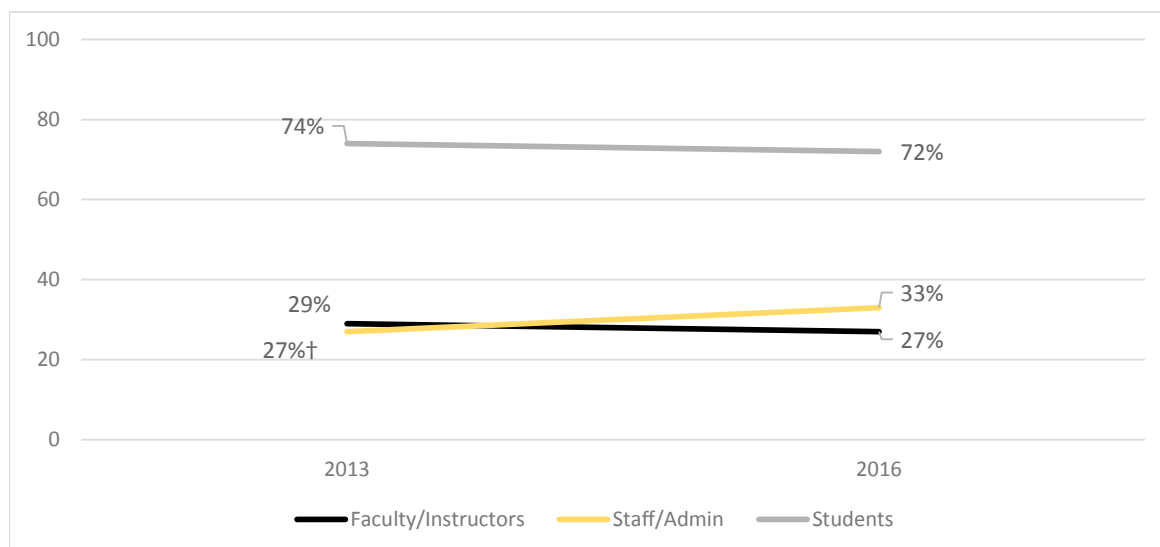
Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments <u>about Religion</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students
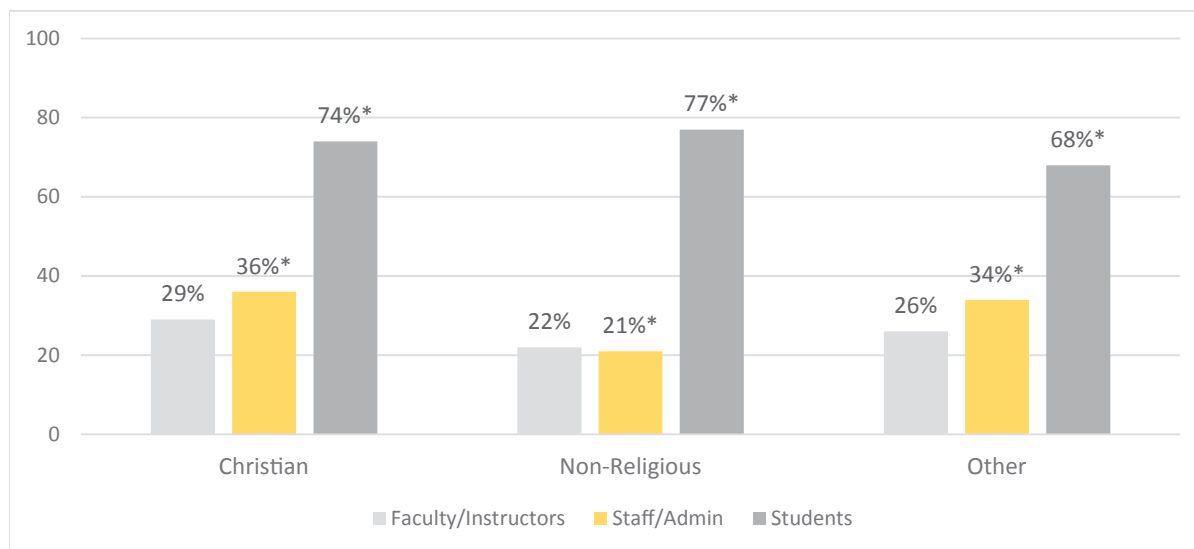
GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *religion* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2013, a higher percentage of International students report ever hearing negative or stereotypical comments about religion from *teaching faculty or instructors* (47%) and *non-teaching staff and administrator* (46%) compared to White students (27% and 25% respectively). In 2016, a higher percentage of Multi-racial students report ever hearing negative or stereotypical comments about religion from *teaching faculty or instructors* (41%) compared to White students (26%) or Asian students (21%).

- In 2016, a lower percentage of White students report ever hearing negative or stereotypical comments about religion from *non-teaching staff or administrators* (32%) compared to Under-represented Racial Minority students (46%) and Asian students (30%).

- In 2016, a higher percentage of White and Under-represented Racial Minority students report ever hearing negative or stereotypical comments about religion from *students* compared to Asian and Multi-racial students.

- **Immigrant Status**: In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about religion from *teaching faculty or instructors* and from *non-teaching staff and administrators* compared to students born in the U.S.

- However, in 2016, a higher percentage of U.S.-born students report ever hearing negative or stereotypical comments about religion from *students* (74%) compared to immigrant students (61%).

Figure 52. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Religion by Race/International Student Status, 2016
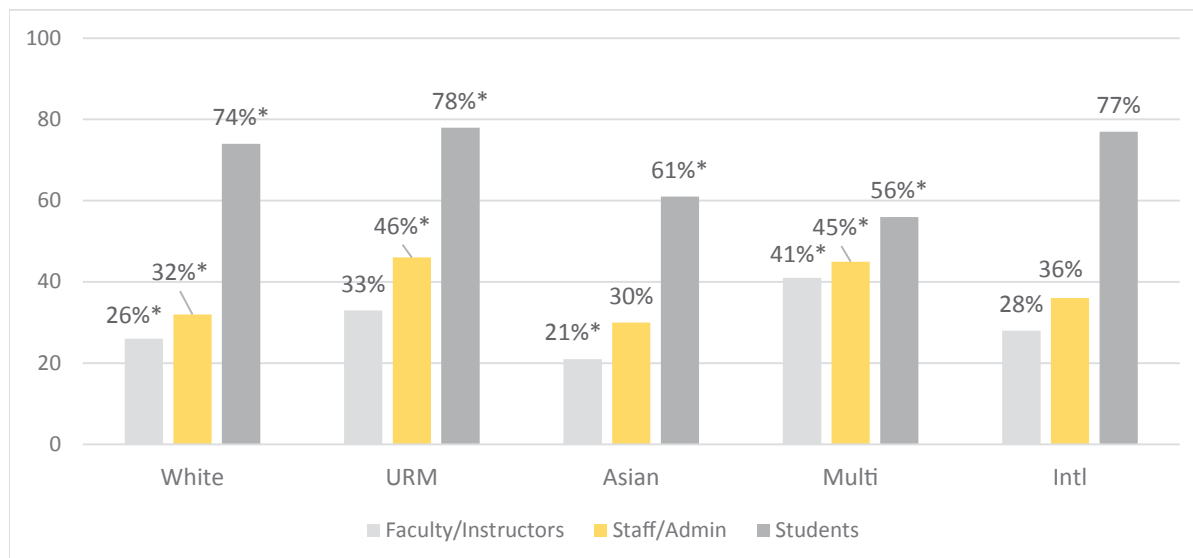
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments about Religion Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *religion* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Self-Perceived Social Class**: In 2016, a higher percentage of upper class students report ever hearing negative or stereotypical comments about religion from *students* (75%) compared to lower class students (68%).

- **Parental Education**: In 2013 and 2016, a lower percentage of students whose parents have no college experience report ever hearing negative or stereotypical comments about religion from *students* compared to students whose parents have a four year college degree.

- **Gender**: In 2013, a higher percentage of male students report ever hearing negative or stereotypical comments about religion from *non-teaching staff and administrators* (33%) compared to female students (23%).

- **Sexual Orientation**: In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about religion from *students* (85%) compared to heterosexual students (71%).

Figure 53. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Religion by Parent Education, 2016

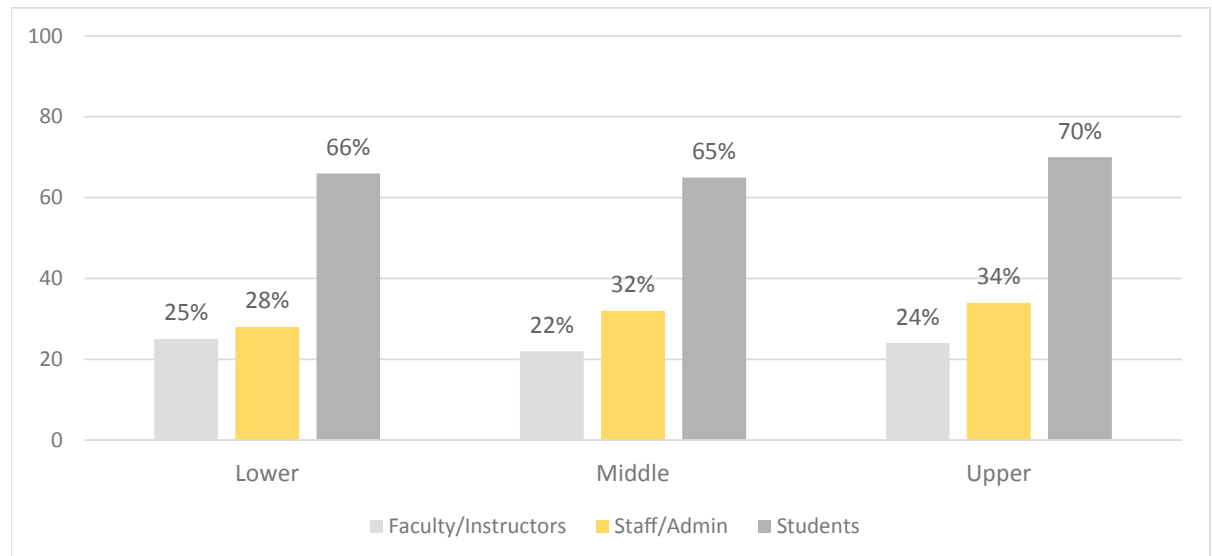Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Religion</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *religion* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Religious Affiliation**: In 2016, a lower percentage of non-religious students report hearing negative or stereotypical comments about religion from *non-teaching staff or administrators* (21%) compared to Christian students (36%) and students with a non-Christian religious affiliation (34%).

- In 2016, a lower percentage of students with a non-Christian religious affiliation report hearing negative or stereotypical comments about religion from *students* (68%) compared to Christian students (74%) and non-religious students (77%).

- **Political Ideology**: In 2016, a higher percentage of politically conservative students report ever hearing negative or stereotypical comments about religion from *teaching faculty or instructors* (31%) compared to politically moderate students (23%).

- In 2016, a lower percentage of politically moderate students report ever hearing negative or stereotypical comments about religion from *students* (66%) compared to liberal students (76%).

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about religion from *students* (79%) compared to students who do not report a disability (71%).

Figure 54. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Religion by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Social Class</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

CHANGES OVER TIME

There was a <u>significant increase</u> in the percentage of students indicating that they heard negative or stereotypical comments about *social class* from *non-teaching staff or administrators* from 2013 to 2016.

There were <u>not significant changes</u> in the percentage of students indicating that they heard negative or stereotypical comments about *social class* from *teaching faculty or instructors* or *students* from 2013 to 2016.
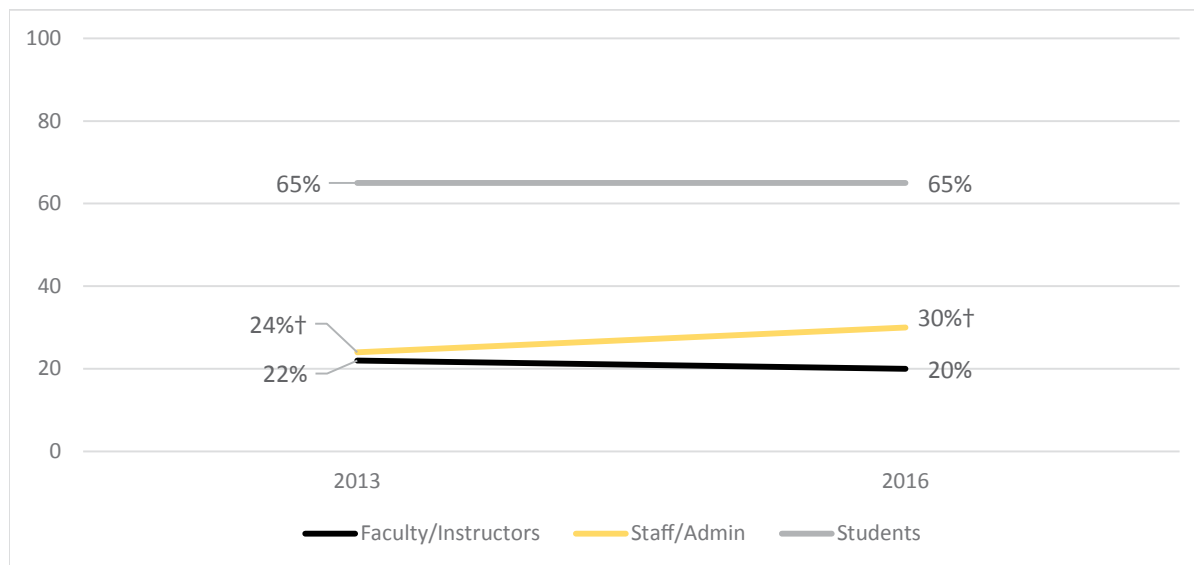
The following groups <u>decreased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Politically liberal (*teaching faculty or instructors*)
- Students who have a non-Christian religious affiliation (*students*)

The following groups <u>increased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Under-represented Racial Minority and White (*non-teaching staff or administrators*)
- U.S.-born (*non-teaching staff or administrators*)
- Students whose parents have a graduate or professional degree (*non-teaching staff or administrators*)
- Female (*non-teaching staff or administrators*)
- Heterosexual (*non-teaching staff or administrators*)
- Christian (*non-teaching staff or administrators*)
- Politically conservative (*non-teaching staff or administrators*)
- Non-athletes (*non-teaching staff or administrators*)

Figure 55. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Social Class, 2013-2016
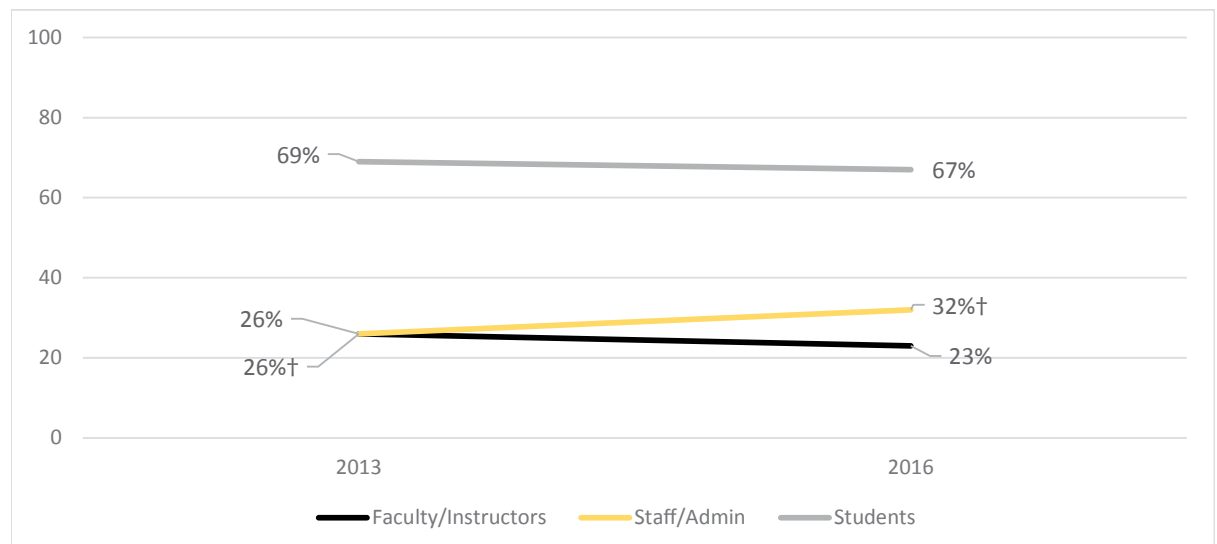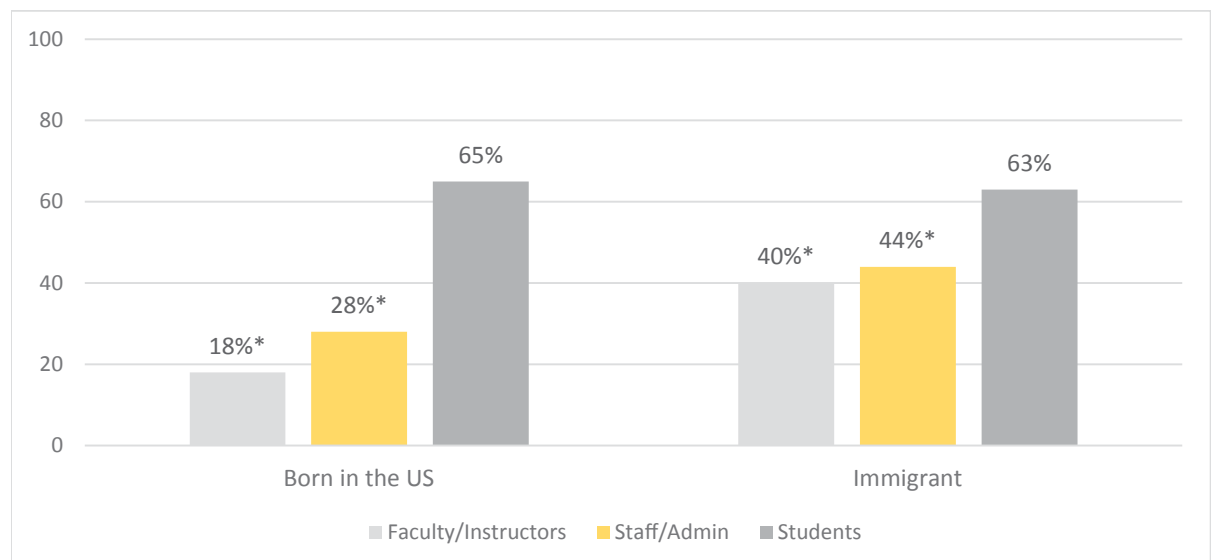

Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments <u>about Social Class</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *social class* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2016, a higher percentage of Under-represented Racial Minority and Multi-racial students report ever hearing negative or stereotypical comments about social class from *teaching faculty or instructors* compared to White and Asian students.

- In 2016, a higher percentage of Under-represented Racial Minority students report ever hearing negative or stereotypical comments about social class from *non-teaching staff or administrators* (46%) compared to White students (30%).

- **Immigrant Status**: In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about social class from *teaching faculty or instructors* and from *non-teaching staff and administrators* compared to students born in the U.S.

- However, in 2016, a higher percentage of U.S.-born students report ever hearing negative or stereotypical comments about social class from *students* (68%) compared to immigrant students (59%).

Figure 56. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Social Class by Race/International Student Status, 2016
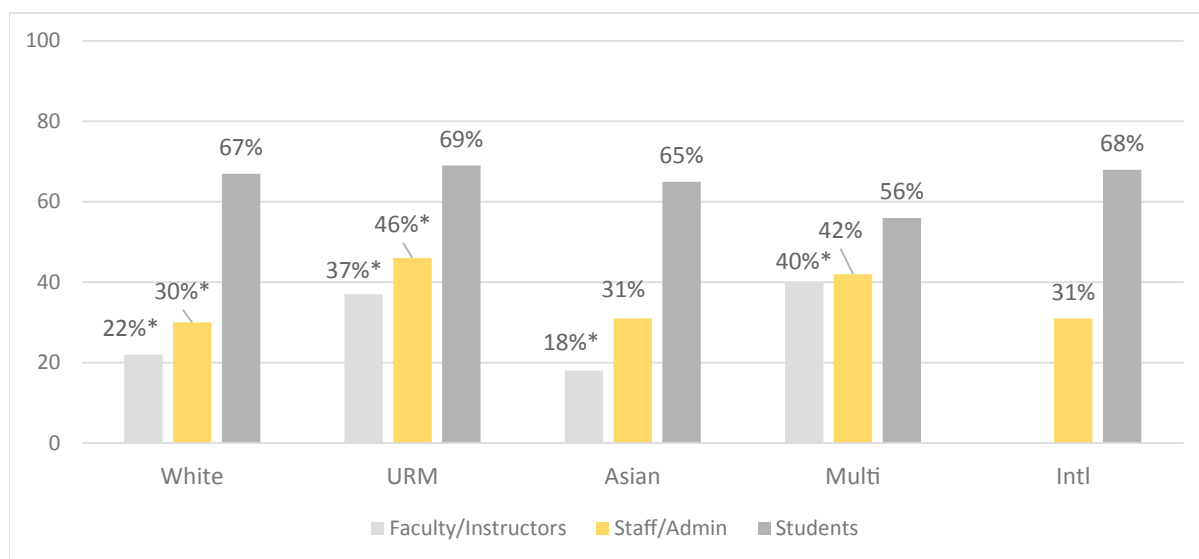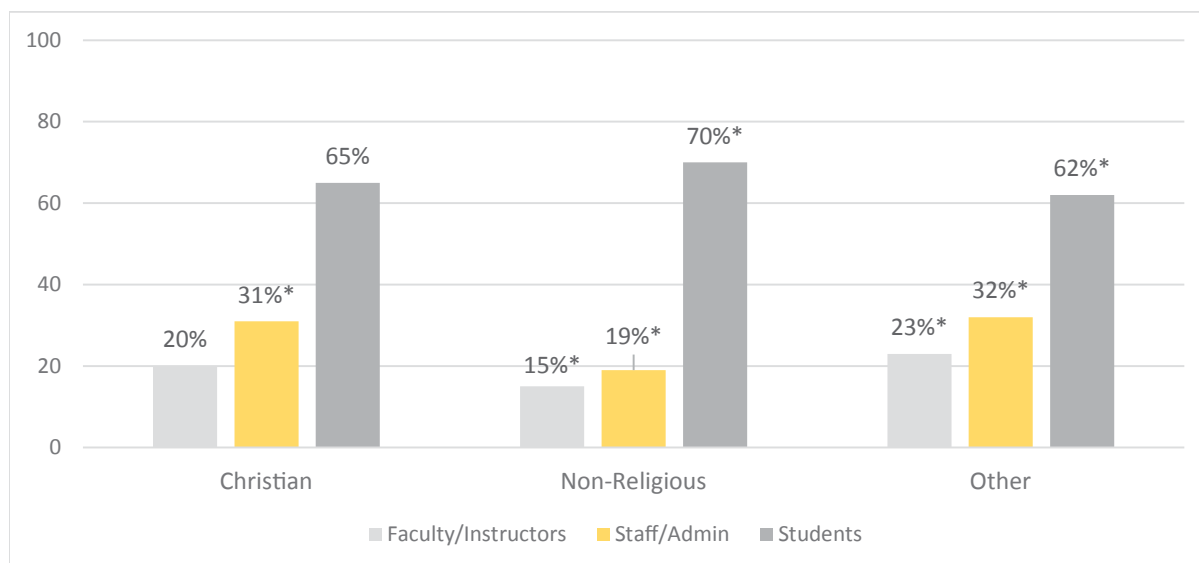

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Social Class</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *social class* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Religious Affiliation**: In 2016, a lower percentage of non-religious students report hearing negative or stereotypical comments about social class from *teaching faculty or instructors* (16%) and *non-teaching staff or administrators* (21%) compared to Christian students (24% from *teaching faculty or instructors*, 34% from *non-teaching staff or administrators*) and students with a non-Christian religious affiliation (26% from *teaching faculty or instructors*, 33% from *non-teaching staff and administrators*).

- In 2016, a lower percentage of students with a non-Christian religious affiliation report hearing negative or stereotypical comments about religion from *students* (68%) compared to Christian students (74%) and non-religious students (77%).

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about social class from *students* (73%) compared to students who do not report a disability (65%).

Figure 57. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Social Class by Self-Perceived Social Class, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Immigrant Background</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

CHANGES OVER TIME

There was a <u>significant increase</u> in the percentage of students indicating that they heard negative or stereotypical comments about *immigrant background* from *non-teaching staff or administrators* from 2013 to 2016.

There were <u>not significant changes</u> in the percentage of students indicating that they heard negative or stereotypical comments about *immigrant background* from *teaching faculty or instructors* or *students* from 2013 to 2016.
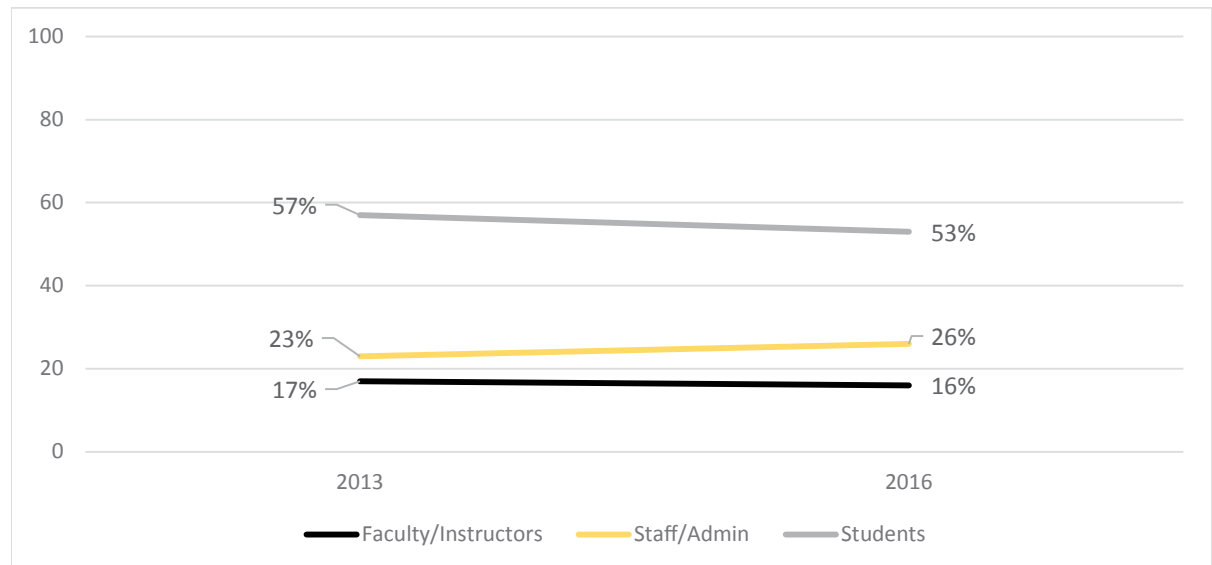
The following groups <u>decreased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators*, or *students*.

- Male (*teaching faculty or instructors)*

The following groups <u>increased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators*, or *students*.

- Under-represented Racial Minority and White (*non-teaching staff or administrators*)
- U.S.-born (*non-teaching staff or administrators*)
- Self-perceived upper class (*non-teaching staff or administrators)*
- Students whose parents have a graduate or professional degree (*non-teaching staff or administrators*)
- Female (*non-teaching staff or administrators*)
- Heterosexual (*non-teaching staff or administrators*)
- Politically conservative (*non-teaching staff or administrators*)
- Non-athletes (*non-teaching staff or administrators*)

Figure 58. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Immigrant Background, 2013-2016

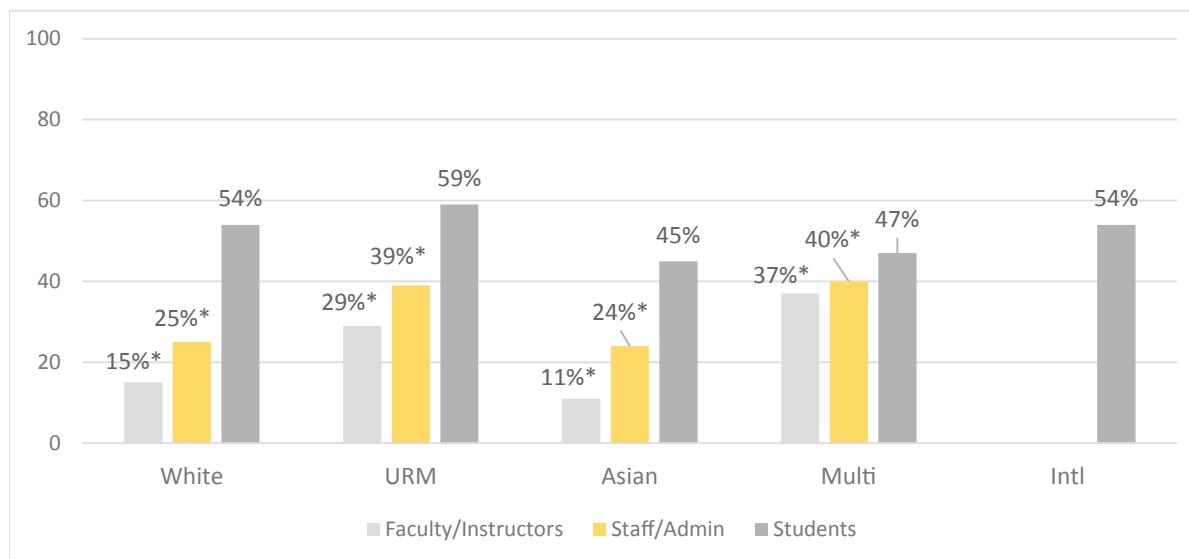Note: A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *immigrant background* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2013, a higher percentage of International students report ever hearing negative or stereotypical comments about immigrant background from *teaching faculty or instructors* (49%) and *non-teaching staff and administration* (41%) compared to White students (20% and 22% respectively).

- In 2016, a higher percentage of Under-represented Racial Minority and Multi-racial students report ever hearing negative or stereotypical comments about immigrant background from *teaching faculty or instructors* and *non-teaching staff and administrators* compared to White students.

- **Immigrant Status**: In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about immigrant background from *teaching faculty or instructors* and from *non-teaching staff and administrators* compared to students born in the U.S.

- **Gender**: In 2013, a higher percentage of male students report ever hearing negative or stereotypical comments about immigrant background from *teaching faculty or instructors* (29%) and *non-teaching staff and administrators* (29%) compared to female students (18% and 21% respectively).

Figure 59. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Immigrant Background by Immigrant Status, 2016
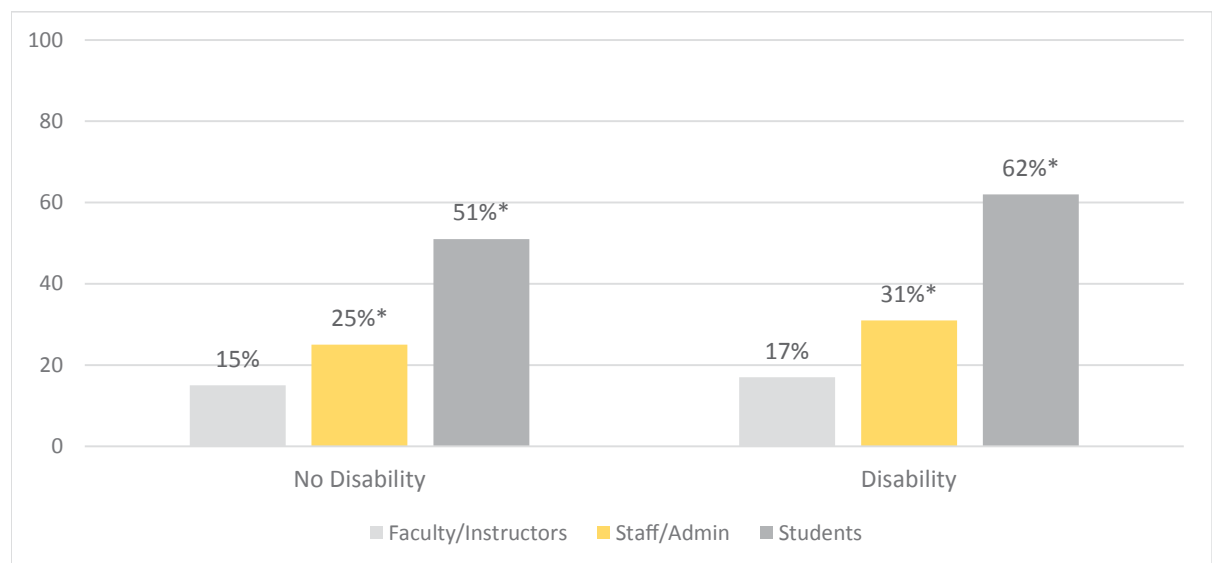

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Immigrant Background</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *immigrant background* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Sexual Orientation**: In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about immigrant background from *students* (72%) compared to heterosexual students (64%).

- **Religious Affiliation**: In 2016, a lower percentage of non-religious students report ever hearing negative or stereotypical comments about immigrant background from *teaching faculty or instructors* (15%) and *non-teaching staff or administrators* (19%) compared to students with a non-Christian religious affiliation (23% from *teaching faculty or instructors*, 32% from *non-teaching staff and administrators*).

- In 2016, a lower percentage of students with a non-Christian religious affiliation report ever hearing negative or stereotypical comments about immigrant background from *students* (62%) compared to non-religious students (70%).

- **Political Ideology**: In 2016, a higher percentage of liberal students report ever hearing negative or stereotypical comments about immigrant background from *students* (69%) compared to conservative students (60%).

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about immigrant background from *students* (69%) compared to students who do not report a disability (64%).

Figure 60. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Immigrant Background by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

*Negative or Stereotypical Comments <u>about Physical or Other Observable Disabilities</u>
Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or
Students*

CHANGES OVER TIME
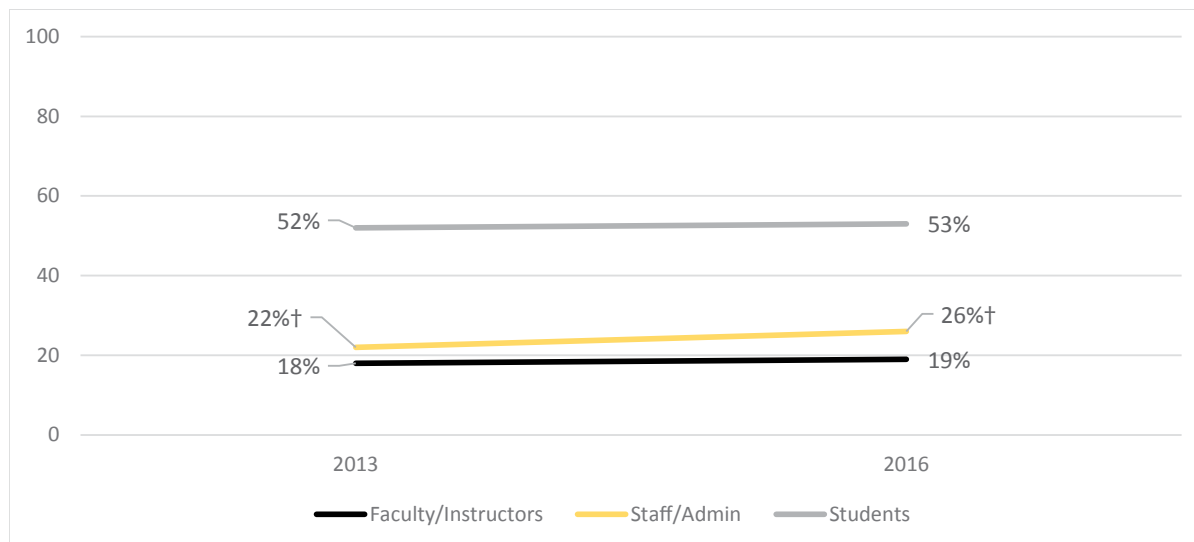
There were <u>not significant changes</u> in the percentage of students indicating that they heard negative or stereotypical comments about *physical or other observable disabilities* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

The following groups <u>decreased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Asian (*students)*
- Self-perceived lower class *(students)*
- Heterosexual (*students*)

The following groups <u>increased significantly</u> in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators,* or *students.*

- Female (*non-teaching staff or administrators*)

Figure 61. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Physical or Other Observable Disabilities, 2013-2016

Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments <u>about Physical or Other Observable Disabilities</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *physical or other observable disabilities* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2013, a higher percentage of International students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *teaching faculty or instructors* (40%) compared to White students (15%).

- In 2016, a higher percentage of Under-represented Racial Minority and Multi-racial students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *teaching faculty or instructors* and *non-teaching staff and administrators* compared to White students.

- **Immigrant Status**: In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *teaching faculty or instructors* and from *non-teaching staff and administrators* compared to students born in the U.S.

- **Self-Perceived Social Class:** In 2016, a higher percentage of upper class students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *students* (57%) compared to lower class students (48%).

Figure 62. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Physical or Other Observable Disabilities by Race/International Student Status, 2016
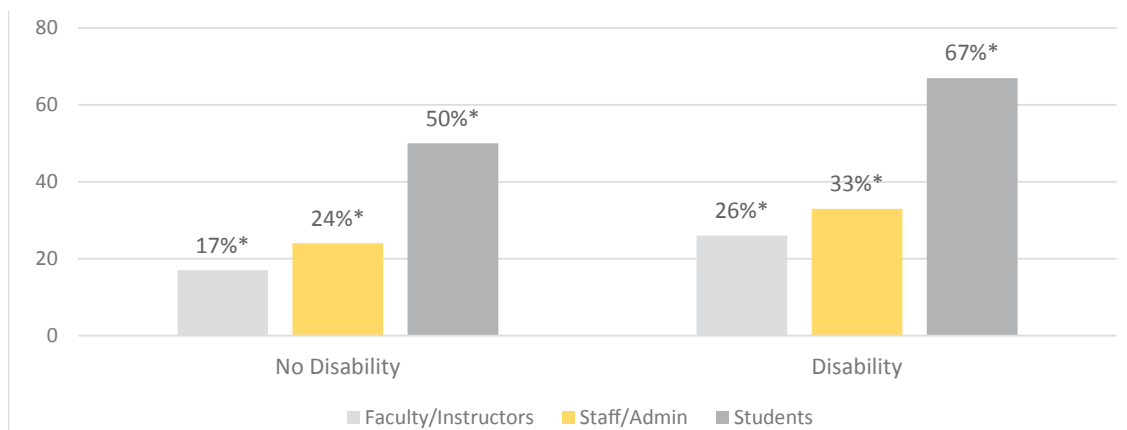

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Physical or Other Observable Disabilities</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *physical or other observable disabilities* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Gender**: In 2013, a higher percentage of male students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *teaching faculty or instructors* (22%) compared to female students (14%).

- **Sexual Orientation**: In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *students* (62%) compared to heterosexual students (52%).

- **Religious Affiliation**: In 2016, a lower percentage of non-religious students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *teaching faculty or instructors* (10%) and *non-teaching staff or administrators* (16%) compared to Christian students (16% and 28% respectively) and students with a non-Christian religious affiliation (19% and 29% respectively).

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about physical or other physical disabilities from *non-teaching staff or administrators* (31%) and *students* (62%) compared to students who do not report a disability (25% and 51% respectively).

Figure 63. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Physical or Other Observable Disabilities by Disability Status, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Learning, Psychological, or Other Disabilities</u> that are Not Readily Apparent Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

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CHANGES OVER TIME

There was a <u>significant increase</u> in the percentage of students indicating that they heard negative or stereotypical comments about *learning, psychological, or other disabilities that are not readily apparent* from *non-teaching staff or administrators* from 2013 to 2016.

There were <u>not significant changes</u> in the percentage of students indicating that they heard negative or stereotypical comments about *learning, psychological, or other disabilities that are not readily apparent* from *teaching faculty or instructors* or *students* from 2013 to 2016.

The following groups <u>increased significantly </u>in hearing negative or stereotypical comments from *teaching faculty or instructors, non-teaching staff or administrators*, or *students*.

- U.S. born (*non-teaching staff or administrators*)
- Self-perceived middle class (*non-teaching staff or administrators*)
- Students whose parents have a graduate or professional degree (*non-teaching staff or administrators*)
- Female (*teaching faculty or instructors; non-teaching staff or administrators*)
- Heterosexual (*non-teaching staff or administrators*); LGBQ (*students*)

Figure 64. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Learning, Psychological, or Other Disabilities that are Not Readily Apparent, 2013-2016

Note: A cross indicates a significant change over time. See appendix for more details.

Negative or Stereotypical Comments <u>about Learning, Psychological, or Other Disabilities that are Not Readily Apparent</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *learning, psychological, or other disabilities that are not readily apparent* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Race/International Student Status:** In 2013, a higher percentage of International students report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are not readily apparent from *teaching faculty or instructors* (43%) compared to White students (16%).

- In 2016, a higher percentage of Under-represented Racial Minority and Multi-racial students report ever hearing negative or stereotypical comments about physical or other observable disabilities from *teaching faculty or instructors* and *non-teaching staff and administrators* compared to White and Asian students.

- **Immigrant Status**: In 2013 and 2016, a higher percentage of immigrant students report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are not readily apparent from *teaching faculty or instructors* and from *non-teaching staff and administrators* compared to students born in the U.S.

- **Self-Perceived Social Class:** In 2016, a higher percentage of upper class students report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are not readily apparent from *students* (58%) compared to middle class students (51%).

- **Parental Education**: In 2013, a higher percentage of students whose parents have a four year degree report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are not readily apparent from *non-teaching staff or administrators* (30%) compared to students whose parents have a graduate or professional degree (18%).

Figure 65. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Learning, Psychological, or Other Disabilities by Race/International Student Status, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Negative or Stereotypical Comments <u>about Learning, Psychological, or Other Disabilities that are Not Readily Apparent</u> Expressed by Teaching Faculty or Instructors, Non-teaching Staff or Administrators, or Students

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GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they heard negative or stereotypical comments about *learning, psychological, or other disabilities that are not readily apparent* from *teaching faculty or instructors, non-teaching staff or administrators,* or *students* from 2013 to 2016.

- **Gender**: In 2013, a higher percentage of male students report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are not readily apparent from *teaching faculty or instructors* (25%) and *non-teaching staff and administrators* (27%) compared to female students (14% and 19% respectively).

- **Sexual Orientation**: In 2016, a higher percentage of LGBQ students report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are not readily apparent from *teaching faculty or instructors* (25%) and *students* (65%) compared to heterosexual students (18% and 52%).

- **Religious Affiliation**: In 2016, a higher percentage of students with a non-Christian religious affiliation report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are less readily apparent from *teaching faculty or instructors* (22%) and compared to Christian students (17%).

- In 2016, a lower percentage of non-religious students report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are less readily apparent from *non-teaching staff or administrators* (17%) compared to Christian students (27%) and students with a non-Christian religious affiliation (29%).

- **Disability Status**: In 2016, a higher percentage of students who have disclosed a disability report ever hearing negative or stereotypical comments about learning, psychological, or other disabilities that are not readily apparent from *teaching faculty or instructors* (26%), *non-teaching staff or administrators* (33%), and *students* (67%) compared to students who do not report a disability (17% from *teaching faculty or instructors*, 24% from *non-teaching staff or administrators*, and 50% from *students*).

</div>

Figure 66. Percent of Students Indicating that They Have Heard Negative or Stereotypical Comments about Learning, Psychological, or Other Disabilities by Disability Status, 2016
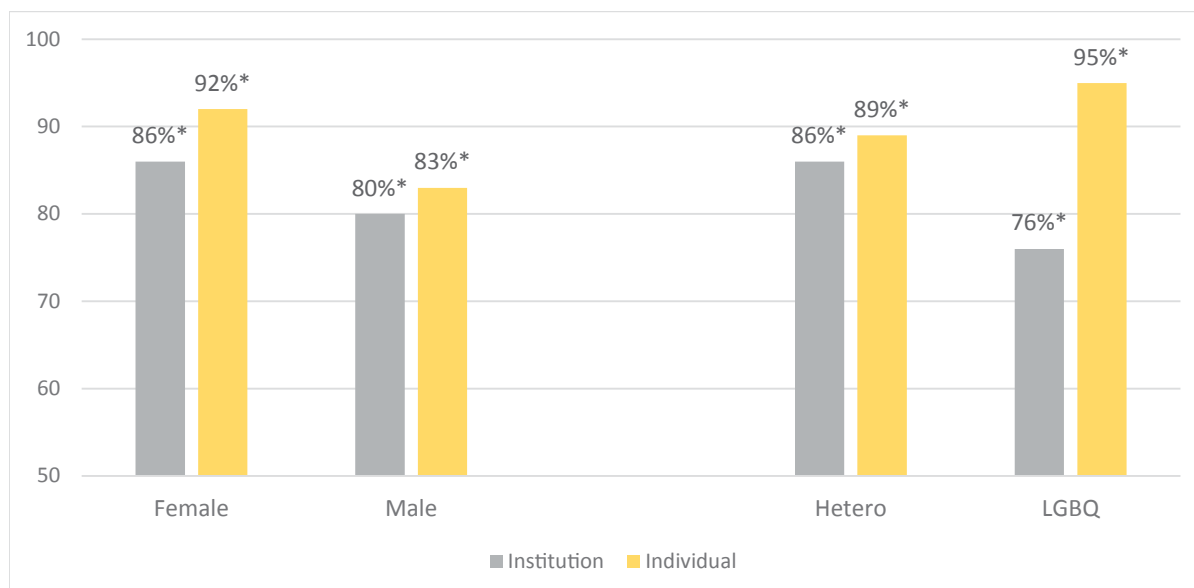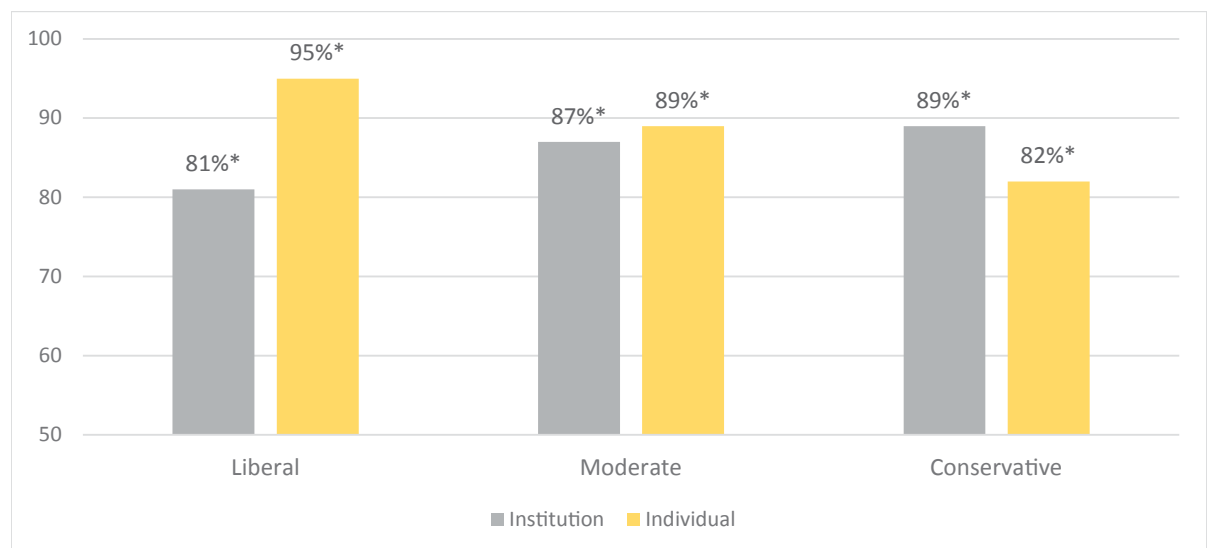

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

3.3 General Perceptions of the University Climate

In this section of the report, we analyze questions asking about student perceptions of the campus climate. The items use a paired set of descriptors that represent a positive and negative pole. For example, students are asked to select where on a scale of friendly to hostile they think best represents the current campus climate for students.

The analysis presented in this section of the report includes the overall percentage of students at the University of Iowa who select the positive end of the climate characteristic scale. The analysis also includes disaggregated group-specific percentages for these items.

Approx. 12% of respondents in SERU 2013 were asked to evaluate campus climate. Students were asked:

'Based on your experience and observation, rate the general climate for students at the University:'

- Friendly or Hostile
- Caring or Impersonal
- Intellectual or Not Intellectual
- Tolerant of Diversity or Intolerant of Diversity
- Safe or Dangerous

Their responses were coded on a scale 0 to 5, where 0 represents the negative pole (for example, hostile or dangerous), and 5 represents the positive pole (for example, friendly or safe). Responses on the positive half of the scale ("3," "4," and "5"), were coded as representing agreement that the campus is friendly, caring, intellectual, tolerant of diversity, and safe.

General Perceptions of the University Climate

Friendly or Hostile

> ### GROUP DIFFERENCES
>
> In 2013, 95% of students perceive the UI campus as friendly as opposed to hostile.
>
> There was one <u>significant difference</u> across groups in the percentage of students perceiving the campus to be friendly.
>
> - **Sexual Orientation:** In 2013, a lower percentage of LGBQ students perceive the campus to be friendly (89%) compared to heterosexual students (96%).

Caring or Impersonal

> ### GROUP DIFFERENCES
>
> In 2013, 81% of students perceive the UI campus as caring as opposed to impersonal.
>
> There were <u>no significant differences</u> across groups in the percentage of students perceiving the campus to be caring.

Intellectual or Not Intellectual

> ### GROUP DIFFERENCES
>
> In 2013, 91% of students perceive the UI campus as intellectual as opposed to not intellectual.
>
> There were <u>no significant differences</u> across groups in the percentage of students perceiving the campus to be intellectual.

**Figure 67. Percent of Students that Perceive the Campus as Friendly, Caring, and Intellectual, 2013**
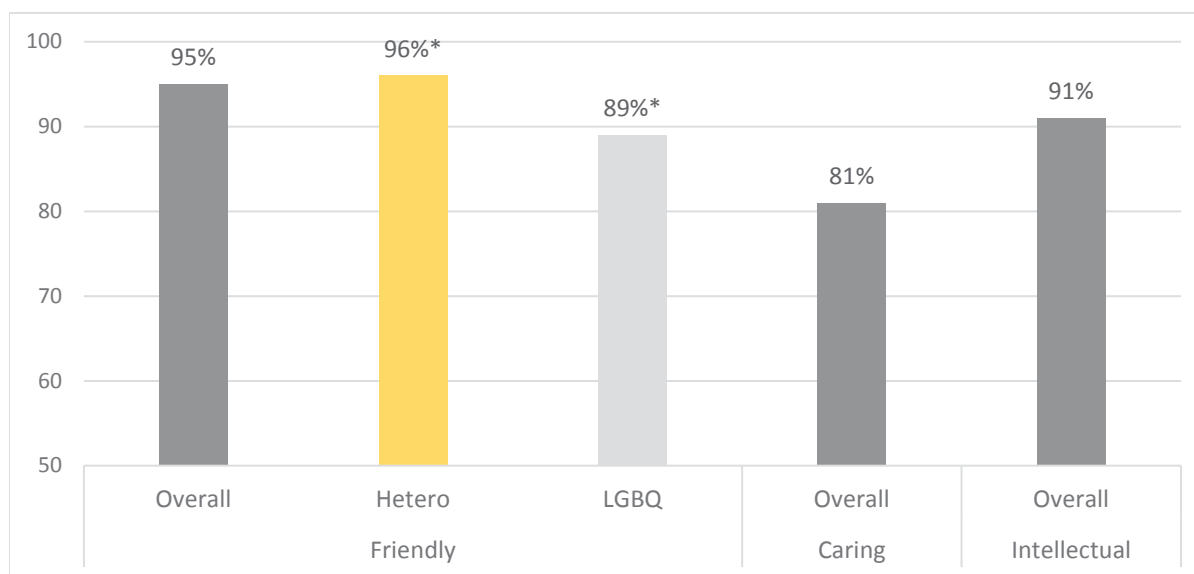
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

General Perceptions of the University Climate

Tolerant of Diversity or Not Tolerant of Diversity

> ### *GROUP DIFFERENCES*
>
> In 2013, 92% of students perceive the UI campus as tolerant of diversity as opposed to not tolerant of diversity.
>
> There were <u>no significant differences</u> across groups in the percentage of students perceiving the campus to be tolerant of diversity.

Safe or Dangerous

> ### *GROUP DIFFERENCES*
>
> In 2013, 90% of students perceive the UI campus as safe as opposed to dangerous.
>
> There was one <u>significant differences</u> across groups in the percentage of students perceiving the campus to be safe.
>
> - **Gender:** In 2013, a lower percentage of female students perceive the campus to be safe (88%) compared to male students (93%).

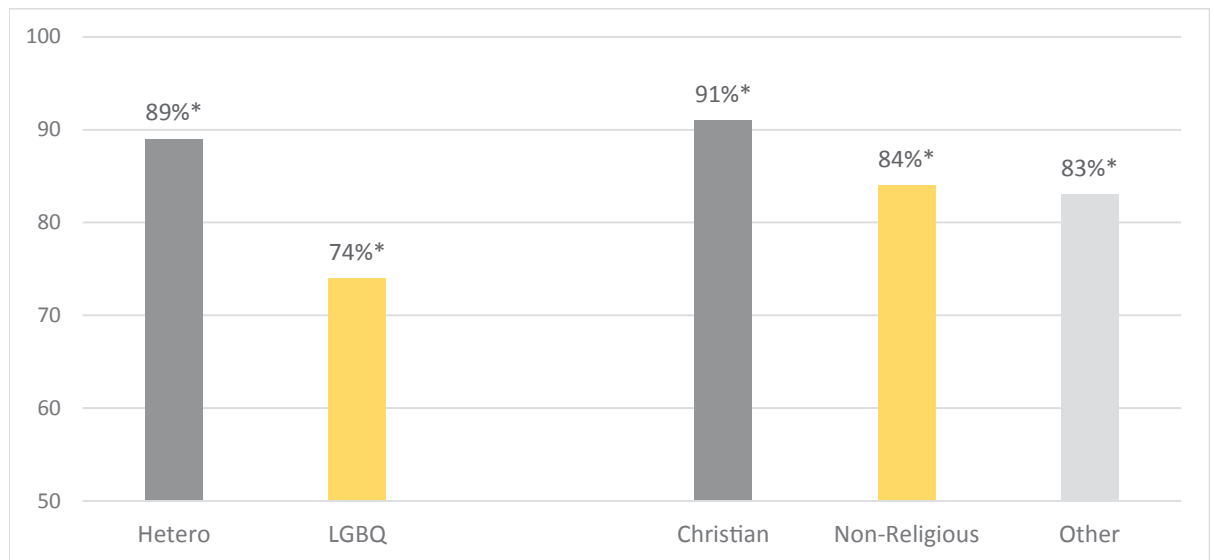**Figure 68. Percent of Students that Perceive the Campus as Tolerant of Diversity and Safe, 2013**
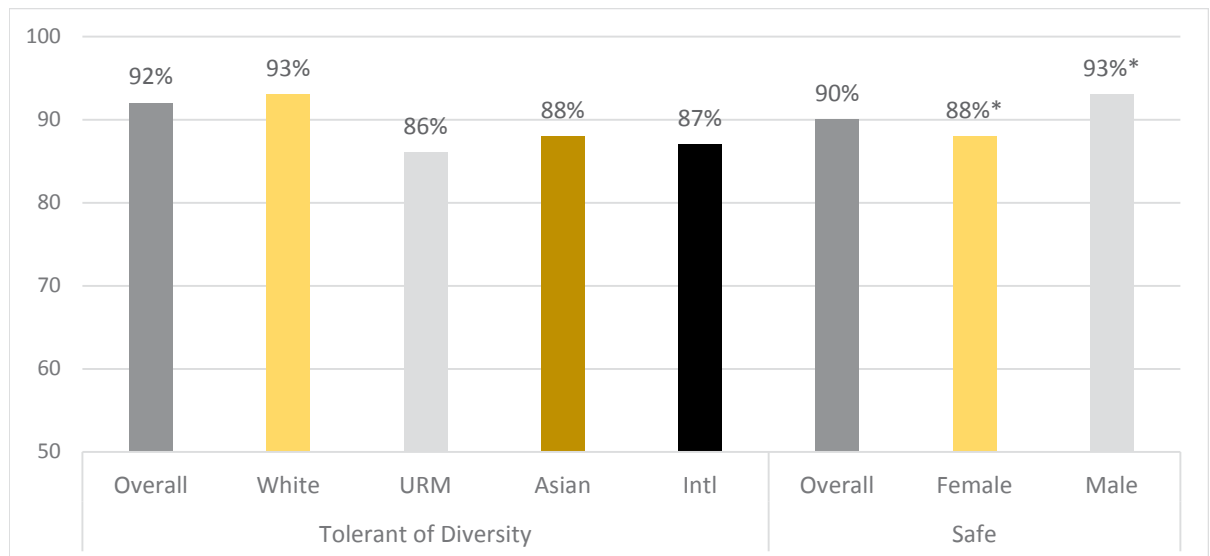
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

3.4 Value of Diversity

In this section of the report, we analyze questions asking about student perceptions of the campus climate related to diversity as well as their own beliefs about diversity.

The analysis presented in this section of the report includes the overall percentage of students at the University of Iowa who report agreement with diversity being important to the campus, diversity being important to themselves personally, and being comfortable with the climate for diversity and inclusiveness at the University of Iowa.

Importance of Diversity to Self and Institution

Approx. 12% of SERU 2013 respondents and 50% of SERU 2016 respondents were asked:

'What is your level of agreement or disagreement with the following statements: Diversity is important at this institution.'

'What is your level of agreement or disagreement with the following statements: Diversity is important to me.'

Comfort with Climate for Diversity and Inclusiveness

Additionally, all SERU 2016 respondents were also asked:

'Please select your level of agreement with the following statements: Overall, I feel comfortable with the climate for diversity and inclusiveness at the University of Iowa.'

Response categories were: strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. In the analysis presented in this report, all responses that indicate *agreement* with the statement are combined.

> ## *CHANGES OVER TIME*
>
> There were not <u>significant changes</u> in the percentage of students reporting that diversity is important at *this institution* or to themselves *personally* from 2013 to 2016.
>
> The following groups <u>decreased significantly</u> in reporting that diversity is important at *this institution* and/or themselves *personally*.
>
> - Asian (*this institution*)
> - Non-Christian religious affiliation (*this institution*)

Figure 69. Percent of Students Reporting that Diversity is Important to the Institution and Themselves as Individuals, Overall, 2013-2016
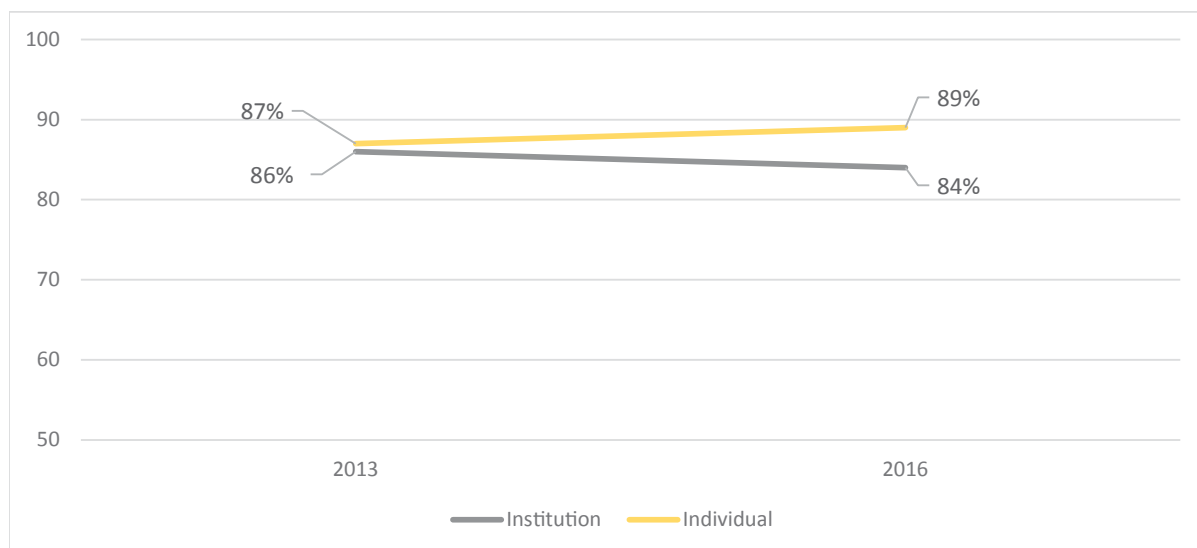
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Figure 70. Percent of Students Reporting that Diversity is Important to the Institution by Race/International Student Status, 2013-2016
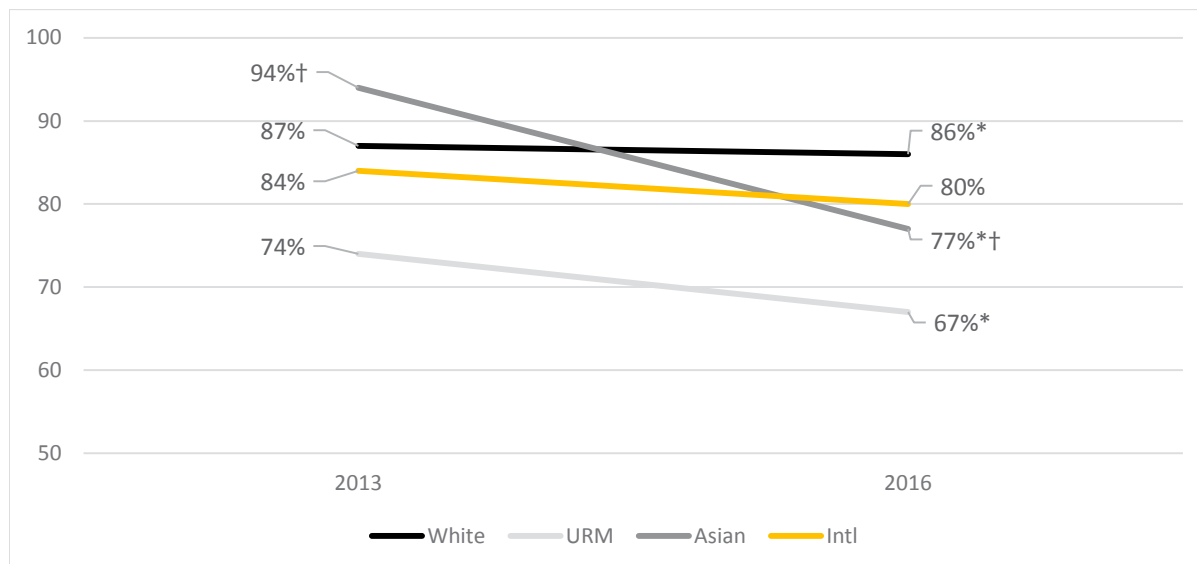
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

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GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that diversity is important at *this institution* or to themselves *personally* from 2013 to 2016.

- **Race/International Student Status:** In 2016, a lower percentage of Under-represented Racial Minority and Asian students reported that diversity is important at *this institution* (67% and 77% respectively) compared to White students (86%) and Multi-racial students (89%).

- **Immigrant Status:** In 2013, a lower percentage of students born in the U.S. reported that diversity is important to themselves *personally* (86%) compared to immigrant students (95%).

- **Self-Perceived Social Class:** In 2016, a lower percentage of lower class students reported that diversity is important at *this institution* (79%) compared to middle and upper class students (86% and 85% respectively).

- **Gender:** In 2016, a lower percentage of male students report that diversity is important at *this institution* (80%) compared to female students (86%).

- In 2013 and 2016, a lower percentage of male students report that diversity is important to themselves *personally* (79% in 2013 and 83% in 2016) compared to female students (92% in both 2013 and 2016).

- **Sexual Orientation:** In 2016, a lower percentage of LGBQ students report that diversity is important at *this institution* (76%) compared to heterosexual students (86%).

- In 2016, a lower percentage of heterosexual students report that diversity is important to themselves *personally* (89%) compared to LGBQ students (95%).

</div>

Figure 71. Percent of Students Reporting that Diversity is Important to the Institution and Themselves as Individuals by Gender and Sexual Orientation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that diversity is important at *this institution* or to themselves *personally* from 2013 to 2016.

- **Religious Affiliation:** In 2016, a lower percentage of non-religious students and students with a non-Christian religious affiliation reported that diversity is important at *this institution* (81% and 82% respectively) compared to Christian students (87%).

- In 2016, a lower percentage of Christian students report that diversity is important to themselves *personally* (88%) compared to students who have a non-Christian religious affiliation (92%).

- **Political Ideology**: In 2016, a lower percentage of liberal students reported that diversity is important *at this institution* (81%) compared to moderate and conservative students (87% and 89% respectively).

- In 2013 and 2016, a lower percentage of conservative students report that diversity is important to themselves *personally* (79% in 2013 and 82% in 2016) compared to liberal students (92% in 2013 and 95% in 2016).

- **Disability Status**: In 2016, a lower percentage of students who have disclosed a disability reported that diversity is important at *this institution* (81%) compared to students who do not report a disability (85%).

- In 2016, a lower percentage of students who do not report a disability report that diversity is important to themselves *personally* (88%) compared to students who have disclosed a disability (93%).

Figure 72. Percent of Students Reporting that Diversity is Important to the Institution and Themselves as Individuals by Political Ideology, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that they feel comfortable with the climate for diversity and inclusiveness at the University of Iowa in 2016.

- **Race/International Student Status:** In 2016, a lower percentage of Under-represented Racial Minority (72%), International (80%), Asian (81%), and Multi-racial (83%) students reported that they are comfortable with the climate for diversity and inclusiveness at the University of Iowa compared to White students (90%).

- **Immigrant Status:** In 2016, a lower percentage of immigrant students report that they are comfortable with the climate for diversity and inclusiveness at the University of Iowa (81%) compared to students born in the U.S. (88%).

- **Self-Perceived Social Class:** In 2016, a lower percentage of lower class students reported that they are comfortable with the climate for diversity and inclusiveness at the University of Iowa (82%) compared to middle and upper class students (89% respectively).

- **Parental Education:** In 2016, a lower percentage of students whose parents have parents with a graduate or professional degree report that they feel comfortable with the climate for diversity and inclusiveness at the University of Iowa (85%) compared to students whose parents have a four year college degree (90%).

Figure 73. Percent of Students Reporting that they Feel Comfortable with the Climate for Diversity and Inclusiveness at the University of Iowa, Overall and by Race/International Student Status, 2016
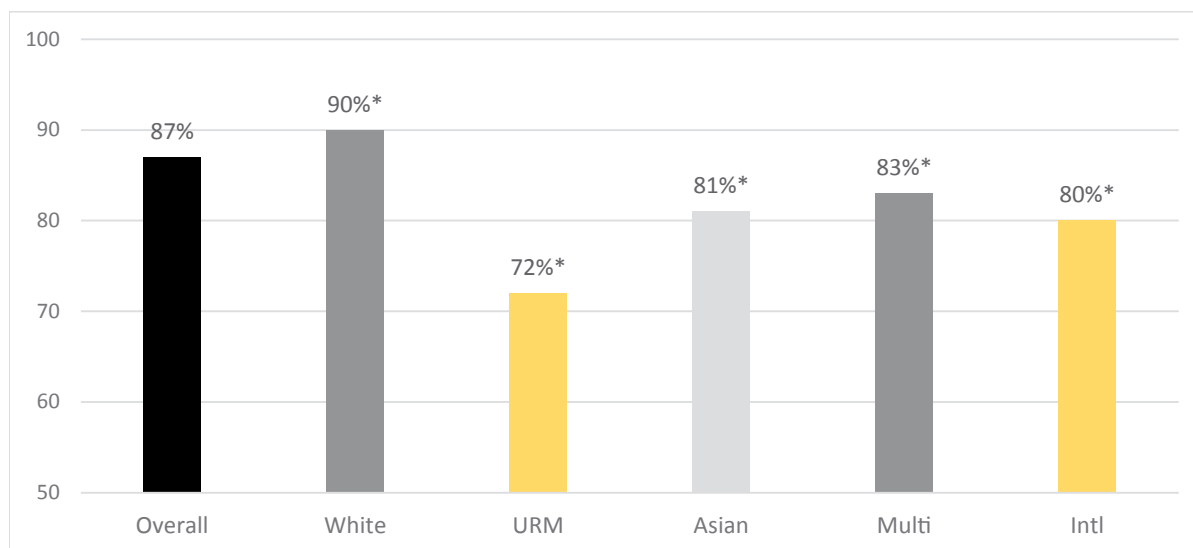
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that they feel comfortable with the climate for diversity and inclusiveness at the University of Iowa in 2016.

- **Sexual Orientation:** In 2016, a lower percentage of LGBQ students report that they are comfortable with the climate for diversity and inclusiveness at the University of Iowa (74%) compared to heterosexual students (89%).

- **Religious Affiliation:** In 2016, a lower percentage of non-religious students and students who have a non-Christian religious affiliation report that they feel comfortable with the climate for diversity and inclusiveness at the University of Iowa (84% and 83% respectively) compared to Christian students (91%).

- **Political Ideology:** In 2016, a lower percentage of liberal students report that they feel comfortable with the climate for diversity and inclusiveness at the University of Iowa (81%) compared to moderate (92%) and conservative (93%) students.

- **Disability Status:** In 2016, a lower percentage of students who disclosed a disability report that they feel comfortable with the climate for diversity and inclusiveness at the University of Iowa (81%) compared to students who did not report a disability (89%).

Figure 74. Percent of Students Reporting that they Feel Comfortable with the Climate for Diversity and Inclusiveness at the University of Iowa, by Sexual Orientation and Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

3.5 Engaging with Diversity

IIn this section of the report, we analyze three sets of survey items asking students to report on various ways that they have engaged with diversity. Only the first set of questions (Engaging with Diversity Inside and Outside of the Classroom) was administered in all three years. The first set of questions (Engaging with Diversity Inside and Outside of the Classroom) focuses on how students have experienced specific aspects of diversity inside and outside of the classroom, the second set focuses on whether students have gained a deeper understanding of other perspectives through conversations with fellow students (Understanding Diverse Perspectives through Conversations with Other Students), and the third set (Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives) focuses on interacting and understanding different perspectives in various specific places and situations on campus.

The analysis presented in this section of the report includes the overall percentage of students at the University of Iowa who report engaging in these experiences for each year the data are available. The analysis also includes disaggregated group-specific percentages of students who report engaging in the experiences, and statistical tests that assess whether the group averages are significantly different. For the analysis of Understanding Diverse Perspectives through Conversations with Other Students, group-specific averages are presented only for the groups related to the social distinction being asked about in the survey item.

Engaging with Diversity Inside and Outside of the Classroom

12% of SERU 2013 respondents, 50% of SERU 2014 respondents, and all 2016 SERU respondents were asked a series of related questions:

This academic year, how often have you appreciated the world from someone else's perspective [in the classroom/outside of the classroom]?

This academic year, how often have you interacted with someone with views that are different from your own [in the classroom/outside of the classroom]?

This academic year, how often have you discussed and navigated controversial issues [in the classroom/outside of the classroom]?i

Understanding Diverse Perspectives through Conversations with Other Students

12% of SERU 2013 respondents and 50% of SERU 2016 respondents were asked about gaining a deeper understanding of other perspectives through conversations with other students.

How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?

- They were of a different race or ethnicity than your own
- They were of a different nationality than your own
- They had a different immigrant background
- They were from a different social class
- Their gender identity was different than your own
- Their sexual orientation was different
- Their religious beliefs were very different than yours
- Their political opinions were very different from yours
- They had physical or other observable disabilities
- They had learning, psychological, or other disabilities that are not readily apparent

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

In 2016, approximately 50% of students were asked three questions related to interacting with someone with a different perspective, gaining a deeper understanding of other's and their own perspectives.

In the following situations, how often do you interact with people who have perspectives different from your own?

In the following situations, how often have you gained a deeper understanding of other people's perspectives?

In the following situations, how often have you understood your own perspectives differently after learning about someone else's?

- Campus cultural events
- Classes in my major
- Gen Ed and elective classes
- Living in a residence hall
- Places of employment
- Student organizations
- Volunteering or community service

Response categories for all sets of questions related to engaging with diversity were: never, rarely, occasionally, somewhat often, often, and very often. In the analysis presented in this report, all responses that indicate *ever* are combined.

Engaging with Diversity Inside and Outside of the Classroom

Interacting with Someone with Different Views Inside and Outside of Class

CHANGES OVER TIME

There were <u>significant increases</u> in the percentage of students indicating that they interacted with someone with different views *inside and outside of class* from 2013 to 2016.

The following groups <u>increased significantly</u> *inside and/or outside of class*:

- White and Asian (*inside of class*); White and Under-represented Racial Minority (*outside of class*)
- Immigrant and U.S.-born (*inside of class*); U.S.-born (*outside of class*)
- Self-perceived lower, middle, and upper class (*inside of class*); Self-perceived middle and upper class (*outside of class*)
- Students whose parents have some college experience but not a bachelor's degree, whose parents have a 4 year college degree, and whose parents have a graduate or professional degree (*inside of class*); students whose parents have a 4 year college degree (*outside of class*)
- Female and male (*inside of class*); male (*outside of class*)
- Heterosexual and LGBQ (*inside and outside of class*)
- Christian, Other (non-Christian), and Non-religious affiliations (*inside of class*); Christian and Other (non-Christian (*outside of class*)
- Politically liberal, moderate, and conservative (*inside of class*); politically liberal (*outside of class*)
- Students who do not report having a physical, learning, or psychological disability (*inside and outside of class*)
- Non-athletes (*inside and outside of class*)

Figure 75. Percent of Students Indicating that they Interacted with Someone with Different Views Inside and Outside of Class, 2013-2016
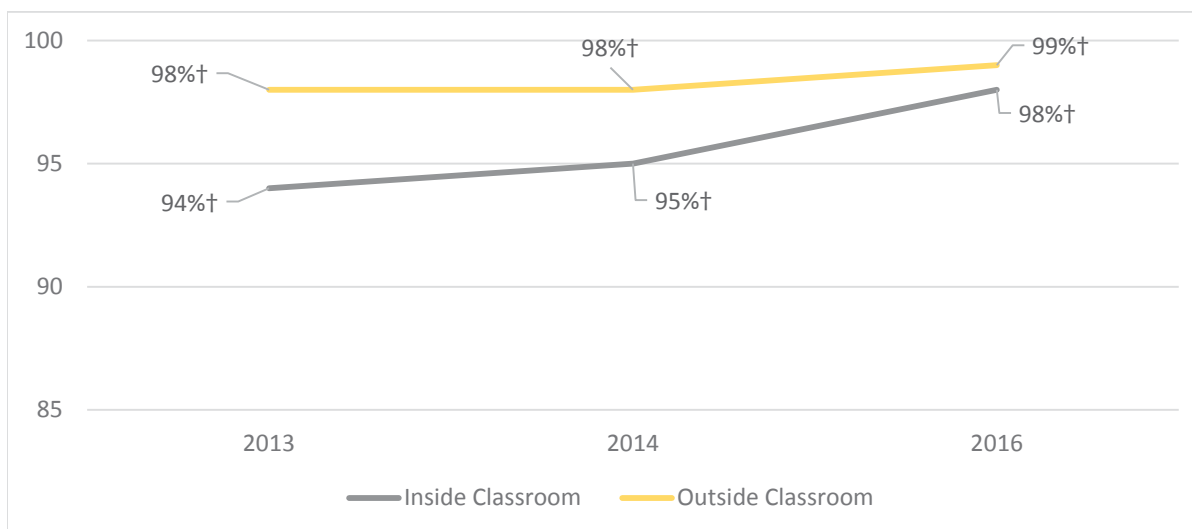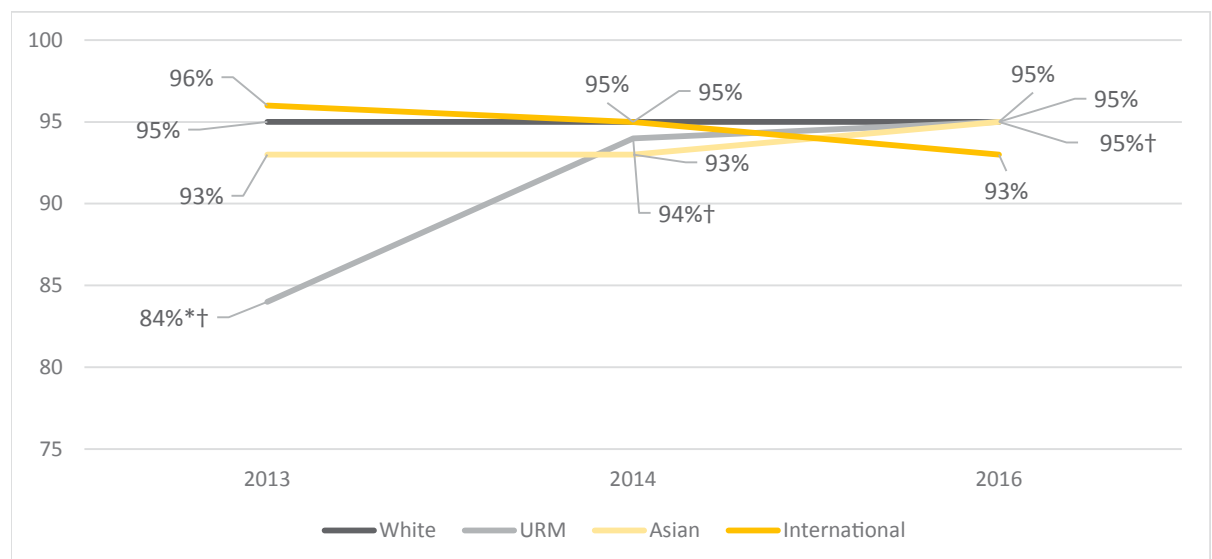

Note: A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several significant differences across groups in the percentage of students indicating that they interacted with someone with different views *inside and outside of class*.

- **Race/International Student Status:** In 2016, a higher percentage of White students (99%) report interacting with someone with different views *outside of class* compared to 97% of Multi-racial students.

- **Self-Perceived Social Class:** In 2016, upper class students report higher levels of interacting with someone with different views *inside and outside of class*.

- **Parental Education:** In 2016, a higher percentage of students whose parents have a bachelor's degree or graduate/professional degree (99% and 98% respectively) report interacting with someone with different views *inside of class* compared to students whose parents have no college experience (96%).

- **Gender:** In 2013, 2014, and 2016, a higher percentage of female students report interacting with someone with different views *inside of class*. Also, in 2014 and 2016, a higher percentage of female students report interacting with someone with different views *outside of class* compared to male students.

- **Disability Status:** In 2016, a higher percentage of students who do not report having a physical, learning, or psychological disability reported interacting with someone with different views *inside of class* compared to students who disclosed a physical, learning, or psychological disability (98% compared to 97% respectively).

Figure 76. Percent of Students Indicating that they Interacted with Someone with Different Views Inside of Class by Race/International Student Status, 2013-2016
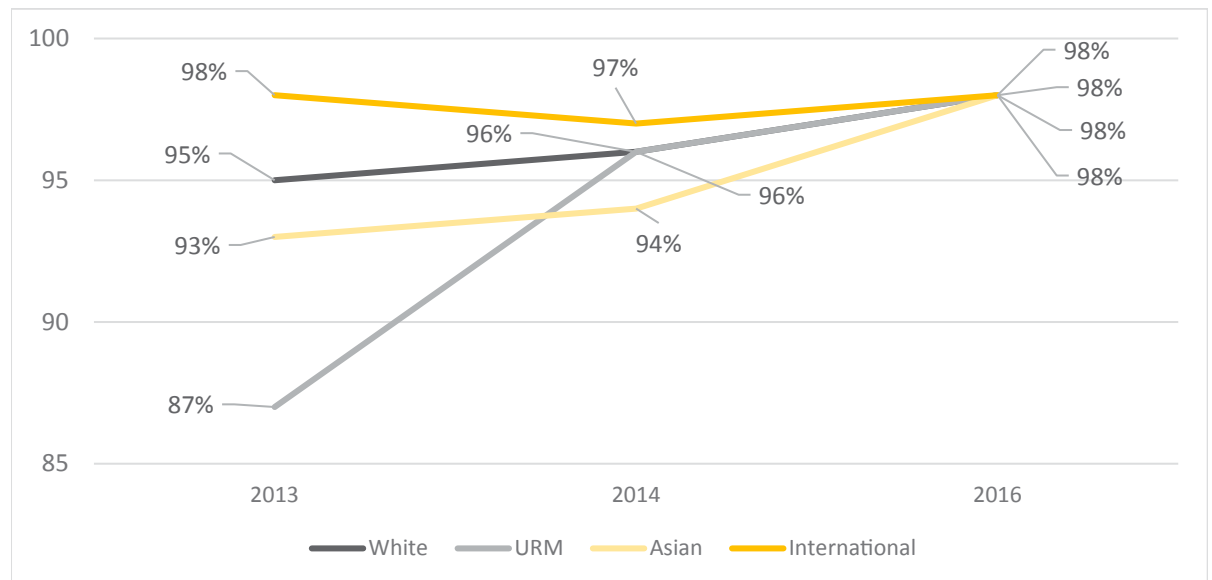
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
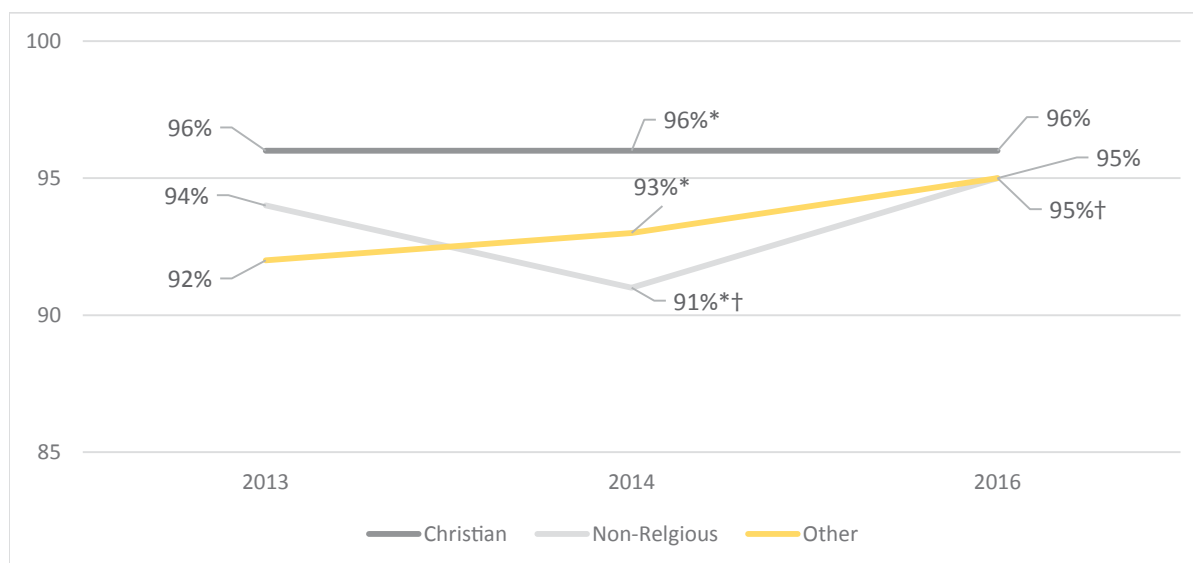
Figure 77. Percent of Students Indicating that they Interacted with Someone with Different Views Inside of Class by Parental Education, 2013-2016
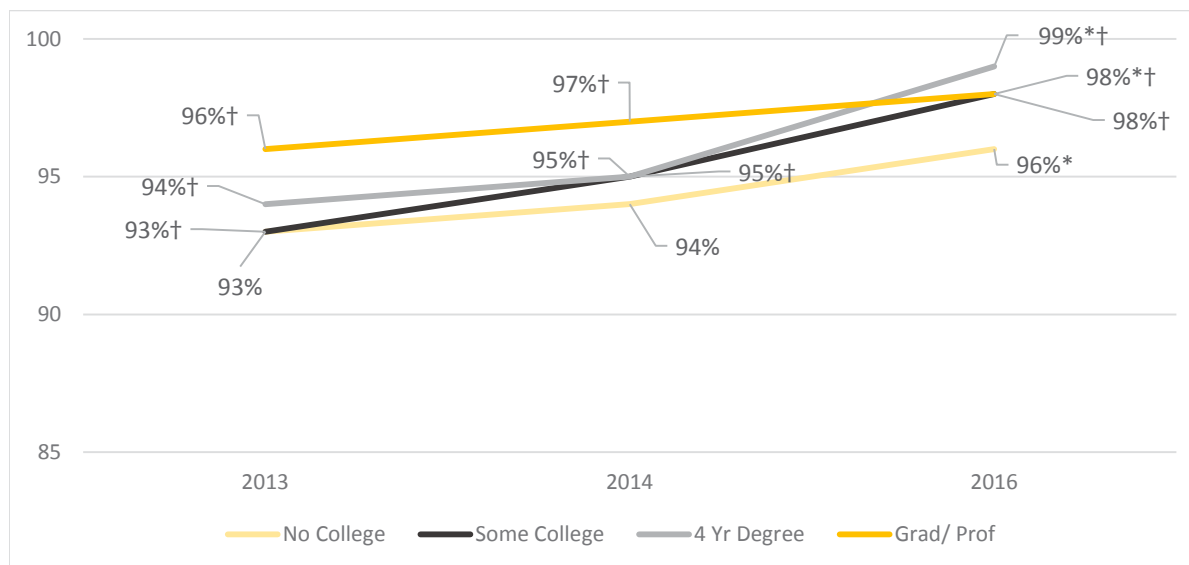
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Figure 78. Percent of Students Indicating that they Interacted with Someone with Different Views Inside of Class by Gender, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
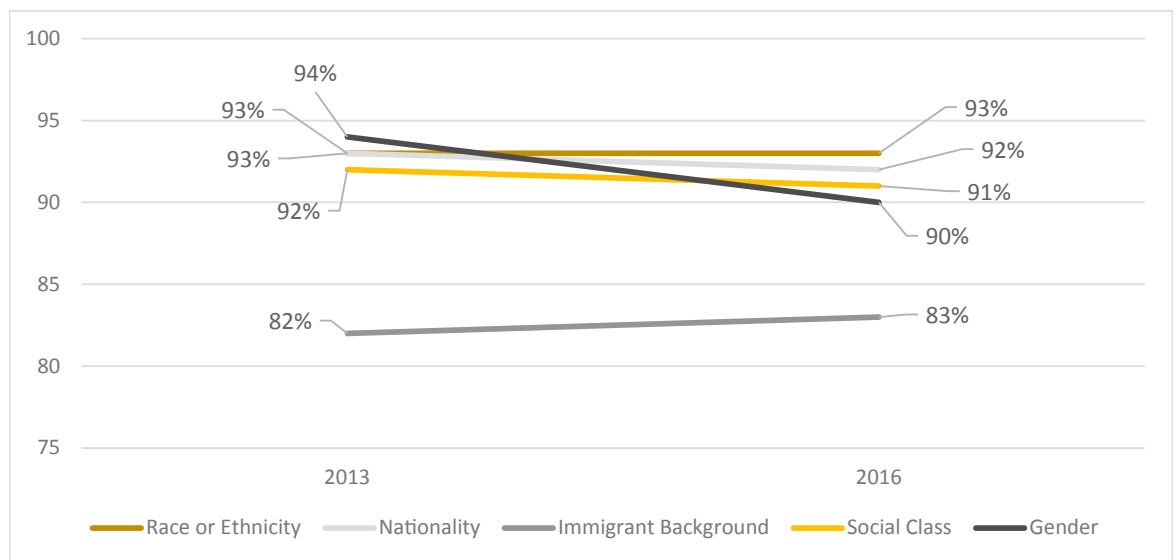
CHANGES OVER TIME

There were <u>significant increases</u> in the percentage of students indicating that they appreciated the world from someone else's perspective *inside of class* from 2013 to 2016.

The following groups <u>increased significantly</u> *inside and/or outside of class*:

- White, Under-represented Racial Minority, International, and Asian (*inside of class*)
- U.S.-born and immigrant (*inside of class*)
- Self-perceived lower class, middle class, and upper class (*inside of class*)
- Students whose parents have all levels of education (*inside of class*)
- Female and male (*inside of class*)
- Heterosexual and LGBQ (*inside of class*)
- Christian, Other (non-Christian), and Non-religious affiliations (*inside of class*)
- Politically liberal, moderate, and conservative (*inside of class*); politically liberal (*outside of class*)
- Students who do not report having a physical, learning, or psychological disability (*inside of class*)
- Non-athletes (*inside of class*)

Figure 79. Percent of Students Indicating that they Appreciated the World from Someone Else's Perspective Inside and Outside of Class, 2013-2016
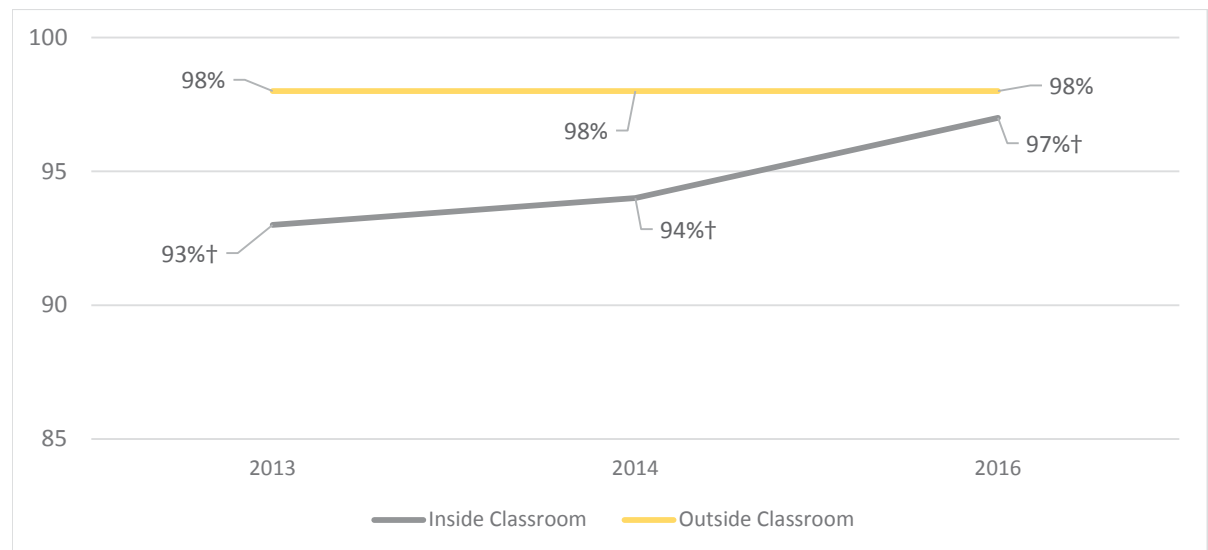
Note: A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they appreciated the world from someone else's perspective *inside and/or outside of class.*

- **Immigrant Status:** In 2014, a higher percentage of students born in the US report appreciating the world from someone else's perspective *in class* (94%) compared to 90% of students not born in the US.

- **Self-Perceived Social Class:** In 2016, upper class students report higher levels of appreciating the world from someone's perspective *in class* (98%) compared to lower class students (96%).

- **Gender:** In 2013, 2014, and 2016, a higher percentage of female students report appreciating the world from someone else's perspective *inside of class.* Also, in 2014, a higher percentage of female students report appreciating the world from someone else's perspective *outside of class* compared to male students.

Figure 80. Percent of Students Indicating that they Appreciated the World from Someone Else's Perspective Inside of Class by Self-Perceived Social Class, 2013-2016
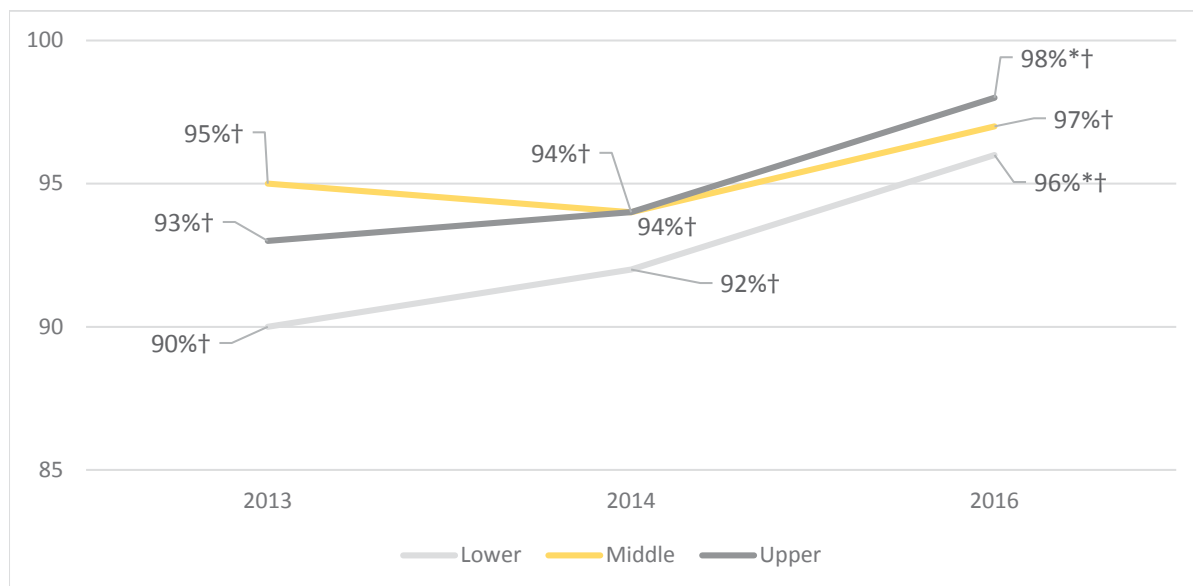
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Figure 81. Percent of Students Indicating that they Appreciated the World from Someone Else's Perspective Inside of Class by Gender, 2013-2016
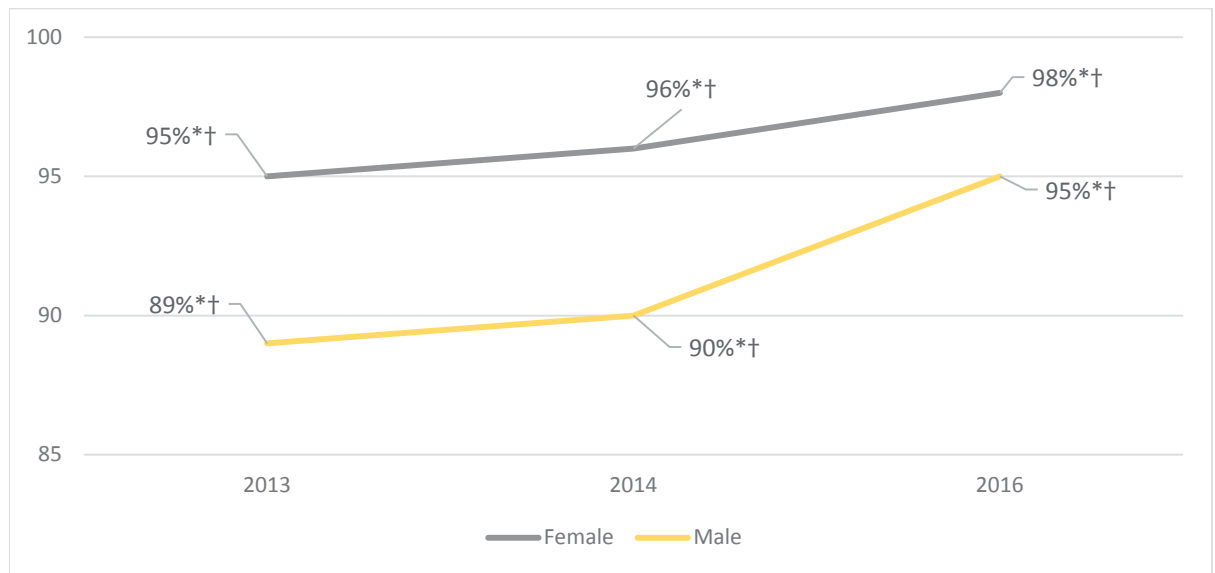
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Figure 82. Percent of Students Indicating that they Appreciated the World from Someone Else's Perspective Inside of Class by Religious Affiliation, 2013-2016
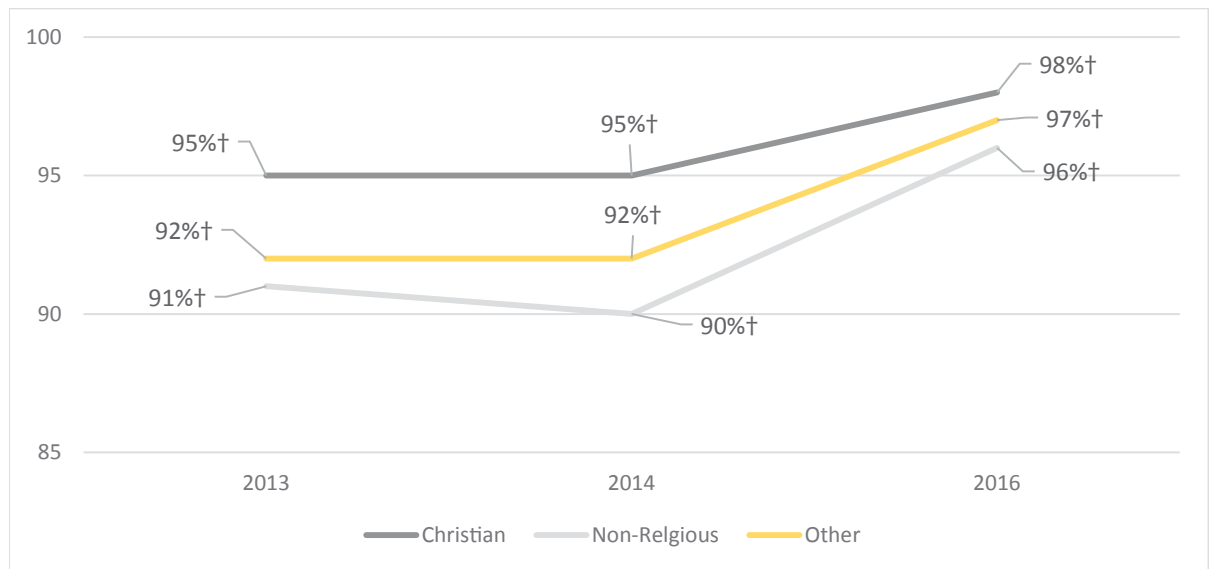
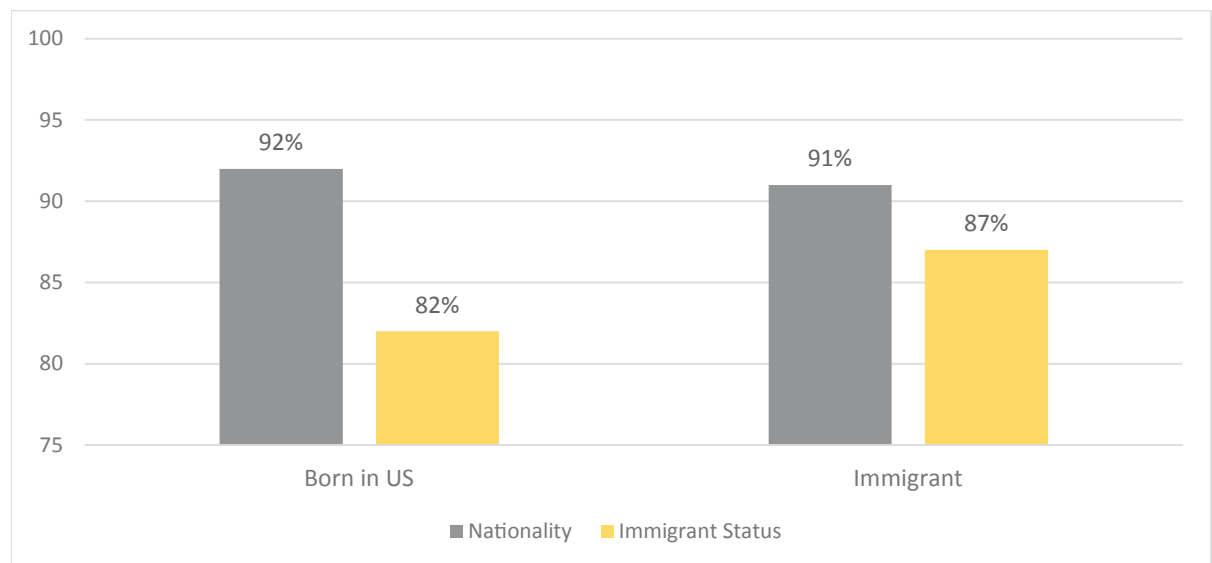Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

CHANGES OVER TIME

There were <u>not significant changes</u> in the percentage of students indicating that they discussed and navigated controversial issues *inside or outside of class* from 2013 to 2016.

However, the following groups <u>increased significantly</u> *inside and/or outside of class*:

- Under-represented Racial Minority (*inside of class*); White (*outside of class*)
- U.S.-born (*outside of class*)
- Students whose parents have not attended college (*inside and outside of class*)
- Male (*outside of class*)
- Non-religious affiliation (*inside of class*)
- Students who do not report having a physical, learning, or psychological disability (*outside of class*)
- Non-athletes (*outside of class*)

Figure 83. Percent of Students Indicating that they Discussed and Navigated Controversial Issues Inside and Outside of Class, 2013-2016
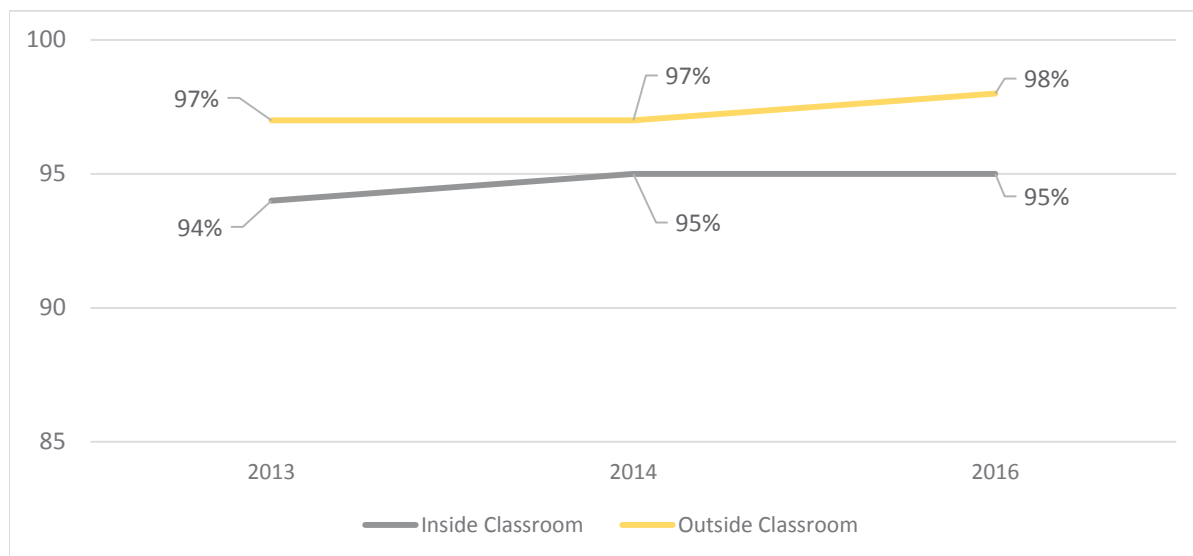
Note: A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several underlined significant differences across groups in the percentage of students indicating that they discussed and navigated controversial issues *inside or outside of class*.

- **Race/International Student Status:** In 2013, a higher percentage of White students report discussing and navigating controversial issues *inside and outside of class* compared to Under-represented Racial Minority (URM) students. Also, in 2016, a higher percentage of White students report discussing and navigating controversial issues *outside of class* compared to Multi-racial students.

- **Immigrant Status:** In 2016, a higher percentage of students born in the US report discussing and navigating controversial issues *outside of class* (98%) compared to 95% of students not born in the US.

- **Parental Education:** In 2014, a lower percentage of students whose parents have no college experience (90%) report discussing and navigating controversial issues *inside of class* compared to students whose parents have some college experience (94%), a four year college degree (95%), or a graduate or professional degree (96%).

- **Gender:** In 2014 and 2016, a higher percentage of female students report discussing and navigating controversial issues *inside of class* compared to male students. Also, in 2014, a higher percentage of female students report discussing and navigating controversial issues *outside of class* compared to male students.

- **Sexual Orientation:** In 2016, a higher percentage of LGBQ students (99%) report discussing and navigating controversial issues *outside of class* compared to heterosexual students (98%).

- **Religious Affiliation:** In 2014, a higher percentage of Christian students (96%) report discussing and navigating controversial issues *inside of class* compared to non-religious students (91%) and other religious affiliation (93%).

Figure 84. Percent of Students Indicating that they Discussed and Navigated Controversial Issues Inside of Class by Race/International Student Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
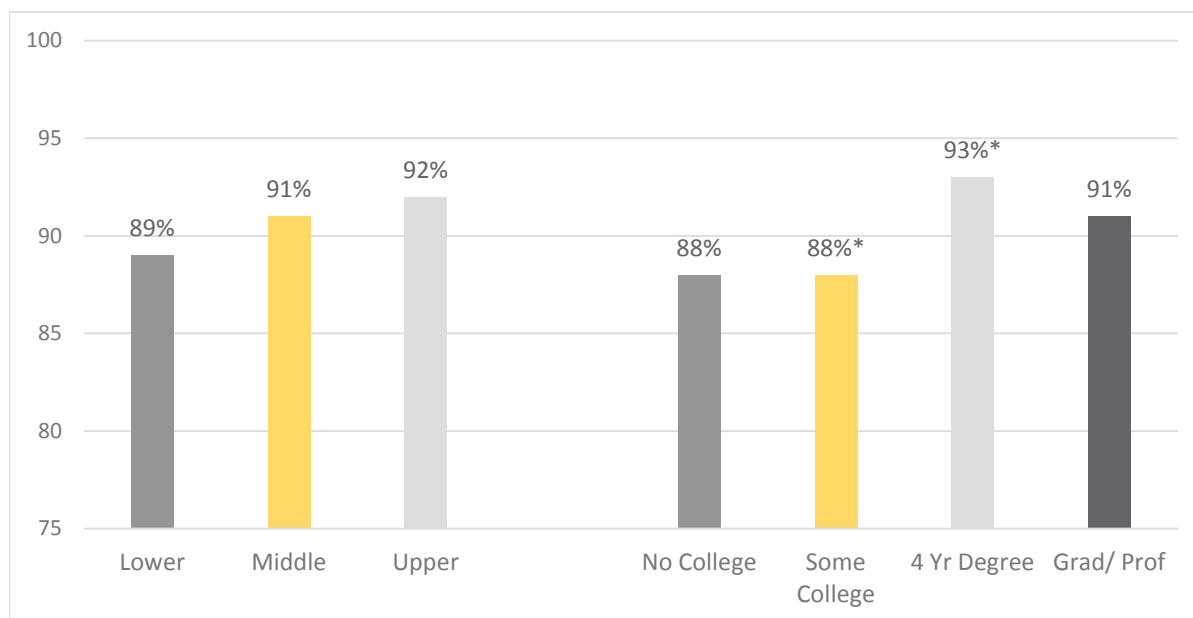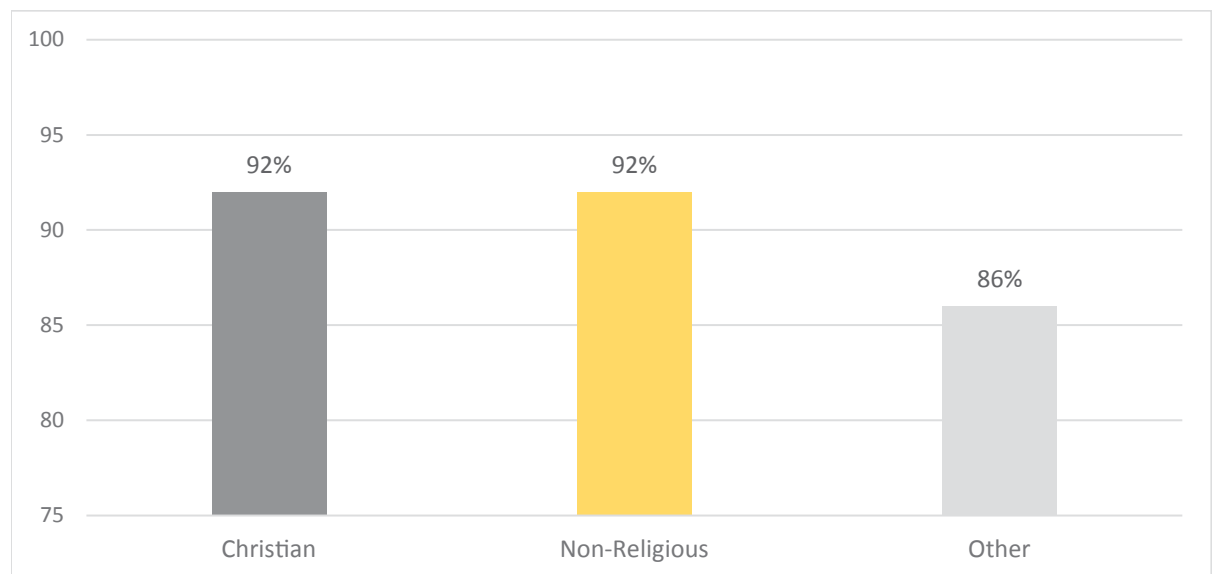
Figure 85. Percent of Students Indicating that they Discussed and Navigated Controversial Issues Inside of Class by Gender, 2013-2016
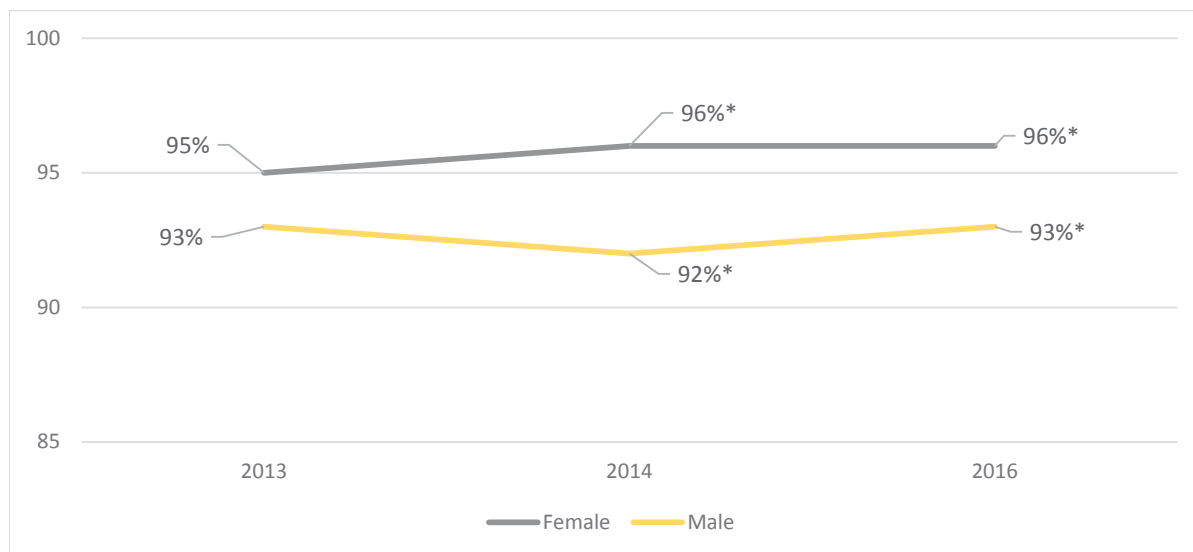
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Figure 86. Percent of Students Indicating that they Discussed and Navigated Controversial Issues Inside of Class by Religious Affiliation, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Understanding Diverse Perspectives through Conversations with Other Students
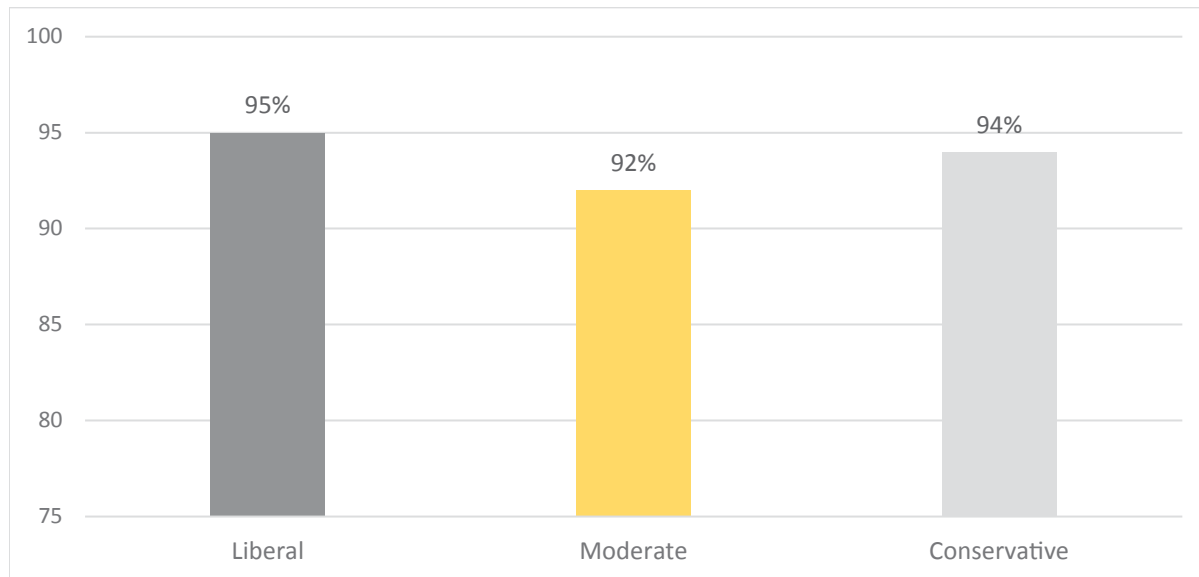
Figure 87. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed from Them, 2013-2016

Note: A cross indicates a significant change over time. See appendix for more details.
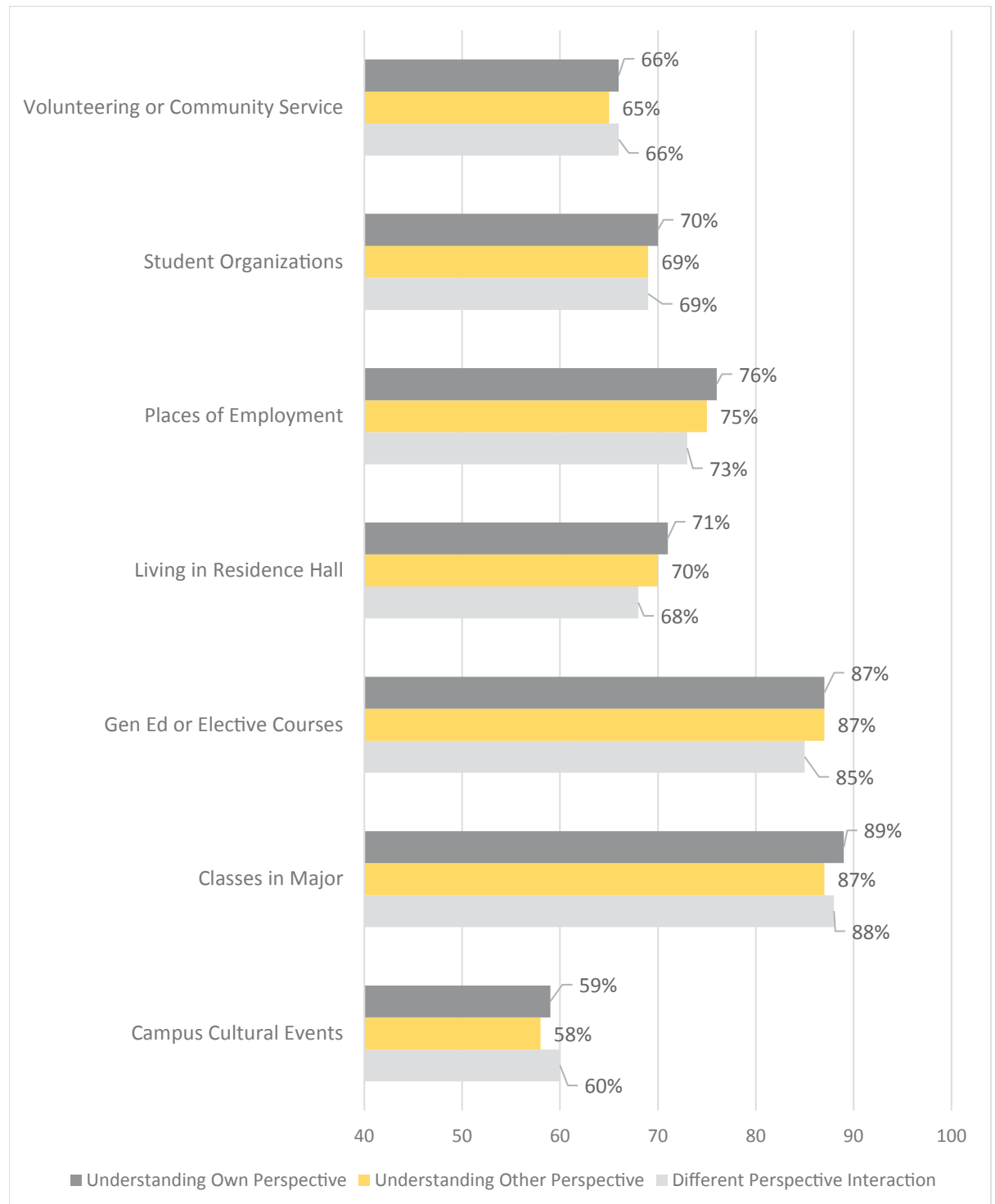
Figure 88. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed from Them, 2013-2016

Note: A cross indicates a significant change over time. See appendix for more details.

Understanding Diverse Perspectives through Conversations with Other Students

CHANGES OVER TIME

There were several <u>significant changes</u> over time for specific groups in the percentage of students indicating that they gained a deeper understanding of other perspectives through conversations with fellow students who differed from them.

- The percentage of *International students* who report gaining a deeper understanding of other perspectives through conversations with fellow students who were of a *different race or ethnicity* from their own declined significantly from 2013 (100%) to 2016 (92%).

- The percentage of *immigrant students* who report gaining a deeper understanding of other perspectives through conversations with fellow students who were of a *different nationality* from their own declined significantly from 2013 (100%) to 2016 (91%).

- The percentage of *female students* who report gaining a deeper understanding of other perspectives through conversations with fellow students whose *gender identity* was different from their own declined significantly from 2013 (94%) to 2016 (91%).

- The percentage of *non-religious students* who report gaining a deeper understanding of other perspectives through conversations with fellow students whose *religious beliefs* were different from their own increased significantly from 2013 (85%) to 2016 (92%).

- The percentage of *non-Christian* students who report gaining a deeper understanding of other perspectives through conversations with fellow students whose *religious beliefs* were different from their own decreased significantly from 2013 (93%) to 2016 (86%).

Figure 89. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed: Race or Ethnicity, 2016
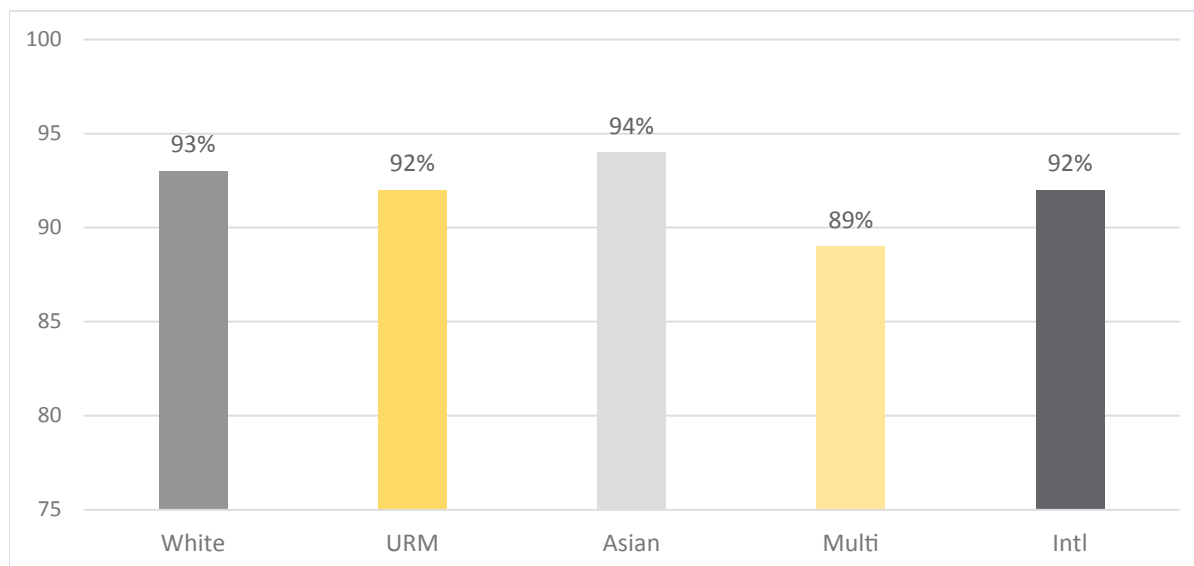
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Understanding Diverse Perspectives through Conversations with Other Students
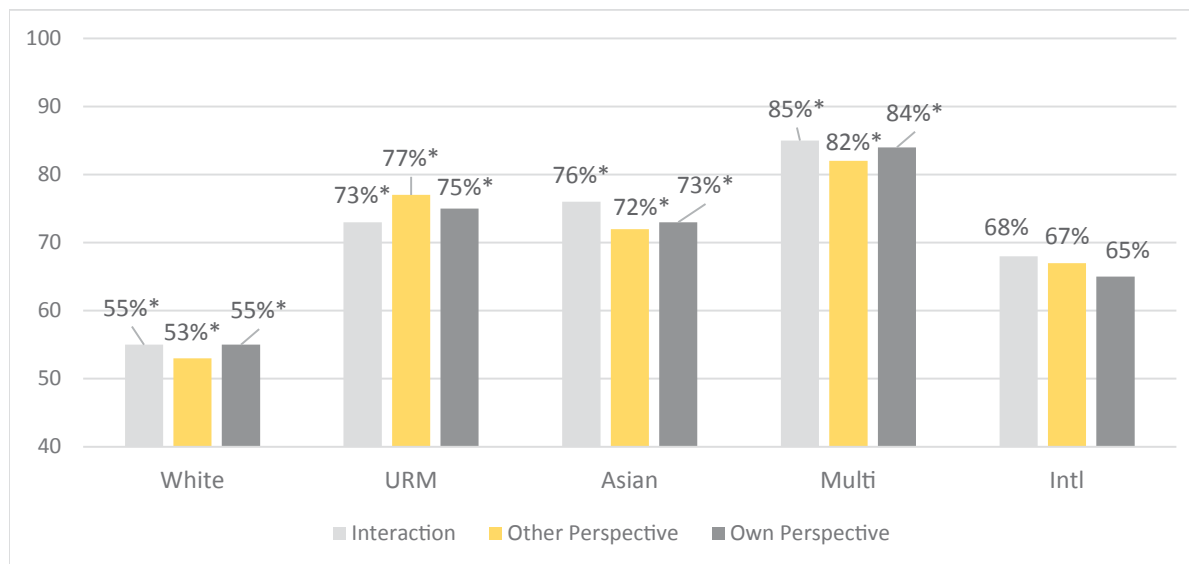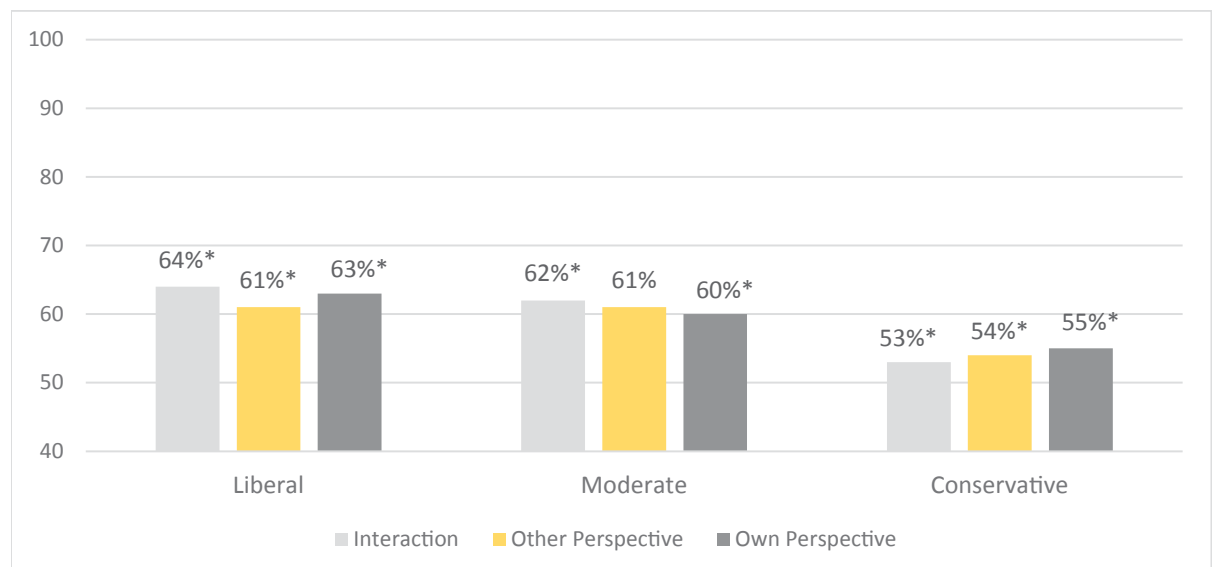
<div style="background:#f9e08a; padding:1em;">

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they gained a deeper understanding of other perspectives through conversations with fellow students who differed from them.

- **Immigrant Status:** In 2013, a higher percentage of immigrant students report gaining a deeper understanding of other perspectives through conversations with fellow students who were a *different nationality* from their own (100%) compared to U.S.-born students (92%).

- In 2013, a substantially higher percentage of immigrant students report gaining a deeper understanding of other perspectives through conversations with fellow students who were a *different immigrant background* from their own (95%) compared to U.S.-born students (81%).

- **Parental Education:** In 2016, a higher percentage of students whose parents have a four year college degree report gaining a deeper understanding of other perspectives through conversations with fellow students who were a *different social class* from their own (93%) compared to students whose parents have some college experience (88%).

</div>

Figure 90. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed: Nationality and Immigrant Background, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Understanding Diverse Perspectives through Conversations with Other Students

GROUP DIFFERENCES

There were several underlined significant differences across groups in the percentage of students indicating that they gained a deeper understanding of other perspectives through conversations with fellow students who differed from them.

- **Sexual Orientation:** In 2016, a higher percentage of LGBQ students report gaining a deeper understanding of other perspectives through conversations with fellow students who were a *different sexual orientation* from their own (92%) compared to heterosexual students (87%).

- **Religious Affiliation:** In 2016, a lower percentage of students who have a non-Christian religious affiliation report gaining a deeper understanding of other perspectives through conversations with fellow students who were a *different religious affiliation* from their own (86%) compared to students who have a Christian religious affiliation or do not have a religious affiliation (92%).

- **Disability:** In 2016, a higher percentage of students who do not report having a disability report gaining a deeper understanding of other perspectives through conversations with fellow students who had a *physical or other observable disability* (81%) compared to students who disclose having a disability (77%).

Figure 91. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed: Social Class, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Understanding Diverse Perspectives through Conversations with Other Students

Figure 92. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed: Gender and Sexual Orientation, 2016
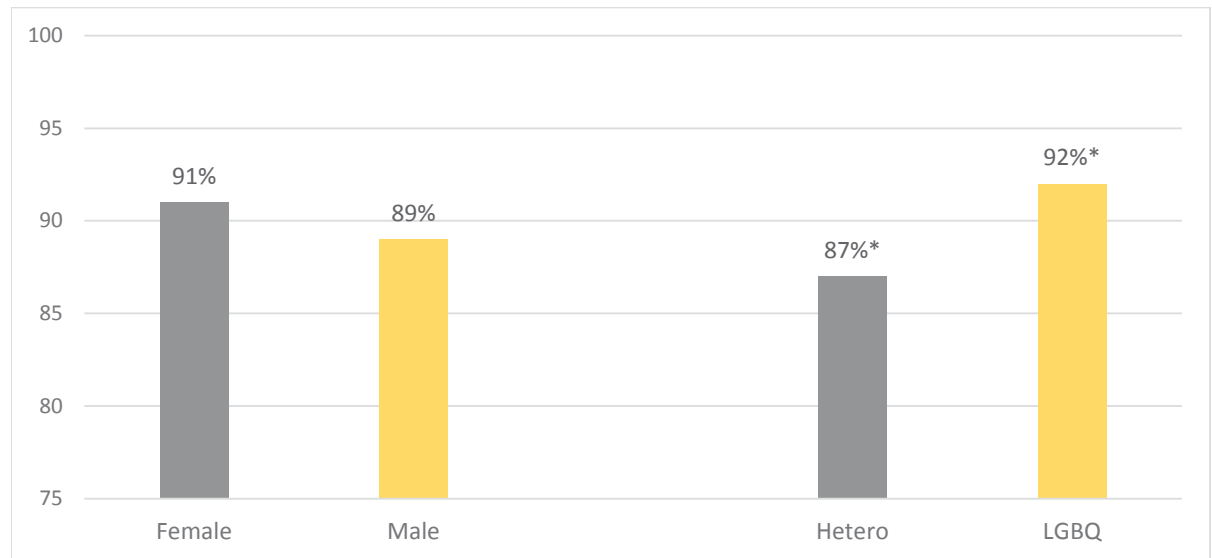
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Figure 93. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed: Religious Beliefs, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Understanding Diverse Perspectives through Conversations with Other Students

Figure 94. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed: Political Opinion, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Figure 95. Percent of Students Indicating that they Gained a Deeper Understanding of Other Perspectives through Conservation with Fellow Students Who Differed: Physical or Other Observable Disability and Learning, Psychological, or Other Not Readily Apparent Disability, 2016
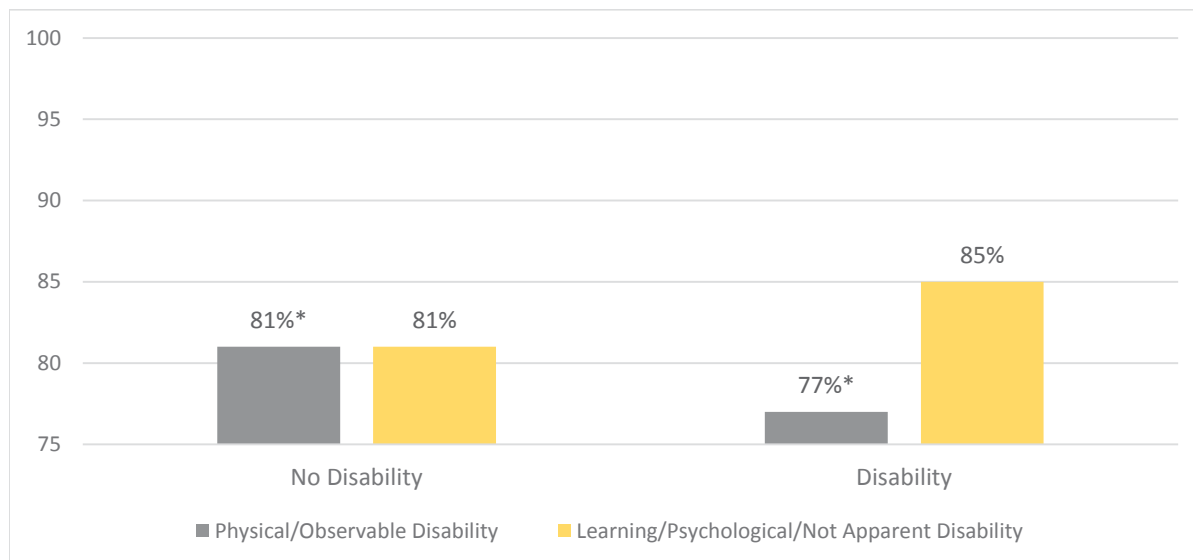
Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives
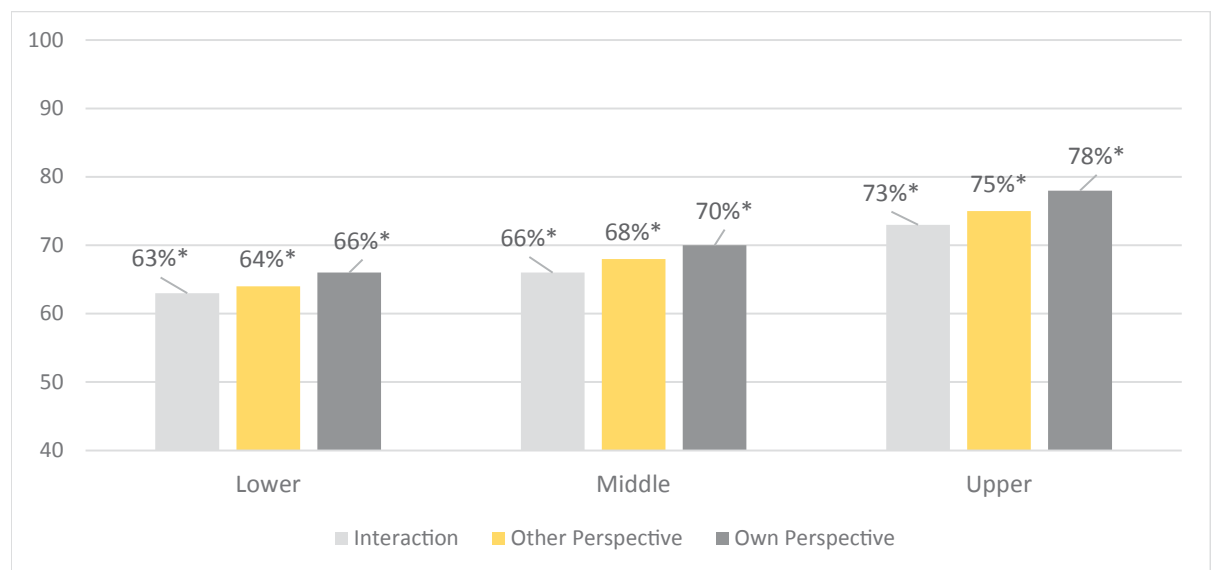
Figure 96. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives, 2016

Category	Understanding Own Perspective	Understanding Other Perspective	Different Perspective Interaction
Volunteering or Community Service	66%	65%	66%
Student Organizations	70%	69%	69%
Places of Employment	76%	75%	73%
Living in Residence Hall	71%	70%	68%
Gen Ed or Elective Courses	87%	87%	85%
Classes in Major	89%	87%	88%
Campus Cultural Events	59%	58%	60%

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Campus Cultural Events

> ### *GROUP DIFFERENCES*
>
> There were several <u>significant differences</u> across groups in the percentage of students indicating that they interacted with people who have perspectives different from their own, gained a deeper understanding of other people's perspectives, and understood their own perspective differently after learning about someone else's *at campus cultural events*.
>
> - **Race/International Student Status:** A substantially lower percentage of White students compared to Under-represented Racial Minority, Asian, or Multi-racial students report that they interacted with people who have perspectives different from their own, gained a deeper understanding of other people's perspectives, and understood their own perspective differently after learning about someone else's at campus cultural events.
>
> - **Immigrant Status:** A substantially lower percentage of students born in the US compared to immigrant students report that they interacted with people who have perspectives different from their own (58% compared to 77%), gained a deeper understanding of other people's perspectives (57% compared to 74%), and understood their own perspective differently after learning about someone else's (58% compared to 76%) at campus cultural events.

Figure 97. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives at a Campus Cultural Event, by Race/International Student Status 2016
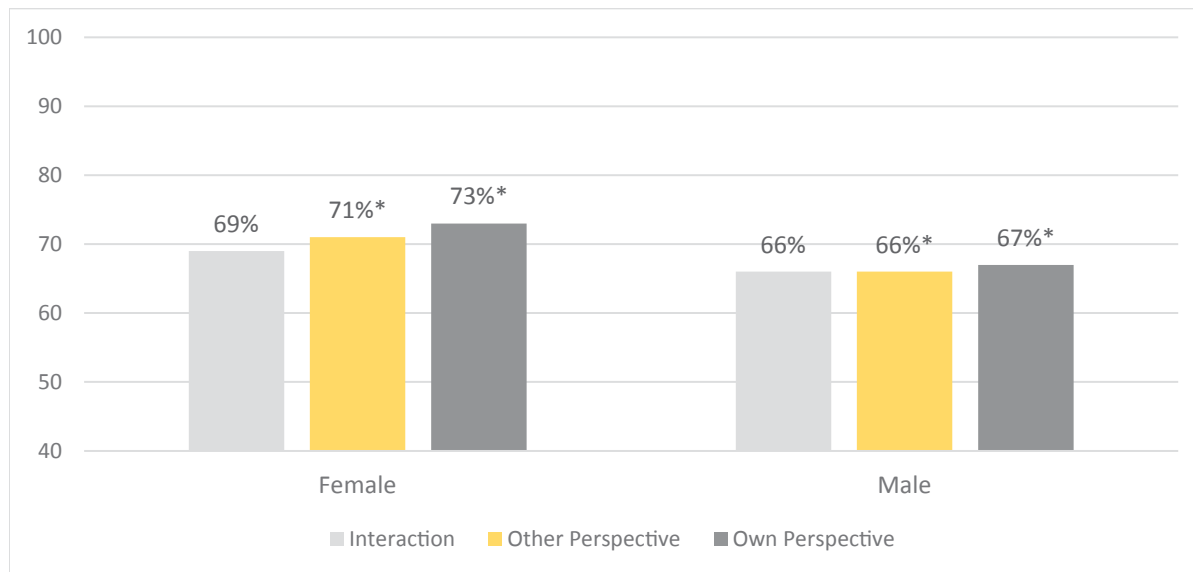

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

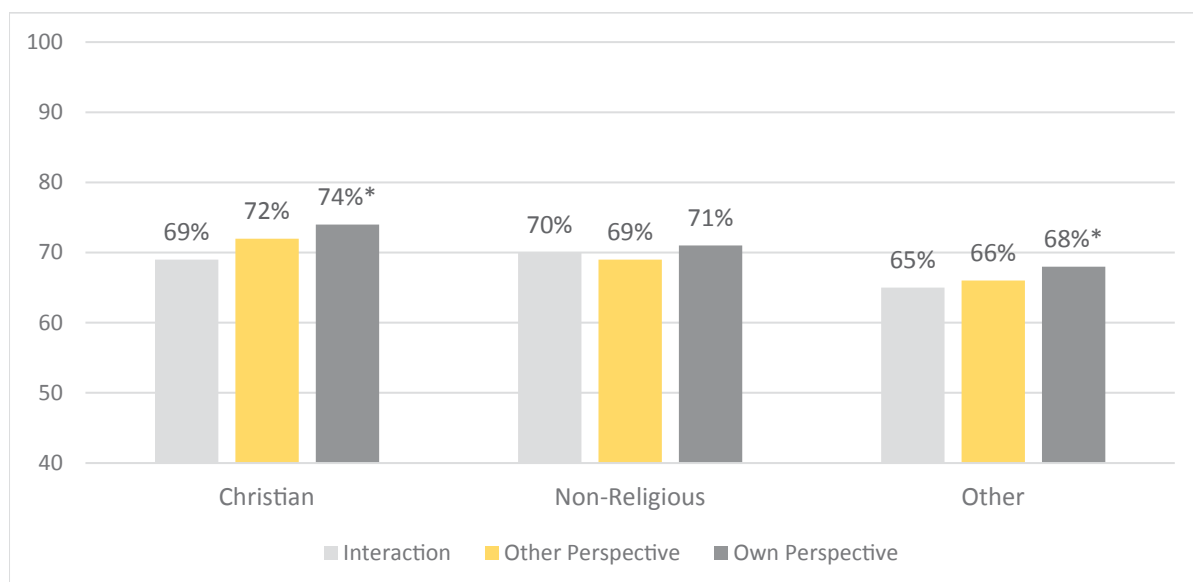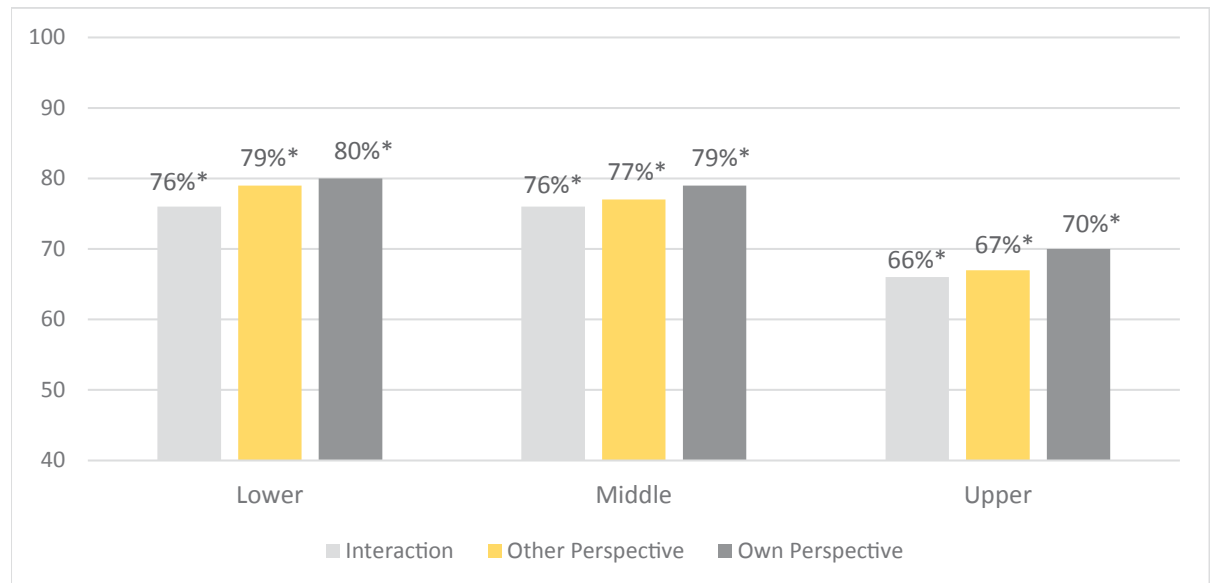## Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Campus Cultural Events

<div>

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they interacted with people who have perspectives different from their own, gained a deeper understanding of other people's perspectives, and understood their own perspective differently after learning about someone else's *at campus cultural events*.

- **Parental Education:** A substantially lower percentage of students whose parents have some college experience compared to students whose parents have a graduate or professional degree report that they interacted with people who have perspectives different from their own (53% compared to 64%), gained a deeper understanding of other people's perspectives (52% compared to 62%), and understood their own perspective differently after learning about someone else's (52% compared to 64%) at campus cultural events.

- **Gender:** A lower percentage of male students compared to female students report that they interacted with people who have perspectives different from their own (57% compared to 62%) at campus cultural events.

- **Political Ideology:** A substantially lower percentage of conservative students compared to moderate or liberal students report that they interacted with people who have perspectives different from their own, gained a deeper understanding of other people's perspectives, and understood their own perspective differently after learning about someone else's at campus cultural events.

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Figure 98. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives at a Campus Cultural Event, by Political Ideology, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

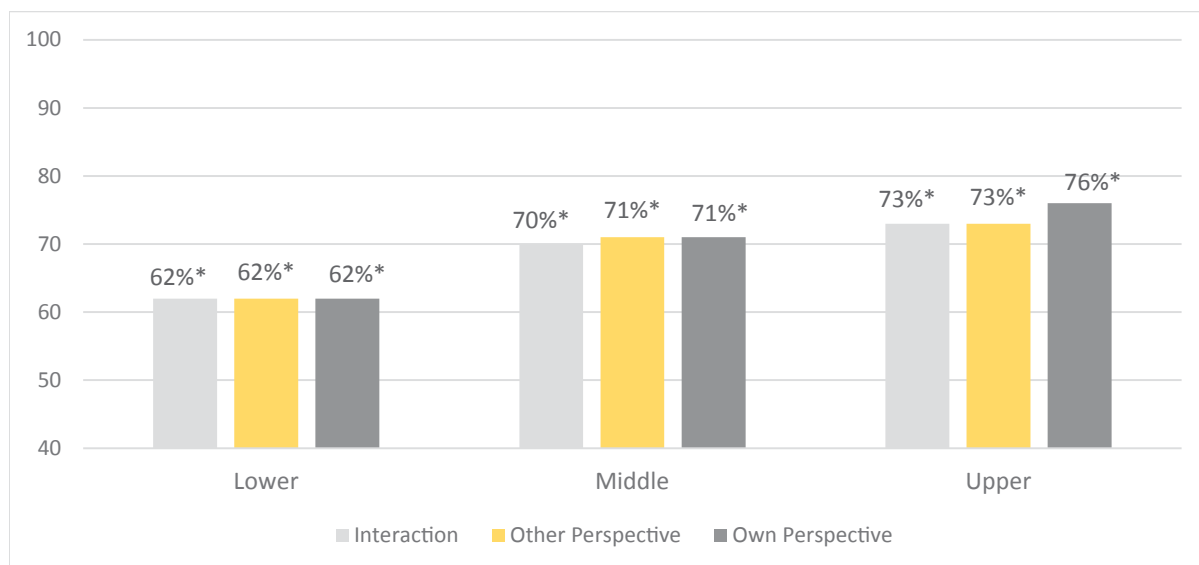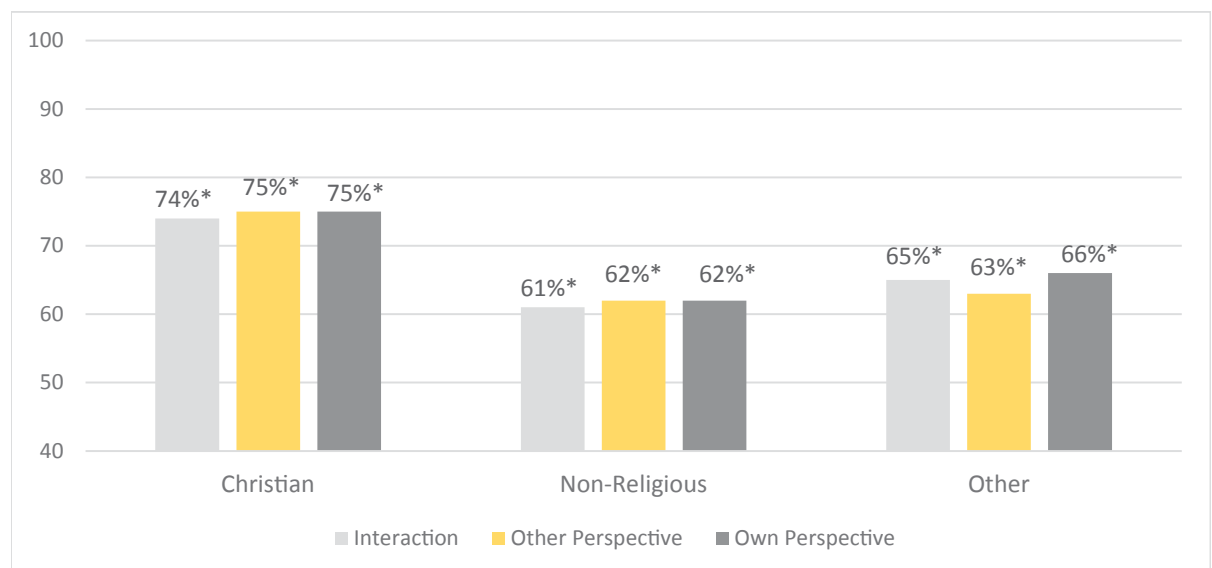## Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Classes in My Major or in Gen Ed and Elective Classes

<div style="background:#f9e19c;">

GROUP DIFFERENCES

There were <u>no significant differences</u> across groups in the percentage of students indicating that they interacted with people who have perspectives different from their own, gained a deeper understanding of other people's perspectives, and understood their own perspective differently after learning about someone else's *in classes in their major.*

- There were two <u>significant differences</u> across groups in the percentage of students indicating that they interacted with people who have perspectives different from their own, gained a deeper understanding of other people's perspectives, and understood their own perspective differently after learning about someone else's *in Gen Ed or elective classes.*

- **Gender:** A higher percentage of female students compared to male students report that they gained a deeper understanding of other people's perspectives (88% compared to 84%) in Gen Ed and elective classes.

- **Political Ideology:** A higher percentage of conservative students compared to moderate students report that they understood their own perspective differently after learning about someone else's (90% compared to 85%) in Gen Ed or elective classes.

</div>

Figure 99. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives in Gen Ed or Elective Classes, by Political Ideology, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Living in Residence Halls

Figure 100. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives Living in Residence Halls, by Self-Perceived Social Class, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

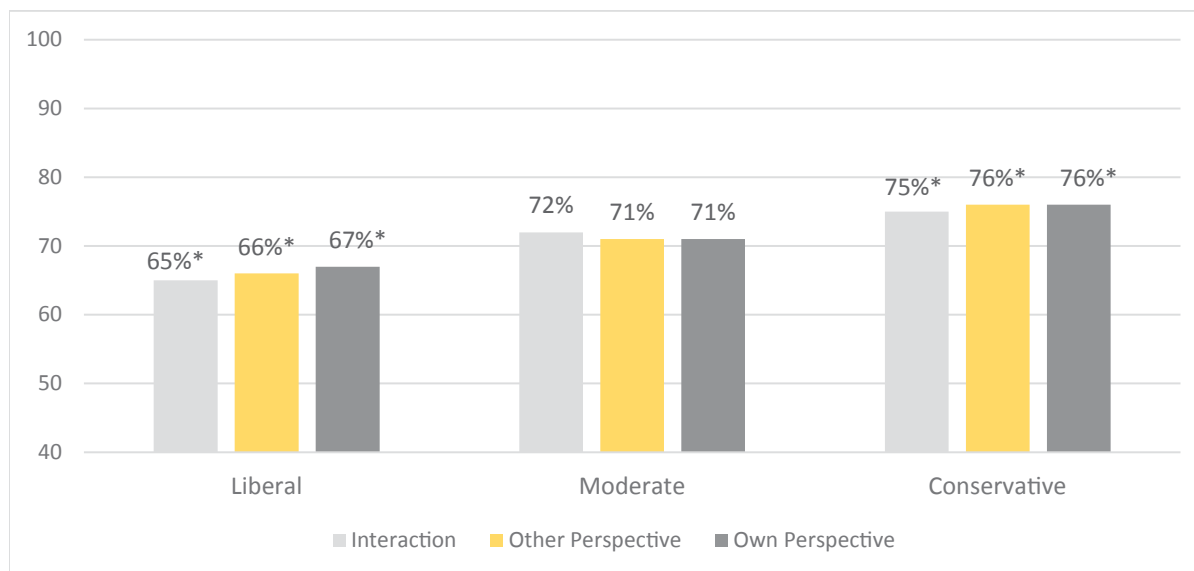## Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Living in Residence Halls

Figure 101. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives Living in Residence Halls, by Gender, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Figure 102. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives Living in Residence Halls, by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Places of Employment

Figure 103. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives at Places of Employment, by Self-Perceived Social Class, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

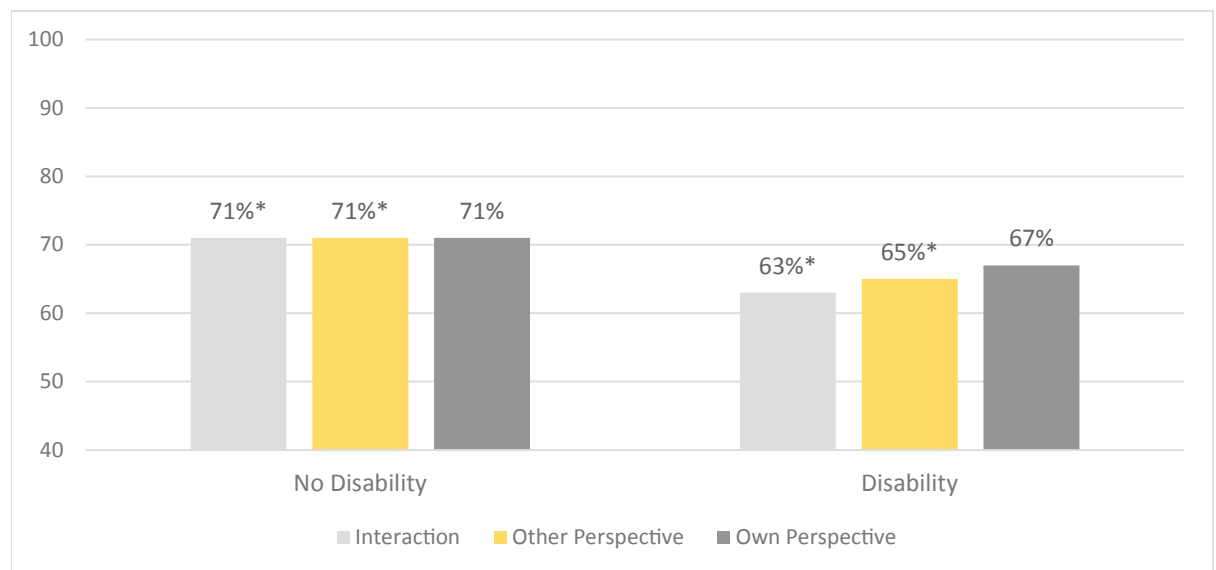# Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Student Organizations

Figure 104. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives in Student Organizations, by Self-Perceived Social Class, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Student Organizations

Figure 105. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives in Student Organizations, by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

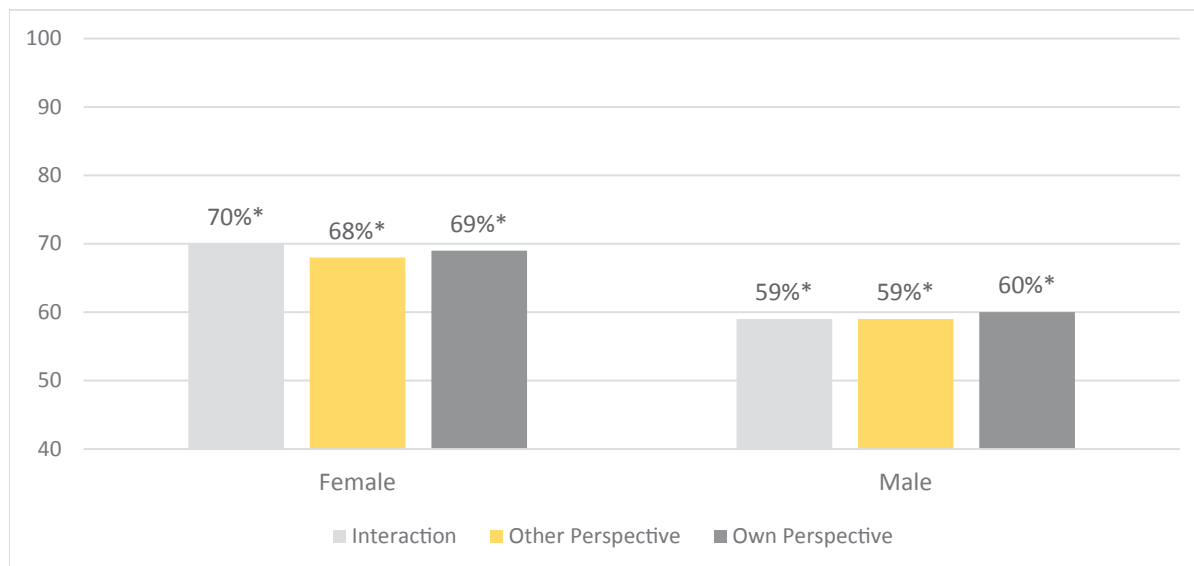# Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Student Organizations

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students indicating that they interacted with people who have perspectives different from their own, gained a deeper understanding of other people's perspectives, and understood their own perspective differently after learning about someone else's *in student organizations*.

- **Political Ideology:** A substantially higher percentage of conservative students compared to liberal students report that they interacted with people who have perspectives different from their own (75% compared to 65%), gained a deeper understanding of other people's perspectives (76% compared to 66%), and understood their own perspective differently after learning about someone else's (76% compared to 67%) in student organizations.

Figure 106. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives in Student Organizations, by Political Ideology, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Student Organizations

Figure 107. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives in Student Organizations, by Disability Status, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

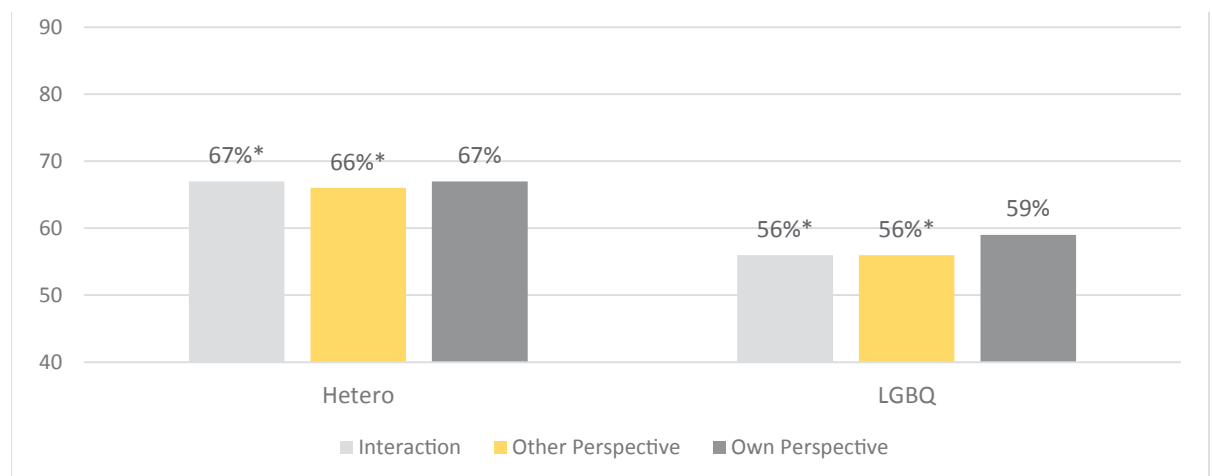# Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Volunteering or Community Service

Figure 108. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives through Volunteering or Community Service, by Gender, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Volunteering or Community Service

Figure 109. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives through Volunteering or Community Service, by Sexual Orientation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Interacting with People with Different Perspectives, and Understanding Other and One's Own Perspectives

Volunteering or Community Service

Figure 110. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives through Volunteering or Community Service, by Religious Affiliation, 2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

Figure 111. Percent of Students Indicating that they Interacted with People who have a Different Perspective, or Gained a Deeper Understanding of their Own or Other's Perspectives through Volunteering or Community Service, by Political Ideology, 2016
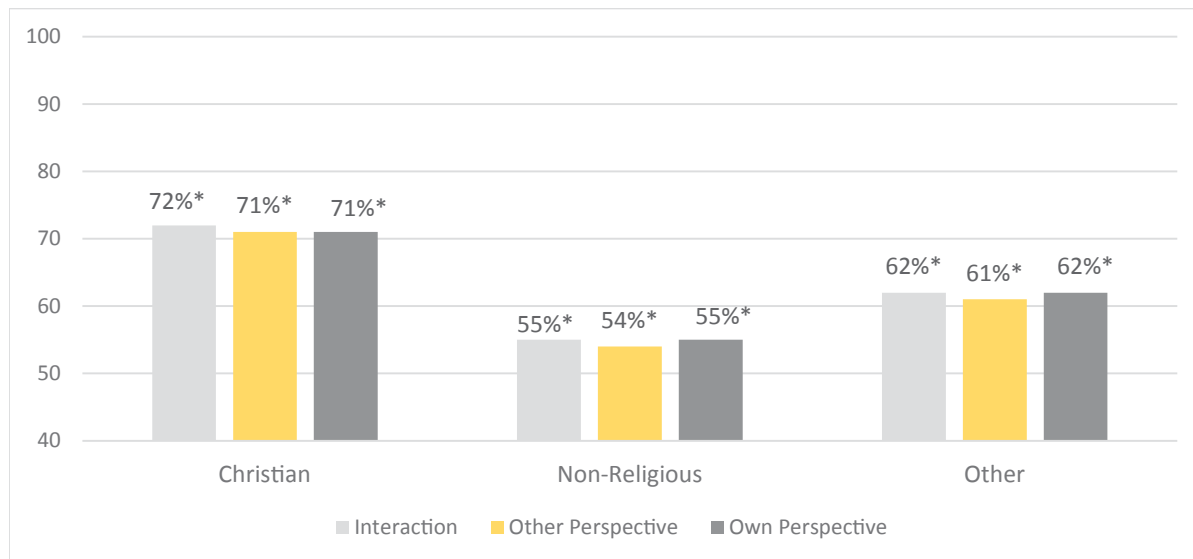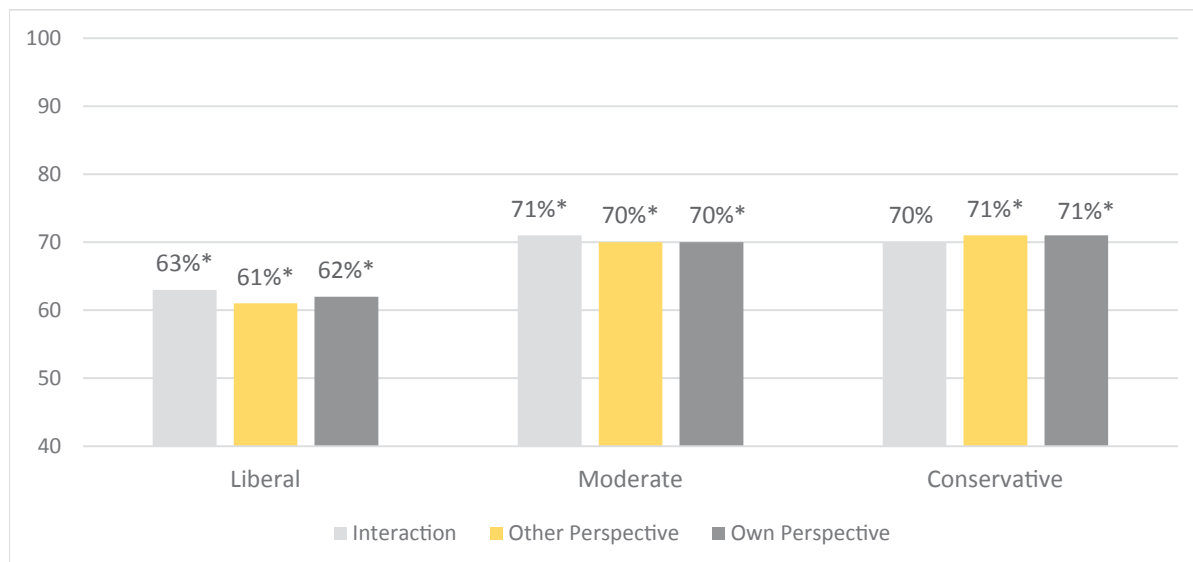

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. See appendix for more details.

3.6 Gains in Awareness, Appreciation, and Understanding of Diversity

In this section of the report, we analyze two sets of survey items asking students to report on their abilities, awareness, and understanding of different issues related to diversity when they first began at the University of Iowa as well as their current abilities, awareness, and understanding.

The analysis presented in this section of the report includes the overall percentage of students at the University of Iowa who report good to excellent abilities, awareness, and understanding of different issues related to diversity currently for each year the data are available. For the Perceptions of Own Abilities at the Start of College and Currently Related to Diversity section, the percentage of students who report higher abilities now compared to when they first began at the University of Iowa (e.g. gains) are also presented. The analysis for both sets of questions also includes disaggregated group-specific percentages of students who report good to excellent abilities, awareness, and understanding of different issues related to diversity, as well as the percentage of students in each group that increase or "gain" in their abilities, awareness, and understanding.

Perceptions of Own Abilities at Start of College and Currently Related to Diversity

All SERU 2013 and SERU 2014 respondents were asked a series of questions to evaluate their perceived personal development when they started at the university and at the time of taking the survey.

Please rate your abilities now and when you first began at this university on the following:

- Ability to appreciate, tolerate and understand racial and ethnic diversity
- Ability to appreciate cultural and global diversity

Perceptions of Own Current Awareness and Understanding of Issues Related to Diversity

Approximately 12% of SERU 2013 and 50% of SERU 2016 respondents were asked a series of questions to evaluate their awareness and understanding of several issues when they started at the university and at the time of taking the survey.

Please rate your awareness and understanding of the following issues when you started at this campus and now:

- Own racial and ethnic identity
- Social class and economic differences/issues
- Racial and ethnic differences/issues
- Gender differences/issues
- Sexual orientation differences/issues
- Physical or other observable disabilities
- Learning, psychological, or other disabilities that are not readily apparent

Response categories were: very poor, poor, fair, good, very good, and excellent. In this report, the following categories are combined: good, very good, and excellent to create a "good to excellent" category. Gains in abilities, and awareness and understanding are calculated by the difference in responses between the "when you first started/began at this campus/university" response and the current "now" response.
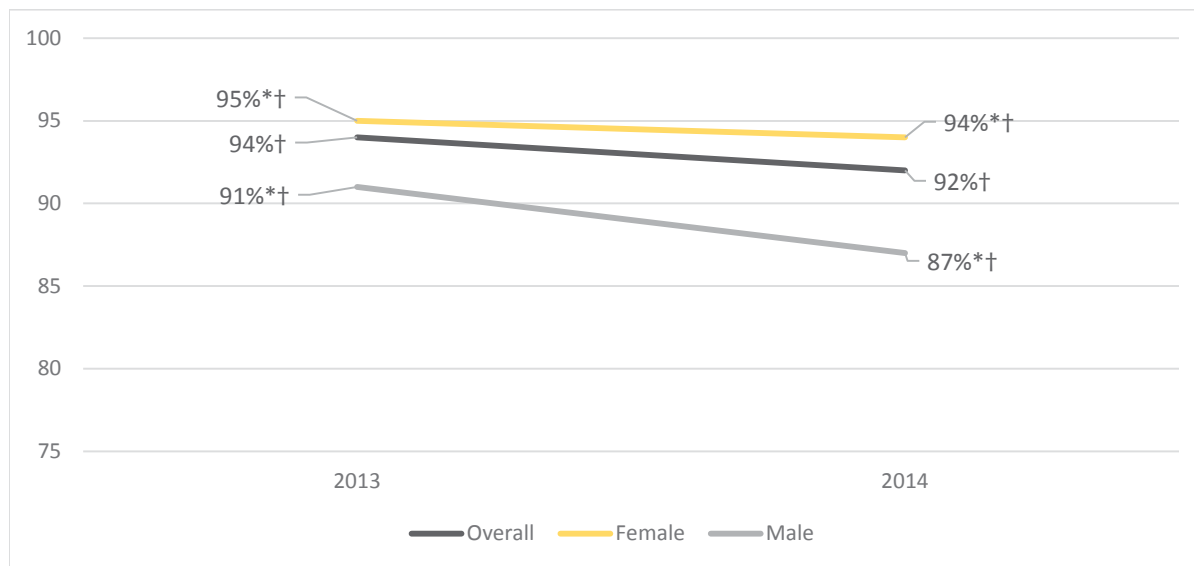
CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current ability to appreciate, tolerate and understand racial and ethnic diversity was good to excellent from 2013 to 2014.

The following groups <u>decreased significantly</u> in reporting that their current ability to appreciate, tolerate and understand racial and ethnic diversity was good to excellent from 2013 to 2014.

- White and International
- Born in the U.S. and immigrants
- Self-perceived lower and middle class
- Students whose parents have some college experience
- Male
- Heterosexual and LGBQ
- Christian and non-Christian religious affiliated
- Politically liberal and moderate
- Non-athletes

Figure 112. Percent of Students Reporting that their Current Ability to Appreciate, Tolerate and Understand Racial and Ethnic Diversity was Good to Excellent, Overall and by Gender, 2013–2014

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that their current ability to appreciate, tolerate and understand racial and ethnic diversity was good to excellent.

- **Race/International Student Status:** In 2013, a lower percentage of International students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (90%) compared to Under-represented Racial Minority (96%) and Asian students (97%).

- In 2014, a lower percentage of White and International students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (91% and 85% respectively) compared to Under-represented Racial Minority and Asian (96% and 98% respectively).

- **Immigrant Status:** In 2014, a lower percentage of immigrant students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (89%) compared to students born in the U.S. (92%).

Figure 113. Percent of Students Reporting that their Current Ability to Appreciate, Tolerate and Understand Racial and Ethnic Diversity was Good to Excellent, by Race/International Student Status, 2013-2014
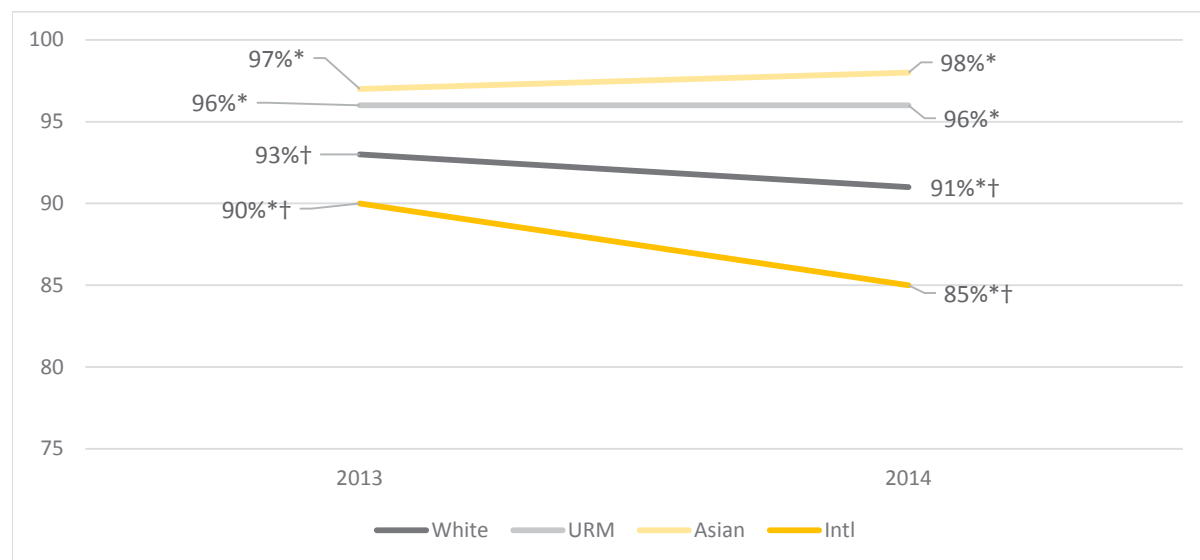

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that their current ability to appreciate, tolerate and understand racial and ethnic diversity was good to excellent.

- **Gender:** In 2013 and 2014, a lower percentage of male students report their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (91% in 2013 and 87% in 2014) compared to female students (95% in 2013 and 94% in 2014).

- **Political Ideology:** In 2013 and 2014, a lower percentage of conservative students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (89% in 2013 and 87% in 2014) compared to liberal students (96% in 2013 and 94% in 2014) and moderate students (94% in 2013 and 92% in 2014).

- **Disability:** In 2014, a lower percentage of students who disclose a disability report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (88%) compared to students who do not report a disability (92%).

Figure 114. Percent of Students Reporting that their Current Ability to Appreciate, Tolerate and Understand Racial and Ethnic Diversity was Good to Excellent, by Political Ideology, 2013-2014

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
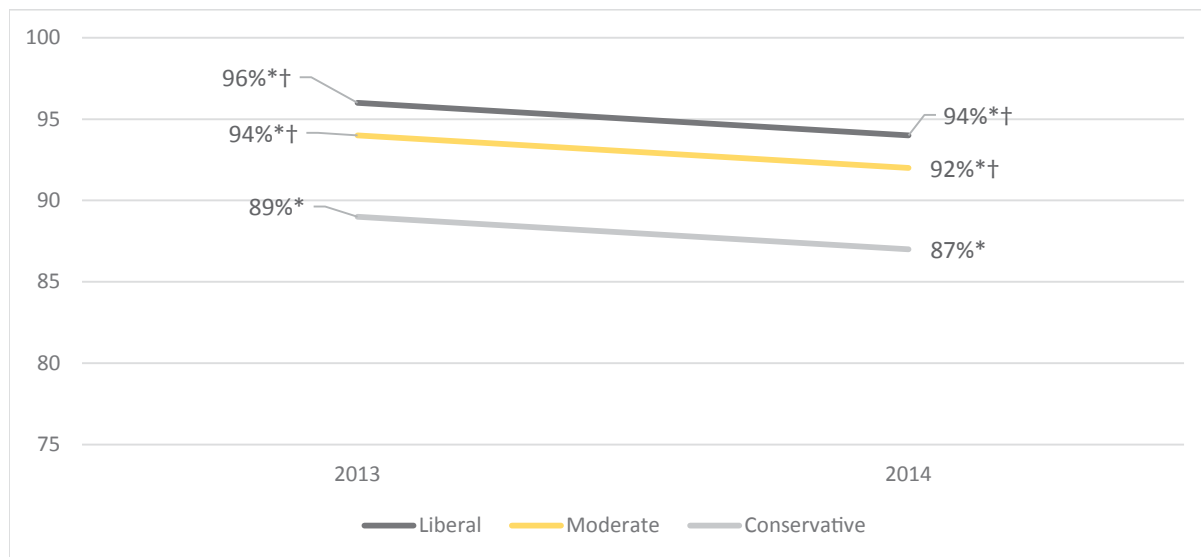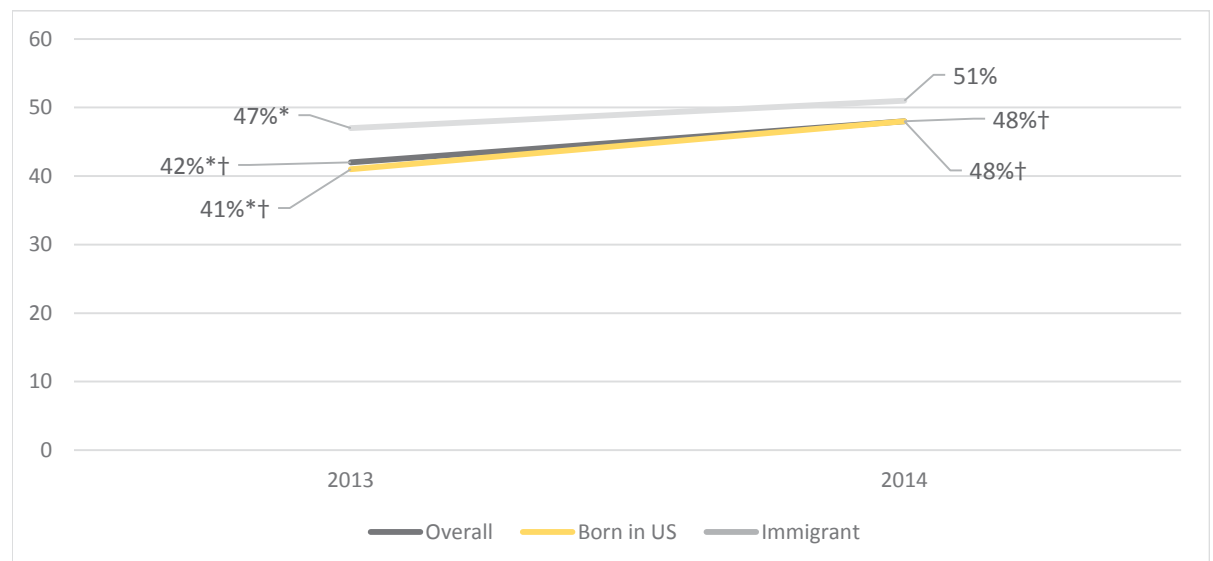
CHANGES OVER TIME

There was a <u>significant increase</u> in the percentage of students who experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa from 2013 to 2014.

The following groups <u>increased significantly</u> in the percentage of students who experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa from 2013 to 2014.

- White, Under-represented Racial Minority, and Asian
- Born in the U.S.
- Self-perceived lower, middle, and upper class
- Students whose parents have no college experience, some college experience, and who have a graduate or professional degree
- Male and female
- Heterosexual and LGBQ
- Non-religious, Christian, and non-Christian religious affiliated
- Politically liberal, moderate, and conservative
- Non-athletes

Figure 115. Percent of Students who Experienced Increases in their Ability to Appreciate, Tolerate and Understand Racial and Ethnic Diversity, Overall and by Immigrant Status, 2013-2014
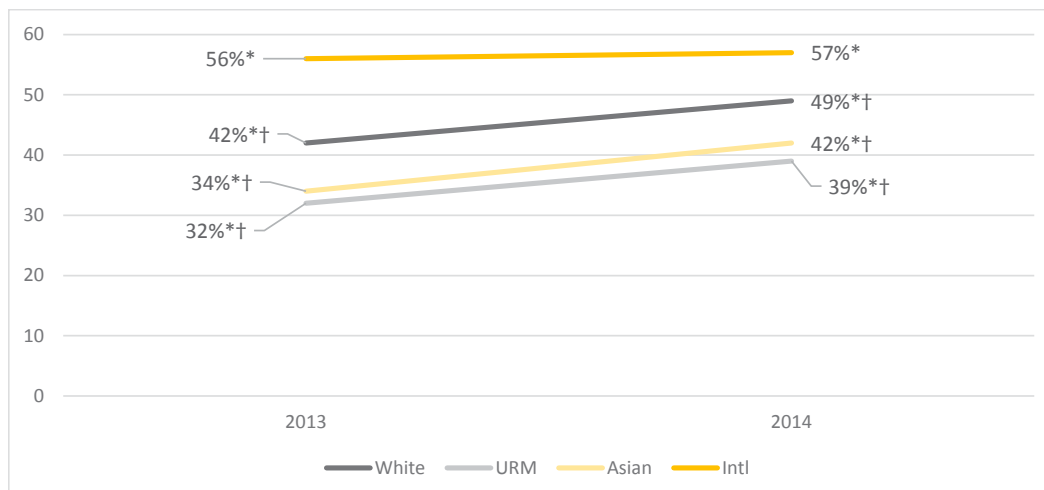

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa.

- **Race/International Student Status:** In 2013 and 2014, a higher percentage of International students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (56% in 2013 and 57% in 2014) compared to White students (42% in 2013 and 49% in 2014), Asian students (34% in 2013 and 42% in 2014), and Under-represented Racial Minority students (32% in 2013 and 39% in 2014).

- **Immigrant Status:** In 2013, a higher percentage of immigrant students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (47%) compared to students born in the U.S. (41%).

- **Gender:** In 2013, a higher percentage of male students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (39%) compared to female students (43%).

- **Religious Affiliation:** In 2013 and 2014, a higher percentage of Christian students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (45% in 2013 and 50% in 2014) compared to non-religious students (35% in 2013 and 43% in 2014).

- **Disability:** In 2014, a higher percentage of students who do not report a disability experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (49%) compared to students who disclose a disability (41%).

Figure 116. Percent of Students who Experienced Increases in their Ability to Appreciate, Tolerate and Understand Racial and Ethnic Diversity, by Race/International Student Status, 2013-2014

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current ability to appreciate cultural and global diversity was good to excellent from 2013 to 2014.

The following groups <u>decreased significantly</u> in reporting that their current ability to appreciate cultural and global diversity was good to excellent from 2013 to 2014.

- White
- Born in the U.S.
- Self-perceived middle class
- Students whose parents have a graduate or professional degree
- Male
- Heterosexual
- Christian
- Politically liberal
- Non-athletes

Figure 117. Percent of Students Reporting that their Current Ability to Appreciate, Tolerate and Understand Cultural and Global Diversity was Good to Excellent, Overall and by Gender, 2013-2014

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
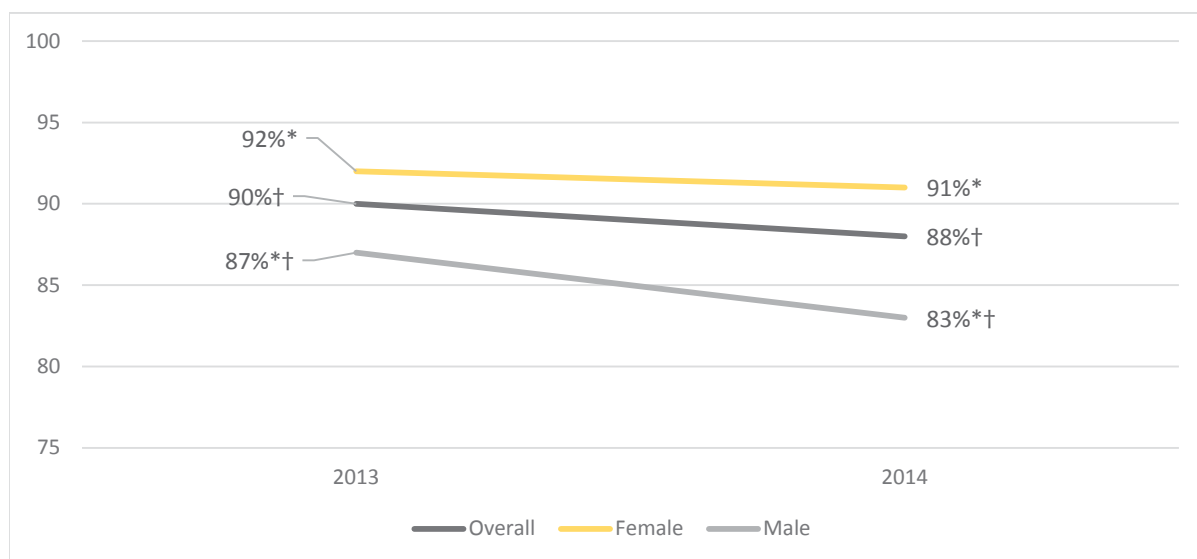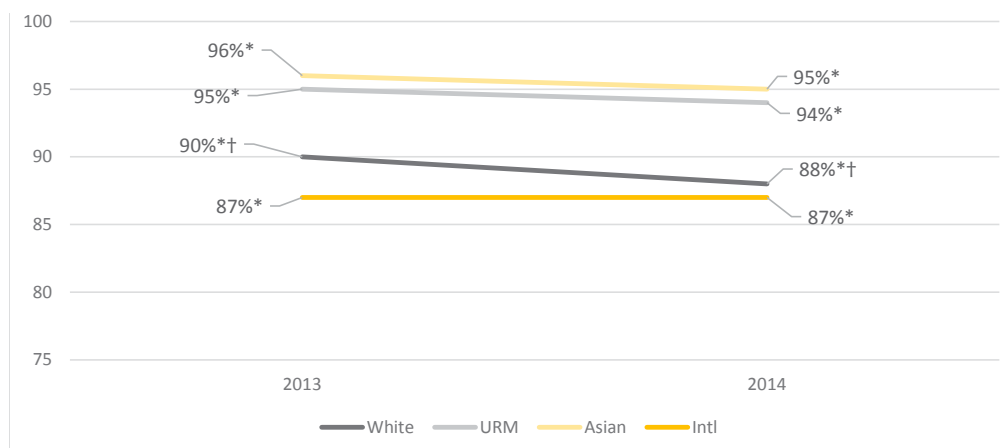
GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that their current ability to appreciate cultural and global diversity was good to excellent.

- **Race/International Student Status:** In 2013, a lower percentage of International students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (90%) compared to Under-represented Racial Minority (96%) and Asian students (97%).

- In 2014, a lower percentage of White and International students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (91% and 85% respectively) compared to Under-represented Racial Minority and Asian (96% and 98% respectively).

- **Immigrant Status:** In 2014, a lower percentage of immigrant students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (89%) compared to students born in the U.S. (92%).

- **Gender:** In 2013 and 2014, a lower percentage of male students report their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (91% in 2013 and 87% in 2014) compared to female students (95% in 2013 and 94% in 2014).

- **Political Ideology:** In 2013 and 2014, a lower percentage of conservative students report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (89% in 2013 and 87% in 2014) compared to liberal students (96% in 2013 and 94% in 2014) and moderate students (94% in 2013 and 92% in 2014).

- **Disability:** In 2014, a lower percentage of students who disclose a disability report that their current ability to appreciate, tolerate, and understand racial and ethnic diversity was good to excellent (88%) compared to students who do not report a disability (92%).

Figure 118. Percent of Students Reporting that their Current Ability to Appreciate, Tolerate and Understand Cultural and Global Diversity was Good to Excellent, by Race/ International Student Status, 2013-2014

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

CHANGES OVER TIME

There was a <u>significant increase</u> in the percentage of students who experienced increases (gains) in their ability to appreciate cultural and global diversity from the time they began at the University of Iowa from 2013 to 2014.

The following groups <u>increased significantly</u> in the percentage of students who experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa from 2013 to 2014.

- White
- Born in the U.S.
- Self-perceived middle class
- Students whose parents have no college experience, and whose parents have a four year degree
- Male
- LGBQ
- Non-religious and non-Christian religious affiliated
- Politically liberal
- Non-athletes

Figure 119. Percent of Students who Experienced Increases in their Ability to Appreciate, Tolerate and Understand Cultural and Global Diversity, Overall and by Immigrant Status, 2013-2014

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
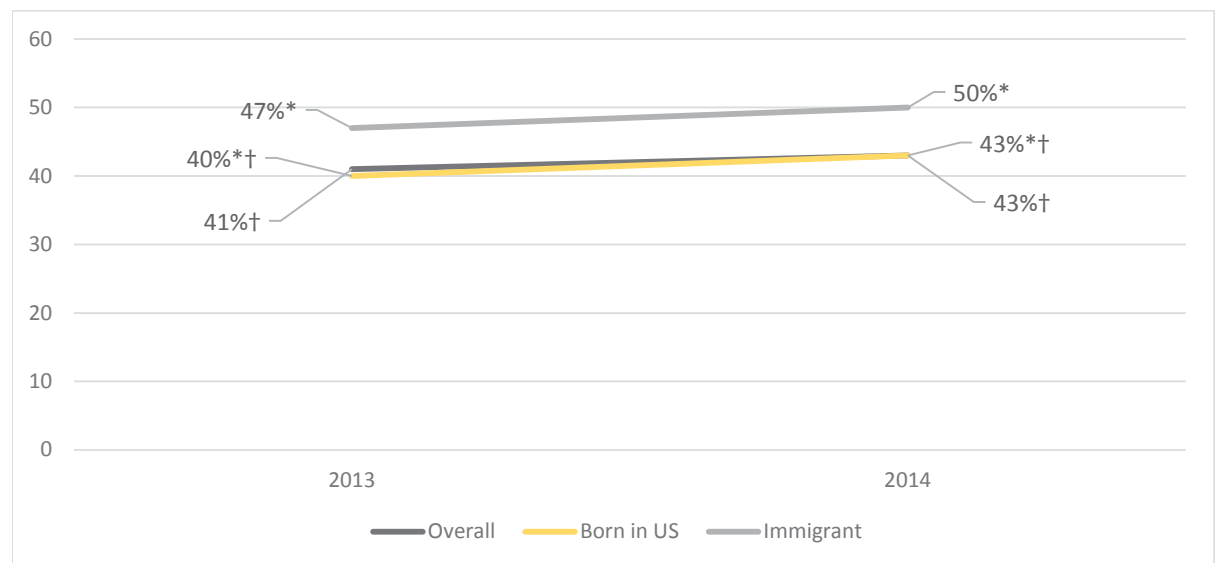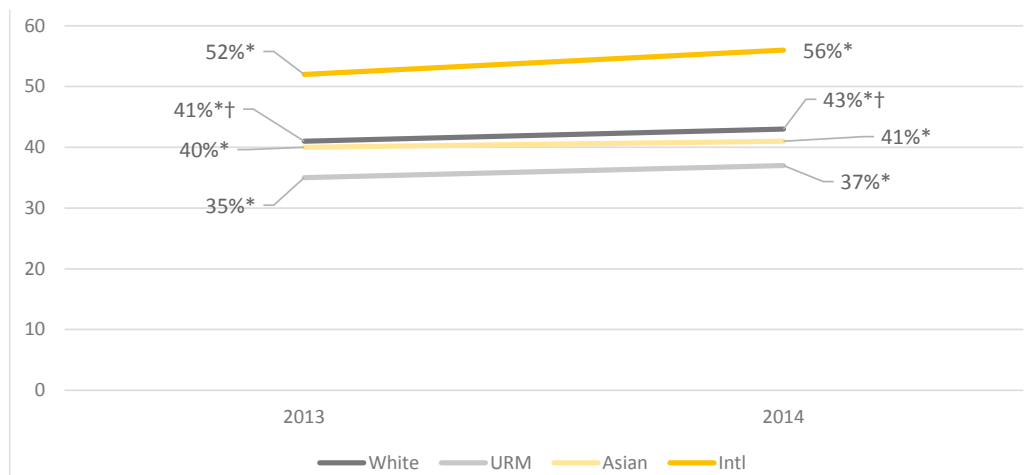
GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students experienced increases (gains) in their ability to appreciate cultural and global diversity from the time they began at the University of Iowa.

- **Race/International Student Status:** In 2013 and 2014, a higher percentage of International students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (56% in 2013 and 57% in 2014) compared to White students (42% in 2013 and 49% in 2014), Asian students (34% in 2013 and 42% in 2014), and Under-represented Racial Minority students (32% in 2013 and 39% in 2014).

- **Immigrant Status:** In 2013, a higher percentage of immigrant students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (47%) compared to students born in the U.S. (41%).

- **Gender:** In 2013, a higher percentage of male students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (39%) compared to female students (43%).

- **Religious Affiliation:** In 2013 and 2014, a higher percentage of Christian students experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (45% in 2013 and 50% in 2014) compared to non-religious students (35% in 2013 and 43% in 2014).

- **Disability:** In 2014, a higher percentage of students who do not report a disability experienced increases (gains) in their ability to appreciate, tolerate and understand racial and ethnic diversity from the time they began at the University of Iowa (49%) compared to students who disclose a disability (41%).

Figure 120. Percent of Students who Experienced Increases in their Ability to Appreciate, Tolerate and Understand Cultural and Global Diversity, Overall and by Immigrant Status, 2013-2014

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

> ### *CHANGES OVER TIME*
>
> There was a <u>significant decrease</u> in the percentage of students reporting that their current level of awareness and understanding of social class and economic differences/issues was good to excellent from 2013 to 2016.
>
> The following groups <u>decreased significantly</u> in reporting that their current level of awareness and understanding of social class and economic differences/issues was good to excellent from 2013 to 2016.
>
> - White and Under-represented Racial Minority
> - Born in the U.S. and immigrant
> - Self-perceived lower and middle class
> - Students whose parents have no college experience, some college experience, or have a graduate or professional degree
> - Female and male
> - Heterosexual
> - Christian
> - Politically liberal, moderate, and conservative
> - Non-athletes

Figure 121. Percent of Students Reporting that their Current Level of Awareness and Understanding Related to their Own Racial and Ethnic Identity was Good to Excellent, Overall and by Immigrant Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
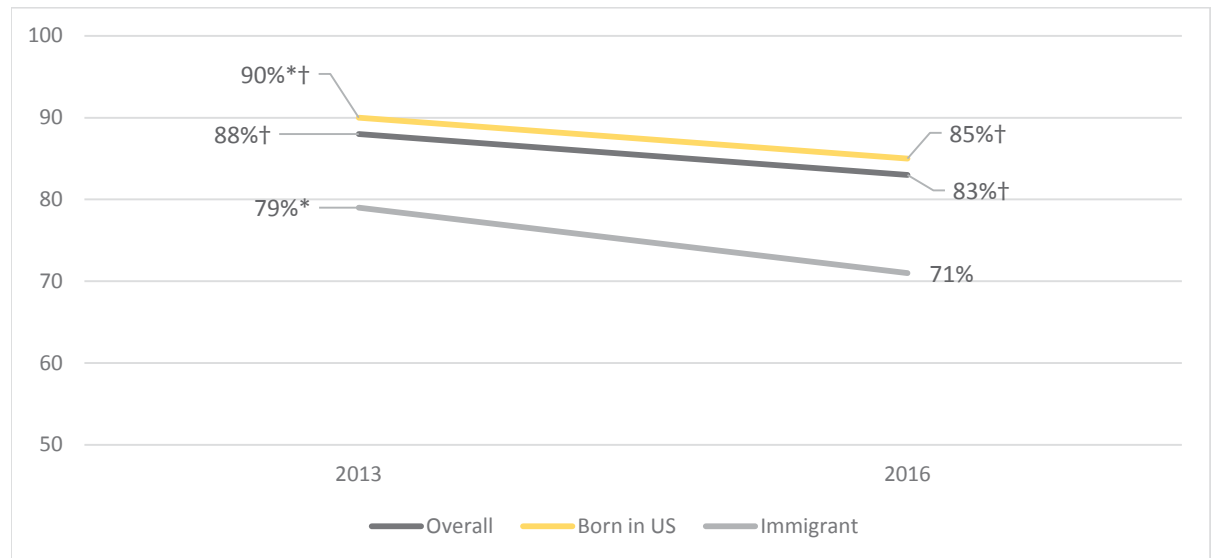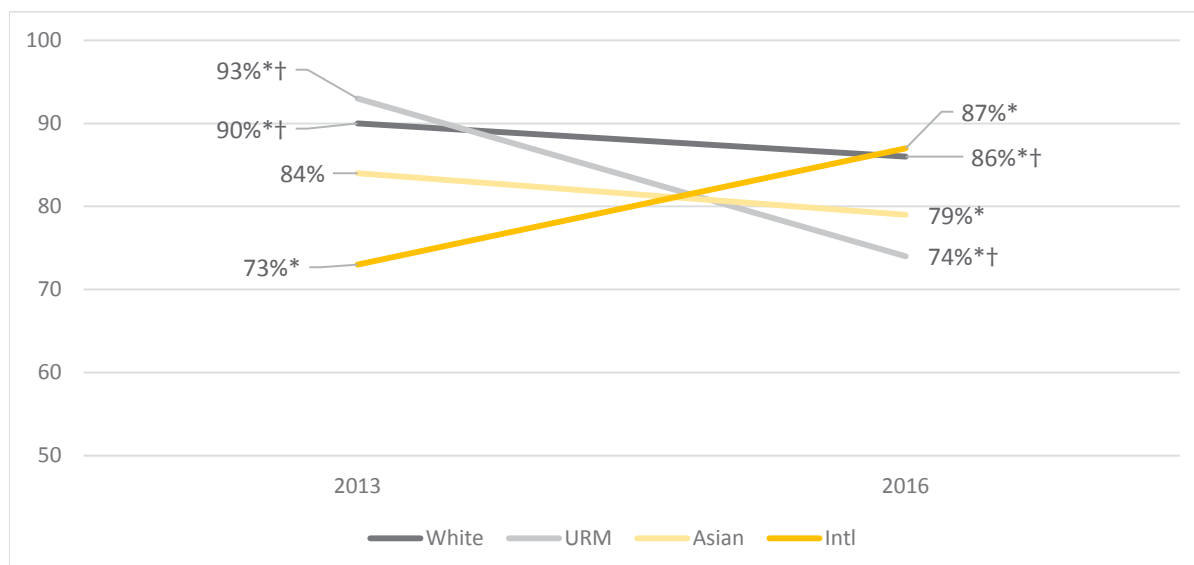
> ## *GROUP DIFFERENCES*
>
> There were several <u>significant differences</u> across groups in the percentage of students reporting that their current level of awareness and understanding related to their own racial and ethnic identity was good to excellent.
>
> - **Race/International Student Status:** In 2013, a lower percentage of International students report that their current level of awareness and understanding related to their own racial and ethnic identity was good to excellent (73%) compared to Under-represented Racial Minority (93%) and White students (90%).
> - In 2016, a lower percentage of Multi-racial students report that their current level of awareness and understanding related to their own racial and ethnic identity was good to excellent (63%) compared to White (86%), Asian (79%), and International students (87%).
> - **Immigrant Status:** In 2013, a lower percentage of immigrant students report that their current level of awareness and understanding related to their own racial and ethnic identity was good to excellent (79%) compared to students born in the U.S. (90%).
> - **Sexual Orientation:** In 2013, a lower percentage of LGBQ students report that their current level of awareness and understanding related to their own racial and ethnic identity was good to excellent (74%) compared to heterosexual students (90%).
> - **Political Ideology:** In 2016, a lower percentage of liberal students report that their current level of awareness and understanding related to their own racial and ethnic identity was good to excellent (81%) compared to conservative students (86%).

Figure 122. Percent of Students Reporting that their Current Level of Awareness and Understanding Related to their Own Racial and Ethnic Identity was Good to Excellent, by Race/International Student Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current level of awareness and understanding of social class and economic differences/issues was good to excellent from 2013 to 2016.

The following groups <u>decreased significantly</u> in reporting that their current level of awareness and understanding of social class and economic differences/issues was good to excellent from 2013 to 2016.

- White and Under-represented Racial Minority
- Born in the U.S. and immigrant
- Self-perceived lower and middle class
- Students whose parents have no college experience, some college experience, or have a graduate or professional degree
- Female and male
- Heterosexual
- Christian
- Politically liberal, moderate, and conservative
- Non-athletes

Figure 123. Percent of Students Reporting that their Current Level of Awareness and Understanding of Social Class and Economic Differences/Issues was Good to Excellent, Overall and by Self-Perceived Social Class, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
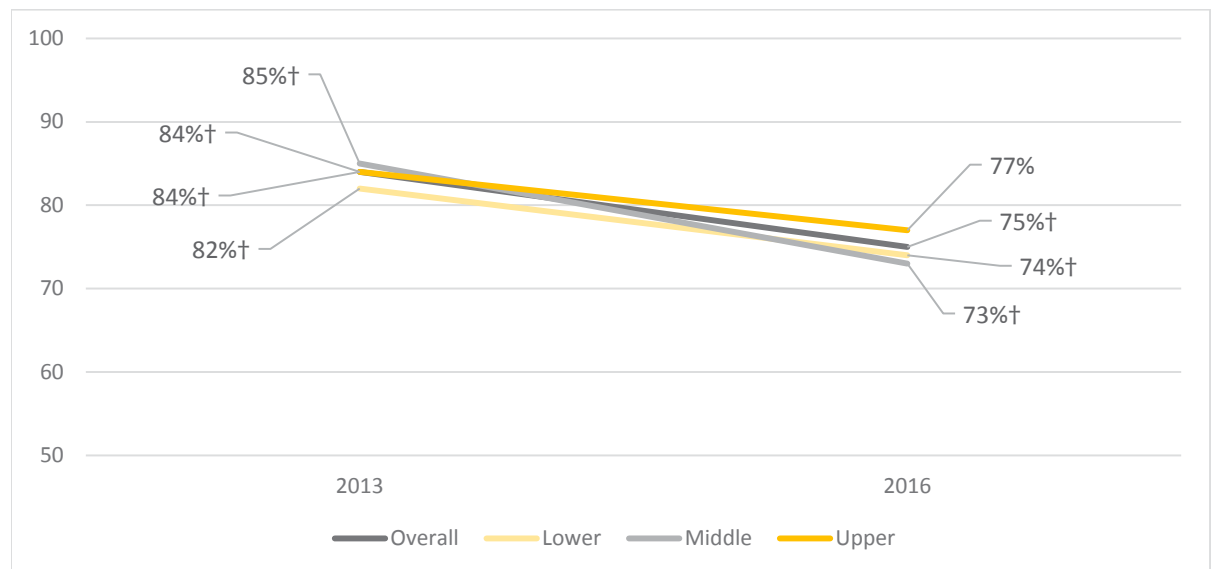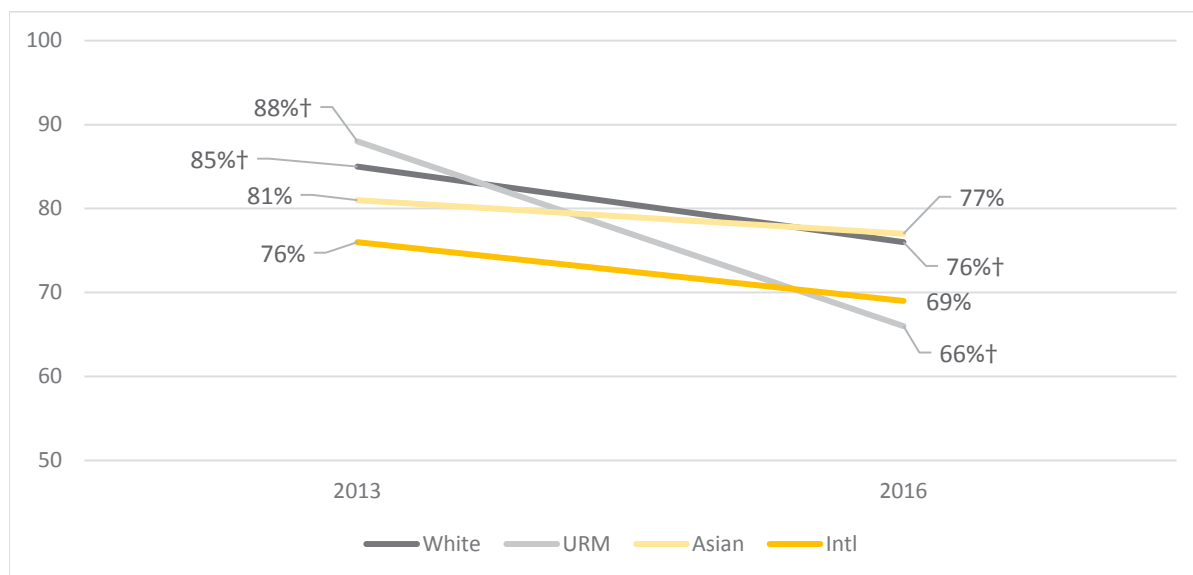
GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that their current level of awareness and understanding of social class and economic differences/issues was good to excellent.

- **Sexual Orientation:** In 2013, a lower percentage of LGBQ students report that their current level of awareness and understanding of social class and economic differences/issues was good to excellent (69%) compared to heterosexual students (86%).

- **Religious Affiliation:** In 2013, a lower percentage of students with a non-Christian religious affiliation report that their current level of awareness and understanding of social class and economic differences/issues was good to excellent (78%) compared to Christian students (87%).

- **Political Ideology:** In 2013 and 2016, a lower percentage of liberal students report that their current level of awareness and understanding of social class and economic differences/issues was good to excellent (79% in 2013 and 69% in 2016) compared to moderate students (87% in 2013 and 75% in 2016), and conservative students (88% in 2013 and 81% in 2016).

Figure 124. Percent of Students Reporting that their Current Level of Awareness and Understanding of Social Class and Economic Differences/Issues was Good to Excellent, by Race/International Student Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current level of awareness and understanding of racial and ethnic differences/issues was good to excellent from 2013 to 2016.

The following groups <u>decreased significantly</u> in reporting that their current level of awareness and understanding of racial and ethnic differences/issues was good to excellent from 2013 to 2016.

- White and Under-represented Racial Minority
- Born in the U.S.
- Self-perceived lower, middle, and upper class
- Students whose parents have no college experience, some college experience, or have a four year degree or a graduate or professional degree
- Female and male
- Heterosexual
- Christian and non-Christian
- Politically liberal, moderate, and conservative
- Non-athletes

Figure 125. Percent of Students Reporting that their Current Level of Awareness and Understanding of Racial and Ethnic Differences/Issues was Good to Excellent, Overall and by Immigrant Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
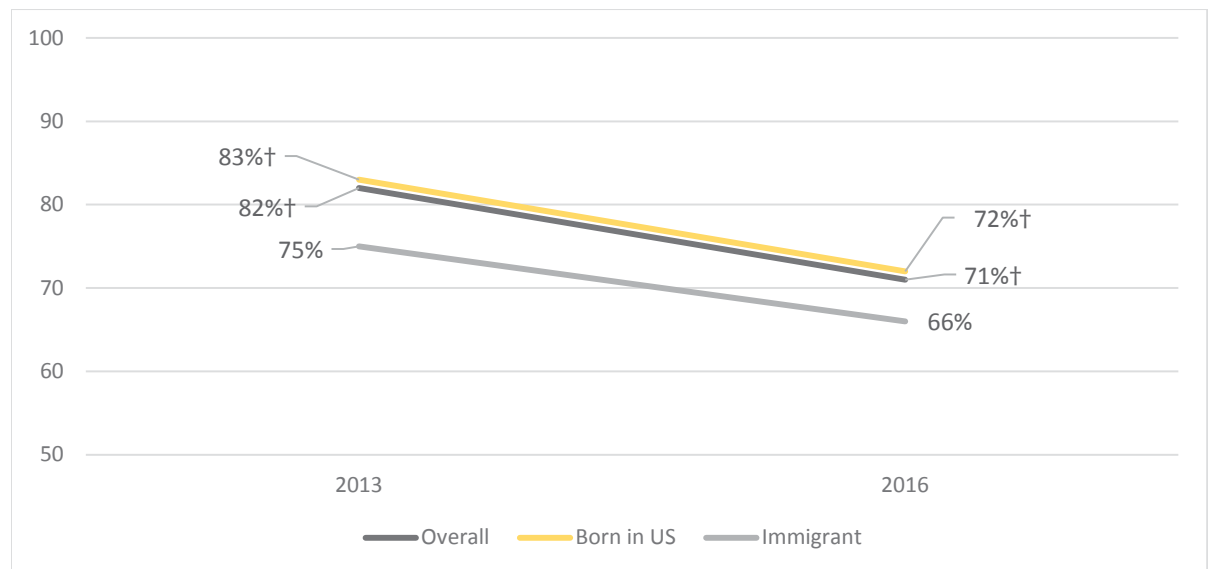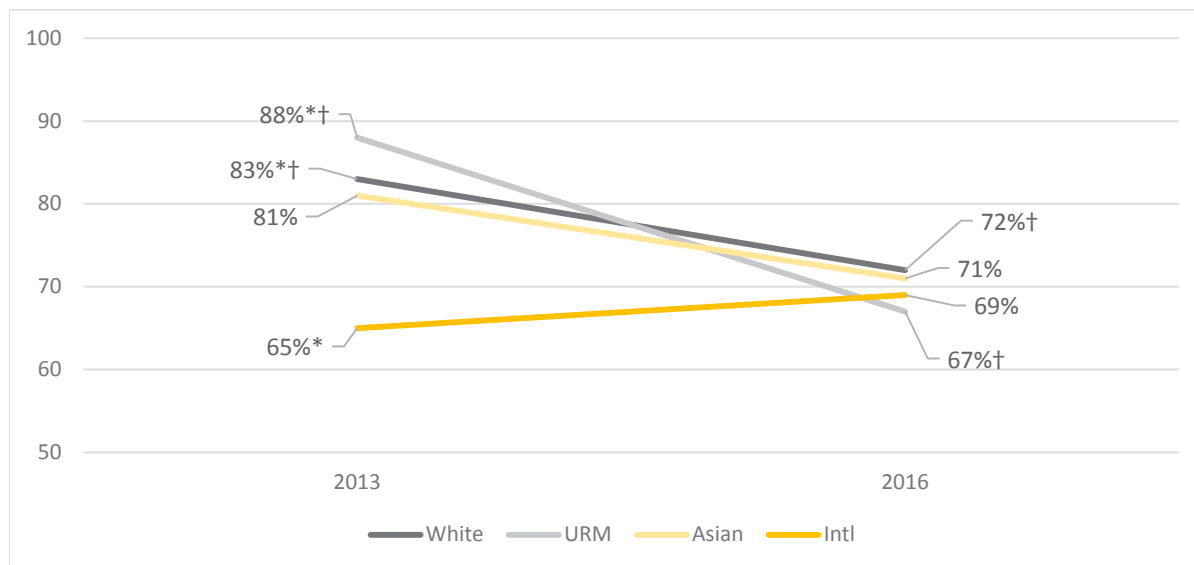
GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that their current level of awareness and understanding of racial and ethnic differences/issues was good to excellent.

- **Race/International Student Status:** In 2013, a lower percentage of International students report that their current level of awareness and understanding of racial and ethnic differences/issues was good to excellent (65%) compared to Under-represented Racial Minority (88%) and White students (83%).

- **Sexual Orientation:** In 2013, a lower percentage of LGBQ students report that their current level of awareness and understanding of racial and ethnic differences/issues was good to excellent (66%) compared to heterosexual students (84%).

- **Political Ideology:** In 2013 and 2016, a lower percentage of liberal students report that their current level of awareness and understanding of racial and ethnic differences/issues was good to excellent (77% in 2013 and 67% in 2016) compared to moderate students (87% in 2013 and 72% in 2016), and conservative students (86% in 2013 and 75% in 2016).

Figure 126. Percent of Students Reporting that their Current Level of Awareness and Understanding of Racial and Ethnic Differences/Issues was Good to Excellent, by Race/ International Student Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
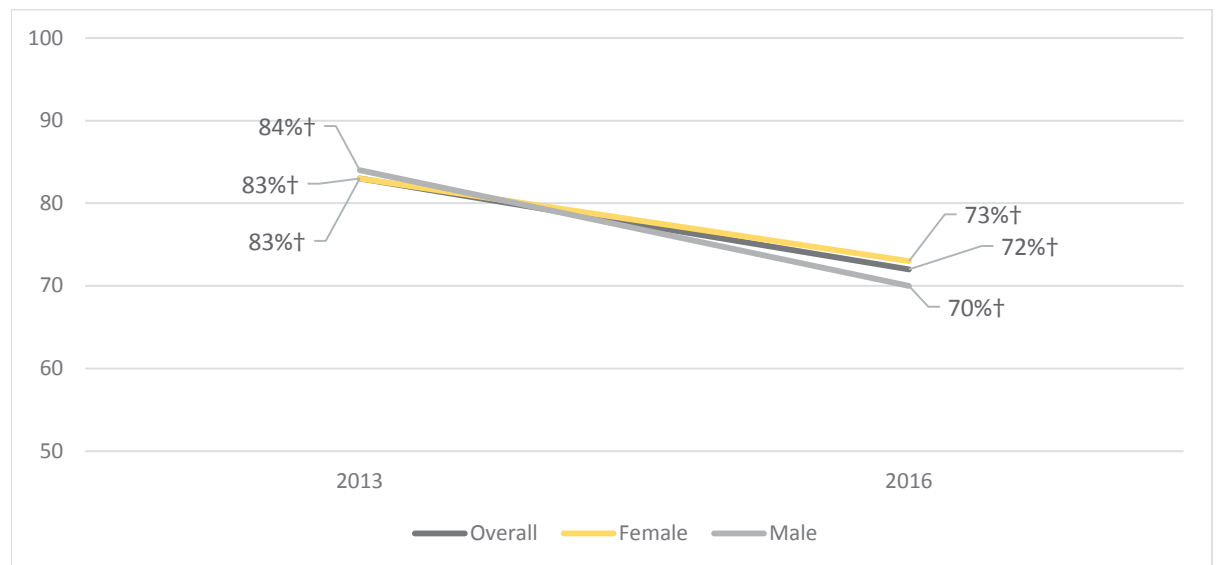

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current level of awareness and understanding of gender differences/issues was good to excellent from 2013 to 2016.

The following groups <u>decreased significantly</u> in reporting that their current level of awareness and understanding of gender differences/issues was good to excellent from 2013 to 2016.

- White and Under-represented Racial Minority
- Born in the U.S. and immigrant
- Self-perceived lower, middle, and upper class
- Students whose parents have no college experience, or have a graduate or professional degree
- Female and male
- Heterosexual
- Christian, non-Christian, and non-religious
- Politically liberal, moderate, and conservative
- Non-athletes

Figure 127. Percent of Students Reporting that their Current Level of Awareness and Understanding of Gender Differences/Issues was Good to Excellent, Overall and by Gender, 2013–2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There was one <u>significant difference</u> across groups in the percentage of students reporting that their current level of awareness and understanding of gender differences/issues was good to excellent.

- **Sexual Orientation:** In 2013, a lower percentage of LGBQ students report that their current level of awareness and understanding of gender differences/issues was good to excellent (72%) compared to heterosexual students (85%).

Figure 128. Percent of Students Reporting that their Current Level of Awareness and Understanding of Gender Differences/Issues was Good to Excellent, by Sexual Orientation, 2013-2016
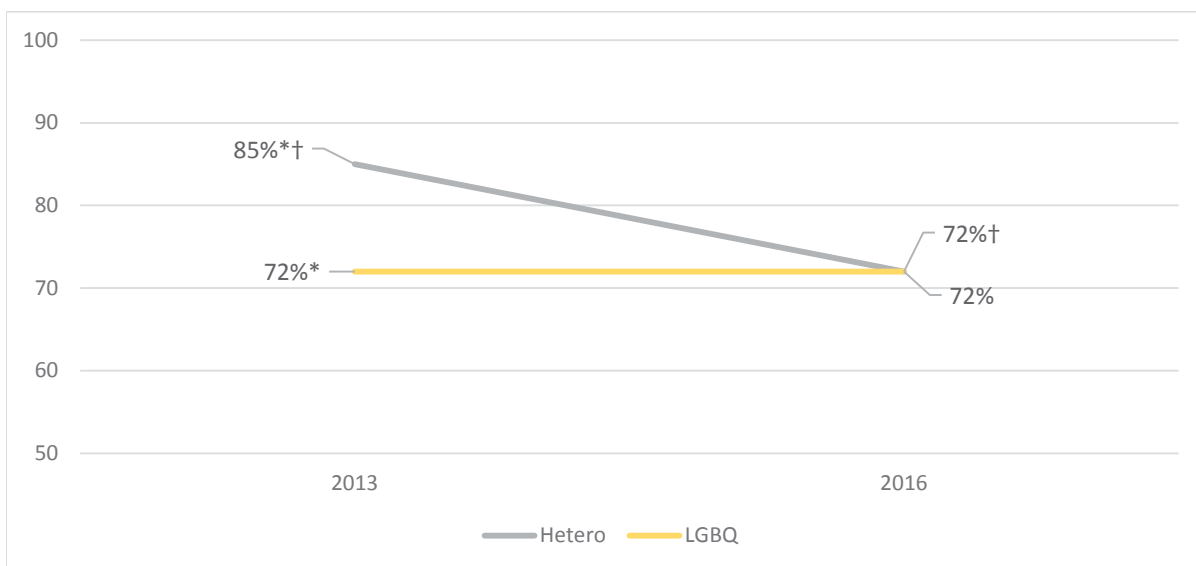

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current level of awareness and understanding of sexual orientation differences/issues was good to excellent from 2013 to 2016.
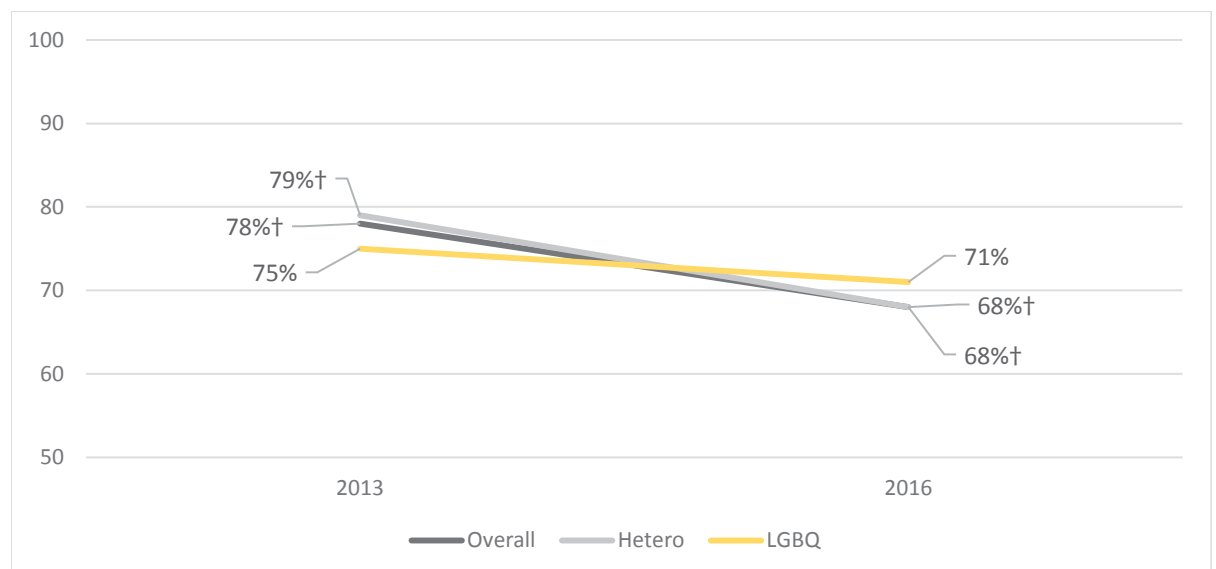
The following groups <u>decreased significantly</u> in reporting that their current level of awareness and understanding of sexual orientation differences/issues was good to excellent from 2013 to 2016.

- White and Under-represented Racial Minority
- Born in the U.S.
- Self-perceived lower and middle class
- Students whose parents have no college experience, or have a graduate or professional degree
- Female and male
- Heterosexual
- Christian, non-Christian, and non-religious
- Politically liberal, moderate, and conservative
- Non-athletes

GROUP DIFFERENCES

There were <u>no significant differences</u> across groups in the percentage of students reporting that their current level of awareness and understanding of sexual orientation differences/issues was good to excellent.

Figure 129. Percent of Students Reporting that their Current Level of Awareness and Understanding of Sexual Orientation Differences/Issues was Good to Excellent, Overall and by Sexual Orientation, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
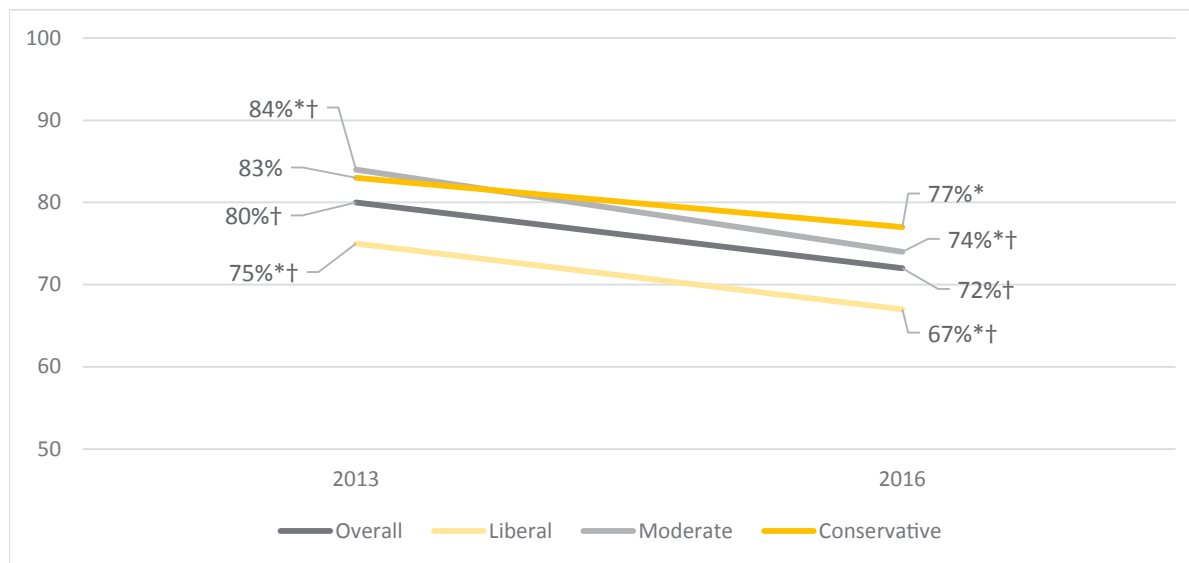

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current level of awareness and understanding of physical or other observable disabilities was good to excellent from 2013 to 2016.

The following groups <u>decreased significantly</u> in reporting that their current level of awareness and understanding of physical or other observable disabilities was good to excellent from 2013 to 2016.

- White
- Born in the U.S.
- Self-perceived middle class
- Students whose parents have no college experience, or have a graduate or professional degree
- Female and male
- Heterosexual
- Christian and non-Christian
- Politically liberal and moderate
- Non-athletes

Figure 130. Percent of Students Reporting that their Current Level of Awareness and Understanding of Physical or Other Observable Disabilities was Good to Excellent, Overall and by Political Ideology, 2013-2016
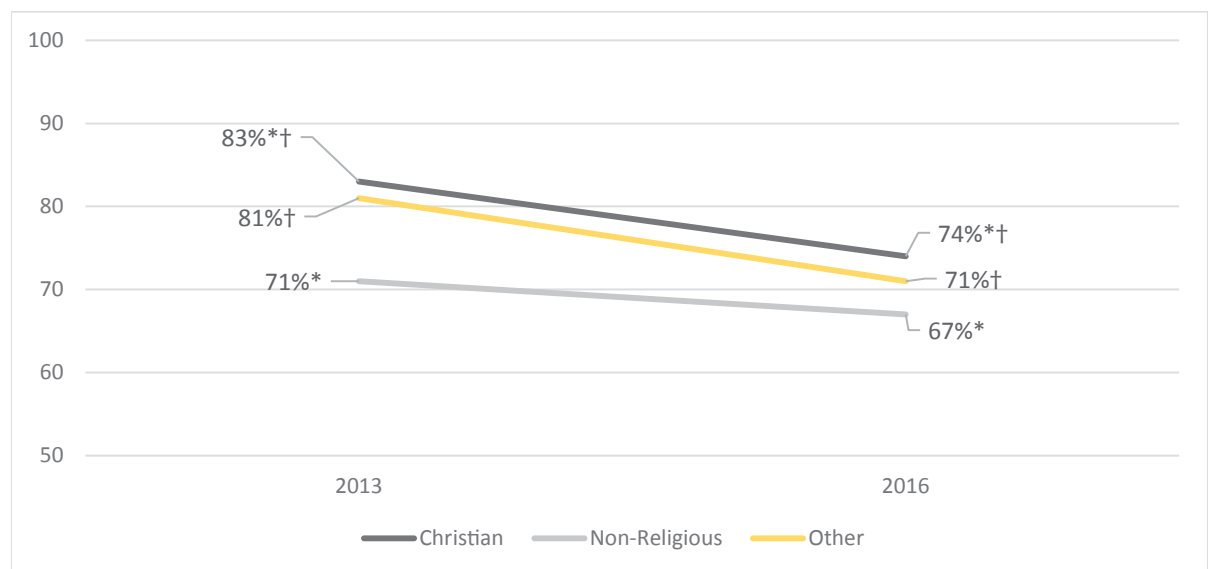

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that their current level of awareness and understanding of physical or other observable disabilities was good to excellent.

- **Race/International Student Status:** In 2016, a lower percentage of Under-represented Racial Minority and Multi-racial students report that their current level of awareness and understanding of physical or other observable disabilities was good to excellent (61% and 55% respectively) compared to White (74%) and Asian students (72%).

- **Sexual Orientation:** In 2013, a lower percentage of LGBQ students report that their current level of awareness and understanding of physical or other observable disabilities was good to excellent (64%) compared to heterosexual students (82%).

- **Religious Affiliation:** In 2013 and 2016, a lower percentage of students with a non-Christian religious affiliation report that their current level of awareness and understanding of physical or other observable disabilities was good to excellent (71% in 2013 and 67% in 2016) compared to Christian students (83% in 2013 and 74% in 2016).

- **Political Ideology:** In 2013 and 2016, a lower percentage of liberal students report that their current level of awareness and understanding of physical or other observable disabilities was good to excellent (75% in 2013 and 67% in 2016) compared to moderate students (84% in 2013 and 74% in 2016), and conservative students (83% in 2013 and 77% in 2016).

Figure 131. Percent of Students Reporting that their Current Level of Awareness and Understanding of Physical or Other Observable Disabilities was Good to Excellent, by Religious Affiliation, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

CHANGES OVER TIME

There was a <u>significant decrease</u> in the percentage of students reporting that their current level of awareness and understanding of learning, psychological, or other disabilities that are not readily apparent was good to excellent from 2013 to 2016.

The following groups <u>decreased significantly</u> in reporting that their current level of awareness and understanding of learning, psychological, or other disabilities that are not readily apparent was good to excellent from 2013 to 2016.

- White
- Born in the U.S.
- Self-perceived middle class
- Students whose parents have no college experience, or have a graduate or professional degree
- Female and male
- Heterosexual
- Christian and non-Christian
- Politically liberal and moderate
- Non-athletes

Figure 132. Percent of Students Reporting that their Current Level of Awareness and Understanding of Learning, Psychological, or Other Disabilities that are Not Readily Apparent was Good to Excellent, Overall and by Immigrant Status, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.
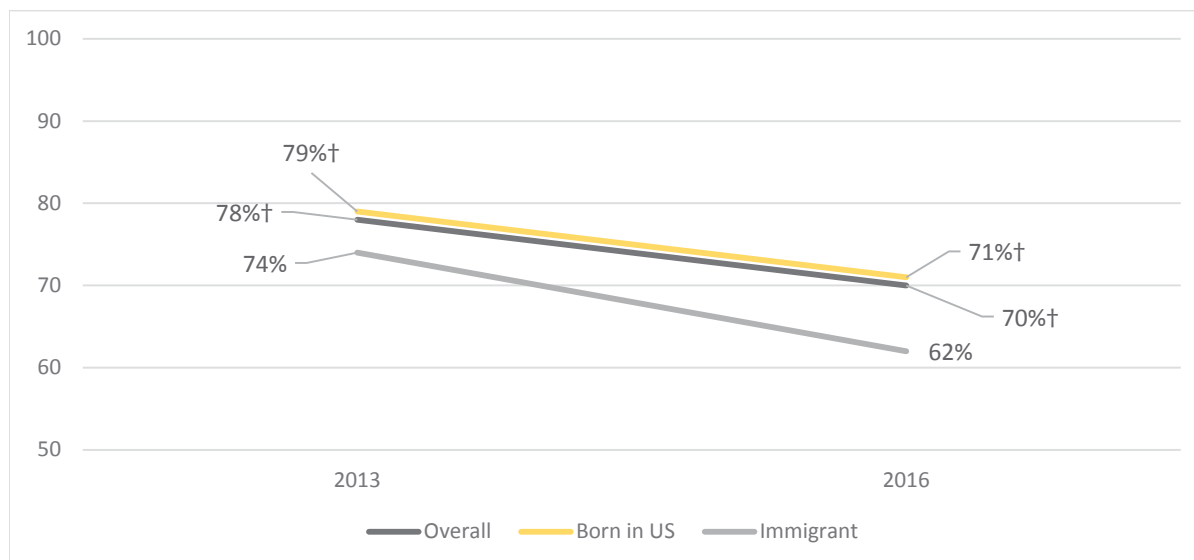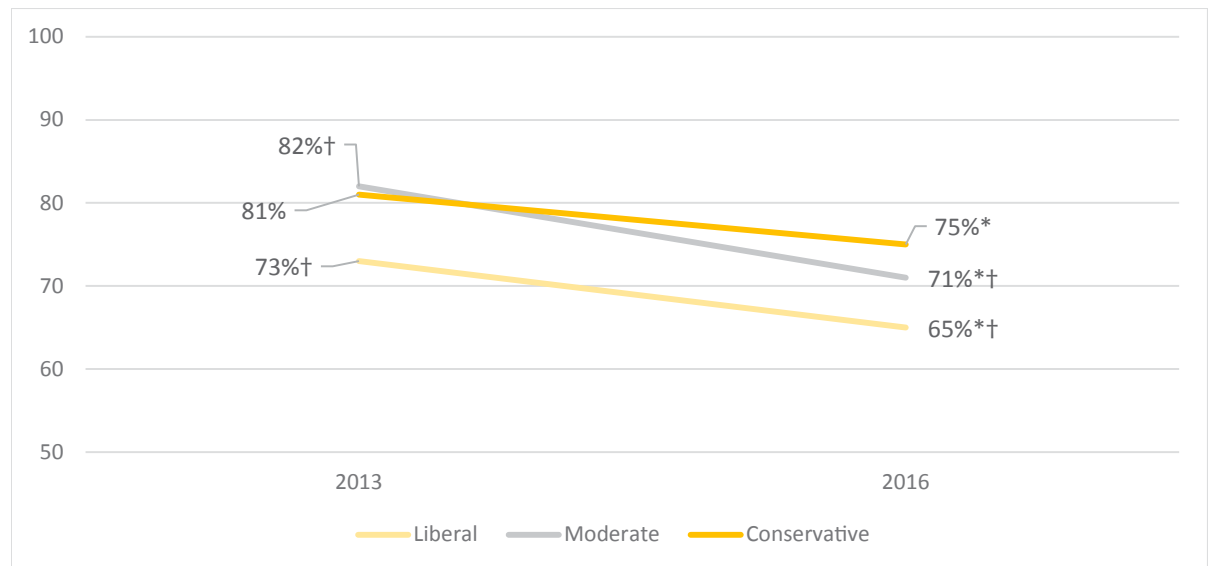
GROUP DIFFERENCES

There were several <u>significant differences</u> across groups in the percentage of students reporting that their current level of awareness and understanding of learning, psychological, or other disabilities that are not readily apparent was good to excellent.

- **Race/International Student Status:** In 2016, a lower percentage of Multi-racial students report that their current level of awareness and understanding of learning, psychological, or other disabilities that are not readily apparent was good to excellent (56) compared to White students (72%).

- **Sexual Orientation:** In 2013, a lower percentage of LGBQ students report that their current level of awareness and understanding of learning, psychological, or other disabilities that are not readily apparent was good to excellent (62%) compared to heterosexual students (80%).

- **Political Ideology:** In 2016, a lower percentage of liberal students report that their current level of awareness and understanding of learning, psychological, or other disabilities that are not readily apparent was good to excellent (65) compared to moderate students (71%), and conservative students (75%).

Figure 133. Percent of Students Reporting that their Current Level of Awareness and Understanding of Learning, Psychological, or Other Disabilities that are Not Readily Apparent was Good to Excellent, by Political Ideology, 2013-2016

Note: An asterisk indicates that the differences are statistically significant with a p value of < 0.05. A cross indicates a significant change over time. See appendix for more details.

Section 4: Conclusions and Next Steps

Conclusions

The findings from the analysis of the SERU data described in this report provide a detailed assessment of undergraduate experiences at the University of Iowa from 2013 to 2016. While the findings highlight that many UI students are having positive experiences and perceptions of campus climate, the findings also point to a number of areas where substantial numbers of students report not having positive experiences. The findings also document that there are several areas where there are significant differences in student experiences and perceptions of campus climate for various student sub-groups.

These findings remind us of the critical work that lies ahead for the UI community. The data presented in this report provide a baseline for instituting a systematic approach to improving student experiences related to diversity, equity and inclusion. Our success in improving campus climate is inextricably linked to the academic success of our students. For instance, comparing analyses of URM student perception of their belonging and respect on campus to URM graduation and retention data reinforces the need to address these reported experiences. If the UI wants to support every student's drive to excellence, we must take seriously the steps necessary for creating a welcoming, respectful campus community.

Next Steps

Even as we seek deeper insights based on the data in this report, we look forward to expanding and strengthening our understanding of UI climate by organizing listening sessions and conducting surveys of other stakeholder group experiences with diversity, equity, and inclusion.

In mid-January, the Faculty and Staff Diversity, Equity, and Inclusion Survey will be launched. All faculty and staff at UI will be encouraged to complete the survey. This survey was developed by the Charter Committee on Diversity, Chief Diversity Office, and the Provost's Office from existing campus climate surveys of faculty and staff. The survey will complement what was learned from the SERU undergraduate survey and will provide a critical piece of our understanding of campus climate from the perspective of faculty and staff. Specifically, the survey will help us to:

- Gain a systematic and thorough understanding of campus climate from the perspective of multiple stakeholder groups.
- Establish a baseline for understanding the present climate and measuring change over time.
- Inform our work on current strategic plan objectives and shape future planning.
- Ensure that people of all social identities (e.g. race, gender, sexual orientation, disability status, national origin, political orientation, veteran status, religion, etc.) can achieve excellence.

This Spring, the Office of Assessment in partnership with the Graduate College, will administer a graduate student version of the Student Experiences of Research Universities (SERU) which will provide an understanding of campus climate from the perspective of graduate students at UI. Following a two-year administration cycle, the Office of Assessment will also administer the 2018 undergraduate SERU instrument to all UI undergraduates. Plans are also underway to develop a survey instrument specific to professional students so that we are able to gain a thorough understanding of campus climate from this important stakeholder group as well.

Results of the Faculty and Staff Diversity, Equity, and Inclusion Survey will be reported via a survey report which will describe the overall experiences and perceptions of faculty and staff, as well as document disparities in these experiences and perceptions between faculty and staff of different social identities and locations.

In March 2018, the Chief Diversity Office will also host a second Diversity, Equity, and Inclusion Forum. This gathering will allow campus leaders to consider the reports generated from the undergraduate and faculty and staff surveys, assess additional diversity-related initiatives, and suggest next steps for campus.

In April 2018, several Faculty and Staff Diversity, Equity and Inclusion Stakeholder Listening and Strategy Sessions will be convened by the Charter Committee on Diversity in partnership with the Provost's Office. The purpose of these sessions is to gather additional insight into the experiences of faculty and staff at the UI related to diversity, equity, and inclusion; and to gather stakeholder input regarding recommendations for improving our campus climate.

Feedback from the second Diversity, Equity, and Inclusion Forum—together with the survey data, survey analyses, and stakeholder reflections assembled by the Charter Committee on Diversity and Provost's Office—will inform the creation of the first UI Diversity, Equity, and Inclusion Action Plan. The Chief Diversity Office will lead the development of the DEI Action Plan in collaboration with the units, committees, and leaders involved with diversity-related work. The plan will be rooted in core principles outlined in the UI Strategic Plan, 2016-2021, but the detailed critical tasks will grow from insights gained from the discussions, surveys, and reports completed during the 2017-2018 academic year. The DEI Action Plan will be presented to the UI community in Fall 2018.

We eagerly anticipate the many ways this plan, in conjunction with regularly administered climate surveys, will continue to inform our approach to instituting policies, practices, and programs that make the University of Iowa more inclusive and equitable for all members of the campus community. Together, we will achieve excellence through diversity.

Endnotes

i.   University of Iowa Operations Manual, 8.2 Statement on Diversity, accessed 12/2/2017 https://opsmanual.uiowa.edu/community-policies/affirmative-action-and-equal-employment-opportunity-statement-policy-and-purpos-1

ii.   Chief Diversity Office homepage accessed 12/2/2017 https://diversity.uiowa.edu/

iii. More information about the SERU Consortium can be obtained from their website, accessed 12/2/2017 https://cshe.berkeley.edu/SERU

iv.   Office of Assessment at University of Iowa, 2014

v.   National Center for Educational Statistics, Integrated Postsecondary Education Data System "Collecting Race and Ethnicity Data from Students and Staff Using the New Categories" obtained 10/23/2017 https://nces.ed.gov/ipeds/Section/collecting_re