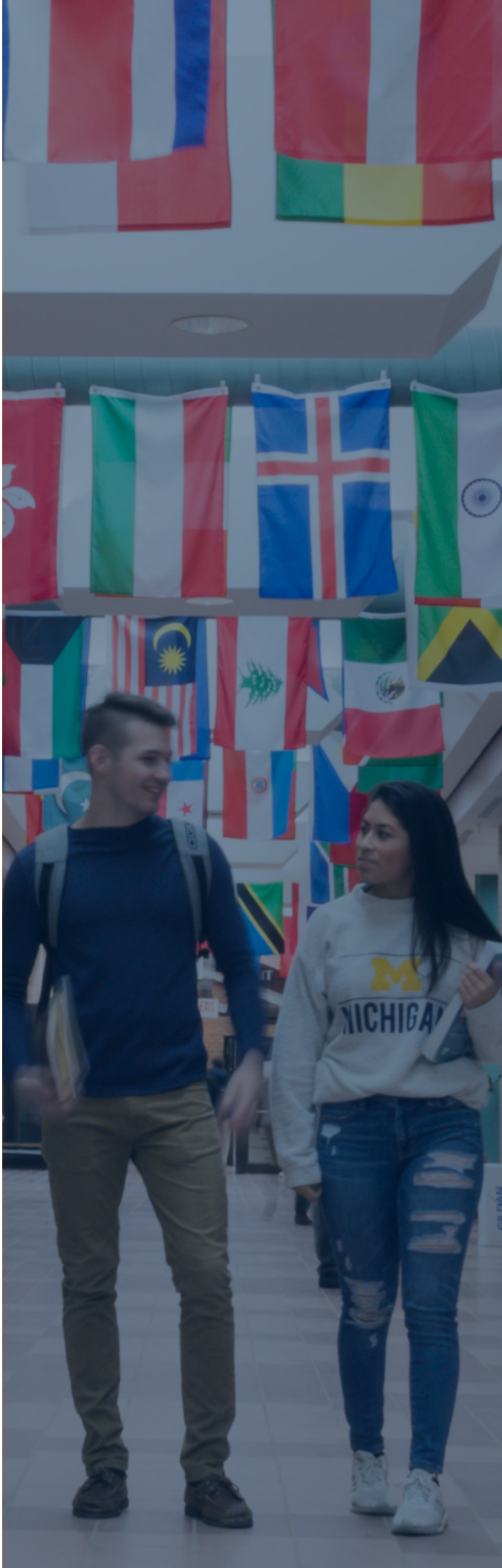




# Appendix Report: **Campus Climate Experiences**



# *Appendix Report*

## **U-M Campus Climate Experiences over the DEI 1.0 Strategic Plan Period (2016 and 2021)**

### **Introduction**

The University of Michigan (U-M) Ann Arbor launched its inaugural five-year Diversity, Equity and Inclusion strategic plan (DEI 1.0) in fall 2016, and its focus was on catalyzing institutional change, such that the values of DEI are infused into the very culture and fabric of the University—across all units, structures, and functions. The campus-wide DEI strategic plan (DEI 1.0) served as an umbrella plan for the university’s commitment and encompassed plans by all academic, service and administrative units (50 units total). The plan’s overarching goals centered three strategic “distal” objectives relevant to culture change, that is, positively impacting DEI in “People,” “Process” and “Products”. The “People” distal objective referred to recruiting, retaining and developing a diverse community; the “Process” distal objective referred to cultivating and sustaining a more inclusive and equitable campus climate; and the “Products” distal objective referred to supporting innovative and inclusive education, scholarship, research, teaching and service.

This report section focuses on *Campus Climate Experiences* as a distal measure of change with regard to the “Process” objective of U-M’s DEI strategic plan.

The U-M Office of Diversity, Equity, and Inclusion (ODEI) led the planning, implementation and evaluation of the DEI 1.0 strategic plan. As part of its evaluation, a U-M Campus Climate Survey was administered at both the start and finish of the DEI 1.0 plan period (in 2016 and in 2021). This survey was designed to measure the campus community’s subjective perceptions of the state of diversity, equity and inclusion on campus. Another purpose of the survey was to help unit and central leadership develop a strong understanding about diversity, equity and inclusion at U-M by learning about the community’s perspectives and experiences related to these topics, including variation across social identity groups making up the community.

This section of the DEI 1.0 Evaluation Report highlights key findings from the campus climate surveys to provide insights around the impacts of the DEI 1.0 strategic plan. The survey study design and resulting data were intended to provide representative snapshots of the climate experiences and perceptions of U-M students, staff and faculty respondents at the beginning of the DEI 1.0 strategic plan period (fall 2016) compared to the experiences and perceptions of respondents at the end of the DEI 1.0 plan period (fall 2021). The respondents at both time points are not the same individuals; rather the survey provides representative information regarding the current community of U-M members at both time points over the DEI plan period. That is, rather than examining change over time in climate experiences, the two surveys can be thought of as taking the “temperature of DEI” in early and late stages of the plan period.

In addition to comparing community responses to the same climate questions across the 2016 and 2021 surveys (e.g., satisfaction, sense of belonging), the 2021 survey incorporated new questions to directly assess campus community members' perceptions of the progress that has been made as a result of the U-M DEI 1.0 strategic plan, generally and as compared to other institutions.



Furthermore, there were unprecedented societal crises occurring in the last 2 ½ years of the DEI plan period that had tremendous impacts on the health and well-being of individuals, groups, communities and nations (including the onset of the COVID-19 pandemic and its impacts, the renewed racial justice movement sparked by publicized incidents of police violence against communities of color, the increase in anti-Asian and anti-semitic hate acts and violence, and an extremely divisive political election season). To consider how these events were impacting U-M community members, new questions were added to the 2021 climate survey to gauge campus community’s self-reports of their health and well-being.

The analyses and findings presented in this report section from the climate surveys will be useful to (a) support understanding of the shared and distinct experiences of groups on the U-M campus and (b) help inform current and future decisions related to supporting a diverse, equitable, inclusive and vibrant campus community. The data also (c) provides a benchmark against which to measure change and progress over time as the University community continues its DEI efforts, including confirmed plans for launching a new 5-year DEI Strategic Plan (DEI 2.0) in fall 2023.

## Methodology

This study employed a sample study approach which allowed scientific inferences to be drawn about the population as a whole. The survey was designed as a self-administered web-based survey that would take less than 15 minutes to complete on average. Detailed information about the full study design, survey instrument, sampling procedures, response rates and post-survey adjustment and weighting can be found at <https://diversity.umich.edu/data-reports/climate-survey/>.

## Analysis Strategy

The analysis strategy involved conducting a combination of both descriptive and inferential statistical analyses – examining both bivariate tables summarizing group- and time-differences in survey response as well the results of statistical regression analyses. Given the measurement scales of the survey items, both OLS regression and logistic regression were appropriate in certain cases. Below is a brief description of these analytic approaches with sufficient detail to interpret the results reported in the following tables.

### For Survey Responses

The first results presented in the following sections describe the characteristics of the target population of the survey. Throughout the report the population estimates of the U-M community based upon responses to the survey itself are provided. Each section of the report displays estimated responses of the U-M community for each item in the 2021 survey and, in parentheses, the difference between the 2016 survey estimate and the 2021 survey estimate (when applicable)<sup>1</sup>. Given that the estimates for the entire population of the U-M campus community are based on a sample of the community, each statistic reported has some associated sampling variability. To assess the statistical significance of the difference between the 2016 estimates and the 2021 estimates, measurement appropriate statistical tests were conducted. Differences between 2016 to 2021 estimates that are statistically significant (at the  $p < .05$  level) are marked with an asterisk. If a 2016 to 2021 difference is

<sup>1</sup> If there is only a dash in the parentheses after a population estimate (-), this indicates that the survey item was first asked in 2021, and as such, there is no measured difference between the 2016 and 2021 estimates to report.



not marked with an asterisk, it is not a statistically significant difference, even if it appears to be a large difference.

For OLS Regression

In some of the tables below, ordinary least-squares (OLS) regression was used to estimate the independent effect of various covariates (e.g., demographic categories) on the individuals’ feelings about specific aspects of the U-M DEI climate. The effect estimates are the average change in mean index score associated with the difference in demographic categories. The statistical significance of each estimated effect was estimated with a t-ratio statistic, presented in parentheses directly below the effect parameter. Statistically significant effects are indicated with asterisks, with the levels of significance identified. In order to assess the fit of the OLS regression models, F-tests were conducted, which showed that the models fit the data reasonably well (results not shown).

For Logistic Regression

Several tables below summarize the results of the logistic regression analyses of experienced discrimination<sup>2</sup>. Multivariate logistic regression was used to estimate the independent effect of each demographic category on the odds of reporting having felt discrimination in their last 12 months at U-M. This multivariate modeling approach is important because membership in these categories can overlap, but each is an independent risk factor for specific experiences or responses. By including these variables in a single multivariate model rather than multiple bivariate models, we are able to better separate the individual statistical effect of each individual variable.

The effects displayed in the table are odds ratios. Odds ratios are multiplicative, so an odds ratio of 1.0 means no association, an odds ratio of greater than 1.0 means the odds of an experience are increased and an odds ratio of less than 1.0 means the odds of an experience are reduced. The statistical significance of each odds ratio was estimated with a Wald chi-square statistic, presented in parentheses directly below the odds ratio. Statistically significant effects of the odds of an experience are indicated with asterisks, with the levels of significance identified. In order to assess the fit of the logistic regression models, chi-squared tests were conducted, which showed that the models fit the data reasonably well (results not shown).

**U-M Campus Climate at the end of the DEI 1.0 Strategic Plan Period**

**Overall Patterns across Faculty, Staff and Students**

Generally, a substantial proportion of U-M faculty, staff and students expressed satisfaction with the U-M campus climate at the end of the DEI 1.0 plan period. As shown in Table 1, 50.7% of faculty, 59.1% of staff and 61.1% of students reported being “satisfied” or “very satisfied” with the U-M campus climate. However, among faculty, staff and students responding to the survey in 2021, the satisfaction rating was at least 10% lower as compared to survey respondents in 2016.

---

<sup>2</sup> Throughout this report, whenever we refer to “reporting” in reference to discrimination, we are referencing the reporting of responses to the survey questions when respondents were asked about their feelings and experiences with various forms of discrimination. This does not necessarily indicate any official reporting to or review by any university department involving any discriminatory event experienced by an individual.



The differences over time were largest among faculty respondents at the two time points, whose overall satisfaction was 73.8% in 2016 and 50.7% in 2021. While a majority of faculty responses reflected satisfaction with the climate, faculty also showed the greatest difference in the proportion of respondents who were *dissatisfied* with U-M's campus climate. The percentage of faculty who expressed dissatisfaction with the campus climate more than doubled in the 2021 survey relative to the 2016 survey (from 12.3% to 25.9%). The proportion of faculty who reported a neutral attitude toward campus climate also nearly doubled (from 13.9% in 2016 to 23.4% in 2021).

Satisfaction with the campus climate was also lower among staff respondents in 2021 compared to staff respondents in 2016, with 59.1% of staff respondents in 2021, compared to 72.0% of those responding in 2016. Most of this shift was towards neutrality in attitudes toward campus climate. The proportion of staff who responded "Neutral" about campus climate was 17.6% in the 2016 survey, compared to 27.3% of those responding in the 2021 survey, while the proportion of staff expressing dissatisfaction was 13.6% in 2021, up from 10.4% of those responding in 2016.

Students had the smallest drop in the proportion of respondents expressing satisfaction with U-M campus climate (from 71.8% in the 2016 sample to 61.1% in the 2021 sample), and this was nearly entirely accounted for by differences in students expressing neutral attitudes toward campus climate (from 15.8% of respondents in 2016 to 27.0% of respondents in 2021).

	Faculty	Staff	Students
Very Satisfied/Satisfied	50.7% (-23.1)*	59.1% (-12.9)*	61.1% (-10.7)*
Neutral	23.4% (+9.5)*	27.3% (+9.7)*	27% (+11.2)*
Very Dissatisfied/Dissatisfied	25.9% (+13.6)*	13.6% (+3.2)*	11.9% (-0.5)

The 2016 and 2021 climate surveys asked campus community members about their perceptions of DEI-specific aspects of the campus climate as well as more general experiences and interactions across campus. Respondents were asked to rate U-M based on several climate elements relevant to DEI issues (e.g., sexist vs. non-sexist, ageist vs. non-ageist)<sup>3</sup> as well as several general climate elements (e.g., hostile vs. friendly, unwelcoming vs. welcoming)<sup>4</sup>. Respondents rated each climate element on a scale of 1-5, with higher scores representing more positive climate experiences.

On average, faculty, staff and students rated U-M's general climate and DEI climate positively. As shown in Table 2, the general climate scores ranged between 3.5 and 3.7, and the DEI climate scores ranged between 3.5 and 3.8 (both on a 1-5 scale). However, among faculty, the average assessment of both general climate elements and DEI climate elements was significantly lower among those responding in 2021 as compared to those responding in 2016 (from a mean of 3.8 to a mean of 3.5).

<sup>3</sup> The "DEI Climate Elements" included the following five items: racist vs. non-racist, homogeneous vs. diverse, sexist vs. non-sexist, homophobic vs. non-homophobic and ageist vs. non-ageist. The 2022 version of "DEI Climate Elements" added a new item measuring transphobic vs. non-transphobic.

<sup>4</sup> The "General Climate Elements" included the following seven items: hostile vs. friendly, disrespectful vs. respectful, contentious vs. collegial, individualistic vs. collaborative, competitive vs. cooperative, unsupportive vs. supportive and unwelcoming vs. welcoming.





Among staff, there was no significant difference between average assessments of general climate for 2016 and 2021 respondents, but there was a small, but statistically significant difference in ratings of DEI climate elements (from a mean of 3.8 for 2016 respondents to 3.7 among 2021 respondents). Among students, there were no statistically significant differences in ratings of climate dimensions between 2016 and 2021 respondents.

**Table 2. General Climate and DEI Climate Elements: Estimated Mean Climate Elements and Degree of Change Since 2016, by Constituency**

	Faculty	Staff	Students
General Climate Elements	3.5 (-0.3)*	3.7 (0)	3.6 (-0.1)
DEI Climate Elements	3.5 (-0.3)*	3.7 (-0.1)*	3.8 (0)

### Differences among Faculty

Using multivariate OLS regression, the evaluation and assessment team was able to examine how various demographic characteristics relate to respondents’ perceptions of U-M’s campus climate. Table 3 displays these patterns among faculty. Non-tenure track faculty held similar perceptions of DEI climate and general campus climate, but expressed significantly greater satisfaction with the campus climate than did tenure-track faculty. Relative to faculty born in the US, faculty born outside of the US did not significantly differ in their perceptions of general climate and DEI climate, but they did express significantly less satisfaction with the campus climate than faculty born in the US.

Gender differences<sup>5</sup> also emerged among faculty, with women reporting less positive assessments of both general climate elements and DEI climate elements than did men. Faculty who identified as LGBTQ+<sup>6</sup> also had less positive ratings of DEI climate than did those who identified as heterosexual, although the two groups had similar perceptions of and level of satisfaction with the general climate. Faculty indicating they had a disability, as compared to those who did not indicate a disability, were significantly less satisfied with U-M’s campus climate and also held less positive perceptions of U-M’s general and DEI climate. Relative to White faculty, Black faculty as well as Hispanic faculty had less positive perceptions of DEI climate. Hispanic faculty also expressed less satisfaction with the overall campus climate than did their White peers.

<sup>5</sup> Gender was determined based on individuals’ self-reported gender identity. Individuals who identified both as gender non-conforming or transgender and as women were included in the category *women*. Similarly, individuals who identified both as gender non-conforming or transgender and as men were included in the category *men*.

<sup>6</sup> This analytical variable was based on individuals’ self-reported sexual orientation.



**Table 3. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations and Arrival at U-M with U-M Campus Climate Satisfaction, Feelings of U-M General Climate and DEI Climate Elements of U-M Faculty<sup>7</sup>** (Letter symbols indicate statistically significant ( $p < 0.05$ ) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Satisfaction with Campus Climate (Single Linear Variable)	Perception of General Campus Climate (Single Linear Variable)	Perception of Campus DEI Climate (Index)
Woman (Relative to Man Faculty)	-0.18 (0.08)	-0.29*** (-4.42)	-0.49*** (-8.32)
LGBTQ+ (Relative to Heterosexual Faculty)	0.10 (0.73)	-0.10 (-0.84)	-0.23* (-2.02)
Not Born in US (Relative to Faculty Born in the US)	-0.20* (-2.23)	-0.07 (-0.92)	0.13 (1.87)
Disability (Relative to Faculty with no Disability)	-0.68** (-3.90)	-0.52** (-3.13)	-0.40** (-3.27)
Age 41 and older (Relative to Faculty Age 40 and younger)	0.01 (0.12)	-0.04 (-0.52)	-0.12 (-1.66)
Non-Tenure Track (Relative to Tenure Track)	0.28** (3.28)	0.01 (0.12)	0.08 (1.24)
Joined U-M Before 2016 (Relative to Faculty who joined in 2016 or later)	-0.16 (-1.49)	-0.12 (-1.38)	-0.09 (-1.06)
Race (Relative to White Faculty)			
Asian American/Asian/Native Hawaiian/Other Pacific Islander	-0.05 (-0.39)	0.08 (0.70)	-0.13 (-1.28)
African American/Black	-0.06 (-0.51)	-0.08 (-0.86)	-0.26** (-3.01)
Hispanic/Latinx	-0.25* (-1.98)	-0.12 (-1.07)	-0.26** (-2.71)
Other Race/Ethnicity	-0.33 (-1.81)	-0.17 (-1.17)	-0.11 (-0.91)
Respondents	806	796	795
R-Square	0.07	0.07	0.15

*OLS Regression Coefficients with t-statistics shown in parentheses. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  two tailed tests*

<sup>7</sup> The model estimates reported in this table may differ from those reported in the full climate survey reports found at <https://diversity.umich.edu/data-reports/climate-survey/>. These differences in estimates are due the inclusion of an additional variable in the models reported here examining the association between when survey respondents joined U-M and the outcomes of interests.



## Differences among Staff

Similar patterns were observed among staff survey responses. As indicated in Table 4, staff who identified as LGBTQ+, relative to those who identified as heterosexual, had less positive experiences of U-M’s general climate and DEI climate. Staff who indicated they had disability, relative to those who did not indicate a disability, were less satisfied with campus climate and experienced the general campus climate less positively. Differences based on when staff first joined the university were also observed, with staff who joined U-M before the launch of DEI 1.0 (before 2016) showing less positive responses around the campus DEI climate than did staff who joined since the launch of the DEI 1.0 plan (in 2016 or after).

Racial/ethnic differences also emerged, with Asian American<sup>8</sup> staff expressing greater satisfaction with campus climate relative to all other racial/ethnic groups (i.e., White, Black<sup>9</sup>, Hispanic<sup>10</sup>, and other race/ethnicity identifying staff). As compared to Black and Hispanic staff, survey responses of Asian American staff also reflected more positive perceptions of the general climate, but these perceptions did not statistically differ from those of White staff. Asian American staff had more positive perceptions of DEI climate than did Black staff, and their DEI climate ratings were similar to those of White staff. Across the board, Black staff had less satisfaction with the campus climate and less positive experiences of the general climate and DEI climate than did White or Asian American staff. Hispanic/Latinx staff expressed both lower satisfaction with campus climate and less positive perceptions of campus DEI climate than did White staff. Also, Hispanic/Latinx ratings of climate satisfaction and perceptions of the general campus climate were less positive than those of Asian American staff.

**Table 4. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations and Arrival at U-M with U-M Campus Climate Satisfaction, Feelings of U-M General Climate and DEI Climate Elements of U-M Staff<sup>11</sup>** (Letter symbols indicate statistically significant (p<0.05) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Satisfaction with Campus Climate (Single Linear Variable)	Perception of General Campus Climate (Single Linear Variable)	Perception of Campus DEI Climate Elements (Index)
Age 41 and older (Relative to Staff Age 40 and younger)	-0.05 (-0.65)	-0.06 (-0.86)	-0.03 (-0.44)
No Bachelor’s Degree (Relative to Staff with a Bachelor’s Degree)	0.04 (0.5)	0.08 (1.27)	0.11 (1.74)
Women (Relative to Men)	0.05 (0.69)	-0.04 (-0.61)	-0.04 (-0.70)
LGBTQ+ (Relative to Heterosexual Staff)	-0.16 (-1.67)	-0.24** (-2.71)	-0.49*** (-5.99)

<sup>8</sup> “Asian/Asian American” is also referred to as “Asian” or “Asian American” in this appendix report.

<sup>9</sup> “Black/African American” is also referred to as “Black” or “African American” in this appendix report.

<sup>10</sup> “Hispanic/Latinx” is also referred to as “Hispanic” or “Latinx” in this appendix report.

<sup>11</sup> The model estimates reported in this table may differ from those reported in the full climate survey reports found at <https://diversity.umich.edu/data-reports/climate-survey/>. These differences in estimates are due the inclusion of an additional variable in the models reported here examining the association between when survey respondents joined U-M and the outcomes of interests.





Not Born in US (Relative to Staff Born in the US)	-0.13 (-1.11)	-0.01 (-0.09)	-0.01 (-0.12)
Disability (Relative to Staff with no Disability)	-0.36* (-2.54)	-0.32*** (-3.43)	-0.14 (-1.51)
Joined U-M Before 2016 (Relative to Staff who joined in 2016 or later)	-0.07 (-0.95)	-0.08 (-1.15)	-0.16* (-2.44)
Race (Relative to White Staff)			
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.39* (2.42) AA, H, O	0.13 (1.01) AA, H	-0.02 (-0.16) AA
African American/Black	-0.20* (-2.25) A	-0.26*** (-3.62) A	-0.35*** (-4.62) A
Hispanic/Latinx	-0.17* (-2.13) A	-0.16 (-2.38) A	-0.17* (-2.35)
Other Race/Ethnicity	-0.21 (-0.98) A	-0.04 (-0.21)	-0.03 (-0.19)
Respondents	1682	1662	1657
R-Square	0.04	0.04	0.07
<i>OLS Regression Coefficients with t-statistics shown in parentheses. *p&lt;.05, **p&lt;.01, ***p&lt;.001 two tailed tests</i>			

## Differences among Students

As indicated in Table 5, among students, women's responses reflected less positive perceptions of campus DEI climate compared to men's responses. Similarly, LGBTQ+ students had less positive perceptions of campus DEI climate than did heterosexual students. Students born outside of the US were more positive in their satisfaction with campus climate than were US-born students, although there was no significant difference between the two groups in their perceptions of campus DEI climate or general climate. In contrast, students indicating a disability were significantly less positive in their responses around the general campus climate than were students who did not indicate a disability, and they were significantly less satisfied with the campus climate as well. Differences also emerged based on when a student first entered U-M, with the responses of students who entered U-M prior to 2020 reflecting more satisfaction with and more positive perceptions of the general and DEI campus climate than those who entered in 2020 or later.

Racial/ethnic differences in campus climate experiences also emerged. As with staff, Black students' responses reflected less satisfaction with the campus climate and less positive perceptions of U-M's general climate and DEI campus climate than did those of White, Asian American or other racial/ethnic identifying students. Additionally, Black students had less positive perceptions of the DEI climate than did Hispanic students. However, on average, White students, Asian American students, Hispanic students and other racial/ethnic groups identifying students do not differ in their satisfaction with and perceptions of the general or DEI campus climate.



**Table 5. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations and Arrival at U-M with U-M Campus Climate Satisfaction, Feelings of U-M General Climate and DEI Climate Elements of U-M Students<sup>12</sup>** (Letter symbols indicate statistically significant ( $p < 0.05$ ) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Satisfaction with Campus Climate (Single Linear Variable)	Perception of General Campus Climate (Factor of several variables)	Perception of Campus DEI Climate (Index)
Undergraduate (Relative to Graduate Students)	-0.01 (-0.14)	-0.13 (-1.87)	0.04 (0.59)
Women (Relative to Men)	0.02 (0.2)	-0.07 (-1.10)	-0.29*** (-4.43)
LGBTQ+ (Relative to Heterosexual Students)	-0.17 (-1.85)	-0.09 (-1.29)	-0.25** (-3.25)
Not Born in the US (Relative to Students Born in the US)	0.2* (2.01)	0.16* (2.13)	0.14 (1.65)
Disability (Relative to Students with no Disability)	-0.4** (-2.9)	-0.31*** (-3.68)	-0.20 (-1.78)
Entered U-M before 2020 (Relative to Students who entered in 2020 or later)	0.38*** (4.56)	0.23*** (3.77)	0.28*** (4.26)
Race (Relative to White Students)			
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.06 (0.48)	0.12 (1.39)	-0.01 (-0.13)
African American/Black	-0.35** (-2.96) A, O	-0.19* (-2.28) A, O	-0.53*** (-4.75) A, H, O
Hispanic/Latinx	-0.12 (-1.2)	-0.03 (-0.32)	-0.16 (-1.74) AA
Other Race/Ethnicity	-0.01 (-0.1) AA	0.12 (1.16) AA	0.03 (0.24) AA
Respondents	1214	1194	1194
R-Square	0.10	0.10	0.15

*OLS Regression Coefficients with t-statistics shown in parentheses. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  two tailed tests*

<sup>12</sup> The model estimates reported in this table may differ from those reported in the full climate survey reports found at <https://diversity.umich.edu/data-reports/climate-survey/>. These differences in estimates are due the inclusion of an additional variable in the models reported here examining the association between when survey respondents entered U-M and the outcomes of interests.



## Difficult Times for Many

### Overall Patterns across Faculty, Staff and Students

Given the unique challenges of the past few years due to the pandemic, as well as the social and political unrest and activism that coincided with the implementation time period of the DEI 1.0 plan, it was important to also examine the 2021 survey items focused on mental health and discrimination experiences<sup>13</sup> of the U-M community. While the majority of U-M faculty, staff and students described their mental health as being "Good" to "Excellent," a substantial portion of individuals reported experiencing mental health challenges. As shown in Table 6, 19.0% of faculty and 19.4% of staff described their mental health as "Fair" or "Poor." The patterns were more pronounced among students, with 41.9% of students describing their mental health as "Fair" or "Poor." These findings were striking, but not surprising given the extreme health and social challenges in recent years.

	<b>Faculty</b>	<b>Staff</b>	<b>Students</b>
Excellent	23.1% (-)	10.9% (-)	8.3% (-)
Very Good	32.3% (-)	31.7% (-)	16.3% (-)
Good	25.6% (-)	38.1% (-)	33.5% (-)
Fair	16.5% (-)	15.7% (-)	28.8% (-)
Poor	2.5% (-)	3.7% (-)	13.1% (-)

In both the 2016 and 2021 climate surveys, respondents were asked "In general, over the past 12 months, have you felt discriminated against at U-M?," with a "yes" or "no" in response. Interestingly, shifts in experiences of discrimination were also observed between the two survey time points. As seen in Table 7, a significantly greater proportion of 2021 faculty respondents indicated that, yes, they felt discriminated against in 2021 (23.8%) compared to responding faculty in 2016 (16.6%), while a smaller proportion of 2021 student respondents indicated feeling discriminated against (11.8%) than did student respondents in 2016 (16.4%). There were no significant differences in 2016 and 2021 staff reports of feeling discriminated against at U-M.

	<b>Faculty</b>	<b>Staff</b>	<b>Students</b>
Yes	23.8% (+7.2)*	16.4% (-0.7)	11.8% (-4.6)*

<sup>13</sup> Throughout this report, whenever we refer to "reporting" in reference to discrimination, we are referencing the reporting of responses to the survey questions when respondents were asked about their feelings and experiences with various forms of discrimination. This does not necessarily indicate any official reporting to or review by any university department involving any discriminatory event experienced by an individual.



## Differences among Faculty

As indicated in Table 8, faculty indicating a disability reported poorer mental health relative to faculty who did not indicate a disability, while older faculty (age 41 and older) reported better mental health compared to younger faculty. No other significant demographic differences in mental health ratings were observed among faculty.

However, several differences emerged across demographic characteristics for faculty respondents when examining reported experiences of discrimination. As indicated in Table 9, women faculty (relative to men faculty) and faculty indicating a disability (relative to faculty who did not indicate a disability) were more than twice (137% and 111%, respectively) as likely to report experiencing discrimination. Furthermore, relative to White faculty, Asian American faculty were three times (305%) more likely, Black faculty more than one and a half times (169%) more likely, Hispanic faculty more than two times (219%) more likely, and faculty identifying with other race/ethnic groups one and a half times (166%) more likely to report experiencing discrimination.

	Mental Health (Single Linear Variable)
Woman (Relative to Man Faculty)	-0.06 (-0.0)
LGBTQ+ (Relative to Heterosexual Faculty)	-0.26 (-1.55)
Not Born in US (Relative to Faculty Born in the US)	-0.06 (-0.61)
Disability (Relative to Faculty with no Disability)	-0.71*** (-3.56)
Age 41 and older (Relative to Faculty Age 40 and younger)	0.44*** (4.39)
Non-Tenure Track (Relative to Tenure Track)	-0.05 (-0.57)
Race (Relative to White Faculty)	
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.11 (0.79)
African American/Black	-0.02 (-0.18)
Hispanic/Latinx	0.02 (0.18)
Other Race/Ethnicity	-0.04 (-0.27)
Respondents	773
R-Square	0.07

*OLS Regression Coefficients with t-statistics shown in parentheses. \*p<.05, \*\*p<.01, \*\*\*p<.001 two tailed tests*



**Table 9. Estimated Odds Ratios for Felt Discrimination within the Past 12 Months at U-M (2021) among U-M Faculty.** From Multivariate Logistic Regressions: Odds Ratios (Wald Chi-Square). (Letter symbols indicate statistically significant differences ( $p < .05$ ) with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Discrimination "Yes"
Woman (Relative to Man Faculty)	2.37*** (17.09)
LGBTQ+ (Relative to Heterosexual Faculty)	1.20 (0.29)
Not Born in US (Relative to Faculty Born in the US)	1.39 (2.11)
Disability (Relative to Faculty with no Disability)	2.11* (4.61)
Age 41 and older (Relative to Faculty Age 40 and younger)	1.14 (0.33)
Non-Tenure Track (Relative to Tenure Track)	0.69 (2.93)
Race (Relative to White Faculty)	
Asian American/Asian/ Native Hawaiian/Other Pacific Islander	4.05*** (23.76)
African American/Black	2.69*** (13.77)
Hispanic/Latinx	3.19*** (18.16)
Other Race/Ethnicity	2.66* (6.44)
Respondents	781
-2Loglikelihood	4608.11
<i>Odds ratio with Wald Chi-Square shown in Parentheses. *<math>p &lt; .05</math>, **<math>p &lt; .01</math>, ***<math>p &lt; .001</math> two tailed tests</i>	

### Differences among Staff

As seen with faculty, older staff (age 41 and older), indicated better mental health as compared to younger staff (age 40 and younger), as summarized in Table 10. LGBTQ+ staff and staff indicating a disability reported poorer mental health outcomes relative to heterosexual staff and staff indicating no disability. In addition to less positive mental health, staff indicating a disability were more than three times (220%) more likely to report discrimination than staff who did not indicate a disability, as illustrated in Table 11. In addition, Black staff and Hispanic staff responses were more than three times (231%) and 77% more likely, respectively, to reflect discrimination experiences than White staff. In addition, Black staff were significantly more likely to respond that they had experienced discrimination than were Hispanic staff.





**Table 10. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations with Mental Health among U-M Staff** (Letter symbols indicate statistically significant ( $p < 0.05$ ) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Mental Health (Single Linear Variable)
Age 41 and older (Relative to Staff Age 40 and younger)	0.44*** (6.65)
No Bachelor's Degree (Relative to Staff with a Bachelor's Degree)	-0.15 (-1.70)
Women (Relative to Men)	-0.08 (-0.97)
LGBTQ+ (Relative to Heterosexual Staff)	-0.36*** (-3.48)
Not Born in US (Relative to Staff Born in the US)	0.11 (1.18)
Disability (Relative to Staff with no Disability)	-0.69*** (-5.23)
Race (Relative to White Staff)	
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.23 (1.91)
African American/Black	0.02 (0.23)
Hispanic/Latinx	0.06 (0.70)
Other Race/Ethnicity	0.16 (0.99)
Respondents	1623
R-Square	0.12
<i>OLS Regression Coefficients with t-statistics shown in parentheses. *<math>p &lt; .05</math>, **<math>p &lt; .01</math>, ***<math>p &lt; .001</math> two tailed tests</i>	



**Table 11. Estimated Odds Ratios for Felt Discrimination within the Past 12 Months at U-M (2021) among U-M Staff.** From Multivariate Logistic Regressions: Odds Ratios (Wald Chi-Square). (Letter symbols indicate statistically significant ( $p < 0.05$ ) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Discrimination "Yes"
Age 41 and older (Relative to Staff Age 40 and younger)	1.32 (1.89)
No Bachelor's Degree (Relative to Staff with a Bachelor's Degree)	1.05 (0.04)
Women (Relative to Men)	0.99 (0.004)
LGBTQ+ (Relative to Heterosexual Staff)	1.32 (0.58)
Not Born in US (Relative to Staff Born in the US)	0.95 (0.05)
Disability (Relative to Staff with no Disability)	3.20*** (16.59)
Race (Relative to White Staff)	
Asian American/Asian/ Native Hawaiian/Other Pacific Islander	1.84 (2.56)
African American/Black	3.31*** (30.53) H
Hispanic/Latinx	1.77** (6.70) AA
Other Race/Ethnicity	2.01 (2.75)
Respondents	1,635
-2Loglikelihood	31,967.33
<i>Odds ratio with Wald chi-square shown in parentheses. *<math>p &lt; .05</math>, **<math>p &lt; .01</math>, ***<math>p &lt; .001</math> two tailed tests</i>	

### Differences among Students

Differences in mental health and experiences of discrimination also emerged among students. As indicated in Table 12, students belonging to the following demographic categories had survey responses reflecting significantly poorer mental health: women relative to men, students who identified as LGBTQ+ relative to those who identified as heterosexual, and students with disabilities relative to students without disability. Furthermore, students who identified as LGBTQ+ (relative to those who identify as heterosexual) and students with disabilities (relative to students without disability) were two times (108%), and nearly four times (291%) more likely to experience discrimination, respectively. Also as shown in Table 13, students who identified as Asian American, Black and Hispanic were more than twice (123%) and four times (316% and 325%, respectively), more likely to experience discrimination than were White students. Additionally, Hispanic students were significantly more likely to experience discrimination than other race/ethnicity identifying students.



**Table 12. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations with Mental Health among U-M Students** (Letter symbols indicate statistically significant ( $p < 0.05$ ) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Mental Health (Single Linear Variable)
Undergraduate (Relative to Graduate Students)	-0.18 (-1.86)
Women (Relative to Men)	-0.21* (-2.00)
LGBTQ+ (Relative to Heterosexual Students)	-0.59*** (-5.34)
Not Born in the US (Relative to Students Born in the US)	0.20 (1.57)
Disability (Relative to Students with no Disability)	-0.49*** (-3.88)
Race (Relative to White Students)	
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.25 (1.66) H
African American/Black	0.11 (0.84)
Hispanic/Latinx	-0.07 (-0.51) A
Other Race/Ethnicity	0.03 (0.16)
Respondents	1160
R-Square	0.13

*OLS Regression Coefficients with t-statistics shown in parentheses. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  two tailed tests*



**Table 13. Estimated Odds Ratios for Felt Discrimination within the Past 12 Months at U-M (2021) among U-M Students.** From Multivariate Logistic Regressions: Odds Ratios (Wald Chi-Square). (Letter symbols indicate statistically significant differences ( $p < .05$ ) with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race Ethnicity.)

	Discrimination "Yes"
Undergraduate (Relative to Graduate Students)	0.95 (0.06)
Women (Relative to Men)	1.52 (2.28)
LGBTQ+ (Relative to Heterosexual Students)	2.08** (7.67)
Not Born in the US (Relative to Students Born in the US)	0.87 (0.29)
Disability (Relative to Students with no Disability)	3.91*** (15.80)
Race (Relative to White Students)	
Asian American/Asian/ Native Hawaiian/Other Pacific Islander	2.23* (5.06)
African American/Black	4.16*** (11.08)
Hispanic/Latinx	4.25*** (16.38)
Other Race/Ethnicity	1.87 (2.28)
Respondents	1,178
-2Loglikelihood	29,499.02
<i>Odds ratio with Wald chi-square shown in parentheses. *<math>p &lt; .05</math>, **<math>p &lt; .01</math>, ***<math>p &lt; .001</math> two tailed tests</i>	

## Progress in Relation to DEI

### Overall Patterns across Faculty, Staff and Students

In addition to examining faculty, staff and student experiences related to campus climate, mental health and discrimination, the climate survey assessed perceptions of progress and actions resulting from the initial DEI strategic plan.

The 2021 climate survey asked faculty, staff and students the following question: “How satisfied are you with the progress that has been made at U-M as a result of the 5-year campus-wide diversity, equity, and inclusion initiative? (If you have been at U-M for less than 5 years, please consider progress you have seen during the time that you have been here.)” Survey respondents indicated their level of satisfaction by selecting one of five response options: “very satisfied,” “satisfied,” “neutral,” “dissatisfied” and “very dissatisfied.”



As shown in Table 14, the vast majority of faculty, staff and students indicated feeling neutral or satisfied with the progress made as a result of DEI 1.0. The percentage of respondents reporting being “very satisfied” or “satisfied” with U-M DEI progress in the past 5 years was highest among staff (47.6%), followed by faculty (41.1%) and students (39.9%). Conversely, the percentage of respondents reporting being “very dissatisfied” or “dissatisfied” with the U-M DEI progress in the past 5 years was relatively low, but highest among faculty (19.9%), followed by students (10.9%) and staff (9.9%). A substantial proportion of the respondents indicated feeling “neutral” about DEI progress, and this was highest among students (49.2%). This could be due to their relatively short tenure at U-M compared to staff and faculty. Overall, the findings suggest that U-M faculty, staff and students are generally satisfied with DEI progress made in the past 5 years.

	<b>Faculty</b>	<b>Staff</b>	<b>Students</b>
Very Satisfied/ Satisfied	41.1% (-)	47.6% (-)	39.9% (-)
Neutral	39% (-)	42.5% (-)	49.2% (-)
Very Dissatisfied/ Dissatisfied	19.9% (-)	9.9% (-)	10.9% (-)

The survey also asked respondents to compare the current DEI climate with the climate at the start of the DEI strategic plan (in 2016). Specifically, they were asked: “Compared to the DEI climate at the start of the DEI strategic plan (2016), how would you rate the current DEI climate at U-M?”. Response options included “much better,” “somewhat better,” “about the same,” “somewhat worse” and “much worse.”

As shown in Table 15, over half of all constituents described the current U-M DEI climate as better than the DEI climate at the start of the 2016 DEI strategic plan (61%, 58.9%, 56.5% for faculty, staff and students, respectively). Fewer than 12% of respondents thought the current DEI climate was worse than before (11.1%, 8.1%, and 6.4% for faculty, staff and students, respectively). The percentage of respondents indicating the DEI climate is “about the same” was highest among students, with the possible explanation that they have generally been on the U-M campus fewer years compared to faculty and staff. Overall, the 2021 climate data suggested that a majority of respondents across U-M constituent groups reported an improved DEI climate compared to the DEI climate at the start of the 2016 strategic plan.

	<b>Faculty</b>	<b>Staff</b>	<b>Students</b>
Much/Somewhat Better	61% (-)	58.9% (-)	56.5% (-)
About the Same	27.9% (-)	33% (-)	37.1% (-)
Much/Somewhat Worse	11.1% (-)	8.1% (-)	6.4% (-)

To gauge perceptions of how effective U-M is at addressing issues of diversity, equity and inclusion relative to its peers, the survey also asked respondents to rate how U-M is faring compared to other universities. Specifically, respondents were asked: “How well do you think the U-M is doing in relation





to DEI compared to other institutions?”. Response options included: “best,” “better than most,” “about equal,” “worse than most” and “worst.”

As shown in Table 16, the great majority of faculty, staff and students rated U-M as equal to or better than most other institutions in relation to DEI. About half of staff and students (48.4% and 49.6%, respectively) described U-M as better than most other institutions in relation to DEI, while 39.5% of faculty rated U-M as better. The majority of faculty (52.9%) rated U-M as “about equal” to most other institutions in relation to DEI, followed by staff at 46.7% and students at 44.2%. Among all constituents, fewer than 8% of respondents rated U-M as worse than most other institutions. [In the few instances when responses were “worse than other institutions,” respondents were asked to list the institutions that were doing better. In most all instances, respondents did not provide any alternate examples of better performing institutions.] Overall, responding community members rated University’s DEI efforts positively in relation to other institutions.

**Table 16. Comparing U-M DEI: Estimated Percentage of Respondents, by Constituency**

	Faculty	Staff	Students
Best/Better than Most	39.5% (-)	48.4% (-)	49.6% (-)
About Equal	52.9% (-)	46.7% (-)	44.2% (-)
Worst/Worse than Most	7.6% (-)	5% (-)	6.2% (-)

To examine individuals’ level of participation in DEI activities, a DEI action index was created by totaling the different types of actions a respondent reported engaging in the past year. Survey respondents were asked “Over the past 12 months, please indicate whether you have participated in any of the following U-M DEI-related activities or events ...” There were five activities included in the DEI action index:

- (i) Attended a DEI-related training/workshop session
- (ii) Attended a DEI-related talk or seminar
- (iii) Attended a DEI-related event in my unit
- (iv) Attended a DEI-related event at the U-M level and
- (v) Had a DEI-related conversation with a colleague/peer

By summing up scores across the five items (1=yes; 0=no; min=0; max=5), the DEI action index represents an individual’s engagement with various DEI actions. As shown in Table 17, level of engagement varied across constituencies, with faculty engaging in more types of DEI related actions across campus (mean = 3.7), followed by staff (mean = 2.22) and students (mean = 1.59).

**Table 17. DEI Action Index: Mean Rating of Respondents, by Constituency**

	Faculty	Staff	Students
DEI Action Index	3.70 (-)	2.22 (-)	1.59 (-)



## Differences among Faculty

Differences in the perceptions of progress and level of engagement with DEI differed across demographic characteristics among faculty respondents. As shown in Table 18, women faculty respondents and faculty indicating a disability were significantly less likely to be satisfied with DEI plan progress since 2016, compared to their male and non-disabled counterparts, while non-tenure track faculty members were significantly more likely to be satisfied with DEI plan progress since 2016. With respect to the evaluation of DEI Climate now compared to 2016, faculty members not born in the US (compared to those born in the US) and faculty members with a disability (compared to those indicating no disability) were significantly less likely to rate the current DEI climate favorably. When asked to compare U-M DEI plan progress with others, Black faculty members were less likely than White faculty to rate U-M DEI efforts as better than other institutions.

**Table 18. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations and Arrival at U-M with U-M DEI Plan and Climate Progress since 2016 among U-M Faculty<sup>14</sup>** (Letter symbols indicate statistically significant (p<0.05) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Satisfaction with DEI Plan Progress since 2016 (Single Linear Variable)	DEI Climate: Now vs. 2016 (Single Linear Variable)	DEI Plan Progress Compared to Other Schools (Single Linear Variable)
Woman (Relative to Man Faculty)	-0.23** (0.07)	-0.03 (-0.43)	-0.08 (-1.22)
LGBTQ+ (Relative to Heterosexual Faculty)	0.09 (0.68)	-0.01 (-0.05)	-0.14 (-1.28)
Not Born in US (Relative to Faculty Born in the US)	-0.16 (-1.93)	-0.20* (-2.33)	-0.05 (-0.73)
Disability (Relative to Faculty with no Disability)	-0.47** (-2.87)	-0.35* (-2.55)	-0.27 (-1.84)
Age 41 and older (Relative to Faculty Age 40 and younger)	-0.03 (-0.35)	0.01 (0.11)	-0.08 (-0.90)
Non-Tenure Track (Relative to Tenure Track)	0.23** (2.99)	0.14 (1.92)	0.01 (0.20)
Joined U-M Before 2016 (Relative to Faculty who joined in 2016 or later)	0.02 (0.19)	-0.02 (-0.17)	-0.03 (-0.33)
Race (Relative to White Faculty)			
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.01 (0.11)	-0.10 (-0.83)	0.04 (0.43)

<sup>14</sup> The model estimates reported in this table may differ from those reported in the full climate survey reports found at <https://diversity.umich.edu/data-reports/climate-survey/>. These differences in estimates are due the inclusion of an additional variable in the models reported here examining the association between when survey respondents joined U-M and the outcomes of interests.



African American/Black	-0.04 (-0.39)	0.03 (0.31)	0.19* (2.08) O
Hispanic/Latinx	-0.07 (-0.59)	<0.01 (0.04)	0.06 (0.64)
Other Race/Ethnicity	-0.18 (-1.00)	-0.31 (-1.52)	-0.20 (-1.24) H
Respondents	801	699	782
R-Square	0.05	0.04	0.03

*OLS Regression Coefficients with t-statistics shown in parentheses. \*p<.05, \*\*p<.01, \*\*\*p<.001 two tailed tests*

When examining likelihood to engage in DEI-related actions, the results indicate that women faculty survey respondents (compared to men), faculty with disabilities (compared to those indicating no disability), and Black faculty (compared to White, Asian American and Hispanic faculty) were significantly more likely to be involved in DEI-related actions (see Table 19). Results also indicated that non-tenure track faculty respondents were significantly less likely to be involved in DEI actions than were tenure track faculty.

**Table 19. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations with DEI Actions of U-M Faculty** (Letter symbols indicate statistically significant (p<0.05) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	DEI Actions (Five Variable Index)
Woman (Relative to Man Faculty)	0.25* (2.06)
LGBTQ+ (Relative to Heterosexual Faculty)	0.13 (0.71)
Not Born in US (Relative to Faculty Born in the US)	-0.18 (-1.32)
Disability (Relative to Faculty with no Disability)	0.52** (2.91)
Age 41 and older (Relative to Faculty Age 40 and younger)	0.21 (1.42)
Non-Tenure Track (Relative to Tenure Track)	-0.74*** (-5.73)
Race (Relative to White Faculty)	
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.16 (0.78) AA
African American/Black	0.69*** (5.67) A, H
Hispanic/Latinx	0.13 (0.57) AA
Other Race/Ethnicity	0.28 (1.31)



Respondents	754
R-Square	0.10
<i>OLS Regression Coefficients with t-statistics shown in parentheses. *p&lt;.05, **p&lt;.01, ***p&lt;.001 two tailed tests</i>	

### Differences among Staff

Differences also emerged among staff respondents. As shown in Table 20, Black staff were significantly less likely to be satisfied with DEI plan progress since 2016, compared to White staff and Asian American staff. Hispanic staff were significantly less likely to be satisfied with DEI plan progress since 2016 as compared to White staff. Black staff were also significantly less likely to respond that the U-M DEI climate now is better than it was in 2016 as compared to White, Asian American or Hispanic staff. Black staff were also significantly less likely (as compared to White and Asian American staff) to rate the U-M DEI plan progress as much better than other institutions.

**Table 20. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations and Arrival at U-M with U-M DEI Plan and Climate Progress since 2016 among U-M Staff<sup>15</sup>** (Letter symbols indicate statistically significant (p<0.05) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Satisfaction with DEI Plan Progress since 2016 (Single Linear Variable)	DEI Climate: Now vs. 2016 (Single Linear Variable)	DEI Plan Progress Compared to Other Schools (Single Linear Variable)
Age 41 and older (Relative to Staff Age 40 and younger)	-0.03 (0.07)	0.06 (0.08)	-0.03 (0.07)
No Bachelor's Degree (Relative to Staff with a Bachelor's Degree)	0.10 (1.43)	-0.02 (-0.27)	0.09 (1.34)
Women (Relative to Men)	0.09 (1.30)	0.14 (1.64)	0.03 (0.52)
LGBTQ+ (Relative to Heterosexual Staff)	-0.11 (-1.24)	-0.04 (-0.31)	-0.14 (-1.72)
Not Born in US (Relative to Staff Born in the US)	-0.10 (-1.09)	0.01 (0.12)	-0.06 (-0.60)
Disability (Relative to Staff with no Disability)	-0.16 (-1.88)	-0.07 (-0.70)	-0.06 (-0.72)
Joined U-M Before 2016 (Relative to Staff who joined in 2016 or later)	-0.06 (-0.87)	0.02 (0.26)	-0.06 (-0.83)
Race (Relative to White Staff)			
Asian American/Asian/Native Hawaiian/Other Pacific Islander AA	0.06 (0.40) AA	0.13 (0.95) AA	0.16 (1.01) AA, H

<sup>15</sup> The model estimates reported in this table may differ from those reported in the full climate survey reports found at <https://diversity.umich.edu/data-reports/climate-survey/>. These differences in estimates are due the inclusion of an additional variable in the models reported here examining the association between when survey respondents joined U-M and the outcomes of interests



African American/Black	-0.31*** (-3.84) A	-0.36*** (-4.59) A, H	-0.36* (-5.20) A
Hispanic/Latinx	-0.19** (-2.82)	-0.10 (-1.32) AA	-0.20 (-2.76) A
Other Race/Ethnicity	-0.30 (-1.89)	-0.19 (-0.83)	-0.23 (-1.42)
Respondents	1669	1339	1615
R-Square	0.03	0.03	0.04
<i>OLS Regression Coefficients with t-statistics shown in parentheses. *p&lt;.05, **p&lt;.01, ***p&lt;.001 two tailed tests</i>			

As shown in Table 21, older staff respondents (age 41 and above) were more likely to engage in DEI actions than younger staff (age 40 and below). Staff with a disability (as compared to those with no disability) and Asian American staff (as compared to White staff) are also more likely to engage in DEI actions. Staff with less education (i.e., no bachelor’s degree) and those born outside the US are less likely to be involved in DEI actions, as compared to staff with more education and US-born staff, respectively.

**Table 21. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations with DEI Actions of U-M Staff** (Letter symbols indicate statistically significant (p<0.05) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	DEI Actions (Five Variable Index)
Age 41 and older (Relative to Staff Age 40 and younger)	0.37** (2.59)
No Bachelor’s Degree (Relative to Staff with a Bachelor’s Degree)	-1.2*** (-6.59)
Women (Relative to Men)	0.13 (0.83)
LGBTQ+ (Relative to Heterosexual Staff)	0.29 (1.38)
Not Born in US (Relative to Staff Born in the US)	-0.46* (-2.32)
Disability (Relative to Staff with no Disability)	0.69** (2.63)
Race (Relative to White Staff)	
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.18* (0.62)
African American/Black	0.22 (1.21)
Hispanic/Latinx	0.01 (0.03)
Other Race/Ethnicity	0.2 (0.6)
Respondents	1575
R-Square	0.08
<i>OLS Regression Coefficients with t-statistics shown in parentheses. *p&lt;.05, **p&lt;.01, ***p&lt;.001 two tailed tests</i>	





## Differences among Students

Similar patterns are observed among student respondents. As shown in Table 22, students born in the US (as compared to students born outside of the US) were more likely to rate U-M DEI progress as better than other institutions. Interestingly, students who entered the university before 2020 were more likely to mention that the current DEI climate has improved since 2016 and that U-M DEI progress fares better than other institutions, relative to students who entered U-M in 2020 or later. Perceptions of DEI progress also differed by race/ethnicity. Asian American students were more likely to be satisfied with DEI plan progress since 2016 as compared to White students, Black students, and Hispanic students. On the other hand, Black students were less likely to rate the current DEI climate as better than it was in 2016, and less likely to rate U-M DEI plan progress as better than other institutions, as compared to all other racial/ethnic groups (i.e., White, Asian American, Hispanic and other race/ethnicity identifying students). Black students were also less satisfied with DEI plan progress as compared to White students, Asian American students and other race/ethnicity identifying students.

**Table 22. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations and Arrival at U-M with U-M DEI Plan and Climate Progress since 2016 among U-M Students<sup>16</sup>** (Letter symbols indicate statistically significant (p<0.05) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	Satisfaction with DEI Plan Progress since 2016 (Single Linear Variable)	DEI Climate: Now vs. 2016 (Single Linear Variable)	DEI Plan Progress Compared to Other Schools (Single Linear Variable)
Undergraduate (Relative to Graduate Students)	<0.01 (0.04)	-0.03 (-0.38)	0.03 (0.46)
Women (Relative to Men)	-0.04 (-0.55)	-0.06 (-0.70)	-0.07 (-0.90)
LGBTQ+ (Relative to Heterosexual Students)	-0.05 (-0.60)	-0.16 (-1.37)	-0.13 (-1.40)
Not Born in the US (Relative to Students Born in the US)	0.02 (0.20)	-0.12 (-1.24)	0.17* (2.05)
Disability (Relative to Students with no Disability)	-0.11 (-0.85)	-0.16 (-1.18)	-0.04 (-0.30)
Entered U-M before 2020 (Relative to Students who entered in 2020 or later)	0.13 (1.65)	0.19* (2.21)	0.25*** (3.37)
Race (Relative to White Students)			
Asian American/Asian/Native Hawaiian/Other Pacific Islander	0.24* (2.22) AA, H	-0.14 (-1.28) AA	<0.01 (<0.01) AA

<sup>16</sup> The model estimates reported in this table may differ from those reported in the full climate survey reports found at <https://diversity.umich.edu/data-reports/climate-survey/>. These differences in estimates are due the inclusion of an additional variable in the models reported here examining the association between when survey respondents entered U-M and the outcomes of interests.



African American/Black	-0.36** (-2.96) A, O	-0.46** (-3.18) A, H, O	-0.32** (-2.62) A, H, O
Hispanic/Latinx	-0.18 (-1.56) A	-0.04 (-0.43) AA	-0.06 (-0.70) AA
Other Race/Ethnicity	0.10 (0.72) AA	0.20 (1.11) AA	0.08 (0.72) AA
Respondents	1205	631	1192
R-Square	0.05	0.08	0.06
<i>OLS Regression Coefficients with t-statistics shown in parentheses. *p&lt;.05, **p&lt;.01, ***p&lt;.001 two tailed tests</i>			

When examining student respondents' likelihood of engaging in DEI-related activities, women were more likely to engage than were men (see Table 23). As is also shown in Table 23, graduate students (as compared to undergraduate students) and US-born students (as compared to students born outside the US) were more likely to get involved in DEI-related activities across campus. Additionally, Black students were more likely to engage in DEI activities than every other racial/ethnic group (i.e., White, Asian, Hispanic and other race/ethnicity identifying students).

**Table 23. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations with DEI Actions of U-M Students** (Letter symbols indicate statistically significant ( $p < 0.05$ ) differences with other race/ethnic categories where A=Asian American/Asian/Native Hawaiian/Other Pacific Islander, AA=African American/Black, H=Hispanic/Latinx, and O=Other Race/Ethnicity.)

	DEI Actions (Five Variable Index)
Undergraduate (Relative to Graduate Students)	-0.72*** (-4.98)
Women (Relative to Men)	0.44** (3.04)
LGBTQ+ (Relative to Heterosexual Students)	0.1 (0.57)
Not Born in the US (Relative to Students Born in the US)	-0.53** (-2.89)
Disability (Relative to Students with no Disability)	0.4 (1.43)
Race (Relative to White Students)	
Asian American/Asian/Native Hawaiian/Other Pacific Islander	-0.15 (-0.72) AA
African American/Black	1.18*** (3.46) A, H, O
Hispanic/Latinx	0.23 (1.2) AA



Other Race/Ethnicity	0.03 (0.14) AA
Respondents	1183
R-Square	0.11
<i>OLS Regression Coefficients with t-statistics shown in parentheses. *p&lt;.05, **p&lt;.01, ***p&lt;.001 two tailed tests</i>	

## Overall Conclusions

While most U-M faculty, staff and students expressed satisfaction with the U-M campus climate, overall, perceptions of campus climate were less positive among survey responders in 2021 than among survey responders in 2016. It is important to consider these findings in light of the difficult, uncertain, and tumultuous times of recent years, given the far-reaching impacts of the COVID-19 pandemic, racial unrest, and growing political divisions both locally and nationally. Many who responded to the survey in 2021 reported experiences of discrimination and poorer mental health outcomes over the past few years. Even in these difficult times, most U-M faculty, students and staff rated the DEI climate of U-M as better than before the launch of DEI 1.0 and viewed U-M as equal to or better than most other institutions with regard to DEI progress. In addition, many respondents reported engaging in DEI activities during the DEI 1.0 plan period.

Although by some measures the campus community of 2021 appeared less satisfied with the campus climate than the community responding in 2016, by many other measures there was improvement in impressions of DEI climate on campus. This may be a result of increased awareness and greater expectations in relation to DEI. That is, the U-M DEI strategic plan, consistent with the goals of its guiding institutional change model, increased awareness and understanding of DEI issues as an initial action step. Subsequently, those responding in 2021 have a greater understanding of DEI issues and challenges and may bring a higher standard and more critical lens to their evaluations of the campus climate. If this is the case, the findings could support and motivate continued efforts and engagement to improve DEI at U-M.

The survey results also highlight groups that are most engaged in DEI efforts on campus and suggest where more work is needed to improve the university’s DEI climate. Members of historically marginalized and minoritized groups were overall less satisfied with the campus climate than were more privileged and non-minoritized groups; this was especially true for Black students and staff, as well as women faculty, LGBTQ+ faculty and faculty with disabilities. Similarly, historically marginalized and minoritized groups tended to be most active in campus DEI efforts – faculty and staff with disabilities, Black faculty and students, and faculty and student women were all more likely to be active in DEI action on campus.

While much progress has been achieved, there is still work to be done to better foster a diverse, inclusive and equitable campus environment for all faculty, staff and students. These findings provide a critical benchmark to measure change over time as the University continues the important work of DEI.

