

DEI 1.0

EVALUATION REPORT: **SUPPLEMENTAL APPENDIX REPORTS**

The DEI 1.0 Evaluation Report is a publication of the U-M Office of Diversity, Equity and Inclusion, created with valuable assistance from members of many units and offices across campus.

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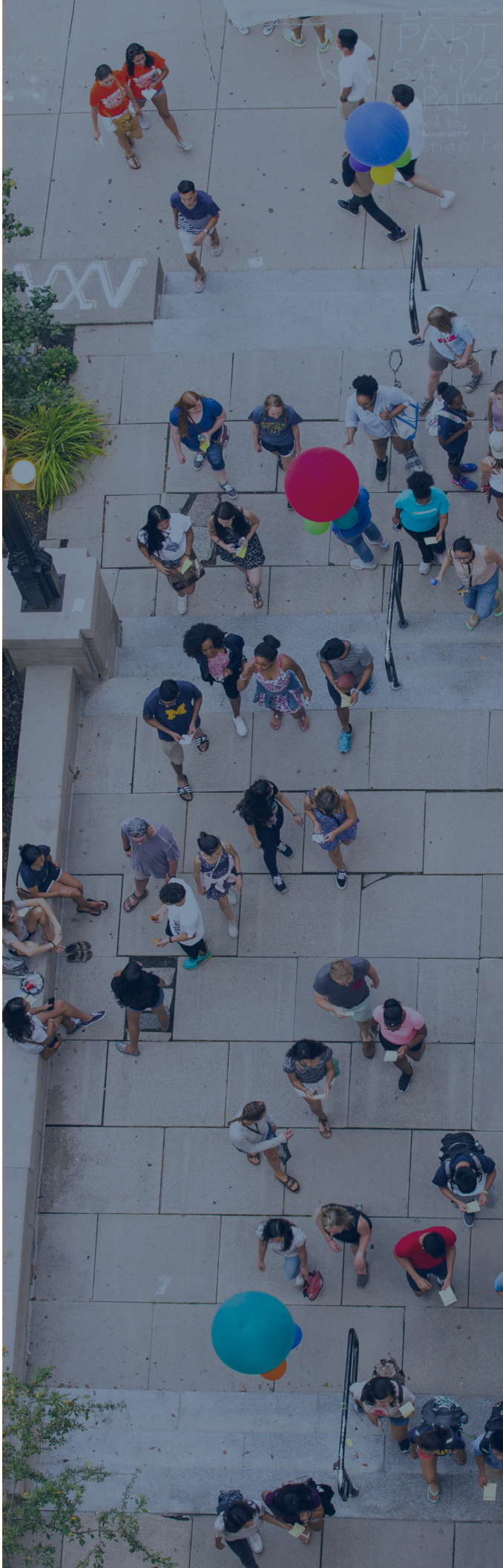
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Appendix Report: **Demographic Diversity**

Appendix Report

Demographic Diversity of University of Michigan Constituencies from 2016 to 2021

Introduction

Enhancing diversity in our campus community is one of the key objectives of the U-M DEI Strategic Plan, reflecting the “People” critical domain. One form of diversity that is critical to this effort is demographic diversity. To investigate changes in the demographic composition of the university community during the DEI strategic plan, the DEI evaluation team reviewed demographic enrollment and employment data for students, faculty and staff for the period of Fall 2016 to Fall 2021 utilizing the U-M data dashboard and other institutional sources. The analyses focused on patterns of change in sex (female/male representations), ethnicity and race, as well as socioeconomic status when possible.

To improve accountability for achieving progress in diversifying the U-M community, the Diversity, Equity and Inclusion Metrics (DEI Metrics) dashboard was created to track the demographic composition of U-M students, faculty and staff over time. Several sources of institutional data were used to develop the UM-DEI Metrics for evaluating progress. The analyses in this report focus specifically on tracking changes in the demographic diversity of the U-M community. The report draws on the following metrics:

- Demographic diversity of undergraduate students: demographic composition (sex, race/ethnicity, socioeconomic indicators)
- Demographic diversity of graduate/professional students: demographic composition (sex, race/ethnicity, socioeconomic indicators)
- Demographic diversity of faculty: demographic composition (sex, race/ethnicity)
- Demographic diversity of staff: demographic composition (sex, race/ethnicity)

Change in demographic diversity is a distal measure of the DEI plan’s major objective to recruit, retain and develop a diverse community (People). The demographic composition of the U-M community is not the result of a single factor. It is determined by a number of factors that occur over a long period of time. For instance, the demographic composition of student enrollment is not only determined by U-M’s actions but is also influenced by external forces such as racial and SES inequities in K-12 educational opportunities, state funding of higher education, etc. Similarly, the current demographic composition of faculty and staff is determined, in part, by hiring decisions that were made long before the start of the DEI plan and thus beyond its sphere of influence. Nonetheless, even as a distal metric, changes in demographic diversity are a very important metric for assessing the progress of the DEI strategic plan. Specifically, sex, race/ethnicity and socioeconomic status are central identities for most individuals and play a major role in influencing the way that individuals experience other social identities. They are also identities that are historically and contemporarily associated with hierarchies of oppression and privilege. These variables also tend to be the most salient in discussions related to DEI. However, it is important to note that the U-M DEI strategic plan was also focused on increasing other forms of diversity besides sex, race and socioeconomic status such as ability status, viewpoint diversity, political orientation and religious diversity. Unfortunately, currently these other forms of diversity are extremely difficult to track. (The DEI evaluation team is working on developing new ways of tracking such characteristics in the future.)



Methodology

Data Sources

Demographic data derived from the U-M metrics dashboard and other institutional data sources was reviewed over the 5 years of the DEI 1.0 strategic plan, and constituencies were examined by specific characteristics (i.e., sex, race/ethnicity, socioeconomic indicators) for patterns of change and continuity.

Staff and faculty data were derived from the Human Resource Data Warehouse (HR02) and the Human Resource Snapshot, extracted annually as of November 1st. Data included all regular, active and paid leave staff and faculty. Faculty were grouped by age and job family, respectively¹. Student data were sourced from the M-Pathways Third Week Count Data Set, from fall 2016 through fall 2021². The student data contains snapshot, point-in-time, data for each term of classes that is taken the night after the end of the third week of classes (Third Week Student Count).

Data for Rackham masters and PhD enrollment was obtained from the Rackham Graduate School Enrollment Demographics dashboard. Data on income and first-generation college student status for undergraduates was obtained from the Office of Enrollment Management. Data on undergraduate Pell Grant recipients was obtained from the Michigan Almanac, 18th edition (June 2022).

Data for this report were obtained from multiple sources. Differences may emerge between reports that use centrally generated data and reports that use data generated by units. Most common reasons for differences are due to the following:

- It is common for faculty members to have multiple appointments, some, or all of which may be considered faculty. It can be the case that a faculty member’s primary appointment is an administrative appointment (e.g. dean or provost). Decisions regarding which appointment is selected as faculty could impact the headcount of staff.
- Faculty hold dry appointments (unpaid) for a variety of reasons, for example, when their primary appointment is as an administrator.
- In reporting race and ethnicity data, the Office of Academic Affairs has adopted the Federal Department of Education methodology (federal methodology) in its reporting, while most of Human Resource Records and Information Services (HRIS) reports use the U.S. Office of Management and Budget (OMB) Standards methodology.

¹ The faculty results include Tenured/Tenure Track, Not-on-Track, Lecturers, Clinical Instructional, Primary (i.e., Archivists, Curators, Librarians, Research Faculty appointments), Supplemental Instructional (i.e., Adjunct and Visiting Instructional Faculty) and Supplemental Primary (i.e., Adjunct and Visiting Research Faculty) groups.

² Visiting scholars are excluded from the student counts. Additionally, among undergraduate students, joint program enrollees are included at the school/college level in each program but counted only once at the university level. Among graduate students, all students in the Pharm.D. program are counted as graduate-professional data.



Construction of Race/Ethnicity Variable

The counting methodology for race/ethnicity of staff follows an unduplicated count of individuals at the school- or college-level by federal reporting convention (federal methodology), plus a category for Unknown. The federal methodology is an unduplicated total count based on the eight race/ethnicity categories defined by the Department of Education, including American Indian or Alaska Native³, Asian, Black or African American⁴, Hispanic or Latino⁵, Native Hawaiian or Other Pacific Islander, White, Two or More and International (non-resident alien).

Data from three questions are used to create the unduplicated count of individuals in the eight race/ethnicity categories defined by the Department of Education. The first question assesses whether or not the individual is a US citizen. The second question asks the individual to indicate whether or not they identify their ethnicity as being Hispanic or Latino. The third question asks the individual to indicate all of the following racial categories to which they identify, including American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander and White. Using this information, individuals are categorized into one of 8 non-duplicating categories by first categorizing any individual who is not a US citizen as being “International (non-resident alien)” regardless of the response to the other two ethnicity and race questions. Any remaining individual who identifies their ethnicity as being Hispanic or Latino (regardless of identifying with any other racial category) is categorized as “Hispanic/Latino” regardless of how they respond to the third question regarding racial category. Next, the remaining individuals who identify with two or more of the categories in the third question are classified as being two or more. Finally, the remaining individuals are categorized into the remaining categories to which they indicate identifying. Any remaining individuals who do not identify with one of the racial categories in the third question are categorized as “Race Unknown”.

This report acknowledges that race and ethnicity are social constructs that are, by definition, contextually determined and historically fraught. As such, the way in which individuals identify their race and ethnicity is quite complicated. As a result, the report attempts to provide a more nuanced treatment to the existing demographic data including adding new categorization schemes. We recognize that these new categories are themselves also likely to be fraught, but we hope are a closer representation of individuals’ lived experiences around race and ethnicity. These other categorizations include underrepresented minority (URM) and Black, Indigenous and People of Color (BIPOC). The underrepresented minority (URM) category includes individuals who select race/ethnicity categories that are traditionally underrepresented within higher education. These categories include American Indian or Alaska Native, Black or African American, Hispanic or Latino or Native Hawaiian or Other Pacific Islander. For individuals who self-identify with two or more races, where further detail is available, those who self-identify with at least one of the URM categories are also included in the URM category. Non-resident aliens and unknown race/ethnicity are not included in URM counts. The Black, Indigenous and People of Color (BIPOC) category includes individuals who select race/ethnicity categories including American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, or Native Hawaiian or Other Pacific Islander, as well as individuals who self-identify with two or more races in which one of the races is BIPOC. Non-resident aliens and persons with unknown race/ethnicity are not included in BIPOC counts.

³ “American Indian or Alaska Native” is also referred to as “Native American” in this appendix report.

⁴ “Black or African American” is also referred to as “African American/Black” or “Black” in this appendix report.

⁵ “Hispanic or Latino” is also referred to as “Hispanic or Latinx,” “Hispanic/Latinx” or “Hispanic” in this appendix report.



Faculty and staff are likely to have longer tenures at the university as compared to most students. As a result, looking only at differences in their demographic composition may obscure the possible impact of an intervention such as the DEI strategic plan. For instance, any hiring interventions associated with the DEI strategic plan would be expected to have no impact on hires that occurred before the start of the plan in 2016. Nonetheless, the demographic composition of the unit does provide an important baseline for assessing whether there are any demographic changes in the hiring that has occurred since the implementation of the plan. Thus, the report examines the demographic composition of all new faculty and staff hired between 2016 and 2021.

Results

Students

Undergraduate Students

The following results illustrate patterns of change and continuity in the demographic composition of U-M undergraduate students that have emerged from 2016 to 2021. During the DEI strategic plan, undergraduate enrollment increased from 28,954 in 2016 to 32,282 in 2021.

Gender⁶:

- Undergraduate female students' enrollment increased by 14.5% (n=14,418 in 2016 and n=16,515 in 2021), while the undergraduate male student enrollment increased by 8.4% during the same period (n=14,546 in 2016 to n=15,767 in 2021). By 2021, female students represented 51.2% of the undergraduate population compared to 48.8% for male students.

Race/Ethnicity:

- **BIPOC:** Collectively, the undergraduate enrollment of Black, Indigenous and People of Color (BIPOC) increased by 37.8% (n=7,831 in 2016 to n=10,791 in 2021), resulting in an increase in the representation of BIPOC students in the undergraduate population from 27.0% to 33.4% during the period.
- **URM:** From 2016 to 2021, underrepresented minority (URM) undergraduate enrollment increased by 31.6% (n=3,301 in 2016 to n=4,345 in 2021). The proportion of underrepresented minority (URM) undergraduate students as a percentage of the total undergraduate enrollment increased from 11.4% in 2016 to 13.5% in 2021.
- **African American/Black:** During DEI 1.0, the enrollment of undergraduate students that identify as Black or African American increased marginally by 1.0%, from 1,255 in 2016 to 1,267 in 2021. The proportion of students categorized as Black or African American in the overall U-M undergraduate population declined from 4.3% in 2016 to 3.9% in 2021.
- **Asian/Asian American:** The enrollment of undergraduate students that identify as Asian or Asian American increased by 40% from 2016 (n=3,928) to 2021 (n=5,499), and the representation of Asian/Asian American undergraduate students in the total undergraduate population increased from 13.6% to 17.0% during the period.

⁶ Analytical categories are based on sex, but results may be described using gendered terms. We acknowledge that sex and gender are distinct from one another. However, within this appendix report, sex/gender terms are used interchangeably.



- **Hispanic/Latinx:** Hispanic/Latinx undergraduate student enrollment increased by 57.7% from 2016 (n=1,495) to 2021 (n=2,358), resulting in an increase in their percentage of the undergraduate student population from 5.2% to 7.3% during the period.
- **Native American or Alaskan Native:** In 2016, there were 45 undergraduate students enrolled at the University of Michigan–Ann Arbor (U-M) who identify as American Indian or Alaska Native, representing 0.2% of the total undergraduate population. However, from 2016 to 2021 there was a 17.8% decline in the population of undergraduate students who identify as American Indian or Alaska Native. By 2021 there were 37 undergraduate American Indians or Alaska Natives, representing 0.1% of the undergraduate population.
- **Native Hawaiian or Other Pacific Islander:** Undergraduate students who identified as Native Hawaiian or Other Pacific Islander increased from 10 students in 2016 to 11 students in 2021. They represent less than 0.1% of the total undergraduate population in 2016 and 2021.
- **Two or More Races:** Undergraduate students who identified with two or more races increased by 47.4% from 2016 (n=1,098) to 2021 (n=1,619), resulting in their representation in the undergraduate student population increasing from 3.7% in 2016 to 5.0% in 2021.
- **White:** Enrollment of undergraduate students who identified as White declined by 2.8% from 2016 (n= 17,614) to 2021 (n=17,124). The percentage of White students in the total undergraduate population declined from 60.8% in 2016 to 53.0% in 2021.
- **International:** International undergraduate student enrollment increased by 32.8% (n= 2,061 in 2016 to n=2,737 in 2021). The proportion of international students in the overall undergraduate student population increased from 7.1% in 2016 to 8.5% in 2021.
- **Unknown race/ethnicity:** The enrollment of undergraduate students with unknown race/ethnicity increased by 11.8% (i.e., from 1,458 in 2016 to 1,630 in 2021). However, the proportion of undergraduate students with unknown race/ethnicity remained the same, at 5.0% in 2016 and 2021.

Socioeconomic Indicators:

- **Pell Grant recipients:** Pell Grants are need-based federal subsidies provided to undergraduate students based on their household income, as reported on the Free Application for Federal Student Aid (FAFSA) form. The percentage of U-M undergraduate students (in-state and out-of-state) that were Pell Grant recipients increased by 32.3% from 2016 (n=4,623) to 2021 (n=6,118). The percentage of Pell Grant recipients in the undergraduate student population increased from 16.0% in 2016 to 19.0% in 2021.
- **Low Income:** Students are considered low-income if they self-report a household income of \$50,000 or less on the U-M undergraduate admissions application. The number of low-income undergraduate students increased by 24.0% (n= 3,547 in 2016 to n=4,399 in 2021). The representation of low-income students in the undergraduate population increased from 12.2% in 2016 to 13.6% in 2021.
- **First-generation college students:** First-generation college (FGC) students are those whose parent(s) did not complete a four-year college or university degree. On the U-M undergraduate admissions application, students can self-report their first-generation college student status. The number of undergraduate students who self-report being a FGC student increased by 26.2% (n=3,251 in 2016 to n=4,103 in 2021). The representation of first-generation college students in the undergraduate population increased from 11.2% in 2016 to 12.7% in 2021.

Summary of Undergraduate Student Findings. The 14.5% increase in the undergraduate student enrollment from 2016 to 2021 resulted in increases in almost all subpopulations of students (by sex, race/ethnicity, SES). The increase in student enrollment resulted in the enrollment of significantly



greater number of female students (8.4% increase from 2016 to 2021), resulting in female undergraduate students becoming the numeric majority during the period of the strategic plan (49.7% to 51.2%). Regarding race/ethnicity, there are more undergraduate students enrolled at U-M in 2021 from each racial/ethnic group (except for White and Native American or Alaskan Native) than in 2016. The number of URM students enrolled at U-M increased significantly (31.6% increase from 2016 to 2021) and increased as a proportion of the total enrollment by 18.4% (from 11.4% to 13.5% of the total undergraduate population). Hispanic/Latinx undergraduate student enrollment grew by 57.7%, and their percentage of the total enrollment grew 40.4% (from 5.2% to 7.3%). Asian/Asian American (40.0% increase), and students who identify as two or more races (47.7% increase) both show significant growth in their enrollment from 2016 to 2021. Both groups also saw significant gains regarding their percentages in the general undergraduate student population with Asian/American students rising from 13.6% to 17.0% percent of the population and students who identify as two or more races increasing to 5.0% of the undergraduate student body in 2021 from 3.7% in 2016. The enrollment numbers for Native American or Alaskan Native and Native Hawaiian and Other Pacific Islander graduate/professional students remain extremely low, with both representing less than 1% of the student body. While the total number of African American/Black students increased (by 1.0%), the relatively small increase resulted in them losing ground with regard to their percentage of the total undergraduate student population, going from 4.3% in 2016 to 3.9% in 2021. White undergraduate students declined both in terms of their total enrollment (2.8% decrease) and their percentage in the undergraduate student body from 60.8% to 53.0%. Finally, there is evidence of progress with respect to increasing socioeconomic diversity within the undergraduate student population. There were significant increases in the number of undergraduate students' who received a Pell Grant (32.3% increase), self-report as being lower income (24.0% increase) or as a first-generation college student (26.2% increase) raising their percentages in the undergraduate student population in 2021 to 19.0%, 13.6%, and 12.7%, respectively.

Graduate and Professional Students

The following results illustrate patterns of change and continuity in the demographic composition of U-M graduate and professional students that have emerged from 2016 to 2021. Total graduate and professional student enrollment increased by 14.2%, from 15,754 in 2016 to 17,996 in 2021.

Gender:

- Female graduate/professional student enrollment increased by 23.6% (n=7,371 in 2016 to n=9,108 in 2021), while male graduate/professional student enrollment increased by 6.0 % (n= 8,383 in 2016 to n=8,888 in 2021). The representation of female graduate/professional students in the graduate/professional student population increased from 46.8% in 2016 to 50.6% in 2021.

Race/Ethnicity:

- **BIPOC:** As a group, graduate and professional student enrollment of Black, Indigenous People of Color (BIPOC) increased by 41.5%, from 3,224 in 2016 to 4,561 in 2021. This resulted in an increase in the percentage of BIPOC students in the graduate and professional student population from 20.5% in 2016 to 25.3% in 2021.
- **URM:** URM graduate/professional student enrollment increased by 45.3% (n=1,640 in 2016 to n=2,383 in 2021). This resulted in an increase in the proportion of URM graduate/professional students from 10.4% to 13.2% during the period.



- **African American/Black:** The enrollment of graduate/professional students who identify as African American or Black increased by 41.7% (n=619 in 2016 to n=877 in 2021). Consequently, the proportion of African American/Black students in the student body increased from 3.9% in 2016 to 4.9% in 2021.
- **Asian/Asian American:** The enrollment of graduate/professional students that identify as Asian or Asian American increased by 34.0% (n=1,381 in 2016 to n=1,851 in 2021). The proportion of Asian/Asian American students in the graduate/professional student population increased from 8.8% in 2016 to 10.3% in 2021.
- **Hispanic/Latinx:** Hispanic graduate/professional student enrollment increased by 52.3% (n=782 in 2016 to n=1,191 in 2021). Similarly, the percentage of Hispanic/Latinx students in the graduate/professional student population climbed from 5.0% in 2016 to 6.6% in 2021.
- **Native American and Alaskan Native:** The enrollment of graduate/professional students who identify as American Indian or Alaska Native increased by 31.4% (35 students in 2016 to 46 students in 2021; however, their representation remained below 1% of the graduate/professional population, increasing slightly from 0.2% in 2016 to 0.3% in 2021).
- **Native Hawaiian or Other Pacific Islander:** The enrollment of Native Hawaiian or Other Pacific Islander graduate/professional students increased from 9 in 2016 to 10 students in 2021, representing less than 0.1% of the total graduate/professional student population in 2016 and 2021.
- **Two or More Races:** The enrollment of graduate/professional students that self-identify with two or more races increased by 33.2% (n= 398 in 2016 to n=586 in 2021). The percentage of students that self-identify with two or more races in the graduate/professional student population also increased from 2.5% in 2016 to 3.3% in 2021.
- **White:** The enrollment of graduate/professional students who identify as White increased by 10.0% from 2016 (n=7,029) to 2021 (n=7,734). However, the representation of White students in the graduate/professional student population declined from 44.6% in 2016 to 43.0% in 2021.
- **International:** International graduate/professional student enrollment increased by 9.2% (n=4,703 in 2016 to n=5,138 in 2021). However, the proportion of international students in the graduate/professional student population declined from 29.9% to 28.6%.
- **Unknown race/ethnicity:** The enrollment of graduate/professional students with unknown race/ethnicity declined by 29.4% (n=798 in 2016 to n=563 in 2021). Similarly, the percentage of graduate professional students with unknown race declined from 5.1% in 2016 to 3.1% in 2021.

Socioeconomic Indicators. Data in this section refer to only Rackham domestic graduate (MA/PhD) first generation students and Pell grant recipients. No comparable data for graduate/professional students in non-Rackham programs was available.

- **Pell Grant recipients:** Pell Grants are need-based federal subsidies provided to undergraduate students based on their household income, as reported on the Free Application for Federal Student Aid (FAFSA) form. In the application to Rackham Graduate School programs, prospective MA and PhD students can self-report whether they received a Pell Grant during their undergraduate education. The number of domestic Rackham graduate students that received a Pell grant during their undergraduate education increased by 24.3% (n=1,373 in 2016 to n=1,706 in 2021). The percentage of Pell grant recipients among domestic Rackham graduate students has increased from 27.0% in 2016 to 29.7% in 2021.
- **First-generation college students:** First-generation college (FGC) students are those whose parent(s) did not complete a four-year college or university degree. On the application to Rackham Graduate school programs, students can self-report their first-generation college



student status. The number of domestic Rackham graduate students who self-report as first-generation college students increased by 13.9% (n=1,595 in 2016 to n=1,816 in 2021). The proportion of first-generation college students among domestic Rackham graduate students increased from 31.4% in 2016 to 31.6% in 2021.

Summary of Graduate/Professional Student Findings. Similar to the undergraduate student results, the 14.2% increase in graduate/professional student enrollment from 2016 to 2021 resulted in increases in almost all subpopulations of graduate/professional students (by sex, race/ethnicity, SES). With regard to sex, the number and proportion of female students increased over the 5 years of the strategic plan, to the point that they are now in the numerical majority. Regarding race/ethnicity, there are more graduate/professional students enrolled at U-M in 2021 from each racial/ethnic group (except for White and International) than in 2016. The number of URM students enrolled at U-M increased significantly (45.3%) and increased as a proportion of the total enrollment by 26.9% from (10.4% to 13.2%). Hispanic/Latinx students saw some of the largest gains with their total enrollment (52.3% increase), and their percentage of the total enrollment grew 30% (from 5.0% to 6.6%). African American/Black students (41.7% increase), Asian/Asian American (34.0% increase), and students who identify as two or more races (33.2% increase) all show significant growth in their enrollments. The enrollment numbers for Native American or Alaskan Native and Native Hawaiian and Other Pacific Islander graduate/professional students show some signs of improvement, but remain extremely low, with both representing less than 1% of the graduate/professional student body. The only racial/ethnic groups that showed a decrease were White students (10.0% decrease) and international students (9.2% decrease). The decline in White students as a proportion of the total population is consistent with a broader trend, while the decline in the international student population may be very much a by-product of larger societal issues (i.e., global pandemic, immigration policy) that may be more transitory. Finally, there is evidence of progress with respect to increasing socioeconomic diversity within the graduate/professional student population. There were significant increases in the number of graduate/professional students who self-identified as having received a Pell Grant (24.3%) and having been a first-generation college student (13.9%), raising their percentages in the graduate/professional student population to 29.7% and 31.6%, respectively.

Faculty and Staff

Faculty and staff are likely to have longer tenures at the university as compared to most students. As a result, looking only at differences in their demographic composition may obscure the possible impact of an intervention such as the DEI strategic plan. For instance, any hiring interventions associated with the DEI strategic plan would be expected to have no impact on hires that occurred before the start of the plan in 2016. Nonetheless, the demographic composition of the unit does provide an important baseline for assessing whether there are any demographic changes in the hiring that has occurred since the implementation of the plan. Thus, the report examines the demographic composition of all new faculty and staff hired between 2016 and 2021. It should be noted that this examination is a conservative assessment of the potential impact of the strategic plan on hiring since many of the hiring interventions (e.g., training of search committees, DEI applicant statements, faculty hiring initiatives) are not yet fully implemented or require significant lag time before the effects are likely to influence faculty and staff hiring at a significant level.

Tenured and Tenure-Track Faculty

The following results illustrate patterns of change and continuity in the demographic composition of U-M tenured and tenure-track faculty from 2016 to 2021. Tenured and tenure-track faculty increased



by 0.2% during the time period, from 3,131 in 2016 to 3,136 in 2021. Between 2016 and 2021, U-M hired 562 new tenured and tenure-track faculty.

Gender:

- From 2016 to 2021, female tenured or tenure-track faculty increased by 7.5% (n=1,049 to n=1,128), while male tenured and tenure-track faculty slightly declined by 3.6% (i.e., from n=2,082 in 2016 to n=2,008 in 2021). Thus, while tenured or tenure-track faculty remained predominantly male, the proportion of female tenured or tenure-track faculty increased from 33.5% in 2016 to 36.0% during the period. Additionally, among new tenured or tenure-track faculty hires at U-M from 2016 to 2021, female faculty represented 41.5% (n=233) of the new hires. Thus, a higher percentage of tenured and tenure-track female faculty were hired from 2016-2021 than were on the faculty in 2016.

Race/Ethnicity:

- **BIPOC:** The number of Black, Indigenous and People of Color (BIPOC) that are tenured or tenure-track faculty increased by 12.3% (n=778 in 2016 to n=874 in 2021), an increase in the proportion of BIPOC individuals in the tenured or tenure-track faculty population from 24.8% in 2016 to 27.9% in 2021. Additionally, among new tenured or tenure-track faculty hires⁷ at U-M from 2016 to 2021, BIPOC faculty represented 31.9% of new tenured or tenure-track faculty hires (n=179).
- **URM:** The number of tenured or tenure-track faculty from underrepresented minority (URM) backgrounds increased by 10.5% (from 285 in 2016 to 315 in 2021). The representation of URM faculty among tenured and tenure-track faculty increased from 9.1% in 2016 to 10.0% in 2021. Additionally, URM faculty represented 12.5% of the new tenured and tenure-track faculty hires from 2016-2021 – an increase of 3.4 percentage points from their percentage (9.1%) among the tenured and tenure-track faculty in 2016.
- **African American/Black:** The number of tenured or tenure-track faculty that identify as African American/Black increased by 8.0% (n=137 in 2016 to n=148 in 2021). The percentage of African American/Black faculty among all tenured and tenure-track faculty increased slightly from 4.4% in 2016 to 4.7% in 2021. In addition, African American/Black faculty represented 6.8% of new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **Asian/Asian American:** There was a 12.4% increase in Asian/Asian American tenured or tenure-track faculty from 2016 (n=475) to 2021 (n=534). The representation of Asian/Asian American faculty in the overall population of tenured or tenure-track faculty increased from 15.2% in 2016 to 17.0% in 2021. Additionally, Asian or Asian American faculty represented 17.4% of new hires (98 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **Hispanic/Latinx:** The number of Hispanic or Latinx tenured or tenure-track faculty increased by 10.3% (i.e., from 117 in 2016 to 129 in 2021) and the proportion of Hispanic/Latinx faculty in the overall population of tenured or tenure-track faculty increased from 3.7% in 2016 to 4.1% in 2021. Hispanic/Latinx faculty represented 3.7% of new hires (21 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.

⁷ New tenured or tenure-track faculty hires represents the count of individuals new to U-M (Ann Arbor Campus with Michigan Medicine), excluding individuals who were already employed by the university but were hired or promoted into a new faculty position.



- **Native American or Alaska Native:** The number of tenured and tenure-track faculty that identify as American Indian or Alaska Native declined by 23.1% from 13 in 2016 to 10 in 2021, resulting in a decline in the representation of American Indian and Alaska Native faculty in the tenured or tenure-track faculty population from 0.4% in 2016 to 0.3% in 2021. Additionally, among new tenured or tenure-track faculty hires at U-M from 2016 to 2021, Native American faculty represented 0.5% of new hires (3 of 562).
- **Native Hawaiian or Other Pacific Islander:** In 2016, there were 3 tenured or tenure-track faculty that identified as Native Hawaiian or Other Pacific Islander and by 2021, there were 2 Native Hawaiian or Other Pacific Islanders tenured or tenure-track faculty. This represents a 33.3% decline, with Native Hawaiian or Other Pacific Islander faculty representing 0.1% of the tenured or tenure-track faculty population. In addition, no new tenured or tenure-track faculty were hired at U-M from 2016 to 2021.
- **Two or More Races:** The number of tenured or tenure-track faculty that identify with two or more races increased by 54.5% from 33 in 2016 to 51 in 2021. The percentage of faculty who self-identify with two or more races in the overall tenured or tenure-track faculty population also increased from 1.0% to 1.6%. In addition, faculty who self-identify with two or more races accounted for 3.4% of the new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **White:** The number of White tenured or tenure-track faculty declined by 3.9%, from 2016 (n=2,255) to 2021 (n=2,168). The proportion of White faculty in the tenured or tenure-track faculty population decreased from 72.0% in 2016 to 69.1% in 2021. In addition, White faculty represented 59.6% of new hires (335 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **International:** The number of international tenured or tenure-track faculty decreased by 9.5% (i.e., from 63 in 2016 to 57 in 2021), resulting in a decrease in the proportion of international faculty among all tenured or tenure-track faculty from 2.0% in 2016 to 1.8% in 2021. International faculty represented 6.6% of new hires (37 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **Unknown race/ethnicity:** The number of tenured or tenure-track faculty with unknown race/ethnicity increased by 5.7% (i.e., from 35 in 2016 to 37 in 2021), resulting in a slight increase in the proportion of faculty with unknown race/ethnicity among the tenured or tenure-track faculty population, from 1.1% in 2016 to 1.2% in 2021. Additionally, among new tenured or tenure-track faculty hires at U-M from 2016 to 2021, faculty with unknown race/ethnicity represented 2.0% of new hires.

Summary of Tenure-Track Faculty Findings. The size of the tenure-track faculty has remained relatively stable from 2016 to 2021. While the majority of tenure-track faculty continue to identify as male (64.0% in 2021), the number and proportion of female tenure-track faculty increased from 33.5% to 36.0%. With regard to race/ethnicity, URM faculty increased from 9.1% of the tenure-track faculty in 2016 to 10.0% in 2021. In order to get a better picture of the potential impact of the DEI strategic plan on the demographic composition of the faculty and staff, it is important to examine hiring decisions that were made between 2016 and 2021. Female faculty accounted for 41.5% of the new tenure-track hires, which is 23.8% larger than their proportion of the tenure-track faculty in 2016. URM faculty account for 12.5% of the new tenure-track faculty hires from 2016-2021, representing an increase of 3.4 percentage points from their percentage (9.1%) among the tenure-track faculty in 2016. Of the new tenure-track faculty hires, 59.6% were identified as White (a decrease of 12.4 percentage points from 2016), 17.4% were identified as Asian/Asian American (an increase of 2.2 percentage points), 6.8% were identified as African American/Black (an increase of 2.4 percentage points), 3.7% were identified as Hispanic/Latinx (an increase of 0.0 percentage points), 3.4% were identified as two or more races (an increase of 2.4 percentage points) and 0.5% were identified as Native American (an



increase of 0.1 percentage points). Every group except for White faculty and Hispanic/Latinx faculty were hired at a higher percentage during the DEI plan than their percentage of the tenure-track faculty prior to the start of the DEI plan.

Non-Tenure-Track Faculty

The following results illustrate patterns of change and continuity in the demographic composition of U-M non-tenure track faculty that have emerged from 2016 to 2021. Non-tenure track faculty increased by 11.9% during the time-period, from 4,094 in 2016 to 4,580 in 2021. Between 2016 to 2021, 2,387 new non-tenure faculty were hired at U-M.

Gender:

- Female non-tenure-track faculty increased by 15.9%, from 2,031 in 2016 to 2,353 in 2021. Thus, the representation of female non-tenure-track faculty increased from 49.6% to 51.4% during the period. Similarly, male non-tenure-track faculty increased by 7.9%, from 2016 (n=2,063) to 2021 (n=2,227). However, the proportion of male non-tenure-track faculty decreased from 50.4% in 2016 to 48.6% in 2021. Female faculty accounted for 50.2% of the new non-tenure-track faculty hires from 2016 to 2021, which represents an increase from their proportion (49.6%) of the non-tenure-track faculty population in 2016.

Race/Ethnicity:

- **BIPOC:** BIPOC non-tenure-track faculty increased by 16.2% from 2016 (n=961) to 2021 (n=1,117). The representation of BIPOC faculty in the population of non-tenure-track faculty increased from 23.5% in 2016 to 24.4% in 2021. Additionally, among new non-tenure-track faculty hires⁸ at U-M from 2016 to 2021, BIPOC faculty represented 25.2% (601 of 2,387) of new non-tenure-track faculty hires.
- **URM:** The number of URM non-tenure-track faculty increased by 27.0% from 304 in 2016 to 386 in 2021. The proportion of URM non-tenure-track faculty in the non-tenure-track faculty population increased from 7.4% in 2016 to 8.4% in 2021. Additionally, URM faculty represented 10.2% of new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **African American/Black:** The number of non-tenure-track faculty that identify as Black or African American increased by 23.1% from 134 in 2016 to 165 in 2021. The representation of Black/African American faculty in the population of non-tenure-track faculty increased from 3.3% in 2016 to 3.6% in 2021. In addition, African American/Black faculty represented 4.4% of the new non-tenure-track faculty hired at U-M between 2016 and 2021. This represents an increase from their proportion (3.3%) of the non-tenure-track faculty population at U-M in 2016.
- **Asian/Asian American:** The number of non-tenure-track faculty that identify as Asian/Asian American increased by 12.7% from 2016 (n=623) to 2021 (n=702), and the proportion of Asian/Asian American faculty in the non-tenure-track faculty population increased slightly from 15.2% in 2016 to 15.3% in 2021. Additionally, Asian/Asian American faculty represented 14.2% of new non-tenure-track faculty hired at U-M from 2016 to 2021, which is a slight increase from their percentage of the non-tenure-track faculty at U-M in 2016.
- **Hispanic/Latinx:** The number of Hispanic/Latinx non-tenure-track faculty increased by 24.1% from 2016 (n=137) to 2021 (n=170). The proportion of Hispanic/Latinx faculty in the population

⁸ New non-tenure track faculty hires represent the count of individuals new to U-M (Ann Arbor Campus with Michigan Medicine), excluding individuals who were already employed by the university but were hired into a new faculty position.



of non-tenure-track faculty increased from 3.3% in 2016 to 3.7% in 2021. In addition, among new non-tenure-track faculty hires at U-M from 2016 to 2021, Hispanic or Latinx faculty represented 4.5% of new hires. This represents an increase from their percentage of the non-tenure-track population in 2016.

- **Native American or Alaska Native:** The number of non-tenure-track faculty that identify as American Indian or Alaska Native increased by 50% from 10 in 2016 to 15 in 2021. The proportion of Native American or Alaska Native faculty in the non-tenure-track faculty population increased slightly from 0.2% in 2016 to 0.3% in 2021. Additionally, Native American faculty represented 0.3% of the new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **Native Hawaiian or Other Pacific Islander:** In 2016, there was only one Native Hawaiian or Other Pacific Islander non-tenure-track faculty, and this number remained the same from 2016 to 2021, representing less than 0.1% of the non-tenure-track faculty population. In addition, no non-tenure-track faculty were hired at U-M from 2016 to 2021.
- **Two or More Races:** The number of non-tenure-track faculty that identify with two or more races increased by 14.2% from 56 in 2016 to 64 in 2021. The percentage of faculty who self-identify with two or more races in the overall non-tenure-track faculty population also increased from 1.3% to 2.0%. In addition, faculty who self-identify with two or more races accounted for 1.7% of the new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **White:** The number of White non-tenure-track faculty increased by 10.1% from 2,822 in 2016 to 3,108 in 2021. However, the proportion of White faculty in the population of non-tenure-track faculty decreased from 68.9% in 2016 to 67.9% in 2021. In addition, White faculty represented 59.5% of new non-tenure-track faculty hires at U-M from 2016 to 2021, which was a decrease from their percentage of the non-tenure-track population in 2016.
- **International:** The number of international non-tenure-track faculty increased by 7.3%, from 246 in 2016 to 264 in 2021. However, the proportion of international faculty in the population of non-tenure-track faculty declined from 6.0% in 2016 to 5.8% in 2021. Additionally, international faculty represented 13.0% of new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **Unknown race/ethnicity:** The number of non-tenure-track faculty with unknown race/ethnicity increased by 40.0%, from 65 in 2016 to 91 in 2021. The proportion of faculty with unknown race/ethnicity in the population of non-tenure-track faculty increased from 1.6% in 2016 to 2.0% in 2021. Among new non-tenure-track faculty hires at U-M from 2016 to 2021, faculty with unknown race/ethnicity represented 2.3% of the new hires.

Summary of Non-Tenure-Track Faculty Findings. During the DEI plan, the number of non-tenure-track faculty employed on the U-M Ann Arbor campus increased by 11.9% from 2016 to 2021. The proportion of female non-tenure-track faculty went from 49.6% to 51.4% making them the majority. With regard to race, URM faculty increased from 7.4% of the non-tenure-track faculty in 2016 to 8.4% in 2021. In order to get a better picture of the potential impact of the DEI strategic plan on the demographic composition of the faculty and staff, it is important to examine hiring decisions that were made between 2016 and 2021. Female faculty accounted for 50.2% of the new non-tenure-track hires, which is slightly larger than their proportion of the non-tenure-track faculty in 2016. URM faculty account for 10.2% of the new non-tenure-track faculty hires from 2016-2021. This represents an increase of 37.8% percentage points from their percentage among the non-tenure-track faculty in 2016. Of the new non-tenure-track faculty hires, 59.5% were identified as White (a decrease of 9.4 percentage points from 2016), 14.2% were identified as Asian/Asian American (a decrease of 1.0 percentage points), 13.0% were identified as international (an increase of 7.0 percentage points), 4.5% were identified as Hispanic/Latinx (an increase of 1.2 percentage points), 4.4% were identified as African American/Black (an increase of 1.0 percentage points), 1.7% were identified as two or more races (an increase of 0.4 percentage points) and 0.3% were identified as Native American (an



increase of 0.1 percentage points). Every group except for White faculty and Asian/Asian American faculty were hired at a higher percentage during the DEI plan than their percentage of the non-tenure-track faculty prior to the start of the DEI plan.

Staff

The following results illustrate patterns of change and continuity in the demographic composition of U-M staff that have emerged from 2016 to 2021. In the period of DEI 1.0, the number of U-M Ann Arbor staff (campus and Michigan Medicine) grew from 32,441 to 35,319, an increase of 8.9%. U-M also hired 22,574 new staff between 2016 and 2021.

Gender:

- From 2016 to 2021, the number of female staff increased by 9.2% (i.e., from 22,976 to 25,097), while male staff increased by 8.0% (i.e., from 9,465 to 10,221). Female staff accounted for 70.8% of the total staff in 2016, and this proportion increased to 71.1% in 2021. Of the new staff hired by U-M between 2016 and 2021, 71.6% identified as female. This represents an increase of .8 percentage point from their proportion of the total staff in 2016.

Race/Ethnicity:

- **BIPOC:** The number of Black, Indigenous and People of Color (BIPOC) staff increased by 19.1%, from 6,745 in 2016 to 8,030 in 2021, representing an increase in the proportion of BIPOC staff in the staff population from 20.8% in 2016 to 22.7% in 2021. Additionally, among new staff hires⁹ at U-M from 2016 to 2021, BIPOC staff represented 26.8% (n=6,046) of the new hires.
- **URM:** The number of underrepresented minorities (URM) staff increased by 16.3% from 4,930 in 2016 to 5,737 in 2021. This resulted in an increase in the percentage of URM staff in the total staff population from 15.2% 2016 to 16.2% in 2021. URM staff represent 20.0% of the new staff hires from 2016-2021. This represents an increase of 4.8 percentage points from their percentage (15.2%) among the total staff population in 2016.
- **African American/Black:** The number of staff who identify as Black or African American increased by 11.6% from 3,386 staff in 2016 to 3,778 staff in 2021. The proportion of Black staff in the staff population increased slightly from 10.4% in 2016 to 10.7% in 2021. Additionally, African American/Black staff accounted for 12.5% of the new staff hires at U-M from 2016 to 2021, which was an increase over their proportion of the total staff in 2016.
- **Asian/Asian American:** The number of staff that identify as Asian/Asian American increased by 24.8% from 1,680 staff in 2016 to 2,096 in 2021. The proportion of Asian/American staff in the staff population increased slightly from 5.2% in 2016 to 5.9% in 2021. Additionally, Asian/Asian American staff accounted for 6.0% of the new staff hires at U-M from 2016 to 2021, which was an increase over their proportion of the total staff in 2016.
- **Hispanic/Latinx:** The number of Hispanic/Latinx staff increased by 29.2% from 973 in 2016 to 1,257 in 2021, and the proportion of Hispanic/Latinx staff in the staff population increased from 3.0% in 2016 to 3.6% in 2021. Additionally, Hispanic/Latinx staff accounted for 4.8% of the new staff hires at U-M from 2016 to 2021, which was an increase over their proportion of the total staff in 2016.

⁹ New staff hires represents the count of individuals new to U-M (Ann Arbor Campus with Michigan Medicine), excluding staff who were already employed by the university but were hired or promoted into a new position.



- **Native American or Alaska Native:** The number of staff that identify as American Indian or Alaska Native decreased by 7.9% from 76 in 2016 to 70 in 2021, though the proportion of American Indian or Alaska Native staff in the staff population remained at 0.2% for this time-period. In addition, Native American staff represented 0.2% of new staff hires at U-M from 2016 to 2021.
- **Native Hawaiian or Other Pacific Islander:** The number of staff that identify as Native Hawaiian or Pacific Islanders increased by 6.7% (from 30 in 2016 to 32 in 2021), though the proportion of Native Hawaiian or Other Pacific Islander staff in the staff population remained at 0.1% for this time period. Similarly, Native Hawaiian or Other Pacific Islander staff represented 0.1% of new staff hires at U-M from 2016 to 2021.
- **Two or More Races:** The number of staff that identify with two or more races increased by 32.8% from 600 in 2016 to 797 in 2021. The percentage of staff who self-identify with two or more races in the overall staff population also increased from 1.8% to 2.2%. In addition, staff who self-identify with two or more races accounted for 3.3% of the new staff hires at U-M from 2016 to 2021.
- **White:** The number of White staff increased by 6.6% from 24,775 in 2016 to 26,414 in 2021. However, the proportion of White staff in the staff population decreased from 76.4% in 2016 to 74.8% in 2021. In addition, White staff accounted for 70.2% of the new staff hires at U-M from 2016 to 2021, which was a decrease from their proportion of the total staff in 2016.
- **International:** The number of international staff increased by 22.4% (i.e., from 330 in 2016 to 404 in 2021). The proportion of international staff in the staff population increased slightly from 1.0% in 2016 to 1.1% in 2021. Additionally, international staff accounted for 2.3% of the new staff hires at U-M from 2016 to 2021, representing an increase from their percentage among the total staff population in 2016.
- **Unknown race/ethnicity:** The number of staff with unknown race/ethnicity decreased by 20.3%, from 591 in 2016 to 471 in 2021, resulting in the decrease in the representation of staff with unknown race/ethnicity in the population of staff from 1.8% to 1.3% during the same period. Additionally, staff with unknown race/ethnicity represented 0.7% of the new staff hires at U-M from 2016 to 2021. This represents a decrease from their percentage among the total staff population in 2016.

Summary of Staff Findings. During the DEI plan, the number of staff employed on the U-M Ann Arbor campus increased by 8.9% from 2016 to 2021. The proportion of female staff went from 70.8% to 71.1%. With regard to race/ethnicity, URM staff increased from 15.2% of the staff in 2016 to 16.2% in 2021. In order to get a better picture of the potential impact of the DEI strategic plan on the demographic composition of the faculty and staff, it is important to examine hiring decisions that were made between 2016 and 2021. Female staff accounted for 71.6% of the new staff hires, which is slightly larger than their proportion of the staff in 2016. URM staff account for 20.0% of the new staff hires from 2016-2021. This represents an increase of 31.6% percentage points from their percentage among the staff in 2016. Of the new staff hires, 70.2% were identified as White (a decrease of 6.2 percentage points from 2016), 12.5% were identified as African American/Black (an increase of 2.1 percentage points), 6.0% were identified as Asian/Asian American (an increase of 0.8 percentage points), 4.8% were identified as Hispanic/Latinx (an increase of 1.8 percentage points), 3.3% were identified as two or more races (an increase of 1.5 percentage points), 2.3% were identified as international (an increase of 1.3 percentage points), and 0.2% were identified as Native American (an increase of 0.0 percentage points). Every group except for White staff and Native American staff were hired at a higher percentage during the DEI plan than their percentage of the staff prior to the start of the DEI plan.



Conclusions

During the period of DEI 1.0, U-M saw significant changes in the demographic composition of its community (students, faculty and staff) through indicators of gender, race/ethnicity and socioeconomic status. In general, many groups who have traditionally been underrepresented and/or minoritized have seen increased representation since the beginning of DEI plan. For instance, females are now the majority of both our undergraduate and graduate/professional students.

With respect to gender, representation of female tenured and tenure-track faculty increased, and the University saw incremental changes with respect to gender parity in student enrollment. Significant progress was made in relation to socioeconomic diversity among students. Representation of first-generation college students and students from low-income households increased among undergraduate and graduate and professional students. In the last few years, U-M has enrolled more undergraduate students who awarded Pell Grants, need-based federal subsidies provided to undergraduate students based on their household income as reported on the Free Application for Federal Student Aid (FAFSA) form. These gains correspond with university outreach efforts and DEI initiatives such as Go Blue Guarantee (GBG), which offers free tuition for up to four years for high-achieving, in-state, full-time undergraduate students with family incomes of \$65,000 or under and assets below \$50,000.

The present results demonstrate significant progress toward increased racial and ethnic diversity. From 2016 to 2021, the University saw increases among Black, Indigenous and People of Color (BIPOC) individuals. There was a 37.8% increase and 41.6% increase in BIPOC undergraduate and graduate/professional students, respectively. The 5 years spanning DEI 1.0 showed gains with regard to new faculty and staff hires, with over a quarter of all new faculty staff hires identifying as BIPOC. These gains suggest a positive impact of DEI efforts to implement fair and unbiased hiring practices during DEI 1.0.

Increased representation was observed across several racial/ethnic groups. Among underrepresented minority (URM) populations, the largest increases were observed among Hispanic/Latinx populations on campus. Asian/Asian Americans and individuals who identified with two or more races saw positive gains in the number of faculty, staff and students. However, the results also show decreased representation of individuals who identify as White in faculty, staff and student populations. However, these patterns are not unique to U-M, in that recent reports of census data show a national decline in the White population.¹⁰

Increases in the number of African American/Black undergraduate students were modest at best. In fact, African American/Black students lost ground with respect to their size relative to the undergraduate student population. At the same time, gains were observed among Black graduate and professional students. There were mixed results related to the representation of Native Americans on campus. Increases were observed among graduate and professional students, but representation of Native American students in the undergraduate population decreased. Similarly, increases in the number of Native American individuals were observed among non-tenure-track faculty, but

¹⁰Frey, W. (2022, August 1). *White and youth population losses contributed most to the nation's growth slowdown, new census data reveals*. The Brookings Institution. <https://www.brookings.edu/research/white-and-youth-population-losses-contributed-most-to-the-nations-growth-slowdown-new-census-data-reveals/>



representation of Native Americans among tenured or tenure-track faculty and staff decreased. It is difficult to interpret the findings regarding the Native American, Alaskan Native, Native Hawaiian and Other Pacific Islander categories given their extremely small numbers at U-M. These small numbers also provide an opportunity in that it will not take larger increases in numbers to significantly increase their representation on campus.

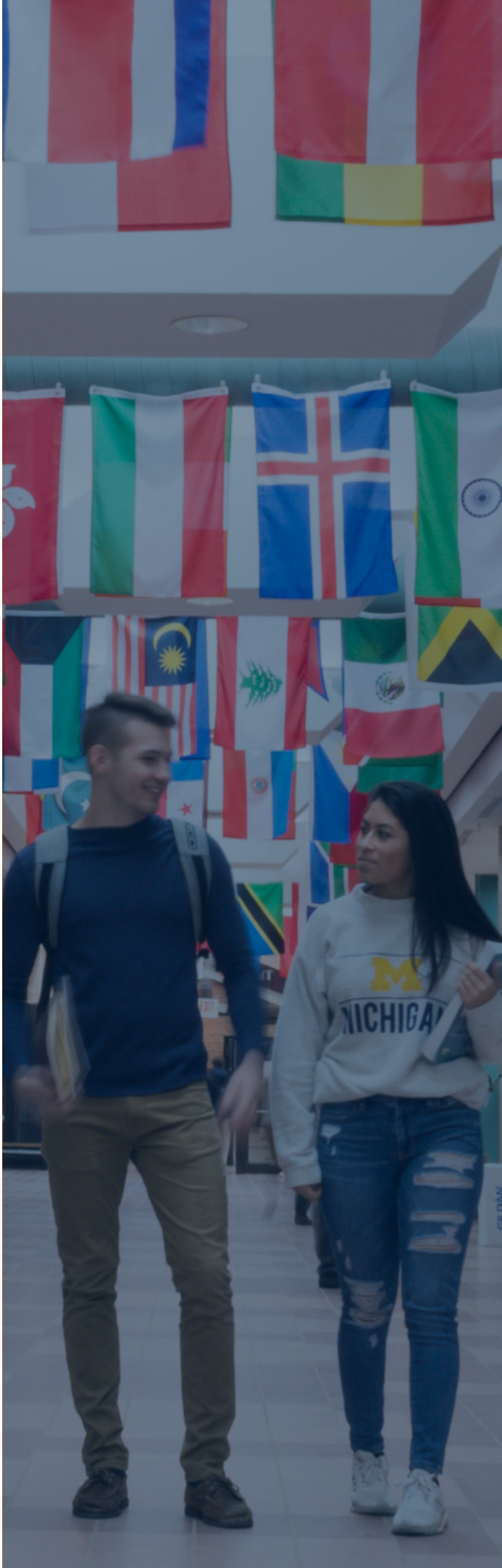
The observed patterns relative to Black and Native American populations should be considered in context with the growing population of persons from mixed race backgrounds. Additional race details data (not detailed in this current report) show a growing population of individuals who identify with more than one race or ethnicity, who also impact the representation of Black and Native American faculty, students and staff, but are not reflected in the official university counts for Black and Native American populations. There are opportunities for the University to consider new approaches to the way in which it operationalizes racial/ethnic categories to better reflect individuals' lived experiences. The US Census is in the process of considering similar efforts.¹¹

Overall these findings demonstrate positive gains resulting from the university efforts to foster a diverse, equitable and inclusive campus community. While significant progress is observed, these findings also highlight potential areas of growth as the university continues into the next stages of U-M's DEI work.

¹¹ Jones, N., Marks, R., Ramirez, R. & Ríos-Vargas, M. (2021, August 12). *2020 Census Illuminates Racial and Ethnic Composition of the Country*. United States Census Bureau.
<https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>



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)¹. 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

¹ 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 discrimination². 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.

² 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)³ as well as several general climate elements (e.g., hostile vs. friendly, unwelcoming vs. welcoming)⁴. 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).

³ 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.

⁴ 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 differences⁵ 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+⁶ 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.

⁵ 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*.

⁶ 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 Faculty⁷ (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*

⁷ 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 American⁸ staff expressing greater satisfaction with campus climate relative to all other racial/ethnic groups (i.e., White, Black⁹, Hispanic¹⁰, 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 Staff¹¹ (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)

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

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

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

¹¹ 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<.05, **p<.01, ***p<.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 Students¹² (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)	-0.19* (-2.28)	-0.53*** (-4.75)
Hispanic/Latinx	-0.12 (-1.2)	-0.03 (-0.32)	-0.16 (-1.74)
Other Race/Ethnicity	-0.01 (-0.1)	0.12 (1.16)	0.03 (0.24)
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*

¹² 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 experiences¹³ 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.

	Faculty	Staff	Students
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.

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

¹³ 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.

Table 8. Results from OLS Regression Estimates of Multivariate Models of Demographic Associations with Mental Health among 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.)

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



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. *$p < .05$, **$p < .01$, ***$p < .001$ 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.

	Faculty	Staff	Students
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.

	Faculty	Staff	Students
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 Faculty¹⁴ (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)

¹⁴ 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<.05, **p<.01, ***p<.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 Staff¹⁵ (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

¹⁵ 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

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

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

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



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 Students¹⁶ (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

¹⁶ 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<.05, **p<.01, ***p<.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<.05, **p<.01, ***p<.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.





Appendix Report:
**DEI In
U-M Courses
and Curricular
Engagement**



Appendix Report

DEI in U-M Curricular Engagement Efforts: Insights, Lessons Learned and Next Steps

Introduction and Goals

As 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, 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 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.

All 50 campus units (academic, administrative, service) developed unit-specific DEI plans that addressed these distal objectives in ways that aligned with their unit missions and functions, and these were complemented by a central DEI plan focused on cross-cutting, University-wide efforts. The steps undertaken in campus unit-level and central DEI plans would reflect shorter-term, proximal objectives and action steps toward achieving the three distal objectives that could be measured and assessed over the five-year strategic plan period (2016-2021).

In this report section, the focus is on DEI curricular engagement as a distal measure of change with regard to the “Products” objective of U-M’s DEI strategic plan. This objective reflects efforts to ensure that diversity, equity and inclusion are foundational aspects of U-M’s educational programs, teaching methodologies, service and research and scholarship.

Drawing on institutional data and unit-level annual and evaluation reports, the evaluation and assessment team considered multiple indicators of campus-wide DEI curricular engagement, organized in three focus areas:

- **Focus 1:** DEI in Courses (undergraduate course description content)
- **Focus 2:** Unit-reported DEI Curricular Engagement (curricular changes, policies and practices, example spotlight on Race & Ethnicity course requirements)
- **Focus 3:** Campus-wide Inclusive Teaching and Professional Development programs (centrally supported programming for faculty and graduate instructors)

More specifically, this portion of the DEI 1.0 strategic plan evaluation was intended to assess the following:

- the extent that DEI goals of promoting innovative and inclusive education and teaching are reflected through the infusion of DEI-related concepts across academic units’ course description content; and
- whether campus academic units’ curricular engagement with DEI was enhanced during the university’s five-year DEI 1.0 strategic plan period.



Focus 1: Undergraduate Course Descriptions

The course descriptions published by U-M academic units are one important source of information about primary course content and foci and a means of signaling to students the topics and themes that are relevant to the fields, disciplines and associated learning goals within the units.

The DEI evaluation and assessment team analyzed the number and content of undergraduate course descriptions as one indicator of the extent that DEI is integrated into U-M’s undergraduate course curriculum. The team examined course descriptions over the DEI 1.0 strategic plan period, with a focus on topics/themes spotlighted in descriptions and how this varied over time or across schools, colleges and academic programs.

[The evaluation and assessment team acknowledges that course descriptions alone do not provide a full picture of how DEI issues may be taken up within courses. For instance, data from course syllabi content, course materials and other course artifacts would provide additional relevant information and insights. In the case of the current evaluation, course description data were systematically available across U-M units, while other relevant forms of data were unevenly available and accessible across units. In the future steps of U-M DEI efforts and strategic planning, the evaluation and assessment team recommends additional course related data collection (e.g., gathering relevant syllabi across all units) and analysis in order to more fully understand the infusion of DEI into units’ courses and curriculum. Such efforts will require new collaboration with units to support a shared data approach and process, one that accounts for units’ diverse practices and systems for documenting and archiving course materials.

Nevertheless, the present examination of course descriptions, coupled with other unit-reported and institutional data, provides important information and insights around the University’s DEI curricular engagement during the DEI 1.0 strategic plan period, as well as future considerations for U-M’s continued and future work of advancing DEI in its educational programs and within teaching and learning contexts.]

Data

The evaluation team used institutional data to conduct the following analyses. The available unit of analysis was course descriptions for undergraduate courses offered between Fall 2016 and Winter 2021¹. All available undergraduate course data was requested from the central Registrar’s Office (RO) and the College of Literature, Science and the Arts (LSA)². From both sources, the total number of undergraduate courses included in the data request received by the evaluation team was 4,972 unique courses.

Data cleaning was completed using Microsoft Excel and the statistical computing software R.³ Data from the RO was combined with the LSA data to find out which courses did not have a description included or lacked a meaningful description (i.e., less than 10 words). The courses were then coded by the evaluation team based on a coding scheme developed for the courses. Only courses that were

¹ For this report and analyses, only courses held in Fall and Winter terms were examined. Spring and Summer courses were not included in the analyses.

² The extensive nature of course cross-listing and the overall number of undergraduate courses offered through LSA is the primary reason data was requested from LSA, in addition to the central Registrar’s Office.

³ R Core Team (2022). *R: A language and environment for statistical computing*. R Foundation for Statistical Computing, Vienna, Austria. <https://www.R-project.org/>



owned by the eight schools and colleges that directly admit first year undergraduate students were included in the report analysis⁴. For courses that did not have descriptions included, the evaluation team reached out to the respective schools and colleges in order to collect missing information. If available, additional descriptions were added to the data set before the analyses began. Course data analyzed came from courses that were offered regularly with content that did not change from semester to semester (e.g., seminar courses) and was not individualized to the students (e.g., “independent study”, “Directed Study”)⁵. Therefore, only courses that were not flagged for removal under the coding scheme were included in the analyses.

The final set of course descriptions included in this report analysis were from 3,163 unique courses offered within the timeframe of DEI 1.0. For courses offered multiple times during the five-year period of 2016-2021, our team examined only the most recent available course description for each unique course in our data. This choice was principled since the overwhelming majority of course descriptions remained static throughout the time period under study. Table 1 offers a breakdown of how many course descriptions in our dataset belonged to each of the eight schools and colleges under study.

Table 1. Data Breakdown	
School/College	# of Unique Courses to be Analyzed
College of Engineering	325
Literature, Science and the Arts	1949
Ross School of Business	137
School of Kinesiology	90
School of Music, Theatre & Dance	322
School of Nursing	203
Stamps School of Art and Design	105
Taubman College of Architecture and Urban Planning	32
Total	3163

Unique courses had the potential of being offered up to 10 times over the five year period.⁶ Table 2 provides a snapshot of the total number of course offerings across academic years⁷ for each school and college.

⁴ Courses owned by other schools and colleges were excluded from the analyses.

⁵ Independent and directed study courses are important, but due to the institutional data available, the evaluation team made the decision to exclude these types of courses from this particular analysis.

⁶ Five Fall terms (F16, F17, F18, F19, and F20) and five Winter terms (W17, W18, W19, W20, and W21).

⁷ Academic year includes the combined total for the fall and winter terms, e.g., Fall 16 and Winter 17.



Table 2. Total Number of Course Offerings Across Academic Years

School/College	16-17 AY	17-18 AY	18-19 AY	19-20 AY	20-21 AY
College of Engineering	383	394	396	401	409
Literature, Science and the Arts	1719	1744	1751	1777	1818
Ross School of Business	125	128	137	146	137
School of Kinesiology	100	101	107	106	112
School of Music, Theatre & Dance	320	340	339	342	340
School of Nursing	258	232	238	215	231
Stamps School of Art and Design	92	105	103	105	105
Taubman College of Architecture and Urban Planning	35	33	33	34	36
Grand Total	3032	3077	3104	3126	3188

Methodology

Text mining and content analysis using a DEI dictionary (i.e., categorization model) were the primary methods⁸ used to analyze the course descriptions. The evaluation team used Wordstat 9⁹, a text mining and qualitative analysis software, to complete the analysis of examining and extracting DEI related items (i.e., words) found in the course descriptions.

More specifically, the team referenced and adapted from Halualani et al.’s (2010)¹⁰ Diversity Mapping and definition of a *diversity-related course*: a class that “focuses on issues and topics related to various cultural groups, backgrounds, identities, and experiences, and/or promotes the larger importance of diversity, difference or cultural sharing for the public.”

DEI Dictionary Development.

In order to conduct this analysis, the evaluation and assessment team developed a “DEI dictionary” – a bank of words and phrases associated with a variety of DEI-related categories and items – for the purpose of quantifying the pervasiveness of DEI engagement in courses across time and school/college.

⁸ Deng, Q., Hine, M.J., Shaobo, J., Sujit. S. Inside the black box of dictionary building for text analytics: A design science approach. *Journal of International Technology and Information Management*: 2019; 27(3): 7, <https://scholarworks.lib.csusb.edu/jitim/vol27/iss3/7>

⁹ Wordstat 9. (2021). *Content analysis and text mining software* (Version 9.0.6). Provalis Research, Montreal, QC. <https://provalisresearch.com/products/content-analysis-software/>

¹⁰ Halualani, R. T., Haiker, H., & Lancaster, C. (2010). Mapping diversity efforts as inquiry. *Journal of Higher Education Policy and Management*, 32,2, 127-136, DOI: <https://doi.org/10.1080/13600800903575439>



A team of six DEI evaluation staff and students developed the DEI dictionary through an iterative process for both the course data analysis included in this report, as well as the budget document analysis¹¹. The team met regularly over several months to discuss and reach shared agreement on the structure of the dictionary. Common words and phrases used to define diversity, equity and inclusion were compiled from various sources to develop an initial list of words and phrases^{12,13}. Each team member independently reviewed the list of dictionary items and categorized them under the developed subcategories. Team members met weekly to refine the dictionary and finalize the structure. Shared understanding and agreement across the two projects and team members was critical to ensure a comprehensive DEI dictionary and a systematic approach to the analyses.

The final dictionary structure included 3 main categories: DEI Domains, Identity Characteristics and DEI Mechanisms. For the purposes of this course description analysis, the report will only focus on the category of Identity Characteristics. This category included 11 subcategories:

- Ability or Disability Status; Age;
- Citizenship, Immigration Status, National Origin;
- Culture;
- Gender, Gender Identity & Sexual Orientation;
- General Identity;
- Political Perspective;
- Race and Ethnicity;
- Religion and Spirituality;
- Social Class and Socioeconomic Diversity;
- Veterans

Category descriptions and inclusion examples for each category can be found in Table 3.

The finalized DEI dictionary was imported into Wordstat for validation. An automated dictionary created by Wordstat reviewing the content of the 3163 course descriptions was used to augment and validate the dictionary. The Wordstat generated dictionary was applied to the course description data set and key topics were extracted. The evaluation team compared the Wordstat-generated topics to the structure and content of our DEI dictionary model. Additional words/phrases that were determined to be DEI related but not already included in our dictionary were added to produce an augmented dictionary that closely reflected concepts of DEI within the course descriptions. The augmented dictionary was applied to the course descriptions dataset to generate DEI-specific topics or phrases. Wordstat-suggested synonyms and antonyms were reviewed, and words or phrases determined to be appropriate for the DEI dictionary were added. Wordstat features were also used to determine which words or phrases should be included or excluded from the analyses. A senior evaluation staff member with knowledge of the DEI strategic plan reviewed the augmented dictionary and discussed changes with the larger dictionary group. The final augmented dictionary was applied to the course descriptions data set and validated using Wordstat’s keywords in context (KWIC) feature. KWIC allowed the evaluation team to determine whether dictionary items were being used in a DEI context.

¹¹ To learn more about the budget documents analysis and result, please see the [DEI in Budgets report appendix](#) of the [DEI 1.0 Evaluation Report](#).

¹² Examples of categories outlined by Halualani et al. (2015) include: gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability and nationality, among others.

¹³ Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015). *Diversity mapping data portrait: California State University Monterey Bay (CSUMB)*. Halualani & Associates. <https://edit.csumb.edu/sites/default/files/images/st-block-19-1435260309719-raw-csumbdiversitymappingdataportrait.pdf>



Words/phrases that were found to be used in a non-DEI related context were excluded from the analysis.

Table 3. DEI Dictionary			
DEI Dictionary Category		Category Description	Inclusion Examples
1	Identity Characteristics	This category encompasses various social identities with which U-M constituents may identify	
1.1	Ability Or Disability Status	This subcategory encompasses words or phrases that describe or are related to ability and/or disability status. This includes mental, emotional and physical abilities/disabilities.	Ableism, adaptive technology, barriers to accessibility, cognitive disability, hearing impaired, learning accommodations, screen reader
1.2	Age	This subcategory includes words and phrases that are related to the length of time individuals have lived, growing older, age diversity and generations.	Adolescents, adult, aging, infant, elderly, young adult
1.3	Citizenship, Immigration Status, National Origin	This subcategory includes words and phrases that express individuals' legal status or allegiance to a state or nation as inhabitants, natives or naturalized persons, including the legal protections to which they may be entitled under law due to that status.	African, Alaskan native, ancestor, British, Chinese, citizen, DACA, decolonizing, Immigration status, indigenous people
1.4	Culture	This subcategory includes words and phrases that express the way of life of groups with which U-M constituents identify, general customs and beliefs, attitudes, behavior and opinions.	Acculturation, assimilation, culture, ethnocentrism, multicultural, transculturation, shared cultural experiences, bicultural
1.5	Gender, Gender Identity, Sex & Sexual Orientation	This subcategory includes words and phrases that describe the characteristics of all genders as they relate to social or cultural differences. It includes words that express an individual's internal sense of self and their gender, gender expression and sexual orientation.	Bisexual, Cisgender, Gay, Gender diversity, Gender identity, Gender expression, Sexism, Homophobia, transgender, genderqueer
1.6	General Identity	This subcategory encompasses words that did not fit into any of the above identity characteristics and/or represented concepts that can be associated with multiple social identities.	Minority, first-generation, ally, passing privilege, privileged group, intersection, impostor syndrome
1.7	Political Perspective	This subcategory includes words or phrases used to describe social attitudes or ideologies of or relating to the state, government, the body politic, public administration and policy-making.	Activism, apolitical, civil rights, democracy, partisan, Ideology, Internationalism
1.8	Race And Ethnicity	This subcategory includes words and phrases that describe human identity or diversity based on physical traits, such as skin color, and groups of people/concepts based on common nationality, language, religion, cultural traditions or family ancestry.	Alaskan native, BIPOC, colorblind, faculty of color, Hispanic, Latinx, White, multiethnic, people of color, African American



Table 3. DEI Dictionary			
DEI Dictionary Category		Category Description	Inclusion Examples
1.9	Religion And Spirituality	This subcategory includes words or phrases that describe peoples' beliefs and practices related to religion and spirituality, and how they make meaning of life.	Agnostic, Antisemitism, Buddhism Catholic, Islam, nonreligious, spiritual, religion, Jewish
1.10	Social Class And Socioeconomic Diversity	This subcategory captures words that describe how people are grouped into hierarchical categories based on socioeconomic status.	Classism, elitism, Financial aid, low income, middle class, poverty, gentrification, social class, social status, wealth gap
1.11	Veteran	This subcategory includes words used to describe military experience or persons who have served in the military.	Veteran

Wordstat Extraction

The DEI dictionary was used to identify the relative presence of DEI related concepts in the course descriptions over the five years of the strategic plan implementation. To ensure a comprehensive analysis, the evaluation team applied stems to the dictionary (e.g., “ACCESSIB*” to capture items including “Accessible”, “Accessibility”, etc). The Wordstat default English exclusion list was also applied. This feature excluded items such as articles, conjunctions and preposition that occur frequently (e.g., “and,” “before,” “after,” “maybe,” “the,” “are,” etc.) but may not necessarily be informative. Items were included in the extraction counts if they were present at least once in a course description. Duplicate paragraphs and URLs were ignored. No weighting was applied, but the automatic spelling correction feature in Wordstat was used.

In the course data, only the “Identity Characteristics” category of the DEI dictionary was relevant. In fact, nearly all courses that were flagged with the other overarching category tags were also flagged with the Identity Characteristics tag (see Table 4). As a result, only the Identity Characteristics tag and its subcategories were included in the final analysis.

Results from Course Description Analysis

As shown in Table 4, nearly half of the undergraduate course descriptions included in this analysis were flagged as having DEI content (46.89% of unique courses). Topics relevant to citizenship, immigration status, national origin, race and ethnicity and culture are most frequently mentioned in the course descriptions – each subcategory appears in more than half of the unique courses flagged as engaging DEI-related content (see Table 4). Nearly one fifth of the DEI-related course descriptions mentioned topics related to gender, gender identity, sex and sexual orientation, religion and spirituality or political perspective. Topics related to age, social class, and ability/disability status were mentioned less frequently in the course descriptions, with less than 8% of all course descriptions with DEI-related content engaging any of these individual subcategories. Additionally, many of the course descriptions that engaged DEI concepts often focused on more than one content area (e.g., race, gender and culture), given that the total number of subcategory flags (3668) is more than double the total number of unique courses flagged (1483).

The vast majority of undergraduate course descriptions with DEI-related content were those for courses housed within the College of Literature, Science, and the Arts (LSA). As indicated in Table 5,



over 60% of the unique LSA undergraduate course descriptions in this analysis included DEI-related content. Among the seven other schools or colleges included in this analysis, the percent of undergraduate courses descriptions with DEI-related content ranged from 4% to 20% (as shown in Table 5).

That said, over the five years of the DEI 1.0 strategic plan period, small increases were observed in the number of course descriptions with DEI-related content, specifically in LSA, the School of Kinesiology and the Stamps School of Art and Design. Overall, the number and percentage of undergraduate course descriptions with DEI-related content remained fairly stable across the five-year period of DEI 1.0 strategic plan implementation.

The evaluation and assessment team raise several considerations around the course description analysis findings. First, the stability of DEI-related content in the undergraduate course descriptions across the five years of the DEI 1.0 strategic plan can be viewed in itself a noteworthy, positive finding in the context of the societal events that impacted the campus (and world) during the latter 2-½ years of the DEI 1.0 strategic plan period. The patterns suggest that, at the very least, units maintained course offerings focused on DEI topics and showed small increases in offerings in a few units.

Second, the stability pattern could also be an artifact of the nature of course description data rather than an complete indicator of the progress schools and colleges have made to infuse DEI in their undergraduate courses. While course descriptions can provide an overview of what students can expect to learn from a course, the descriptions vary in their elaboration and thus may vary or be limited in the amount of information provided about a particular course. Additionally, course descriptions may be updated less frequently than other course materials, such as course syllabi. These analyses illustrate a limitation of course description information alone and the need to capture additional course materials and forms of data in order to best understand the myriad of ways DEI may be infused into a unit's courses and curricular efforts.

To this point, subsequent sections of this report highlight other data sources reviewed in the DEI 1.0 evaluation process that demonstrate a diversity of unit efforts to infuse DEI in curriculum and teaching and learning contexts. The following sections detail this information.



Table 4. Count (Percent) of Undergrad Courses with DEI-related Content in Course Descriptions (Out of 3163 Unique Courses)¹⁴		
	Percent of unique courses	Count of unique courses
IDENTITY CHARACTERISTICS	46.89%	1483
CITIZENSHIP, IMMIGRATION STATUS, NATIONAL ORIGIN	31.77%	1005
RACE AND ETHNICITY	24.22%	766
CULTURE	25.10%	794
GENDER, GENDER IDENTITY, SEX & SEXUAL ORIENTATION	9.04%	286
RELIGION AND SPIRITUALITY	8.22%	260
POLITICAL PERSPECTIVE	7.94%	251
AGE	3.35%	106
GENERAL IDENTITY	2.94%	93
SOCIAL CLASS AND SOCIOECONOMIC DIVERSITY	2.28%	72
ABILITY OR DISABILITY STATUS	1.11%	35

¹⁴ There were no courses flagged with items from the Veteran category.



Table 5. Count (Percent) of Undergrad Courses with DEI-related Content in Course Descriptions Over Time										
School/College	16-17 AY		17-18 AY		18-19 AY		19-20 AY		20-21 AY	
College of Engineering	18	4.70%	17	4.31%	19	4.80%	17	4.24%	18	4.40%
Literature, Science and the Arts	1058	61.55%	1073	61.53%	1073	61.28%	1077	60.61%	1115	61.33%
Ross School of Business	25	20.00%	24	18.75%	22	16.06%	25	17.12%	24	17.52%
School of Kinesiology	10	10.00%	11	10.89%	10	9.35%	12	11.32%	15	13.39%
School of Music, Theatre & Dance	63	19.69%	59	17.35%	60	17.70%	62	18.13%	57	16.76%
School of Nursing	38	14.73%	33	14.22%	33	13.87%	35	16.28%	39	16.88%
Stamps School of Art and Design	7	7.61%	5	4.76%	6	5.83%	10	9.52%	10	9.52%
Taubman College of Architecture and Urban Planning	4	11.43%	4	12.12%	3	9.09%	4	11.76%	4	11.11%
Grand Total	1223		1226		1226		1242		1282	



Focus 2: Unit-Reported Curricular Engagement

Beyond course descriptions, units’ own DEI plan reports indicate changes in engagement related to DEI in course curriculum and teaching and learning related efforts. For instance, as part of units’ self-evaluations of their DEI strategic plans, units described their DEI efforts to promote innovative and inclusive education, scholarship, research and teaching. Across the DEI 1.0 strategic plan period, each of the academic units¹⁵ described efforts to integrate DEI concepts into course content and curriculum, and in various ways.

Some of these unit-reported efforts reflected the initial goals they outlined at the outset of the DEI plan period (2016), while in other cases, units reported new efforts responsive to critical emergent societal events, such as the renewed racial justice movement sparked by the 2020 murder of Mr. George Floyd and other publicized incidents of police violence against Black and Indigenous communities and communities of color, increased xenophobic and anti-Asian hate acts, and increased acts of anti-semitism. The COVID-19 pandemic impacts (locally, nationally and globally)—including social inequalities illuminated and exacerbated by the pandemic—also related to units’ subsequent efforts related to curriculum, teaching and learning. Examples include taking steps to provide additional academic and social support to students and other unit members disproportionately impacted by societal events, and initiating new community conversations and curricular engagement in their unit communities around topics related to racial justice and social inequality, among other examples.

[Note: Given the gravity of the noted societal events and conditions for the 2020 reporting year, the DEI strategic plan evaluation team added questions to units’ DEI annual report protocols asking about ways that units were impacted by and responded to these events. This allowed units to share ways that they may have had to adjust, pivot and/or revise their DEI efforts to be responsive to these events and the subsequent needs and concerns of their unit communities.]

Following is a summary of units’ reported efforts.

Curriculum Change from Unit Evaluation Reporting

As reported in units’ DEI 1.0 strategic plan self-evaluations completed in 2021-2022 (the academic year following the five-year plan period), ninety percent (90%) of academic units engaged in some form of curriculum change or made progress regarding the infusion of DEI into their unit courses. Moreover, 100% of the units that teach courses directly highlighted work related to these efforts. How units specifically engaged with changes in curriculum and/or inclusive teaching varied.

Some units highlighted initiatives and related work focusing on anti-racism and decolonizing the curriculum (with decolonizing defined in multiple ways related to addressing concerns of anti-Blackness, Indigenous invisibility, among other approaches). Moreover, in order to further realize their unit efforts, community teams were created to identify proposed new recommendations for curriculum, continued education or professional development with a focus on DEI and anti-racism.

¹⁵ Academic units include the following 21 schools and colleges: College of Engineering, College of Literature, Science and the Arts, College of Pharmacy, Ford School of Public Policy, Institute for Social Research, Law School, Life Sciences Institute, Michigan Medicine, Rackham Graduate School, Ross School of Business, School for Environment and Sustainability, School of Dentistry, School of Education, School of Information, School of Kinesiology, School of Music, Theatre, and Dance, School of Nursing, School of Public Health, School of Social Work, Stamps School of Art & Design and Taubman College of Architecture and Urban Planning.



Units also noted the importance of engaging multiple constituencies, including faculty, staff and students, to participate and inform the working groups and discussions.

In addition to engaging their existing curricula, units also reported discussing, for example, developing new required courses to examine historical contexts and societal impacts related to DEI issues. Similarly, a few units engaged reviews of their curricula, including course syllabi, among other metrics. Additionally, units reported efforts in updating course materials, such as the inclusion of DEI-related statements in unit course syllabi. Collaborating with other units across campus, both academic and non-academic, was also discussed as a need and a way to encourage inclusive teaching, training and development for relevant constituencies in their units.

Unit-level Policies, Practices and Reflections

The DEI 1.0 strategic plan unit self-evaluation process was organized into three phases. Each phase was designed to assist units in engaging in their self-evaluation throughout the evaluation year (fall 2021- summer 2022). As part of Phase 1, units were asked to review their checklist of institutionalized DEI policies, practices and standard operating procedures. Several policy and practice categories were related to courses, including Critical Lens or Decolonizing Framework, Curricular Change and Inclusive Teaching/Pedagogy. Academic units reported high engagement with these practices. Specifically:

- 90% of academic units engaged inclusive teaching and pedagogy practices
- 76% of academic units institutionalized policies/practices related to curricular change
- 43% of academic units engaged a critical lens or decolonizing framework in their education, teaching, research and scholarship

Another phase of the unit self-evaluation process also highlighted efforts to infuse DEI into courses. In Phase 3, the final phase of the DEI 1.0 evaluation process, units were asked to reflect on what they reported in Phases 1 and 2 and to think holistically about their DEI 1.0 plan efforts and progress toward each distal objective (i.e, People, Process, Products). For each distal objective, units were asked to identify any lessons learned, best practices that emerged and possible pitfalls to avoid in the future. Based on these reflections, units were then asked to describe their initial thoughts about their unit’s priorities for the next steps in U-M’s DEI efforts (the next strategic plan period, or DEI 2.0) for each distal objective. Both academic and non-academic units discussed aspects of curricular change, critical lens or decolonizing framework and inclusive teaching and pedagogy in their Phase 3 reflections. For instance,

- 67% of academic units called for concrete curricular change in order to promote inclusive and equitable pedagogy
- 86% of academic units discussed inclusive teaching and pedagogy within their reflections

The introduction of inclusive pedagogy training and changes to curricula have often aimed to incorporate anti-racism into teaching practices and acknowledge racist structures both in American society and potentially within the University of Michigan itself. Establishing inclusive teaching practices and training faculty in them has been a critical objective during the DEI 1.0 strategic plan period. Critical lens or decolonizing frameworks were discussed as part of initiatives taken up by units when reviewing curriculum, as well as having involvement and feedback from relevant constituencies (i.e., faculty, students, staff).



[To learn more about the Phase 1 and Phase 3 findings relevant to the infusion of DEI in courses and other policies, practices and reflections, please see also the [Unit-level Evaluation and Reflections report appendix](#) of the [DEI 1.0 Evaluation Report](#).]

Unit Spotlight: The LSA Race and Ethnicity (R&E) Requirement

In addition to information from unit self-evaluations highlighting different forms of DEI curricular engagement, the evaluation and assessment team spotlights a unit example with additional available institutional data, specifically the Race and Ethnicity (R&E) requirement for the College of Literature, Science and the Arts (LSA)¹⁶. Before graduating with an undergraduate degree from LSA, students must fulfill this course requirement, and LSA offers several courses that meet this requirement.

LSA is held as a spotlight example in this report, as it is one of the largest colleges on the U-M Ann Arbor campus, serving the largest number of undergraduate students. Its R&E requirement has been established since 1990 and has been evaluated and re-examined by unit leadership prior to and during the DEI 1.0 strategic plan period. As such, the LSA R&E requirement supports education around race and racism (at national and global levels) for a substantial proportion of the U-M undergraduate campus community, and engages a substantial proportion of U-M faculty and graduate students with scholarly and teaching expertise on these topics. In addition, as noted in the prior section, other campus academic units have reported efforts to plan and establish Race & Ethnicity and/or related DEI course requirements in their curricula as a part of their DEI strategic plans. LSA's requirement is a model and example that could help inform and support those efforts.

As shown in Table 6, the total number of course offerings that met the LSA R&E requirement increased during the time of DE1 1.0¹⁷. The number of R&E course offerings increased by 35.7% from the 2016-17 academic year to the 2020-21 academic year.

Academic Year	LSA R&E Course Offerings
AY 16-17	230
AY 17-18	236
AY 18-19	288
AY 19-20	298
AY 20-21	312

Focus 3: Inclusive Teaching Professional Development Programs

The establishment of the Inclusive Teaching Professional Development Programs (now referred to as Equity-focused Teaching) is a centrally supported action within U-M's DEI 1.0 strategic plan. The programs are offered through the Center for Research on Learning and Teaching (CRLT). CRLT will both (1) continue to offer campus-wide programs about inclusive and equity-focused teaching for instructors in multiple disciplines and (2) work with schools and colleges to create faculty professional development programs that reflect their particular pedagogical needs and make learning more

¹⁶ Information about R&E course requirements in LSA can be found [here](https://lsa.umich.edu/lsa/academics/lsa-requirements/race-and-ethnicity--r-e--requirement.html). [URL: <https://lsa.umich.edu/lsa/academics/lsa-requirements/race-and-ethnicity--r-e--requirement.html>]

¹⁷ Data was collected from the [LSA Online Course Guide](http://www.lsa.umich.edu/cg/default.aspx). [URL: <http://www.lsa.umich.edu/cg/default.aspx>]



inclusive and equitable across a diverse student body. In addition, CRLT will continue to offer equity-focused teaching workshops for new and experienced graduate student instructors. During the five years of the DEI 1.0 strategic plan period, CRLT worked in various ways to meet the goals set forth in this action item. Among key accomplishments, the unit:

- Offered 135+ DEI-focused seminars in its fall and winter seminar series, and through its Inclusive Teaching @ Michigan Series
- Delivered 240+ customized workshops to departments across campus
- Arranged for the CRLT Players to present—or provide follow-up for—185+ performances on topics that included promoting a climate resistant to sexual harassment
- Facilitated programs for 210+ instructors teaching LSA Race & Ethnicity courses
- Presented modules on inclusive teaching to 6,200+ GSIs and undergraduate instructional aides
- Provided 40 programs on anti-racist pedagogy for 12 schools/colleges during Year Five
- Developed and arranged for the CRLT Players to perform new sketches on departmental climate issues faced by minoritized students and a new sketch on the history of racial inequality at U-M
- Created a video with the CRLT Players, titled “Act for Equity,” which was shown at instructor orientations and workshops

Conclusions and Recommendations

As these multiple data sources show, there has been significant effort and progress to infuse and engage DEI in curricular and pedagogical areas at U-M over the DEI 1.0 strategic plan period. Findings showed that nearly half of the undergraduate course descriptions included in the data analysis engaged with DEI content of some kind. The results from examining the course descriptions also suggest relative stability of course descriptions with DEI content over the five years of the DEI 1.0 plan period. But, several units showed small increases in course descriptions with DEI content, and showing stability in available courses with DEI related course descriptions in the context of the last 2.5 years of the DEI plan period (with the noted pandemic impacts and concurrent racial and social inequality challenges) can be viewed as noteworthy and a signal of U-M units’ DEI commitment.

That said, the findings are not necessarily reflective of the full scope of work being done within different units and courses offered. Additional course information data (syllabi, undergraduate and graduate courses) and analysis are needed to more fully understand U-M’s DEI curricular engagement and progress over time. Course descriptions were appropriate to use as one important source of course information that was available across all units (for undergraduate courses). But, it is strongly recommended that future DEI strategic planning efforts engage units more collaboratively in the beginning of the planning process to address vast unit variation in archiving and storage of course and curricular information and records, and at both the undergraduate and graduate levels. The support of and collaboration with the schools and colleges will be critical, including respective unit leadership and departments, to advancing these important efforts effectively.

The data from unit-level evaluation reports and institutional data for the LSA Race & Ethnicity requirement spotlight also provide additional indicators of U-M units’ active and enhanced engagement around curriculum and pedagogy during the DEI plan period. Units were able to describe and reflect on their efforts to infuse DEI into curriculum and learning contexts. This included efforts that were responsive to the COVID-19 pandemic and subsequent justice/equity movements occurring in the latter years of the DEI plan period. In a number of instances, these societal events prompted



units to engage in new actions within their DEI plans – including conversations, programs and other action planning with their unit community, e.g., around addressing anti-Blackness, anti-Asian hate, decolonizing curricula, addressing health disparities, among other areas. As such, some important and impactful areas of DEI curricular engagement and accomplishment are likely still yet to come, beyond the DEI 1.0 strategic plan period.

In addition, the centrally supported work of the Inclusive Teaching Professional Development Programs (now referred to as Equity-focused Teaching programs) has yielded high campus-wide participation of faculty and graduate instructors. The uptake of this programming suggests that this set of professional education products has supported capacity building in the U-M campus community for creating inclusive classrooms and teaching and learning environments. As a number of these programming efforts provided introductory foundations, it is recommended that U-M's future DEI efforts build on these educational and training offerings by supporting continued education and skill building for U-M community members. It will also be critical to begin to develop ways to evaluate the impacts of this type of education/training and capacity building on student outcomes as well as classroom-level, unit-level and campus-level climates.

Finally, it will be essential that units continue their DEI curricular engagement efforts beyond the current 1.0 DEI plan period in order to yield the positive impacts of their planning and community engagement work and to create culture change. Just as critical is providing campus units with continued and ongoing support for DEI education and professional development around teaching, learning and pedagogy to support high quality preparation in DEI curricular planning and implementation.





Appendix Report: **DEI In Budgets**



Appendix Report

DEI in U-M Budget Narratives

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.

The Office of Diversity, Equity and Inclusion (ODEI) led the planning and implementation of the DEI strategic plan. Each unit developed and implemented activities outlined in their plan, considering their local context and specific needs while aligning these to the University-wide DEI strategic objectives. Developing a DEI plan required units to be reflective about their work and commitment to DEI. Doing so allowed them to identify places of excellence and opportunities for renewed and improved commitment to this work. The University committed significant funding towards DEI efforts, and DEI became an important element in the units’ annual budget narratives about their goals, achievements, planned activities and resource needs.

At the end of the five-year DEI 1.0 plan implementation period and supported by ODEI, units evaluated their work, capturing achievements, challenges and lessons learned to inform future planning and efforts. The DEI 1.0 strategic plan evaluation provided an opportunity to engage the campus community in a reflective process to assess progress towards the goals of institutionalizing DEI activities, structures, processes and policies.

This report section focuses on DEI in Units’ Budget Narratives as a distal measure of change with regard to the “Process” objective of U-M’s DEI strategic plan. The evaluation and assessment team reviewed annual budget request documents submitted by units to the Office of the Provost during the DEI 1.0 implementation period. Units’ budget requests and associated narratives reflect the foci and priorities they determine as most important to advancing their core missions. As such, a primary evaluation focus was to examine the extent that units incorporated DEI language in their budget request narratives and whether this changed over the course of the DEI 1.0 strategic plan implementation period.

The goal in analyzing the budget request documents was to ascertain the extent that diversity, equity and inclusion efforts became more infused over time in academic units’ budgets. Specifically, this analysis sought to understand if the DEI goals established by each unit were reflected in their resource requests, whether units prioritized additional resources to support their DEI activities, and the extent that units incorporated DEI in budget narratives for the purpose of discussions internally (or with university administration).



Data

Annually, the Office of the Provost asks campus units to submit a budget request by responding to a budget narrative questionnaire. These documents allow units to report on progress on the previous year’s priorities, identify priorities for the next fiscal year and request funding for identified priority efforts and activities. In addition, each unit receives a questionnaire from the provost’s office asking about plans for the new fiscal year, costs and revenues for the proposed plans, the opportunity to discuss other topics and a detailed resource request narrative for priorities listed. See Table 1 for the questionnaire/budget template.

Data for this analysis consisted of 311 budget narrative reports covering six fiscal years—FY2016-2017 to FY2021-2022. Not every unit submitted budget narratives, and some did not provide narratives for each fiscal year.

Table 1: FY Budget Narrative Template		
Section	No	Item
<i>SECTION A – Planning for FY and Beyond (no more than ten pages, plus Five-Year Forecast)</i>	1	Long-term Goals
	2	Progress Toward Goals
	3	Competitive Position
	4	Curricula
	5	Student Success
	6	Faculty
	7	Staff
	8	Facilities
	9	Diversity
	10	Fundraising
	11	FY Planned Investments
	12	Five-Year Forecast
<i>SECTION B – FY Cost Containment and Alternative Revenue (no more than one page)</i>	13	Controlling costs
	14	Describe plans, timeline, and current actions
<i>SECTION C – Other Topics (no more than one page)</i>	15	Other topics you would like to discuss at your budget conference



<i>SECTION D – Resource Requests</i>	16	Prioritized list of requests for funding to Provost [Narrative Detail for each item includes...]
		Description of request
		Justification of need
		Explanation of the connection to your strategic plans
		Detailed cost estimate
		Alternatives

Source: Office of the Provost, University of Michigan. Executive Officers, Academic Affairs Unit Budget Narrative Questions Template

Budget Narrative Description

Section A of the budget narrative described progress in implementing planned activities and achieving their goals. Furthermore, units described their short- and long-term goals, progress on current initiatives and funding and discussed new initiatives and programs for the next fiscal year (FY). Section A also asked units to report on any facilities challenges, plans, or needs for additional infrastructure, and to provide a five-year forecast of staff and/or faculty growth, revenues, expenditures and progress toward achieving fundraising objectives. In addition, section A offered units the opportunity to discuss any new DEI-related challenges or issues not highlighted in their strategic plan. Units were also asked to report on one or more DEI initiatives and highlight the impact of these initiatives.

It is important to note that, given the disruptions caused by the onset of the COVID-19 pandemic, the 2022 template included additional questions to solicit information on the impact of COVID-19 on unit activities. Section B asked units to report on costs, reallocation measures implemented and alternative sources of income sought to eliminate or reduce reliance on general fund allocations. In section B, units described low-priority activities that would be eliminated or shifted to a non-general fund source to free resources for new initiatives.

Section C provided the space for units to report on other topics that the unit considered relevant for discussion in the annual budget. Finally, section D contained units' requests for additional funds from the Provost's Office. For each requested budget item, the units provided a detailed cost estimate and a brief description of the activity, including justification on how the activity aligned with university priorities and goals, supported cross-unit collaboration or promoted efficiencies.

For this report, the budget narratives were divided into three sections:

- 1) a Diversity section (i.e., Section A, #9 on table 1);
- 2) a Priority section (i.e., all of Section D, # 16 on table 1), and
- 3) an Other section, which included the remaining sections not included in the diversity and priority sections.



Methodology

Text mining and content analysis using a diversity, equity and inclusion categorization model was used to analyze the documents¹. The analysis was conducted using Wordstat 9, a text mining software capable of automated or semi-automated content and thematic analysis². Preparing the documents for analysis included the following steps:

Preprocessing of Budget Documents

First, all documents were prepared (preprocessed) before importing them to Wordstat for analysis. Wordstat can exclude sections of a particular document by placing braces or brackets around text one wishes to exclude/include from the analysis. Two researchers reviewed each budget document and put braces (i.e., { }) around questions and instructions from the original template to exclude them from the analysis and to ensure that only DEI words or phrases in the units' responses were counted. Next, brackets (i.e., []) were used around other sections of the documents to be analyzed separately. Three copies of each document were created following these steps. The creation of separate files for each section was necessary to count the frequency of DEI words separately in each section.

Once all the documents were preprocessed, they were imported to Wordstat for analysis. To analyze the diversity and the other sections of the document, the software was instructed to ignore text in braces and brackets. In addition, the software was instructed to analyze text only in brackets to analyze the priority section.

Development of DEI Dictionary

The development of the DEI dictionary was iterative. A team of six DEI evaluation staff met regularly to discuss and agree on the structure of the dictionary. Common words and phrases used to define diversity, equity and inclusion were compiled from various sources to develop a preliminary list of words and phrases categorized under the main sub-headings of the dictionary. Then, each team member independently read through the list of words and phrases included under each sub-heading. Team members met weekly to discuss progress and finalize a dictionary draft. Collaboration across teams was essential to ensure a comprehensive DEI dictionary and a systematic approach to the analysis. Once the dictionary was finalized, it was applied across the budget documents to deduce the relative amount of diversity, equity and inclusion topics.

Next, the finalized DEI dictionary was imported to Wordstat for validation. An automated dictionary created by Wordstat utilizing the content of the 311 documents was used to augment and validate our dictionary. The software-validated dictionary was applied to the documents, and key topics were extracted. Wordstat-generated topics were compared with the structure and content of our model to determine if they reflected the structure of our model. Additional words/phrases thought to be DEI related but not included in our dictionary were added to produce an augmented dictionary that more closely reflected the DEI knowledge in documents. The augmented dictionary was applied to the

¹ Deng, Q., Hine, M. J., Shaobo, J., Sujit, S. Inside the black box of dictionary building for text analytics: A design science approach. *Journal of International Technology and Information Management*, 2019; 27(3). <https://scholarworks.lib.csusb.edu/jitim/vol27/iss3/7>

² Provalis Research. Wordstat 9. (2021, June). Content analysis and text mining software. <https://provalisresearch.com/products/content-analysis-software/>



budget documents to generate DEI-specific topics or phrases. Wordstat-suggested synonyms and antonyms were reviewed, and words or phrases determined to be appropriate for the DEI dictionary were included. Wordstat metrics were also used to determine which words or phrases to retain or exclude. A senior evaluation staff member with knowledge of DEI strategic plan implementation reviewed the augmented dictionary and suggested necessary changes. The revised dictionary was applied to budget documents and validated using the software's keywords in context (KWIC) feature. Using KWIC allowed us to determine whether the words/phrases in the dictionary were utilized in a DEI context. Words/phrases not found to be used in DEI context were removed. This process was used to identify categories of DEI knowledge in the budget documents and specific words or phrases that represent each category. Once the dictionary was finalized and approved, it was imported back to Wordstat for analysis. Table 2 below shows a description of the dictionary including a sample of the words included.

Table 2: Description of Dictionary Categories and Subcategories

DEI Dictionary Category		Category Description	Inclusion Examples
1	DEI DOMAINS	This category encompasses the four domains of the DEI 1.0 Strategic Plan and relates to "what" aspects of DEI were of focus in the budget documents.	
1.1	Recruitment, Retention and Success	This subcategory captures DEI-related words relevant to the Recruitment, Retention and Success domain of the DEI 1.0 Strategic Plan necessary to ensure the development of a highly skilled and diverse population of students, staff and faculty.	Recruitment, Diversify faculty, Diverse students, Equal employment opportunity, Equal pay, Pipeline programs, Unbiased hiring, Holistic/well-being, Career development
1.2	Inclusive and Equitable Climate	This subcategory includes words and phrases that describe DEI efforts to create an environment in which all campus community members are welcomed and supported and differing perspectives are sought out and valued.	Accessibility, Belonging, Bias incident, Bystander, Discrimination, Equity, Implicit bias, Inclusive classroom, Racism
1.3	Innovative and Inclusive Education, Scholarship and Research	This subcategory includes words and phrases that describe efforts to ensure that DEI are foundational aspects of U-M educational program offerings, teaching methodology and scholarly research.	Action-based learning, Curriculum transformation, Culturally responsive pedagogy, DEI education, Diverse curriculum, Diversity grant, Inclusive teaching, Inclusive scholarship



Table 2: Description of Dictionary Categories and Subcategories

DEI Dictionary Category		Category Description	Inclusion Examples
1.4	Service Provision	This subcategory captures DEI words that describe efforts to provide or support innovative and inclusive service delivery.	Detroit connector, Equitable stewardship, Outreach effort, External partnerships
2	IDENTITY CHARACTERISTICS	This category encompasses various social identities with which U-M constituents may identify.	
2.1	Ability or Disability Status	This subcategory encompasses words or phrases that describe or are related to ability and/or disability status. This includes mental, emotional and physical abilities/disabilities.	Ableism, adaptive technology, barriers to accessibility, cognitive disability, hearing impaired, learning accommodations, screen reader
2.2	Age	This subcategory includes words and phrases that are related to the length of time individuals have lived, growing older, age diversity and generations.	Adolescents, adult, aging, infant, elderly, young adult
2.3	Citizenship, Immigration Status, National Origin	This subcategory includes words and phrases that express individuals' legal status or allegiance to a state or nation as inhabitants, natives or naturalized persons, including the legal protections to which they may be entitled under law due to that status.	African, Alaskan native, Ancestor, British, Chinese, citizen, DACA, Decolonizing, Immigration status, Indigenous people
2.4	Culture	This subcategory includes words and phrases that express the way of life of groups with which U-M constituents identify, general customs and beliefs, attitudes, behavior and opinions.	Acculturation, Assimilation, Culture, Ethnocentrism, Multicultural, Transculturation, Shared cultural experiences, Bicultural
2.5	Gender, Gender Identity, Sex & Sexual Orientation	This subcategory includes words and phrases that describe the characteristics of all genders as they relate to social or cultural differences. It includes words that express an individual's internal sense of self and their gender, gender expression and sexual orientation.	Bisexual, Cisgender, Gay, Gender diversity, Gender identity, Gender expression, Sexism, Homophobia, Transgender, Genderqueer
2.6	General Identity	This subcategory encompasses words that did not fit into any of the above identity characteristics and/or represented concepts that can be associated with multiple social identities.	Minority, first-generation, ally, passing privilege, privileged group, intersection, impostor syndrome



Table 2: Description of Dictionary Categories and Subcategories

DEI Dictionary Category		Category Description	Inclusion Examples
2.7	Political Perspective	This subcategory includes words or phrases used to describe social attitudes or ideologies of or relating to the state, government, the body politic, public administration and policy-making.	Activism, apolitical, civil rights, democracy, partisan, ideology, internationalism
2.8	Race and Ethnicity	This subcategory includes words and phrases that describe human identity or diversity based on physical traits, such as skin color, and groups of people/concepts based on common nationality, language, religion, cultural traditions or family ancestry.	Alaskan native, BIPOC, colorblind, faculty of color, Hispanic, Latinx, White, multiethnic, people of color, African American
2.9	Religion and Spirituality	This subcategory includes words or phrases that describe peoples' beliefs and practices related to religion and spirituality, and how they make meaning of life.	Agnostic, Antisemitism, Buddhism Catholic, Islam, nonreligious, Spiritual, religion, Jewish
2.10	Social Class and Socioeconomic Diversity	This subcategory captures words that describe how people are grouped into hierarchical categories based on socioeconomic status.	Class conscious admission, Elitism, Financial aid, Low income, Middle class, Need based funding, Rankism, Social class, Social status, Wealth gap
2.11	Veteran	This subcategory includes words used to describe military experience or persons who have served in the military.	Veteran
3.0	DEI MECHANISMS	This category encompasses words that describe the various structures, programming or initiatives that were put in place to enhance and support the implementation of DEI 1.0.	
3.1	Infrastructure	This subcategory includes words and phrases that describe the DEI infrastructure that was put in place to implement DEI 1.0.	DEI Committee, DEI Lead, DEI Officer, DEI Team, DEI strategic plan, DEI Working groups, Diversity summit week, Climate assessment, DEI goals,
3.2	Programming/Initiatives	This subcategory encompasses words and phrases used to describe the programming and initiatives that were implemented during DEI 1.0.	Anti-racism initiatives, DEI programming, inclusion Initiatives, multicultural initiatives, inclusive teaching workshop, DEI events



Extraction of DEI Knowledge from Budget Documents

The DEI dictionary was used to identify the relative presence of DEI knowledge in the budget narratives over the six years. The English exclusion list available in the software was applied to exclude words such as articles, conjunctions and prepositions that occur frequently (e.g., “and,” “before,” “after,” “maybe,” “the,” “are,” etc.) but may not necessarily be informative. Additionally, words or phrases were included if they occurred in at least one document. Text in braces, duplicate paragraphs, pictures and URLs were ignored. No lemmatization or weighting was applied, but the automatic spelling correction feature of the software was used.

The number of tokens and token types available for analysis for each section are shown on Table 3. Tokens are the words, or characters grouped together for processing, while the types refer to tokens containing the same character sequence or words.

Table 3: Number of words and word types available for analysis				
	Words	% Of total Words	Types	% Of total word types
All (including template questions and instructions)	2,528,744	100%	32,395	100%
Exclude Questions and Instructions	2,030,883	80%	27,959	86%
Other (Excluding Diversity and priority Sections)	1,643,664	65%	25,162	78%
Priority Section	889,184	35%	20,928	65%
Diversity Section	271,124	11%	11,590	36%

As shown in Table 3, the tokens (words or characters) available for analysis for the diversity section was 11%, priority section was 35% and the “Other” section (rest of the document) was 65% of all documents.

Results

Analysis of budget documents shows that since implementing the DEI strategic plan, units have infused diversity, equity and inclusion language throughout their budget request forms. For example, by using topic modeling on each section of the documents prior to applying the dictionary we found that words such as equity and inclusion and DEI strategic plan were among the top ten topics extracted. Results based on a count of DEI words in the documents using a DEI dictionary further demonstrate that DEI language was infused in all the three parts of the budget documents. For example, words related to an inclusive and equitable climate showed up in 94% of the budget documents (n=311) analyzed when all sections are considered, 86% in the ‘Other’ sections, 76% in the Diversity sections and 39% in the priority/resource request sections of the documents. Additionally, language related to recruitment, retention and success appeared in 86% of all cases, 78% in the other section, 62% in the diversity section and 35% in the priority section.



Table 4 shows the median and range of DEI words found in all sections of the budget documents. (Because of the large ranges in the data, medians are reported as a measure of central tendency instead of means.) The median of DEI Domain words in the documents increased from 26 per document in FY16-17 to a peak of 38 per document in FY20-21, demonstrating a strong upward linear trajectory until FY21-22. There is a precipitous drop off in FY21-22 across all DEI domains. It should be noted that there were significant University-wide budget restrictions placed in FY21-22 due to the onset of the COVID-19 pandemic and resulting temporary financial spending restrictions. The pattern of the data for identity characteristics also indicates an upward linear trajectory from FY17-18 to FY20-21, ranging from a median of 19 in FY17-18 to a median of 31 in FY20-21. An upward linear trajectory for DEI Mechanisms is also evident, with FY18-19 acting as an outlier.

Table 4: Median and Range of DEI Words Across ALL SECTIONS of Budget Documents by Budget Year						
	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	26 (0 - 297)	29 (0 - 122)	34 (4 - 551)	36 (0 - 151)	38 (0 - 220)	15 (0 - 105)
Identity Characteristics	29 (0 - 1291)	19 (0 - 80)	26 (2 - 435)	29 (1 - 130)	31 (0 - 292)	11 (0 - 126)
DEI Mechanisms	1 (0 - 12)	2 (0 - 21)	6 (0 - 100)	4 (0 - 24)	4 (0 - 20)	1 (0 - 44)

When each section of the budget documents (i.e., diversity, priority and other sections) is disaggregated by year, similar trends in the prevalence of DEI language are observed. For the section labeled as *other* in the budget documents, the most frequently used terms related to DEI language were recruitment, retention and success, and an inclusive and equitable campus climate (see Table 5). In addition, topics related to citizenship, immigration status, national origin, race and ethnicity, gender, gender identity, sex and sexual orientation, ability or disability status and culture appeared in over 50% of the cases across all years within the *other* section.

The median number of DEI Domain words in the Other Section were significantly higher in FY18-19 through FY20-21 as compared to the two years prior. Again, a linear pattern for the median of Identity Characteristics words across the years in the Other Section appears from FY16-17 to FY20-21 with FY17-18 being an outlier. Across each year, the prevalence of DEI Mechanisms words in the Other Section was extremely low, with there only being one year where the median number of words was greater than 1 (FY18-19).



Table 5: Median and Range of DEI Words Across OTHER SECTION of Budget Documents by Budget Year

	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	13 (0 - 61)	12 (0 - 86)	22 (1 - 113)	22 (0 - 84)	18 (0 - 105)	11 (0 - 82)
Identity Characteristics	16 (0 - 119)	10 (0 - 77)	17 (0 - 147)	18 (1 - 106)	23 (0 - 153)	10 (0 - 77)
DEI Mechanisms	0 (0 - 6)	1 (0 - 12)	3 (0 - 23)	1 (0 - 19)	1 (0 - 19)	0 (0 - 10)

Within the *diversity* section of the budget documents, inclusive and equitable climate and recruitment, retention and success appeared in over 60% of all cases across the years and accounted for the most frequently occurring words in the diversity section of the documents. The most frequently occurring identity characteristic words were those related to race/ethnicity, gender, gender identity, sex and sexual orientation, occurring most frequently in FY16-17. DEI infrastructure, programs or initiatives words in the diversity section occurred more frequently in the FY18-19 to FY20-21 budget years.

The median DEI Domain words increased in FY18-19 to 10 words from 7 and 8 the two previous years, respectively, and plateaus at 10 for the next three years. There was no significant trajectory for the identity-related words. Once again, very few DEI Mechanisms words were present in the Diversity Section (Table 6).

Table 6: Median and Range of DEI Words Across DIVERSITY SECTION of Budget Documents by Budget Year

	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	8 (0 - 43)	7 (0 - 74)	10 (0 - 107)	10 (0 - 106)	10 (0 - 133)	3 (0 - 22)
Identity Characteristics	5 (0 - 77)	3 (0 - 104)	2 (0 - 41)	4 (0 - 34)	4 (0 - 60)	1 (0 - 26)
DEI Mechanisms	0 (0 - 7)	1 (0 - 10)	1 (0 - 14)	2 (0 - 26)	2 (0 - 26)	0 (0 - 8)

Finally, for the *priority* section of the documents, although with less frequency in cases, words related to inclusive and equitable climate (39%) and recruitment, retention and success (35%) still appeared in this section of the documents more than other DEI Domain terms and accounted for the highest count of DEI Domain words in this section of the document across the years. In FY16-17 the median number of Identity-related words was the same (3) as DEI Domain words, but from FY17-18 to FY19-20, DEI Domain words were more prevalent. From FY20-21 to FY21-22 there was little to no difference in the prevalence of Identity Characteristics and DEI Domain related words (Table 7).



Table 7: Median and Range of DEI Words Across PRIORITY SECTION of Budget Documents by Budget Year						
	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	3 (0 - 102)	6 (0 - 146)	8 (0 - 576)	7 (0 - 196)	5 (0 - 211)	2 (0 - 75)
Identity Characteristics	3 (0 - 291)	3 (0 - 178)	4 (0 - 386)	4 (0 - 186)	4 (0 - 172)	2 (0 - 95)
DEI Mechanisms	0 (0 - 25)	0 (0 - 28)	0 (0 - 160)	0 (0 - 29)	0 (0 - 27)	0 (0 - 8)

Discussion

The evaluation and assessment team assumed that if units incorporated DEI in budget discussions, words related to how they expressed their diversity goals and activities would be reflected in their resource requests/priorities sections. This implies that DEI words would not be limited to the diversity section but would be infused in other parts of the budget documents. The prevalence of DEI words across the various sections of the documents indicate that DEI considerations were being incorporated into budget discussions.

DEI domain words related to improving or creating an inclusive campus climate (including bystander training, implicit bias training, reduction of discrimination, prejudice and prevention of sexual harassment), improving accessibility of units' services and products and ensuring equity in opportunities for constituents were prevalent in the documents.

The budget documents also reflect units' focus on recruiting and retaining a diverse community. Recruitment activities also included outreach to minority serving institutions to attract, among others, underrepresented minorities, students from disadvantaged backgrounds, and first generation students and strengthening various pipeline programs. Units employed a variety of interventions to attract, recruit and retain a diverse pool of constituents. Examples of interventions included implementing fair hiring practices, expanding financial support for students, recruiting staff with skills to serve minority groups, incorporating DEI in new staff orientation and offering DEI professional development.

The analyses show a prevalence of words related to identity characteristics appearing with varying frequencies in all sections and across all years of the documents. Identity words were related to professional development activities to examine whiteness, improve awareness of structural racism, sexism and classism, and reduce reports of negative experiences or micro-aggressions, homophobia, bullying and gender-based violence.

The documents have a noteworthy number of words related to the prevention of sexual and gender-based misconduct. For example, training on sexual harassment during the DEI 1.0 plan period featured prominently in the documents. Education of the U-M community on sexual harassment and misconduct prevention was a strategic objective of some units. Activities in this area included lectures or workshops on sexual harassment and planned or ongoing studies of sexual harassment to develop



best practices/guidance. Narratives included reports on efforts to set up working groups on sexual/workplace harassment prevention.

Efforts to provide services to transgender individuals, among others, were also noted. These included raising the visibility of the LGBTQ+ community on campus through exhibitions, provision of brave spaces, orientation of new students on DEI, including LGBTQ+ identities and funding of student organizations to promote equity and inclusion, including monologues to encourage coming out and provision of resources to support the LGBTQ+ community.

Many units redoubled their commitment to examining their systems and structures with an anti-racist lens, with emphasis on dismantling structures that may disproportionately impact BIPOC colleagues. Examples include scrutinizing and updating recruitment and hiring practices to compensate for inherent and unconscious bias and racism and to lawfully increase the broad diversity of recruitment pools. Units also reported on efforts to preserve the cultural heritage of (among others) minority/underrepresented populations and celebrate the achievements of minority/underrepresented students through programs open to all, including ethnic graduation ceremonies, symposia or funding of student multicultural initiatives.

DEI mechanisms were often mentioned in relation to the various programs, initiatives or structures put in place to ensure the implementation of the DEI strategic plan. These efforts include hiring of DEI officers, setting up of DEI units and committees and the creation of new centers or initiatives to promote DEI efforts.

Limitations

In the evaluation analysis of how academic units infused DEI language into their budget requests, it is important to note some limitations of the analysis approach and resulting data. For instance, the study conducted content analyses of the budget documents, focusing specifically on understanding the frequency of words that appeared in the budget documents. As such, it does not allow for in-depth interpretation of the effectiveness, continuity or success of each unit’s work related to DEI. Second, a categorization model or dictionary of DEI words was used to conduct the analyses. The words that were included were limited by the content of the dictionary. A differently structured dictionary could reveal different word frequencies. Finally, the meaning of words can change depending on context (e.g., the terms and vernacular used to describe DEI topics and issues can change over time). Additionally, the dictionary may not have captured all words used in the documents to express DEI efforts.

Conclusions and Recommendations

Even accounting for the noted considerations, the examination of units’ budget documents provides a valuable and unique lens and represents one indicator of how the values of DEI are tied to unit priorities and core mission related efforts. The prevalence of DEI words in the budget narratives demonstrates an alignment between the unit’s use of DEI language and the university’s DEI strategic plan, especially related to the distal goals of creating a more inclusive and equitable climate (Process) and recruitment, retention and success of diverse students, faculty and staff (People). The analysis shows a sustained infusion of DEI language in units’ described priorities and plans, suggesting a strong commitment to DEI goals. This was particularly notable in the years 2018 to 2021, which was the peak period of DEI plan implementation.

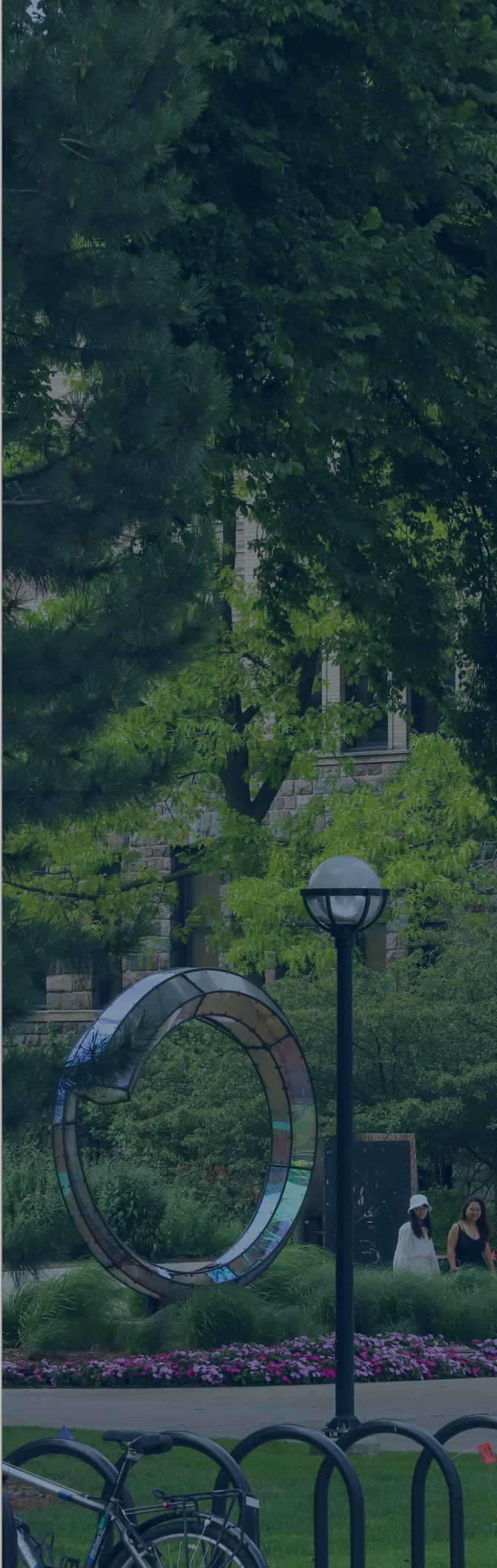


Finally, it is worth emphasizing that linking resources (i.e., budget) to units' DEI efforts and reported progress on those efforts was an intentional strategy of the U-M DEI strategic plan approach. Consistent with the DEI Institutional Change Model guiding U-M's strategic plan (see the Integrative Summary section), the alignment of policies, procedures and structures with DEI values is a critical step toward cultural change. Here, the approach of embedding DEI in the budget process was intended to support transparency and accountability and to incentivize units focusing time and effort on advancing DEI in their unit communities. The current analyses suggest this strategy has begun to yield the intended outcomes—units are increasingly connecting DEI to their core mission and priorities and to their goals of academic excellence. Going forward, it will be critical for U-M leadership to continue to support such structures—centrally and across the institution—that can serve to create new cultural norms.





Appendix Report: **Unit-Level Evaluations and Reflections**



Appendix Report

Unit Self-Evaluations and Reflections: Policies, Practices and Key Lessons

Introduction

This report section summarizes information from units' self-evaluations of their DEI plan efforts, including the areas of effort and action units prioritized in their implementation processes, as well as unit leadership reflections on key lessons learned and goals for their future and on-going DEI strategic planning and action at U-M.

In an effort to catalyze institutional and cultural change toward a more diverse, equitable, and inclusive campus community, the University of Michigan (U-M) Ann Arbor launched an initial five-year DEI strategic plan (DEI 1.0) in 2016 that was the basis for action across the campus. 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.

All 50 campus units (academic, administrative, service) developed unit-specific DEI plans that addressed these distal objectives in ways that aligned with and reflected their unit-specific missions and functions, and these were complemented by a central DEI plan focused on cross-cutting, University-wide efforts. The steps undertaken in campus unit-level and central DEI plans would reflect shorter-term, proximal objectives and action steps toward achieving the three distal objectives, that could be measured and assessed over the five-year strategic plan period (2016-2021).

As a part of the DEI 1.0 plan process, units annually reviewed and updated their DEI plans to reflect both progress toward unit goals related to their constituent groups and any newly identified opportunities and challenges. Each year, units assessed plan-related action items and initiatives such as participation rates in programs, utilization of services, learning outcomes from training and educational efforts and other leading measures of progress.

The 2021-2022 academic year marked the end of the first five-year strategic plan implementation process and the launch of the DEI 1.0 Evaluation Year, which included a self-evaluation process both centrally and at the unit-level. The self-evaluation by each unit and the campus-wide summative evaluation allowed for a more comprehensive assessment of progress toward the goals of institutionalizing DEI activities, structures and functions in a way that is distributed across our campus units and spaces, a necessary condition for creating and sustaining a more diverse, equitable and inclusive campus. This process also aided in identifying areas of DEI focus or impact that may need more attention or improvement. To support this effort centrally, the DEI Evaluation team created the DEI 1.0 Evaluation Toolkit. The Toolkit provided structure and support for units as they engaged in the



self-evaluation process¹ and compiled the unit-reported evaluation data for aggregate analysis to examine institutional change.

The DEI 1.0 unit self-evaluation process was organized into three phases. Each phase was designed to assist units in engaging in their self-evaluation throughout the evaluation year. Phase 1 centered on reviewing unit reported efforts in DEI 1.0 and identifying the data necessary for evaluating those efforts. Units were asked to review and update their domain-specific checklist of institutionalized DEI policies, practices and standard operating procedures.² Phase 2 was organized into three parts, which asked units to examine patterns of change and continuity in the demographic composition and campus climate experiences of their unit constituents and to evaluate the impact of selected DEI efforts their unit undertook during DEI 1.0. The selected efforts represented those that units assessed as requiring the most significant investment of time and resources, as most impactful and/or as most challenging. Phase 3 asked units to reflect on what they reported in Phases 1 and 2, and to describe more holistically their unit’s progress during DEI 1.0, including key lessons learned. Based on their reflections, units were asked to outline their initial priorities for the next phase of our campus’ DEI journey, the next five-year DEI strategic plan and implementation process (DEI 2.0), which will launch in the Fall of 2023.

This section of the DEI 1.0 Evaluation Report focuses on unit-reported evaluation and summarizes the aggregate analysis of unit-level efforts. This analysis contributes to understanding the institutional impact of and lessons learned during the DEI 1.0 plan period by examining units’ formalized policies, practices and procedures (Phase 1), and units’ critical reflections around the DEI 1.0 implementation and evaluation process (Phase 3).³

Formalized Unit Policies and Practices during DEI 1.0 (Phase 1)

Methodology (Phase 1)

Unit-Reported Evaluation Data

This section details the aggregate analysis of unit-level evaluation reporting from Phase 1 of the DEI 1.0 unit self-evaluation process. In Phase 1, units reviewed their own efforts in DEI 1.0, identified the data necessary for evaluating those efforts, and updated their Checklist of institutionalized DEI policies, practices and standard operating procedures formalized during DEI 1.0.

¹ Detailed information about each phase of the DEI unit self-evaluation process as well as the DEI 1.0 Evaluation Toolkit can be found at [DEI 1.0 Evaluation Toolkit | Diversity, Equity & Inclusion | University of Michigan](https://diversity.umich.edu/strategic-plan/dei-evaluation-toolkit/) [URL: <https://diversity.umich.edu/strategic-plan/dei-evaluation-toolkit/>].

² See Table 1 below for more information about the Domain-Specific Checklist of Foundational Policies and Practices.

³ This report section focuses only on the analyses and results of unit-reported data from Phase 1 and Phase 3 of the unit self-evaluation process. Unit-reported data on Phase 2 components, which included DEI Metrics Reports, Climate Survey Reports and Evaluation of DEI Efforts, are not discussed in this report section. However, university-level data on Demographic Diversity, Campus Climate Experiences, and spotlights on select DEI Efforts are discussed in the [DEI 1.0 Evaluation Report website](#) and in the [Downloadable DEI 1.0 Evaluation Report](#).



Each unit was asked to review and update a domain-specific Checklist of its institutionalized DEI policies and practices, which was introduced in the final year (Year 5) of the DEI 1.0 implementation period as a part of units' annual reporting process. Domains reflected different focus areas of policies and practices, i.e., on:

- Recruitment, Retention & Success;
- Inclusive and Equitable Climate;
- Innovative and Inclusive Education, Scholarship & Research; and
- Service Provision.

The different domain areas also represent actions of policy and practice for our *Distal Objectives*, or overall strategic goals of positively impacting:

- “People” (i.e., recruiting, retaining and developing a diverse community of students, faculty and staff);
- “Process” (i.e., creating and promoting a more inclusive and equitable climate and culture); and
- “Products”(i.e., infusing the principles of DEI into our teaching, research/scholarship and/or service).

Each unit's domain-specific checklist responses from the prior year (year 5) were pre-populated into the Phase 1 Reporting Form for the evaluation year, and units had the opportunity to review and update their Checklist responses. Table 1 displays the complete list of policy and practice types, organized by domain.

In addition to reviewing and updating their domain-specific Checklist, units were asked to indicate which constituencies were impacted by each policy or practice formalized within their unit. Additionally, for each domain, units were asked to elaborate on how these policies and practices were implemented and operationalized within their unit. This allowed units to share specific ways their unit had developed and enacted institutional policies and practices relevant to diversity, equity and inclusion. Units submitted their Phase 1 reporting form via Qualtrics, an online survey tool.



Table 1: Domain-Specific Checklist of Foundational Policies and Practices

Domain-Specific Checklist of Foundational Policies and Practices (Glossary for Checklist Items) ⁴	
<p><u>Recruitment, Retention & Success</u> (People Distal Objective)</p> <ul style="list-style-type: none"> ● Admissions ● DEI in Staff Annual Review Process (APE) ● Exit Interviews ● Fair/Unbiased Hiring ● Holistic/Well-being ● Mentorship or Sponsorship Connection Tools ● Onboarding and/or Orientation ● Professional/Career Development ● Promotion Path ● Turnover/Attrition 	<p><u>Inclusive & Equitable Climate</u> (Process Distal Objective)</p> <ul style="list-style-type: none"> ● Accessibility ● Accommodations ● Budget Practices ● Conflict Resolution ● DEI Skills Training ● Enhanced Communications & Feedback ● Equity Review ● Facilities Planning ● Naming/Un-Naming and/or Dedication ● Recognition/Awards
<p><u>Innovative and Inclusive Education, Scholarship & Research</u> (Products Distal Objective)</p> <ul style="list-style-type: none"> ● Assessment Practice ● Broader Impacts Review ● Community-Engaged Learning or Practice ● Critical Lens or Decolonizing Framework ● Curricular Change ● DEI in Faculty Annual Review Process (FAR) ● Inclusive Teaching/Pedagogy ● Pipeline Programs ● Recognition/Awards ● Service-/Action-based Learning 	<p><u>Service Provision</u> (Products Distal Objective)</p> <ul style="list-style-type: none"> ● ADA Compliant ● Civic Engagement ● Community-identified Priorities ● Empowerment/Acknowledging Power ● Equitable Stewardship ● External Partnership ● Non-profit Assistance ● Outreach Activities ● Underserved Group Focus ● Volunteerism

Analysis Strategy

Responses for all 50 campus units were included in this analysis. Table 2 lists all units by unit category: academic, administrative and service. Trained Office of Diversity, Equity & Inclusion (ODEI) staff and student employees conducted analyses using Stata and Excel.

Campus Engagement in DEI Policies and Practices. The evaluation and assessment team considered the level of campus-wide engagement as the extent that units across our campus developed and formalized a DEI policy or practice. For the team’s analysis, this was examined as the percentage of academic or administrative/service units that formalized the policy/practice for a specific constituency (faculty, staff, student or other). Percentages of units that formalized a given policy or practice were

⁴ URL to Glossary for Checklist Items:
<https://docs.google.com/document/d/1PfxZTX1C4dfJ4WNN6HBHIWtM4SyyFoLn/edit?usp=sharing&ouid=109075471335778018280&rtpof=true&sd=true>



organized in six levels of engagement: none (0%), very low (1-19%), low (20-39%) medium (40-59%), high (60-79%) and very high (81-100%).

Results from Phase 1 Data

Campus Engagement by Domain. The evaluation and assessment team expected that some domains should be equally relevant to all units (e.g., all units should be able to report efforts related to “Recruitment, Retention & Success” and “Inclusive & Equitable Climate” for their respective constituencies). It was also expected that some domains would be more relevant to the missions and functions of some unit types than other domains (e.g., academic units would likely have more policies/practices related to the “Innovative and Inclusive Education, Scholarship & Research” domain, while most administrative and service units would likely have less engagement in this domain). Overall findings reflect these expectations. A majority of units (34 of 50, or 68%) engaged in formalizing policy and practice across all 4 domains.

Of the 16 units that did not report engaging policies and practices within all 4 domains:

- Only 2 units (4%) did not report engagement in the Recruitment, Retention & Success Domain, and 1 unit (2%) did not engage the Inclusive & Equitable Climate Domain.
- Eight (8) units (16%) did not report engagement in the Innovative and Inclusive Education, Scholarship & Research Domain, but all were administrative and service units.
- Five (5) units (10%) did not report engagement in the Service Provision Domain, and 3 of these units were administrative.

These findings suggest that units’ high level of engagement, campus-wide, across the policy/practice domains, aligned in ways that are appropriate to the unit function and mission. Each unit’s responses to the domain-specific checklist can be found on here [[Tableau](#)⁵ | [CSV](#)⁶].

⁵ [URL to interactive Tableau dashboard: <https://myumi.ch/AwVkw>]

⁶ [URL to CSV data file for accessibility: https://drive.google.com/file/d/16JB17xe1378mLSWnaHIGMSI8y2rvTBQU/view?usp=share_link]



Table 2: Units by Category

Unit Category	# of Units	Unit Names
Academic	21	College of Engineering College of Literature, Science and the Arts College of Pharmacy Ford School of Public Policy Institute for Social Research Law School Life Sciences Institute Michigan Medicine Rackham Graduate School Ross School of Business School for Environment and Sustainability School of Dentistry School of Education School of Information School of Kinesiology School of Music, Theatre, and Dance School of Nursing School of Public Health School of Social Work Stamps School of Art & Design Taubman College of Architecture and Urban Planning
Administrative	13	Athletic Department Business & Finance Office of Budget and Planning Office of Diversity, Equity, and Inclusion Office of Enrollment Management Office of Government Relations Office of the President Office of the Provost Office of the Vice President and General Counsel Office of the Vice President and Secretary of the University Office of the Vice President for Communications Office of the Vice President for Research Office of University Development
Service	16	ADVANCE Program Bentley Historical Library Center for Academic Innovation Center for Research on Learning and Teaching Center for the Education of Women Clements Library Division of Public Safety and Security Duderstadt Center Graham Sustainability Institute Information and Technology Services Matthaei Botanical Gardens and Nichols Arboretum Museum of Art Office of Audit Services Officer Educational Programs Student Life University Libraries

Campus Engagement by Distal Objective

The evaluation and assessment team also examined units’ engagement in DEI-focused policies, practices and activities based on Distal Objective, or the strategic goals related to enhancing DEI in



relation to “People,” “Process” and “Products.” For these analyses, we compared the group of academic units to a combined group of service and administration units.

People. With regard to unit-reported engagement around formalized policies, procedures and practices related to recruiting, retaining and developing a successful workforce and student body (the “People” Distal Objective), analyses showed significant engagement across the 50 units during the DEI 1.0 period. Nearly all academic and administrative/service units formalized forms of policies and practices focused on the recruitment and development of staff.

Table 3 summarizes units’ engagement level for a variety of “People” focused policies and practices. A few examples are highlighted. As indicated in Table 3, both academic and administrative/service units reported implementing policies to support fair and unbiased hiring of staff at the “very high” level (80-100% of units). Additionally, nearly all academic units enacted policies to support fair and unbiased hiring of faculty and admissions practices related to students.

With regard to policies related to faculty, staff and student development, nearly all academic units (80-100%) reported providing professional and career development opportunities for staff during the DEI 1.0 period. In addition, a substantial proportion of academic units (40-79%) reported providing mentorship or sponsorship connection tools for their faculty and students. Similarly, many administrative/service units (40-79%) reported providing mentorship and sponsorship connection tools for their staff. Most academic and administrative/service units incorporated DEI into their staff annual review process (40-79% of both unit types). While many units reported engagement in exit interviewing among staff (and among faculty in academic units), very few academic or administrative/service units, as reported in the unit-level self-evaluations, implemented practices to track turnover and attrition or to create opportunities and increased transparency related to promotion paths.



Table 3: Percent of Units Reporting Engagement in Policies and Practices related to the PEOPLE Distal Objective during DEI 1.0

Policy and Practice	Academic Units				Administrative and Service Units			
	Faculty	Staff	Student	Other	Faculty	Staff	Student	Other
Professional/Career Development	●	●	●	●	●	●	●	●
Holistic/Well-being	●	●	●	●	●	●	●	●
Onboarding and/or Orientation	●	●	●	●	●	●	●	●
Fair/Unbiased Hiring	●	●	●	●	●	●	●	●
Mentorship or Sponsorship Connection Tools	●	●	●	●	●	●	●	●
Admissions	●	●	●	●	○	●	●	●
Exit Interviews	●	●	●	●	●	●	●	○
Turnover/Attrition	●	●	●	●	●	●	●	●
Promotion Path	●	●	●	●	●	●	○	○
DEI in Staff Annual Review Process (APE)	●	●	●	○	●	●	○	○

Note.

- 80% to 100%, very high engagement
- 40% to 79%, medium and high engagement
- 1% to 39%, very low and low engagement
- 0%, no engagement

Process. During the DEI 1.0 period, many campus units formalized practices and policies to promote an inclusive and equitable climate for all (the “Process” Distal Objective). As shown in Table 4, nearly all academic units (80-100%) reported implementing enhanced communication and feedback practices for faculty, staff and students, as well as for other community members, while many administrative/service units (40-79%) engaged in enhanced communication relative to staff. The vast majority of academic and administrative/service units (80-100% of both unit types) reported providing or supporting DEI skills training opportunities for staff, and nearly all academic units (80-100%) supported similar DEI skills training opportunities for faculty and students as well.

Academic units reported more recognition and awards activity engagement than did administrative/service units. A strong majority of academic units organized recognition and awards for staff (80-100%), and a substantial proportion of academic units (40-79%) established recognition opportunities for faculty, students and other campus community members.

Both academic and administrative/service units reported formalizing accessibility and accommodations policies for all constituencies (40-79% of both unit types). Both unit types engaged in budget practices, conflict resolution and equity review for staff, and academic units also engaged in these policies in relation to faculty and students. More academic units engaged in facilities planning than did administrative/service units (40-79% of academic units vs. 1-39% of administrative/service units). Very few academic or administrative/service units reported enacting procedures related to the naming or dedication of facilities.



Table 4: Percent of Units Reporting Engagement in Policies and Practices related to the PROCESS Distal Objective during DEI 1.0

Policy and Practice	Academic Units				Administrative and Service Units			
	Faculty	Staff	Student	Other	Faculty	Staff	Student	Other
Enhanced Communications & Feedback	●	●	●	●	●	●	●	●
DEI Skills Training	●	●	●	●	●	●	●	●
Recognition/Awards	●	●	●	●	●	●	●	●
Accessibility	●	●	●	●	●	●	●	●
Accommodations	●	●	●	●	●	●	●	●
Facilities Planning	●	●	●	●	●	●	●	●
Budget Practices	●	●	●	●	●	●	●	●
Conflict Resolution	●	●	●	●	●	●	●	●
Equity Review	●	●	●	●	●	●	●	●
Naming/Un-Naming and/or Dedication	●	●	●	●	●	●	●	●

Note.

- 80% to 100%, very high engagement
- 40% to 79%, medium and high engagement
- 1% to 39%, very low and low engagement
- 0%, no engagement

Products. The evaluation and assessment team also examined units’ reported engagement with policies and practices related to promoting innovative and inclusive education, scholarship, research and service provision during the DEI 1.0 period (the “Products” Distal Objective). As shown in Table 5, academic units were more engaged with policies and practices relevant to the Products distal objective than were administrative/service units. This pattern can be seen with regard to outreach activities, assessment practice, community-engaged learning and curricular change. Overall, more academic units reported engaging policies relevant to scholarship, research and service provision, a trend that is not surprising given the missions of academic units and the constituencies served as compared to administrative/service units. The one exception to this trend is that similar proportions of academic and administrative/service units reported implementing ADA-compliant policies during the DEI 1.0 period (40-79% of both unit types).

Nearly all academic units (80-100%) enacted inclusive teaching practices for faculty and incorporated DEI into the faculty annual review process (FAR). Additionally, most academic units (80-100%) reported engagement in pipeline programs to support student outreach and recruitment. However, few academic or administrative/service units reported engaging in policies/practices focused on equitable stewardship, empowerment or acknowledging power, volunteerism or non-profit assistance, as reported in the DEI 1.0 unit self-evaluations.



Table 5: Percent of Units Reporting Engagement in Policies and Practices related to the PRODUCTS Distal Objective during DEI 1.0

Policy and Practice	Academic Units				Administrative and Service Units			
	Faculty	Staff	Student	Other	Faculty	Staff	Student	Other
ADA Compliant	●	●	●	●	●	●	●	●
Outreach Activities	●	●	●	●	●	●	●	●
External Partnership	●	●	●	●	●	●	●	●
Inclusive Teaching/Pedagogy	●	●	●	●	●	●	●	●
Pipeline Programs	●	●	●	●	●	●	●	●
Recognition/Awards	●	●	●	●	●	●	●	●
Assessment Practice	●	●	●	●	●	●	●	●
Community-identified Priorities	●	●	●	●	●	●	●	●
Underserved Group Focus	●	●	●	●	●	●	●	●
Civic Engagement	●	●	●	●	●	●	●	●
Community-Engaged Learning or Practice	●	●	●	●	●	●	●	●
Critical Lens or Decolonizing Framework	●	●	●	●	●	●	●	●
Curricular Change	●	●	●	●	○	○	●	○
Service-/Action-based Learning	●	●	●	●	●	●	●	●
DEI in Faculty Annual Review Process (FAR)	●	●	●	●	○	○	○	○
Broader Impacts Review	●	●	●	●	●	●	●	●
Empowerment/Acknowledging Power	●	●	●	●	●	●	●	●
Equitable Stewardship	●	●	●	●	●	●	●	●
Volunteerism	●	●	●	●	○	●	●	●
Non-profit Assistance	●	●	●	●	○	●	●	●

Note.

- 80% to 100%, very high engagement
- 40% to 79%, medium and high engagement
- 1% to 39%, very low and low engagement
- 0%, no engagement

Conclusions from Phase 1 Results

During the DEI 1.0 strategic plan period, campus units formalized multiple policies and practices in efforts to create a more diverse, equitable and inclusive campus community. Units' level of engagement varied by constituency, unit type, and types of policy or practice. In general, more units formalized policies and practices relevant to recruitment and retention ("People" distal objective) and creating an inclusive and equitable climate ("Process" distal objective). To a noteworthy although lesser extent given the distinct missions of academic and administrative/service units, some units



(primarily academic) enacted policies and practices related to inclusive education, scholarship, research and service (“Products” distal objective). The patterns documented represent a potential opportunity for identifying areas of strength and capacity across the university as well as for identifying gaps and needs as the university and campus units continue their DEI related efforts.

Across all distal objectives, the policies and practices for which academic units reported most engagement were enhanced communications and feedback, DEI skills training and fair and unbiased hiring of staff and faculty. For administrative/service units, the policies and practices most engaged were professional and career development, fair and unbiased hiring and DEI skills training, all in relation to staff. In fact, both academic and administrative/service units exhibited the greatest engagement with practices and policies in relation to staff, followed by faculty and students. This greater focus on staff is an interesting finding, especially given the common perception that faculty and students often garner more attention and resources than staff. This finding suggests that units are working on and enacting policies and practices relevant to the development and retention of staff, but perhaps these critical efforts are not communicated broadly with staff or impact some staff only indirectly, and thus suggest a possible disconnect between unit efforts and the awareness of constituents they intend to support. Not surprisingly, engagement with practices and policies with respect to faculty and students was greatest among academic units and reflects the respective mission and focus of academic units as compared to administrative/service units.

Overall, these findings demonstrate meaningful engagement across campus units during the DEI 1.0 period, as evidenced by the implementation of multiple forms and types of policies and practices critical to supporting a diverse, equitable and inclusive campus community.

Analysis of Unit Reflections from DEI 1.0 (Phase 3)

Methodology (Phase 3)

Unit-Reported Evaluation Data

This section summarizes aggregate analysis of reporting from Phase 3 of the DEI 1.0 unit self-evaluation process. Phase 3 was the final phase of the DEI 1.0 unit self-evaluation process and prompted units to share their broad and specific reflections on their DEI 1.0 efforts along with their initial planning priorities for their future DEI efforts, including in the next phase of the university’s DEI strategic plan work. The overall goal of this self-evaluation phase was to encourage units to develop data/evidence-informed reflections on their efforts and key impacts/accomplishments and on their unit’s future key priorities.

Units were specifically asked to reflect on what they reported in Phases 1 and 2 and to think holistically about their DEI 1.0 efforts and progress toward each distal objective (i.e, people, process, products). For each distal objective, units were asked to identify lessons learned, best practices that emerged and possible pitfalls to avoid in the future. Based on these reflections, units were then asked to describe their initial thoughts about their unit’s priorities for the next phase of U-M DEI strategic planning (DEI 2.0) for each distal objective. Units submitted their Phase 3 reflections via Qualtrics, an online survey tool. Each unit’s full response to the unit reflection questions can be found on [this page of the DEI 1.0 Evaluation Report website](#).⁷

⁷ [URL to Unit Reflections webpage on DEI 1.0 Evaluation Report website: <https://report.dei.umich.edu/unit-reflections/>]



Analysis Strategy

Fifty (50) unit responses were included in this analysis. Data were organized in Microsoft Excel and Word, and coding and analysis were conducted using the mixed-method software Dedoose⁸. Trained Office of Diversity, Equity & Inclusion (ODEI) Evaluation and Assessment staff and student employees coded the data. In all, five coders were involved in the coding process. All coders met with the project leader to review coding procedures and receive training in the coding software.

The analyses followed a grounded approach in which themes were identified based on the topics brought up in units' open-ended responses. As such, the analysis was exploratory in nature. Identifying themes in units' own responses was critical to gaining insight into the successes and challenges experienced by units during the DEI 1.0 period. A thematic analysis approach was used, and the same set of codes was applied to each unit's response. Trends and themes were then identified holistically by looking at the frequency and co-occurrence of codes across all units.

Response content was coded when there was mention of particular Checklist items/categories (e.g., "Accessibility"), explicit mention of particular constituency groups (e.g., "staff," "students"), and description of the "how" and "why" of what units reflected on that warranted the creation of new codes. All coders had access to the glossary definitions of each initial code so they had a common understanding of their meaning⁹. When new codes were created, coders attached an explanation and/or example of the precise content the code captured for other coders to reference.

Initial codes were taken from the Inclusive and Equitable Climate Checklist; Recruitment, Retention & Success Checklist; Innovative and Inclusive Education, Scholarship & Research Checklist; and Service Provision Checklist, each presented to respondents in the Phase 1 reporting form. Initially, there were also codes for three common constituency groups: students, staff, and faculty. Throughout the coding process, new codes were created to capture initiatives, strategies and challenges units reported that were not adequately reflected by Checklist items. Additional codes were also created to flag other constituencies, such as alumni and researchers, and provide further specification (e.g., undergraduate students, graduate students).

The conversion of codes into themes was guided by looking at which codes co-occurred frequently, as well as by paying attention to the section of the reflection in which they emerged (e.g., "Lessons," "Best Practices," "Pitfalls," "Priorities"). Coders identified summative themes that encompassed several codes at once. Coding conflicts were resolved through discussions during team meetings in which coders ensured they were interpreting codes consistently and asked questions regarding the content of new codes. Following the initial round of coding, a secondary coder went through each unit's response and flagged coding decisions they disagreed with while adding additional codes as needed.

Results from Phase 3 Data

This results section summarizes the thematic trends that emerged among responses to the Phase 3 Reporting Form by distal objective, unit type and code grouping.

⁸ Dedoose. (2022). *Web application for managing, analyzing, and presenting qualitative and mixed method research data* (Version 9.0.26). Los Angeles, CA: SocioCultural Research Consultants, LLC. www.dedoose.com.

⁹ Refer to Table 2 for the glossary of checklist items (from Phase 1).



Themes by Distal Objective

People. With respect to the People distal objective, units most frequently mentioned their efforts to implement fair/unbiased hiring practices in order to recruit a more diverse workforce [n=109 code co-occurrences, across 42 units (84%)¹⁰]. Often, unconscious bias training and other professional development workshops were integral to this process. In general, professional development [n=68 code co-occurrences, across 34 units (68%)] and DEI skills training [n=59 code co-occurrences, across 28 units (56%)] were commonly mentioned with relation to recruiting, retaining and developing diverse individuals. Units saw enhanced communication and feedback [n=68 code co-occurrences, across 37 units (74%)] as necessary for cultivating a sense of belonging among employees and encouraging accountability as they pursued these goals. Several units engaged diversity through a racial/ethnic lens, prioritizing efforts seeking (through lawful means) increased recruitment, retention and development of BIPOC individuals in particular [n=62 code co-occurrences, across 29 units (58%)].

Process. When discussing the process of creating an inclusive and equitable climate, units saw consistent and transparent communication combined with opportunities for constituents to provide feedback as the most important element of successful initiatives [n=91 code co-occurrences, across 41 units (82%)]. DEI skills training [n=63 code co-occurrences, across 35 units (70%)] and assessment practices [n=58 code co-occurrences, across 30 units (60%)] were also useful tools for facilitating and assessing improvements in campus climate. The involvement and support of unit leadership [n=51 code co-occurrences, across 28 units (56%)] was valued as a way to promote buy-in among constituents and ensure DEI efforts were a priority.

“We found it was important to have all staff participate in the DEI skills trainings. This means not just participating but also leading discussions. It is important to have voices at all levels represented in discussions so OVPGR staff recognize this is a community-wide effort and not just a top-down initiative. Encouraging staff to select topics for discussion or skills that they would appreciate fine-tuning is a great way to get buy-in. Even if staff are not able to make a recommendation for how to fill a gap in skills, when they share something they are seeking to better understand or develop, programming and discussions can be tailored to meet the needs of the unit.” - Office of VP and Government Relations

Products. Strong communication and feedback processes are critical to the efficacy of DEI efforts, and these areas were often mentioned by units with respect to products of work to increase inclusivity and equity [n=53 code co-occurrences, across 31 units (62%)]. These “products” often took the form of specialized DEI newsletters, structured community dialogues about DEI topics, climate surveys and the creation of new communications positions. Other products focused on inclusive teaching [n=50

¹⁰ N=109 indicates that the code “fair/unbiased hiring practices” was applied 109 times within the responses given for the “People” distal objective, and the mentions of “fair/unbiased hiring practices” were made by 42 of the 50 units, or 84% of all units.



code co-occurrences, across 23 units (46%)], including inclusive pedagogy trainings and changes to curricula. Often, such trainings and curriculum changes aimed to incorporate anti-racism into teaching practices and acknowledge racist structures both in American society and potentially within the University of Michigan itself. Units sought to improve racial equity and address the concerns of BIPOC individuals [n=45 code co-occurrences, across 25 units (50%)] through efforts that were targeted but open to all, including outreach activities, DEI skills training and implementation of unbiased hiring practices as well.

Themes by Type of Unit

As was expected due to their different functions and missions, academic, administrative, and service units varied in their reported approaches to DEI work.

Academic. Although DEI skills training was common across all three unit types, almost half (45.5%) of mentions of this effort came from academic units. The reported implementation of inclusive teaching/pedagogy training, which applies less to administrative or service units than academic units, may explain this trend. Despite offering more DEI trainings, academic units were more likely to report struggles with encouraging constituents to “buy-in” to DEI work. Academic units accounted for 67.1% of mentions of the need for greater buy-in and use of incentives. Incorporating DEI metrics into faculty evaluations, recognizing DEI efforts with awards and providing grants for DEI-related research were among the strategies academic units employed to increase engagement. A strength for academic units were descriptions of scaffolding mentorship and advancement opportunities for employees; 70.4% of comments regarding mentorship tools and 51.1% of those regarding promotion paths came from academic units.

Administrative. Compared to academic and service units, administrative units focused more often on developing a positive organizational climate, accounting for 64.3% of mentions. They were also more likely to cite hybrid/remote work environments (52% of mentions) and time constraints (67.8% of mentions) as factors affecting their DEI efforts. Robust outreach efforts during employee recruitment (69.6%) and exit interviews (58.9%) were reported as important strategies for recruiting diverse talent and understanding/addressing climate issues that led to turnover.

Service. Strikingly, a substantial majority of mentions of abilities (72%), accessibility (67%), and accommodations (63%) came from service units. Accessibility was described as an important area of improvement for both physical spaces frequented by constituents and new virtual resources that emerged during the COVID-19 pandemic. Service units also accounted for most mentions of outreach activities (68.1%) and civic engagement (56.6%), suggesting greater connection with community members within and beyond the university.

Themes by Code Groupings

“Why”. Several commonly held goals guided units’ DEI efforts. Overall, the most frequently cited goal was the achievement of fair/unbiased hiring practices [n=160 code applications, across 46 units (92%)], with the understanding that this would lead to the recruitment of a more diverse workforce. For academic units, in particular, establishing inclusive teaching practices and engaging faculty training/education was reported as a major objective [n=102 code applications, across 25 total units (18 academic units) (50% total units, 86% of academic units)]. Descriptions of inclusive teaching also concerned accessibility [n=53 code applications, across 25 units (50%)], a goal mentioned in relation to hiring practices and facilities planning as well. Although mentioned less frequently, many units also



expressed a desire to cultivate a positive organizational climate [n=37 code applications, across 17 units (34%)] and encourage equitable stewardship of DEI initiatives [n=34 code applications, across 22 units (44%)].

“How”. In order to achieve these and other goals, units adopted a number of strategic approaches and tools. Across all units, finding ways to engage constituents in DEI efforts was a central objective. This entailed robust communication with faculty, staff, students and other constituencies [n=258 code applications, across 45 units (90%)], the integration of DEI skills training [n=182 code applications, across 44 units (88%)] and related professional development opportunities [n=181 code applications, across 42 units (84%)]. Several units established DEI committees consisting of constituents who volunteered to take a leadership role in devising and implementing DEI initiatives [n=93 code applications, across 30 units (60%)]. Soliciting feedback from constituents and involving them in decision-making processes enabled units to pursue community-identified priorities [n=26 code applications, across 13 units (26%)].

“A potential pitfall is not putting enough time and resources into communicating with the community to build transparency, create avenues for input and share updates on what is happening [...] Based on input from our community we created multiple methods of communication, feedback and input. Utilizing Deans, managers and supervisors to communicate about DEI values, efforts and impact is also important.” - School of Information

As units implemented DEI skills training and related professional/career development, some learned that these engagement opportunities were most effective when they were led/supported by external facilitators with expertise in the subject and the content was tailored to the experiences of the constituent group participating in the sessions. Some units made participation in training mandatory, while others found opt-in “learning communities” to be a more welcoming way for individuals to acquire and practice DEI skills. ADVANCE’s STRIDE training and unconscious bias training for members of faculty and staff search committees were noted as important mechanisms for encouraging fair and unbiased hiring practices, as was standardization of interview questions, evaluation rubrics and onboarding processes.

Collaboration was also integral to many units’ approaches. Units reported sharing resources and partnering with other units within the U-M [n=86 code applications, across 31 units (62%)]. In other cases, units reported seeking partnerships with external organizations and experts [n=76 code applications, across 31 units (62%)]. Throughout the DEI 1.0 period, units reported seeking to increase their accountability for advancing DEI goals [n=72 code applications, across 25 units (50%)] and to improve transparency in communications with constituents [n=54 code applications, across 27 units (54%)].

Units realized that DEI efforts require significant investment of resources to be effective [n=64 code applications, across 29 units (58%)]. Financial support [n=68 code applications, across 23 units (46%)], such as scholarships, grants and larger DEI budgets, was one aspect of this investment, but



time and personnel were named critical as well. Units also recognized the need to dedicate resources to assessment practices to gauge constituent needs and evaluate the impact of new programs and policies [n=164 code applications, across 40 units (80%)]. Academic units also called for concrete curricular change in order to promote inclusive and equitable pedagogy [n=61 code applications, across 17 total units (14 academic), 34% total and 67% of academic units)].

Along with the use of these effective strategies, units encountered several challenges as they strived to recruit, retain and develop a diverse community and create an inclusive and equitable climate on campus. Unsurprisingly, units reported that the COVID-19 pandemic [n=63 code applications, across 26 units (52%)] disrupted prior planned DEI plans and presented units with unfamiliar situations to navigate, including the transition to remote or hybrid work and learning [n=37 code applications, across 17 units (34%)].

In addition to stressors associated with the pandemic, some units mentioned that time constraints [n=32 code applications, across 21 units (42%)] often led DEI efforts to fall by the wayside as employees dedicated their work hours to competing demands. This was especially common when participation in DEI work was structured as an additional task, added to “regular” obligations, and was unrecognized, unrewarded and/or uncompensated. As units embarked on new DEI initiatives, some noted that lack of access to data [n=25 code applications, across 10 units (20%)] and duplicative efforts [n=20 code applications, across 11 units (22%)] or siloed efforts [n=19 code applications, across 12 units (24%)] also hindered progress.

In identifying pitfalls to avoid, units also commonly cited gaps, as discussed below, related to underrepresented and racially minoritized groups and individuals (BIPOC) and anti-racism [n=30 code co-occurrences, across 20 units (40%)], as well as assessment practices [n=29 code co-occurrences, across 22 units (44%)]. As units attempted to implement anti-racist initiatives, they reported that time constraints, competing demands and a lack of buy-in presented challenges. Some units noted that lack of access to data about race/ethnicity and the experiences of BIPOC individuals on campus also hindered efforts to identify avenues of improvement and assess the efficacy of previous initiatives. Lack of adequate data and evaluation mechanisms was noted as an issue beyond anti-racism work. Many units noted that they did not have procedures, systems or expertise in place to evaluate the impact of the DEI trainings or the new policies to which they had dedicated resources.



“Units need central support in data collection and analysis: From sourcing to retention, acquiring and analyzing data is critical to pinpointing organizational problem areas and then developing potential solutions.” - Office of University Development

“Upon reflection, we recognize ways that we can augment our data collection and benchmarking activities to help us better understand the impact of our efforts. As a small unit, it can be challenging to collect useful data without compromising anonymity or confidentiality. In DEI 1.0, to maintain confidentiality, we sacrificed a degree of granularity in our data. As a result, our measures of progress are not precise enough to be optimally useful and instructive. In the future, we will aim to share learnings with other small units and find innovative ways to capture data more comprehensively without invading privacy.” - Graham Sustainability Institute

“Who”. A sizable proportion of units reflected on issues relevant to BIPOC individuals and advancing anti-racism [n=202 code applications, across 37 units (74%)]. This focus largely grew out of the national racial awakening in 2020—spurred by public attention to police violence against Black communities (including the murder of George Floyd) and increased awareness of systemic societal racial inequality—and the call to action and expansion of anti-racist efforts on campus. However, units also reflected on issues related to varied and interconnected identity experiences including issues related to gender [n=64 code applications, across 27 units (54%)], LGBTQ+ [n=19 code applications, across 13 units (26%)], abilities [n=22 code applications, across 10 units, (20%)], socioeconomic status [n=12 code applications, across 7 units (14%)], first-generation status [n=8 code applications, across 5 units (10%)], international populations [n=7 code applications, across 5 units (10%)] and age [n=4 code applications, across 4 units (8%)].

In examining patterns across constituency groups, units most frequently mentioned staff throughout phase 3 responses [n=421 code applications, across 47 units (94%)]. Additionally, staff was the top constituency group mentioned within the People and Process distal objectives [n=119 code applications, across 41 units (82%), and n=99 code applications, across 40 units (80%), respectively], while students and faculty were both mentioned slightly more often related to the Products distal objective [n=60 code applications for staff, across 32 units (64%)]. Staff were also mentioned in relation to DEI Skills Training [n=88 code applications, across 32 units (64%)], as units expressed a desire for a greater variety of DEI trainings for staff, as well as workshops that are tailored to their everyday work. Additionally, staff were most likely to participate in voluntary DEI Committees [n=35 code applications, across 18 units (36%)], as compared to faculty and students.



Conclusions from Phase 3 Results

As part of their DEI 1.0 self-evaluation process, units reflected on their lessons learned, best practices and pitfalls to avoid in engaging the critical work to make U-M more diverse, more equitable and more inclusive. Units considered a variety of identity experiences in their reflections including issues related to race, gender, sexual orientation, ability status, socioeconomic status and age, among others. Several common themes emerged across unit reflections.

Topics relevant to staff were frequently mentioned across all units, especially as it related to recruiting and retaining a diverse workforce (People distal objective) and fostering an inclusive and equitable climate for all (Process distal objective). Units acknowledged that staff were more likely to engage in voluntary DEI commitments that, in many cases, were additional to their regular work obligations and that often went unrecognized or uncompensated. Additionally, units mentioned the need for more DEI skills training for staff, particularly focused on infusing DEI into their everyday work and performance. Topics relevant to faculty and staff were also mentioned but most often by academic units and in relation to supporting inclusive education, scholarship and research (Products distal objective).

While there were several common themes across all units, some differences emerged across unit types. Academic units called for concrete curricular change in order to promote inclusive and equitable pedagogy but also noted comparatively more struggle to get “buy-in” for DEI work than administrative and service units’ reflections. Administrative units often mentioned time constraints as a barrier to engaging DEI work and centered much of their efforts on recruiting diverse talent and understanding the climate issues that could lead to turnover. Service units often mentioned the accessibility and accommodations work they engaged to make physical and virtual spaces more accessible, especially given the move to remote/hybrid work and learning due to the pandemic. While units responded to the shifting realities and varying needs of the campus community, the COVID-19 pandemic disrupted some ongoing DEI efforts and created additional challenges. Even with these difficult times, units found ways to continue the critical work of DEI.

Units emphasized the importance of engaging constituencies through robust communications, soliciting feedback and involving constituents in the decision-making process, and many units created DEI committees with representatives from faculty, staff and students. In doing so, units sought to increase accountability and improve transparency. Still gaining “buy-in” for DEI work was often mentioned as a challenge, especially among academic units.

Implementing DEI efforts requires a significant investment of resources, not only financial, but also time and personnel. One of the most frequently mentioned needs was more dedicated resources for evaluation and assessment of new programs and policies, as many units do not have procedures and systems, nor expertise, to evaluate their DEI work. However, units frequently mentioned the importance of collaboration and sharing of resources. Units often partnered with other units within U-M and also engaged external organizations and experts to support their efforts in DEI 1.0.



Overall Conclusions

At the conclusion of DEI 1.0, the University of Michigan engaged in a self-evaluation process both centrally and at the unit-level. This self-evaluation process helped to identify which institutionalization components (policy, practices, structures, culture and climate) or dimensions (constituents, campus, community) are progressing well and which need more attention. All 50 campus units¹¹ completed a self-evaluation during the DEI 1.0 Evaluation year, and their responses were aggregated and analyzed to examine institutional change through formalized unit-level policies and practices (Phase 1) and critical lessons learned from data-informed unit reflections on their DEI 1.0 implementation process and evaluation efforts (Phase 3).

Most unit policies and practices established during DEI 1.0 focused on recruitment and retention (People distal objective) and promoting an inclusive and equitable climate (Process distal objective). However, academic units were more likely to enact policies and practices relevant to inclusive education, scholarship, research and service (Products distal objective). However, in their reflections on DEI 1.0, academic units called for concrete curricular change in order to promote inclusive and equitable pedagogy, highlighting a potential opportunity area as this critical work continues into DEI 2.0.

Across both sets of analysis, there was a clear focus on staff, with units demonstrating the greatest engagement with practices and policies in relation to staff, specifically around fair and unbiased hiring and DEI skills training. However, units also acknowledged potential imbalances, e.g., with staff more likely to engage in voluntary DEI commitments in addition to their regular work responsibilities, and in some cases this work can go unrecognized and uncompensated.

In examining unit responses to the top pitfalls, lessons and best practices, enhanced communication and feedback were mentioned most frequently. This suggests that enhanced communication and feedback are areas where units have the most new insights, face the most challenges and are also having the greatest success. While enhanced communication and feedback is still listed among top priorities, expertise in assessment/evaluation and practice was also noted more frequently, suggesting that units need greater support and capacity in evaluating their DEI programs and policies, including data collection and analysis to better understand the needs of different groups, as well as in supporting effective practice.

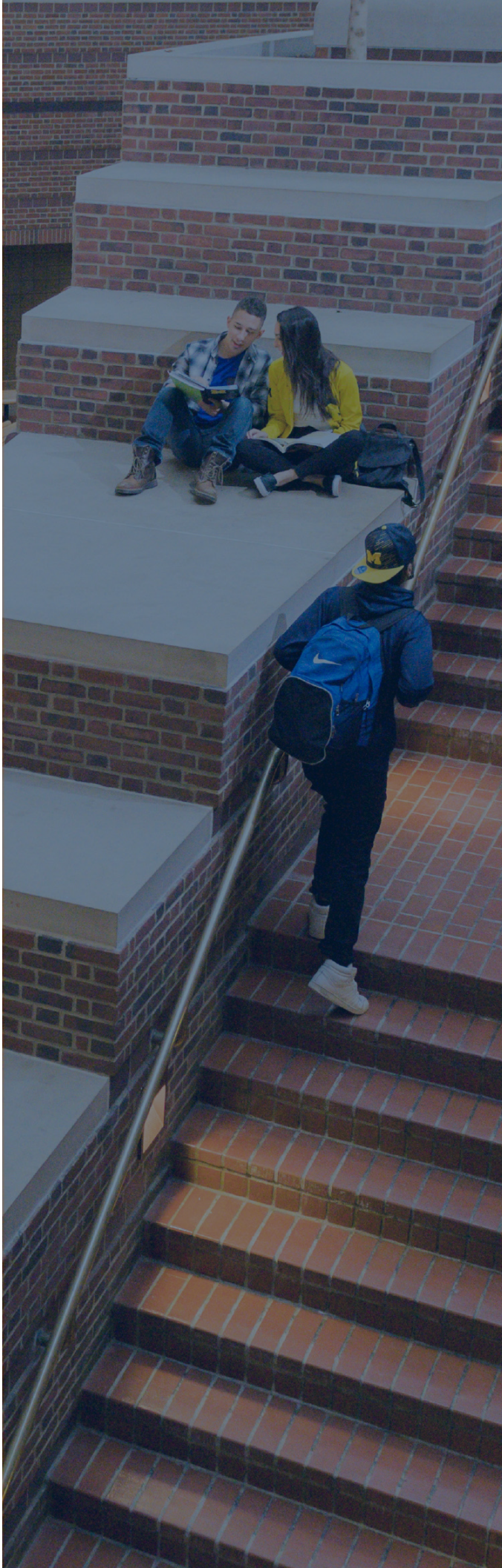
Overall, these analyses of the unit-level evaluation reporting demonstrate significant progress during the DEI 1.0 period and also highlight potential areas for growth and improvement in the next stages of U-M's DEI work as a campus community.

¹¹ See Table 2 above for a list of all 50 units organized by unit type.





Appendix Report: **DEI** **Progression**



Appendix Report

Progression Toward DEI Institutionalization: Analysis of Unit-level Strategic Objectives in Years 1 and 5

Introduction and Background

This section summarizes University of Michigan Ann Arbor campus units’ progress toward institutionalizing the strategic objectives and actions put forth and implemented in their respective unit-level DEI strategic plans during the campus DEI 1.0 strategic plan period (2016-2021).

U-M’s DEI 1.0 strategic implementation and evaluation efforts were guided by two fundamental principles: inclusion and transparency. Together, these would facilitate the University’s pursuit of the higher-order principle of accountability in DEI action, which in turn would enable the *institutionalization* of DEI action, programs and processes into the infrastructure and standard operating practices of the University.

Accordingly, as part of their DEI strategic plans, all 50 U-M Ann Arbor campus units (academic, administrative, and service) identified *strategic objectives* and associated *action items for meeting their unit-specific objectives*. Units organized their strategic objectives (SO) and action item (AI) statements across four domains centrally defined by the Office of Diversity, Equity and Inclusion:

- Recruitment, Retention and Success;
- Inclusive and Equitable Climate;
- Innovative and Inclusive Education, Scholarship and Research; and
- Service Provision.

Together, the four DEI domains map onto three overarching “distal” objectives, namely to further DEI progress in the areas of:

- People (Recruitment, Retention and Success),
- Process (Inclusive and Equitable Climate, Service Provision) and
- Products (Innovative and Inclusive Education, Scholarship, Research and Service).

Units reviewed and updated their DEI plans annually to reflect both progress toward their stated goals and to incorporate newly identified opportunities and challenges. Each year units assessed and reported on progress related to their plan-related action items, such as participation rates in programs, utilization of services, increased awareness of diversity, equity and inclusion (e.g., learning outcomes from training) and other measures of inclusionary progress.

Within their Strategic Objective and Action Items statements, units outlined plans for both implementation of their DEI actions and measurement of progress and success outcomes. This information serves as the institutional data used by the evaluation and assessment team to track progress on unit-specified DEI efforts and activities. This report analyzes the incremental action steps taken by U-M campus units to create culture change, from stating their commitment to an action to institutionalizing it toward culture change. To provide a picture of campus-wide impact and University-level progress toward DEI culture change, the evaluation team leveraged the wealth of actions and progress data reported by units and analyzed data patterns across U-M units.



Assessing Progression Toward DEI Institutionalization

Guiding Model and Framework

The central goal of the DEI 1.0 strategic plan was to create sustained culture change at the University of Michigan in order to support principles critical to creating and maintaining a diverse, equitable and inclusive campus community. The University of Michigan DEI Institutional Change Model (Sellers & Wade-Golden, 2016)¹ undergirds the University’s strategic plan to achieve institutional change critical to diversity, equity and inclusion. The Sellers and Wade-Golden (2016) model proposes that the process of institutional culture change begins with (1) *raising institutional awareness* around DEI issues, which can then be expanded into the (2) *development of DEI skills* among individuals in the campus community. However, while increased awareness and skills related to DEI are necessary, they are not sufficient to create institutional culture change. Also critical to U-M’s DEI strategic plan is (3) *incorporating DEI principles into campus policies, procedures and processes*, both centrally and at the unit-level. Embedding DEI in institutional structures is a necessary step towards (4) *establishing reinforcing cultural norms* in support of DEI principles. Collectively, these elements should facilitate (5) *institutionalization of DEI values and principles necessary for increased access* to the University of Michigan, and subsequently the University’s expanded impact locally and globally. As such, assessing the extent to which U-M has progressed with regard to institutionalizing DEI principles is a critical goal of the DEI 1.0 strategic plan evaluation.

In order to assess units’ DEI progress on their identified strategic objectives and actions, the evaluation and assessment team leveraged the change order framework established by Halualani et al. (2015a)² that delineates the degree of evolution and development of a DEI effort/action towards culture change (i.e., institutionalization). According to this framework, there are four stages of development of any given DEI action or effort. Halualani and colleagues refer to this four-stage taxonomy as the “change order” of DEI efforts, and this report describes these stages as Levels of DEI Progression. The four levels are as follows:

- **DEI Progression Level 1:** Declarative commitment to a DEI action that helps set the climate
- **DEI Progression Level 2:** Movement past stated commitments to a DEI action, with concrete steps taken toward achieving objective
- **DEI Progression Level 3:** Sustained action, meaning a Level 2 action that has been maintained as regular practice and potentially expanded, with identified evaluation/progress metrics
- **DEI Progression Level 4:** A strategic action has been assessed as successful enough that its home unit has opted to institutionalize it, and it may be under consideration for broader expansion/adaptation at the University level

¹ Sellers, R.M., & Wade-Golden, K. (2016). The University of Michigan DEI Institutional Change Model.

² Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015a). *Diversity Mapping Data Portrait: California State University, Monterey Bay (CSUMB)*. Halualani & Associates.

<https://edit.csUMB.edu/sites/default/files/images/st-block-19-1435260309719-raw-csumbdiversitymappingdataportrait.pdf>



The current report summarizes analyses of units' DEI progression levels for their strategic objectives and actions at two time points, the first and fifth (final) year of the DEI 1.0 period (2016 and 2021). To represent progress campus wide, the evaluation and assessment team examined the plans/strategic objectives across the 50 units at the University of Michigan Ann Arbor campus and compared DEI progression levels at each time point. This examination provides one picture of the University's progress towards institutionalizing DEI efforts for culture change over the DEI 1.0 strategic plan period.

Methodology

Organizing Unit-Level SO/AI Data

Data from 50 U-M campus unit³ annual plans and reports, submitted via Form Assembly, were analyzed. The data were managed in Salesforce and Microsoft Excel. In their unit-level DEI strategic plans and annual reports, all units indicated constituencies (e.g., students, staff, faculty and others such as alumni or patients) and the aforementioned domains related to their Strategic Objectives and Action Items. Additional constituency and domain coding was done by members of the evaluation team as needed for subsequent analyses.

Data analyzed for this report were units' Strategic Objectives and Action Item statements from plan Year 1 (2016) and Year 5 (2021), representing the beginning and the end of the DEI strategic plan implementation period. Two units joined the DEI strategic planning process after the first plan year. In these cases, data from Year 2 and 3 were used in place of Year 1 data, corresponding with those units' first year engaging in the strategic plan implementation process..

Table 1: Unit Information

Unit Category	# of Units	Unit Names
Academic	21	College of Engineering College of Literature, Science and the Arts College of Pharmacy Ford School of Public Policy Institute for Social Research Law School Life Sciences Institute Michigan Medicine Rackham Graduate School Ross School of Business School for Environment and Sustainability School of Dentistry School of Education School of Information School of Kinesiology School of Music, Theatre, and Dance School of Nursing School of Public Health School of Social Work Stamps School of Art & Design Taubman College of Architecture and Urban Planning

³ Refer to Table 1 for a complete list of units.



Administrative	13	<ul style="list-style-type: none"> Athletic Department Business & Finance Office of Budget and Planning Office of Diversity, Equity, and Inclusion Office of Enrollment Management Office of Government Relations Office of Research Office of the President Office of the Provost Office of the Vice President and General Counsel Office of the Vice President and Secretary of the University Office of the Vice President for Communications Office of University Development
Service	16	<ul style="list-style-type: none"> ADVANCE Program Bentley Historical Library Center for Academic Innovation Center for Research on Learning and Teaching Center for the Education of Women Clements Library Division of Public Safety and Security Duderstadt Center Graham Sustainability Institute Information and Technology Services Matthaei Botanical Gardens and Nichols Arboretum Museum of Art Office of Audit Services Officer Educational Programs Student Life University Libraries

DEI Progression Level Coding

The evaluation and assessment team used the noted Change Order taxonomy (Halualani et al., 2015a⁴) as its analytic tool for determining DEI Progression Levels for units’ strategic objectives and actions. The team used purposive sampling of the Strategic Objective/Action Item data for initial coding, codebook generation, and establishment of interrater reliability. The team utilized codes for DEI Progression Level based on the change order stages created and defined by Halualani et al. (2015). Codes represented taxonomic themes as defined by the authors.

During the coding process, a specific Strategic Objective statement could be assigned more than one progression level. This was a consequence of the fact that a single Strategic Objective statement could be associated with multiple different action items, and that each of those action items might be associated with a different level of progress towards institutionalization and change in DEI culture. For the purposes of the analyses presented here, the evaluation and assessment team identified the highest level of DEI progression associated with a given Strategic Objective statement. As such, the following results report the distribution of Strategic Objectives at the highest level of progression articulated for given unit-specified strategic objectives.

Coding conflicts were resolved during weekly meetings until the coders attained interrater reliability. Application of codes were refined after iterative coding sessions during weekly team meetings. Revisions were codified in the team’s codebook, which was regularly reviewed and updated (Table 2).

⁴ Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015a). *Diversity Mapping Data Portrait: California State University, Monterey Bay (CSUMB)*. Halualani & Associates.
<https://edit.csUMB.edu/sites/default/files/images/st-block-19-1435260309719-raw-csumbdiversitymappingdataportrait.pdf>



Coding progressed over several months and each iterative coding session deepened the team’s understanding of the data and analyses. Data was analyzed using Microsoft Excel. Member-checking continued to ensure the reliability of the analyses. Coding progressed through multiple, iterative sessions with member checking.

Items coded as “Insufficient Evidence” (IE) were reviewed closely. Using each unit’s Plan with Metrics of Success and Plan Report, a coder reviewed the language for each SO statement and its related key constituencies, Primary DEI goals and action items. The additional narrative and contextual data allowed for re-coding using the same coding framework applied to the overall project. The coder provided notes for each item that was re-coded to offer their rationale. Re-coded items were sent back to the team for review and discussion.

Table 2: Codebook Summary

Code Category	Definition	Inclusion Criteria	Inclusion Example
DEI Progression Level 1	"Declarative efforts and policies that establish a commitment to diversity. (Halualani et al., 2015b, p. 13)" ⁵	DEI Progression Level 1, DEI-specific declaration of intention or value statement. Stated commitment to diversity.	Build a sense of community.
DEI Progression Level 2	"Commitment is demonstrated by an action, effort or program. (Halualani et al., 2015b, p. 13)" ⁶ "A 2nd order stage position is one in which [a unit's diversity effort/practice] has demonstrated its commitment to diversity, equity and inclusion through actions, events and or initiatives. (Halualani, 2020, p.51)" ⁷	DEI-specific action is taken or stated. Evidence of an effort, program, or initiative. Establishment of policies, procedures, workshops, etc.	Build more and better student recruitment pipelines. Improve faculty retention and departmental climate.

⁵ Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015b). *Diversity Mapping Data Portrait: California State University, San Marcos (CSUSM)*. Halualani & Associates.

<https://www.csusm.edu/equity/strategicplan/documents/mapping-final-report-4.28.15-2.pdf>

⁶ Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015b). *Diversity Mapping Data Portrait: California State University, San Marcos (CSUSM)*. Halualani & Associates.

<https://www.csusm.edu/equity/strategicplan/documents/mapping-final-report-4.28.15-2.pdf>

⁷ Halualani, R. T. (2020). *Diversity Mapping Report: California State University, San Bernardino (CSUSB)*. Halualani & Associates.

<https://www.csusb.edu/sites/default/files/Final%20-CSUSB-Final%20Diversity%20Mapping%20Report%20-%20August%20nd.pdf>



Code Category	Definition	Inclusion Criteria	Inclusion Example
DEI Progression Level 3	"Sustained action and practices emanating from 1st to 2nd order. Positive gains on impact/outcome need to be evident. These actions need to be anchored to a strategic framework. (Halualani et al., 2015b, p. 13)" ⁸ "[A unit's diversity effort/practice] in a 3rd order stage position would have a record of continuous diversity, equity and inclusion action that is anchored by a diversity strategic framework. This 3rd order stage position also features a [unit or diversity effort or practice] that is engaging in impact assessment of those diversity actions. (Halualani, 2020, p.51)" ⁹	Sustained or continued action needed (continued, enhance existing, expand, update, etc.); impact assessment, and/or framework may also be present. If Progression Level 3 is present, Progression 2 is inherently present.	Develop talented and diverse college leadership, departmental leadership and instructional and research faculty capable of providing a world class academic and research learning environment for a global, diverse student body. Our five-year objective is to develop a diverse instructional faculty with year-over-year increases in the percentage gender and URM representation.
DEI Progression Level 4	"Transformative & culture changing practices. Indicates sustained and prioritized efforts evolving from 1st to 2nd to 3rd order. Reflects major impact and outcomes on diversity engagement and strategic diversity framework in campus community. Stands as fully resourced and institution-wide [or unit-wide]. (Halualani et al., 2015b, p. 13)" ¹⁰ "A 4th order stage position represents one in which a [unit's diversity effort/practice] has a record of sustained and strategic diversity action that is fully resourced and institutionalized. In addition, impact assessment of such action reveals deep cultural change on diversity priorities across the institution [or unit]. (Halualani, 2020, p.51)" ¹¹	Demonstration of ongoing work that is fully implemented within and supported by the unit, school, college or university.	Fully institutionalize successful programs and pilots from previous years, and determine the viability of a fully-scaled program.

⁸ Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015b). Diversity Mapping Data Portrait: California State University San Marcos (CSUSM). Halualani & Associates.

<https://www.csusm.edu/equity/strategicplan/documents/mapping-final-report-4.28.15-2.pdf>

⁹ Halualani, R. T. (2020). Diversity Mapping Report: California State University San Bernardino (CSUSB). Halualani & Associates.

<https://www.csusb.edu/sites/default/files/Final%20-CSUSB-Final%20Diversity%20Mapping%20Report%20-%20August%202020.pdf>

¹⁰ Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015b). Diversity Mapping Data Portrait: California State University San Marcos (CSUSM). Halualani & Associates.

<https://www.csusm.edu/equity/strategicplan/documents/mapping-final-report-4.28.15-2.pdf>

¹¹ Halualani, R. T. (2020). Diversity mapping report california state university san bernardino (CSUSB). Halualani & Associates.

<https://www.csusb.edu/sites/default/files/Final%20-CSUSB-Final%20Diversity%20Mapping%20Report%20-%20August%202020.pdf>



Code Category	Definition	Inclusion Criteria	Inclusion Example
Insufficient Evidence	There is not enough information in the SO/AI text to specify any change order rating. Lack of a direct connection to DEI. This code should not be used if a coder is torn between applying one change order code over another.	<p>Vague statements. No clear connection to DEI groups, actions, plans, concepts.</p> <p>Do not use if DEI progression levels 1-4 is present somewhere in the statement.</p> <p>Clear connection to DEI construct or DEI group needed. Clear declaration, action or value statement needed.</p>	Evaluate and create academic and non-academic policies.

Results

Descriptives for Year 1 and Year 5 Data

Fifty units were included in the DEI 1.0 evaluation. Evaluation outcomes were categorized across overarching Distal Objectives (People, Process, Products), which allowed for more detailed data analyses and comparison across units. Distal Objectives are defined as *People*, which includes the domain Recruitment, Retention and Success; *Process*, which includes the domain Inclusive and Equitable Climate; and *Products*, which includes two domains, Innovative and Inclusive Education, Scholarship and Research and Service Provision. Units were charged to create Strategic Objective (SO) and Action Item (AI) statements that reflected their DEI strategic goals as a part of their unit-level DEI 1.0 strategic plans.

There were 686 SO statements in Year 1, with a slight increase in Year 5 to a total of 717. Thirty-five percent (35%) of Year 5 SO statements were new while 65% linked directly to SO statements from Year 1.

DEI Progression Level in Year 1

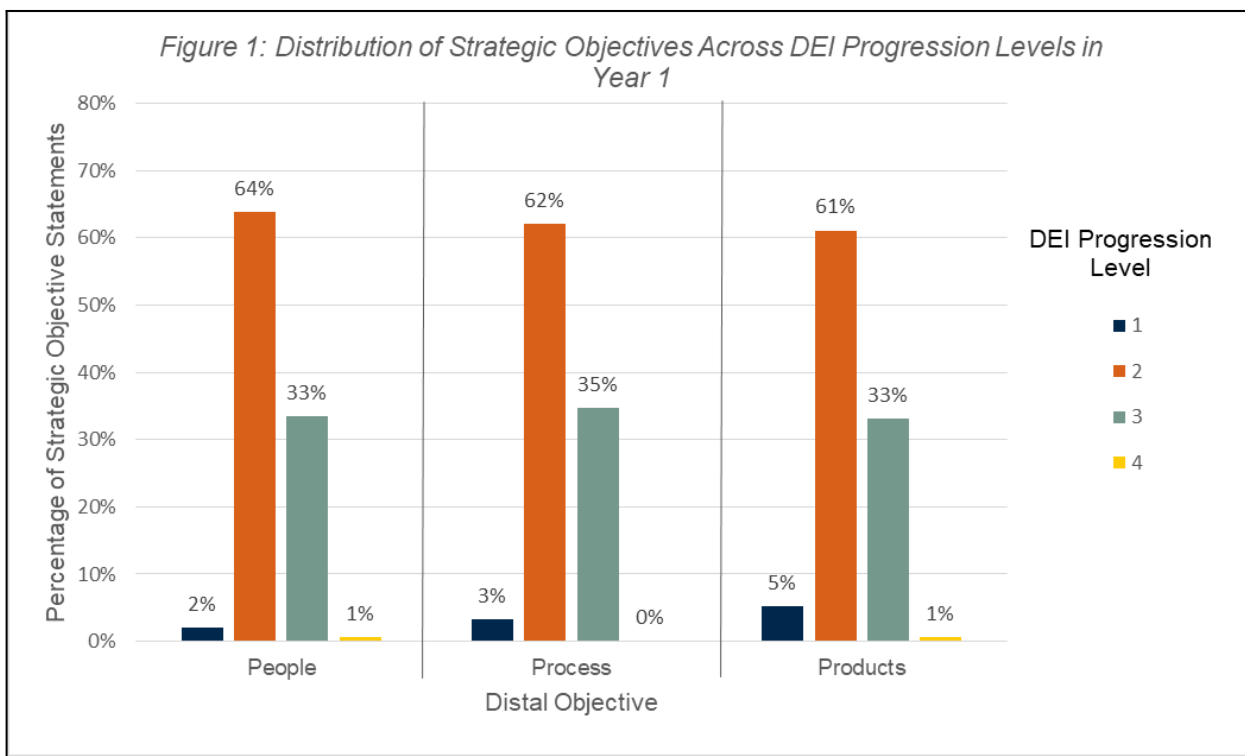
Per Figure 1, in the first year of the DEI 1.0 plan period, the majority of units' DEI efforts were at progression level 2, indicating that more than 60% of units' Year 1 DEI objectives had moved beyond a simple declaration of commitment to DEI and had engaged in concrete actions to support DEI goals at U-M. Another one third of the Year 1 DEI efforts reflected progression level 3, indicating established and sustained action in pursuit of creating a more diverse, equitable and inclusive campus community. Both of these patterns held across all three distal objectives of People, Process, and Products. There were relatively few unit-level objectives that were still in their earliest stages of progression (progression level 1), or a stated commitment to advance DEI goals without yet taking concrete action toward those goals. This was true for only 2% of objectives focused on recruitment and retention (People), 3% of objectives focused on an inclusive and equitable climate (Process), and 5% of objectives focused on promoting innovative and inclusive teaching, scholarship and service (Products).



Not surprisingly, in the early part of the DEI plan period, very few DEI strategic objectives had achieved the highest level of progression, reflecting DEI efforts being institutionalized within units. Only 1% of DEI efforts focused on recruiting and retaining a diverse community (People) and promoting innovative and inclusive education, scholarship and service (Products) had been institutionalized in the first year of DEI 1.0, while 0% of strategic objectives centered on creating an inclusive and equitable climate (Process) had achieved the highest level of progression in Year 1.

Altogether, the analysis of unit-level strategic objectives in the first year of DEI 1.0 demonstrates that the University of Michigan was deeply committed to the values of diversity, equity and inclusion even before the official launch of the DEI 1.0 strategic plan. That is, the overwhelming majority (more than 90%) of strategic objectives across the university were past progression level 1 even in the first year of the strategic plan period.

Figure 1: Distribution of Strategic Objectives Across DEI Progression Levels in Year 1



DEI Progression Level in Year 5

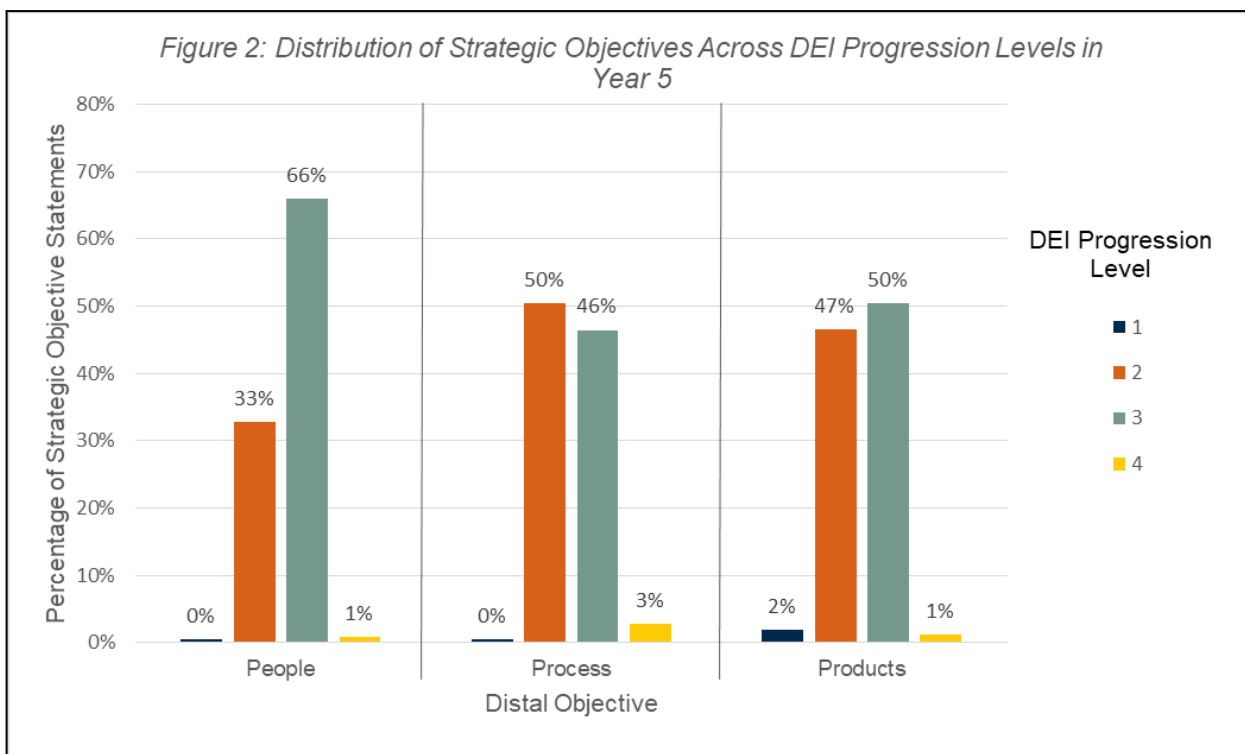
The results displayed in Figure 2 suggest that noteworthy progress was made between years one and five of the DEI 1.0 strategic plan period. For objectives focused on recruitment and retention (People), the distribution essentially flipped over the duration of the evaluation period. While in Year 1 two-thirds of strategic objectives were in their initial stages of DEI action (progression level 2), by Year 5 two-thirds of all People-oriented objectives were at progression level 3, indicating sustained action. This suggests that units were successful in sustaining action, including advancing, extending and maintaining their DEI efforts. The small remainder of People-oriented objectives had achieved within-unit institutionalization (level 4), with 1% of efforts in the last stage of DEI progression.



Figure 2 also highlights noticeable progress in DEI efforts toward creating an inclusive and equitable climate (Process) and promoting innovative and inclusive research, teaching and service (Products). Both Process-oriented and Products-oriented objectives observed a similar shift from initial action to sustained action from Year 1 to Year 5, though slightly less pronounced than People-oriented objectives. Specifically, 50% of Process objectives were in their initial progression levels with 46% seeing sustained action (level 3) and 3% having gone so far as being institutionalized within units (level 4). Meanwhile, by the end of the DEI 1.0 plan period, 47% of Product DEI objectives were in their initial stages of action (level 2), with 50% having advanced to sustained action (level 3). Here, only 1% of strategic objectives had achieved within-unit institutionalization (level 4); and, 2% of objectives were in the very early stages of stated commitments. The latter findings reflect some units' decision to adjust and engage in new efforts during the course of the DEI plan period as well as potential challenges in moving actions forward to sustained or institutional progress levels.

Overall, these results demonstrate a clear progression in unit-level DEI objectives over the course of the DEI 1.0 strategic plan period, with the most progress happening in relation to People-oriented objectives, or efforts to recruit, retain and develop a diverse student body and workforce.

Figure 2: Distribution of Strategic Objectives Across DEI Progression Levels in Year 5



Conclusion

The central goal of the DEI 1.0 Strategic Plan was to create sustained institutional and culture change at the University of Michigan, which is necessary to foster a more diverse, equitable and inclusive campus community. Report analyses demonstrate that the evolution of units' DEI efforts and actions reflected positive progress toward institutionalization from year 1 and year 5 of the DEI 1.0 plan period. In year 1, many unit efforts demonstrated a commitment to DEI through stated commitment and action; and by year 5, a greater proportion of unit efforts demonstrated sustained action and established practices to support DEI. The movement from commitment to action, to sustained action is a positive and necessary shift in the process of creating transformative cultural change. Overall, evaluation analyses demonstrate significant progress toward institutional change over a fairly short period of time. At the same time, the findings also highlight the need to build on this progress to achieve the institutional mission of excellence through advancing diversity, equity and inclusion as infused and institutionalized across all units' core mission areas.





Impact Spotlight
Report:

**Wolverine
Pathways
Program
Evaluation**



Spotlight Report

Wolverine Pathways Program Impact Evaluation: The First Four¹ Graduating Classes

Executive Summary

Launched in 2016 as an initiative within the University of Michigan (U-M) Diversity, Equity and Inclusion Strategic Plan, Wolverine Pathways (WP) was created with the primary goal of establishing a college preparatory pipeline to the University of Michigan Ann Arbor campus (UM-AA) and also to support college readiness and access more broadly to highly motivated students from historically underserved schools and communities in the state of Michigan. WP is administered through the U-M Office of Diversity, Equity and Inclusion and was developed and designed in collaboration with expert faculty and staff from U-M schools and colleges.

A core program value is that every student deserves the opportunity to pursue a wide range of professional and academic pathways. Toward this end, WP provides free college preparatory enrichment and guidance for 7th through 12th grade students who either:

- live in Detroit
- live within the boundaries of Southfield Public or Ypsilanti Community school districts, OR
- attend one of the program’s partner schools in Grand Rapids

WP student scholars and their families participate in year-round programming designed to facilitate their college preparation and academic development. WP scholars are challenged to grow socially and emotionally by joining a community of college-oriented scholars. The program seeks to foster relationships, both professional and personal, that encourage student academic resilience and achievement and will continue to provide opportunities through college and beyond.

As of winter 2022, WP has served more than 1,150 scholars of all races and ethnicities residing in Ypsilanti, Detroit and Southfield in grades 7 through 12 and graduated 470 scholars. Based on outcome indicators to date, Wolverine Pathways has been an asset in diversifying UM-AA’s undergraduate population.

UM-AA admissions and yield statistics for WP graduates are compelling. WP students are more likely to be accepted and enrolled at UM-AA than other students from their high schools. Across the first four cohorts of WP applicants, WP students were 2.1 times more likely to be admitted to UM-AA and 2.4 times more likely to enroll at UM-AA than peers from their respective high schools. Additionally, from 2018 to 2021, WP scholars had an admittance yield of 63% to UM-AA (compared to 46% for non-WP students from the same high schools) and an enrollment yield of 86% to UM-AA (compared to 73% for non-WP students from the same high schools).

¹ This report examines admission and matriculation rates to UM-Ann Arbor (UM-AA), academic outcomes, and self-reported academic success and college adjustment among the first four graduating classes from WP (*n* = 415). It is important to note that this report also includes graduation data with the fifth and most recent graduating WP class, who graduated in winter 2022 (*n* = 55). However, the fifth graduating class is not included in the yields or academic outcome analysis because these WP graduates started college in fall of 2022.



Although the WP program does not consider race or ethnicity in selecting participants, the program has proven to be particularly impactful in increasing accessibility to UM-AA for students who identify as members of underrepresented, racially minoritized groups (URM). Across the first four cohorts, WP students who identify as URM were 2.8-3.5 times more likely to be admitted to UM-AA and 2.4-4.7 times more likely to enroll at UM-AA than non-WP URM students from their respective high schools. Furthermore, Black² WP students were 3-3.7 times more likely to be admitted and 6 times more likely to enroll at UM-AA compared to same race peers in their high school.

There is evidence that WP has had a significant impact on the racial makeup of students at UM-AA. Black WP scholars matriculating to UM-AA represent 20% of all Black in-state students matriculating as first year students from 2018 to 2021. 127 out of 647 Black students matriculating to UM-AA as in-state first years from fall 2018-fall 2021 were WP alumni.

Importantly, there is also evidence that participation in WP increased accessibility to higher education for scholars beyond admission and enrollment to UM-AA. Of the 470 students who graduated from WP in the first five cohorts, 88.5% have enrolled in college. Forty-six percent (46%) of WP graduates have enrolled at UM-AA, 14.8% have enrolled at UM-Dearborn, and less than 1% have enrolled at UM-Flint. Twenty-six percent (26%) of WP graduates have enrolled in other competitive and notable institutions, including Columbia University, Georgetown University, Howard University, and Michigan State University, among others.³

Upon enrollment at UM-AA, WP scholars generally perform competitively and are well adjusted to college life. The median cumulative GPA of all WP alumni who matriculated to UM-AA is 3.3 as of winter 2022. With each cohort, the grade performance of WP matriculants increased. The median cumulative GPA for the first cohort of WP alumni matriculating to UM-AA in 2018 was 3.0, compared to the median cumulative GPA for 2019 and 2020 matriculants, 3.3 and 3.4 respectively. We attribute the enhanced performance of 2019 and 2020 matriculants to their greater participation in SuccessConnects (SC), a holistic support program focusing on positive college transition and academic, personal and social success at UM-AA. Participation in SC was encouraged but not required in earlier cohorts matriculating to UM-AA and is now required as part of the scholarship agreement for WP.

Along with positive performance, WP matriculants self-report high levels of satisfaction with college courses and college life while at UM-AA. Lastly, there is evidence that WP helps to mitigate academic difficulties non-traditional students may face in a college setting. Research indicates that URM and first-generation college students frequently experience historically rooted structural and social

² “Black/African American” is referred to as “Black” in this appendix report.

³ These numbers reflect any WP graduate who has ever been enrolled in college. As of fall 2022, 81% of WP graduates are currently enrolled or have graduated from college. 45% of WP graduates are currently enrolled or have graduated from UM-AA, 13% of WP graduates are currently enrolled or have graduated from UM-Dearborn, and less than 1% are currently enrolled or have graduated from UM-Flint. 22.5% of WP graduates are currently enrolled or have graduated from other competitive and notable institutions.



inequities as they pursue higher educational pathways, which can hinder their academic success.^{4,5,6} Among WP matriculants to UM-AA, however, URM students have higher GPAs than non-URM students after one year of enrollment. Additionally, first-generation college students have GPAs similar to non-first-generation college students after one year of enrollment. Taken together, program outcomes to date suggest that participation in WP is helping to “level the playing field” for those WP students from marginalized backgrounds, through broadening students’ access to higher education, and supporting their equitable access to high quality academic and student development support systems while in college.

Admission and Matriculation Outcomes to UM-AA

Methodology

This section details the yield analysis of WP graduates across the 2018-2021 admission cycles. Data were obtained from the Office of Enrollment Management (OEM) for unique, first year enrollments to UM-AA. WP graduates were compared to non-WP students from their same high schools on rates of application, admittance and matriculation to UM-AA. A series of Fisher’s exact tests were conducted to determine the likelihood that WP students would be admitted, enrolled and matriculated to UM-AA when compared to non-WP students from their same high schools. Sub-analyses were further conducted by URM status and by student race/ethnicity.

Overall Findings

Within the first four cohorts of WP applicants to UM-AA, WP scholars were 2.1 times more likely to be admitted and 2.4 times more likely to enroll at UM-AA as compared to other students from their same high schools ($p < 0.01$, respectively). In 2018, WP students were 2 times more likely to be admitted ($p < 0.01$) and 2.8 times more likely to enroll at UM-AA ($p < 0.01$). In 2019, WP students were 1.7 times more likely to be admitted ($p < 0.05$) and 3.5 times more likely to enroll at UM-AA ($p < 0.01$). In 2020, WP students were no more likely to be admitted to or enroll at UM-AA when compared to students from their same high schools. In 2021, WP students were 2.6 times more likely to be admitted ($p < 0.01$) but no more likely to enroll at UM-AA than students from their same high schools. (The drop in undergraduate enrollment across the country since the onset of the COVID-19 pandemic⁷ may help explain why WP students were not more likely to enroll at UM-AA than their non-WP peers in both 2020 and 2021).

Across the 2018-2021 admission cycles, the admittance rate to UM-AA was 63% for WP scholars, in comparison to 46% for non-WP scholars from their same high schools. Across the same time period, the enrollment rate for WP students admitted to UM-AA was 86%, in comparison to 73% for non-WP

⁴ Barber et al. (2012). Disparities in remote learning: Learning faced by first-generation and underrepresented minority students during COVID-19: Insights and opportunities from a remote research experience. *Journal of Microbiology and Biology Education*, 22(1).

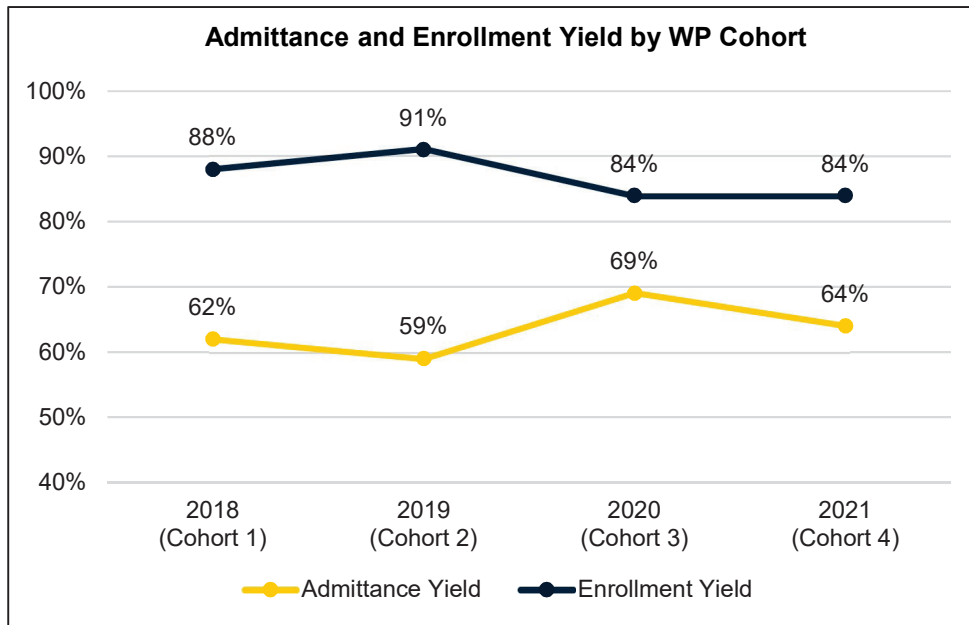
⁵ Ishitani, T. Studying attrition and degree completion behavior among first-generation college students in the United States. *The Journal of Higher Education*, 77(5), 861-885.

⁶ Whitcomb, K. M., & Singh, C. (2021). Underrepresented minority students receive lower grades and have higher rates of attrition across STEM disciplines: A sign of inequity? *International Journal of Science Education*, 43(7), 1054-1089.

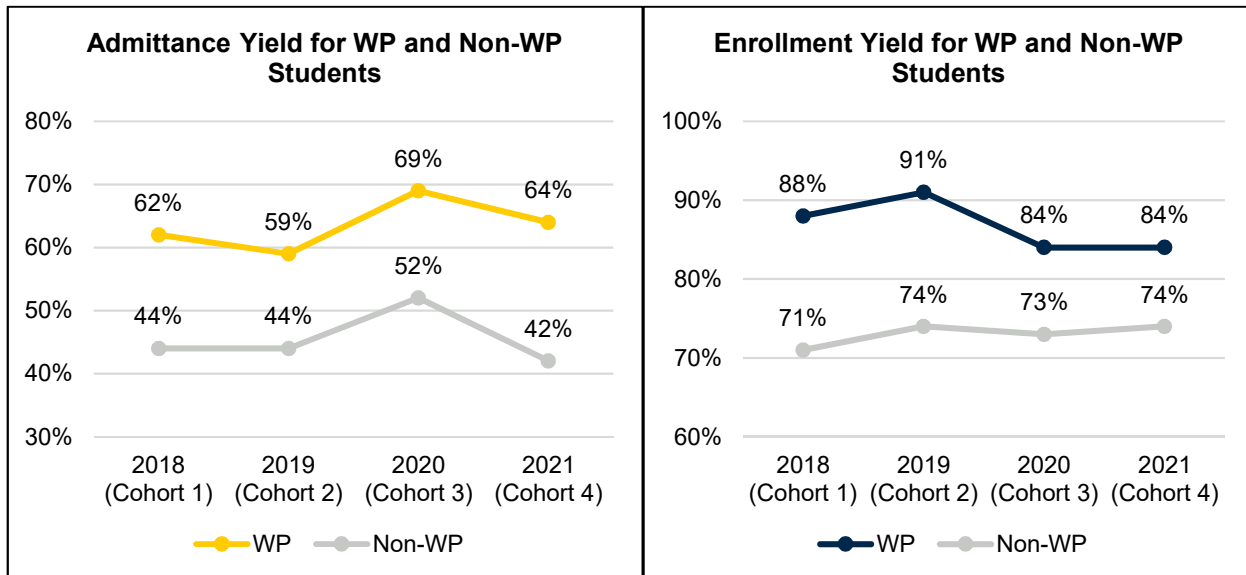
⁷ National Student Clearinghouse Research Center. (2021). *Updates on Higher Education Enrollment. COVID-19: Stay Informed with the Latest Enrollment Information.* <https://nscresearchcenter.org/stay-informed/>.



students from their same high schools. The figure below displays trends in admittance and enrollment yield for WP scholars by academic year.

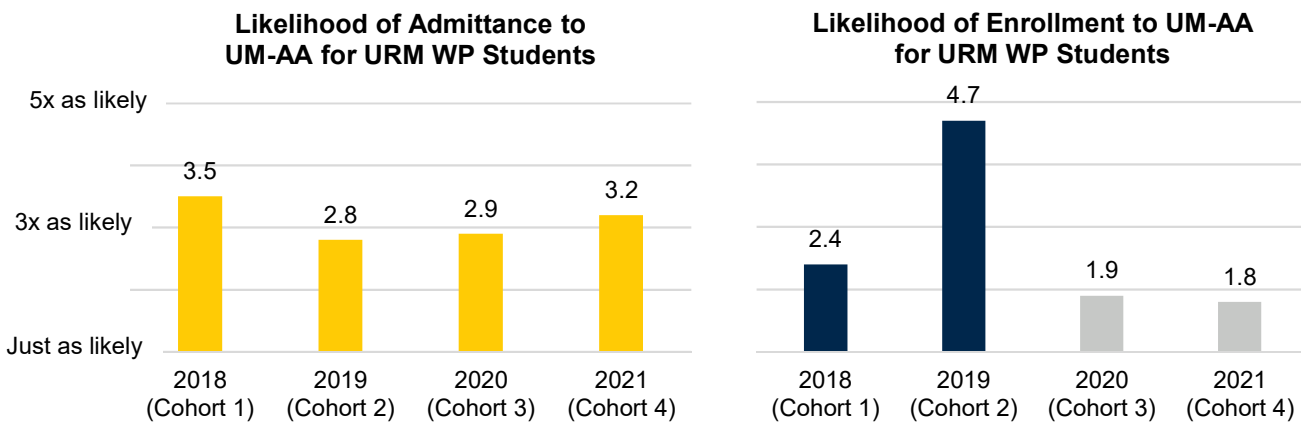


The admittance rate for WP scholars dropped slightly from 62% in cohort 1 to 59% in cohort 2, increased again to 69% in cohort 3, and dipped slightly to 64% in cohort 4. The enrollment yield for WP scholars increased slightly from 88% in cohort 1 to 91% in cohort 2, but decreased to 84% in cohort 3 and 4, respectively. *However, as shown in the two figures below, it is important to note that across all cohort years, the admittance and enrollment yield for WP students were consistently greater than those for non-WP students from their same high schools.*



Differences by Race/Ethnicity

The impact of WP on student admittance and enrollment to UM-AA also varied by racial/ethnic background. As compared to non-WP URM students from their same high schools, WP URM students⁸ were 3.5 times more likely to be admitted to UM-AA in 2018, 2.9 times more likely to be admitted to UM-AA in 2019, 2.9 times more likely to be admitted to UM-AA in 2020, and 3.2 times more likely to be admitted to UM-AA in 2021 compared to non-WP URM students in their same high schools ($p < 0.01$, respectively). Participation in WP also significantly impacted enrollment at UM-AA for URM students. WP URM scholars were 2.4 times more likely to enroll in 2018 and 4.7 times more likely to enroll to UM-AA in 2019 than non-WP URM students in their same high schools ($p < 0.05$, respectively). However, WP URM students were no more likely to enroll in 2020 or 2021 than non-WP URM students in their high schools. The figures below display the odds ratios of admittance and enrollment for WP URM students versus non-WP URM students across the first four cohorts.



*Comparison group is URM non-WP students. Odds ratios that are significant at $p < 0.05$ are highlighted in yellow.

*Comparison group is URM non-WP students. Odds ratios that are significant at $p < 0.05$ are highlighted in blue.

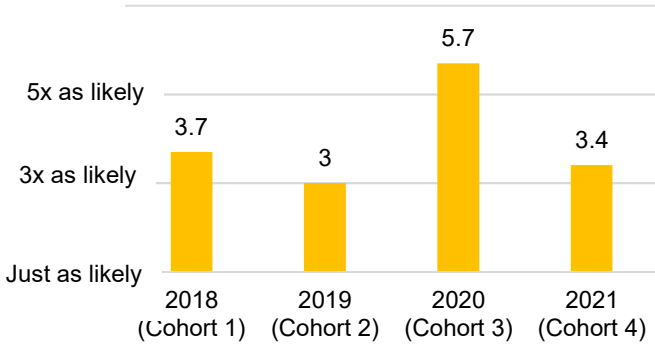
Participating in WP was particularly impactful on student admittance and enrollment to UM-AA for Black and Latinx⁹ students. Black students enrolled in WP were more likely to be admitted to UM-AA across all four admission cycles (3.7 times more likely in 2018, 3 times more likely in 2019, 5.7 times more likely in 2020, 3.4 times more likely in 2021; $p < 0.01$, respectively) than Black non-WP students in their high schools. Black WP students were also 6 times more likely to enroll at UM-AA in 2019 compared to same race peers in their high schools who were not enrolled in WP ($p < 0.01$). The figures below display the odds ratios of admittance and enrollment to UM-Ann Arbor for Black WP students in comparison to Black non-WP students in their high schools.

⁸ In the reported analyses, URM students include those who identified as Black, Hispanic/Latinx, or Native American. Students categorized as Two or More Races were not included in the reported analysis, as this racial/ethnic category can refer to both URM and non-URM students. However, we calculated the odds ratio of URM students both including and excluding students categorized as Two or More Races. The interpretation of findings did not differ across the analysis strategies.

⁹ "Hispanic/Latinx" is also referred to as "Hispanic/Latino" or "Latinx" in this appendix report.

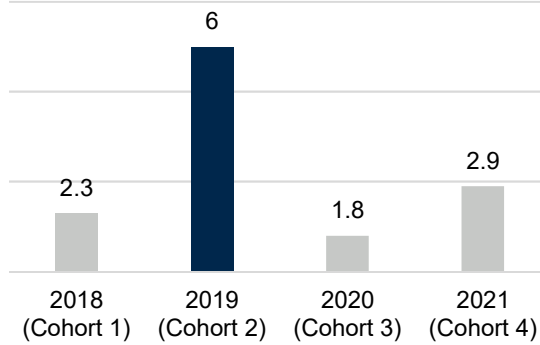


Likelihood of Admittance to UM-AA for Black WP Students



*Comparison group is Black non-WP students. Odds ratios that are significant at $p < 0.05$ are highlighted in yellow.

Likelihood of Enrollment to UM-AA for Black WP Students



*Comparison group is Black non-WP students. Odds ratios that are significant at $p < 0.05$ are highlighted in blue.

In 2021, Latinx students enrolled in WP were also 3.7 times more likely to be admitted to UM-AA than Latinx non-WP students in their same high schools ($p < 0.01$), and White WP students were 4.3 times more likely to be admitted to UM-AA than White non-WP students from their high schools ($p < 0.05$). However, WP students who identified as Asian¹⁰, Native American, Latinx, White, International, or two or more racial/ethnic groups were no more likely to be admitted to or enroll at UM-AA when compared to same race peers from their same high schools.

Academic Outcomes of WP Graduates at UM-AA

Methodology

This section details the academic progress of 194 UM-AA matriculants from the first four graduating cohorts of the WP program and compares their progress to that of similar groups of students from the same matriculating classes. All data were obtained from the U-M Data Warehouse, student enrollment and student records. Five mutually exclusive comparison groups are identified and detailed below. A series of ANCOVA tests were conducted to examine group differences in cumulative GPA as of winter 2022 while controlling for irregular enrollment, URM and first-generation college student status. A series of Fisher’s exact tests were also conducted to examine group differences in 4-year graduation rates among WP UM-AA matriculants to all identified comparison groups.

¹⁰ “Asian/Asian American” is referred to as “Asian” or “Asian/Pacific Islander” in this appendix report



Comparison Groups

- 1) **Wolverine Pathways Matriculants.** This group includes all WP graduates ($n = 194$) that have matriculated to UM-AA from 2018 to 2021.
- 2) **SuccessConnects (SC) students.** This comparison group includes students that were admitted to UM-AA from 2018 to 2021 and who opted to join SC regardless of participation level. Using stratified random sampling, a comparison group was created to include 200 SC students. Stratification was used to ensure that SC students were not affiliated with the WP program and were similar to WP students with respect to year of admittance to UM-AA.
- 3) **SuccessConnects (SC) Comparison students.** The SC comparison group includes all first-year students at UM-AA who had been invited to SC from 2018 to 2021 but chose not to opt-in. Students in this group did not participate in any SC experiences. A stratified random sample was created to ensure the group was like SC scholars with respect to their first-generation college student and URM status. This sample was further stratified to include 200 SC comparison students that were admitted in similar academic years as the WP students.
- 4) **SuccessConnects Traditional students.** The SuccessConnects traditional student group includes all students that matriculated to UM-AA from 2018 to 2021 who were not invited to join SC. These students have similar demographic characteristics to a traditional incoming UM-AA student (mostly non-URM and non-first-generation college students). Students in this group were never invited to SC and did not participate in any SC experiences. From this population, a stratified, random sample was created to ensure that the proportion of each race/ethnicity in the sample resembled that of the overall traditional group population. The sample was further stratified to include 200 SC traditional students that were admitted in similar academic years as WP students.
- 5) **Wolverine Pathways Comparison students.** The Wolverine Pathways Comparison group includes a stratified random sample of 200 students that matriculated to UM-AA from 2018 to 2021. Sampling was completed by the Office of the Registrar to ensure that students in this comparison group closely resemble the demographic characteristics and geographic location of WP matriculants. Students were stratified by URM, first-generation college student status and admittance year, and the sample only includes students that are not affiliated with WP, are in-state status, and come from Detroit, Ypsilanti and Southfield districts.
- 6) **Wolverine Pathways Traditional students.** The Wolverine Pathways Traditional group includes a stratified random sample of 200 students that matriculated to UM-AA from 2018 to 2021. Sampling was completed by the Office of the Registrar. Students in this group more closely resemble traditional incoming UM-AA students in respect to demographic characteristics (mostly non-URM and non-first-generation college students), but were stratified by admit year. The sample only includes students not affiliated with WP, that are in-state status, and come from Detroit, Ypsilanti and Southfield districts.



Results

Descriptive Statistics

As of winter 2022, 415 students graduated from WP. Among these 415 graduates, 194 students matriculated to UM-AA. This analysis includes 187 of these matriculated students, as 7 students who were dropouts or potential future dropouts (i.e., extremely low GPAs and no registration for multiple semesters) were excluded from the analysis. Among the 187 matriculants, 87.2% identified as URM students, 36.4% were first-generation college students and 3.2% were transfer students. 4.8% had irregular enrollment, defined as withdrawing from or failing to register for at least two fall or winter semesters.

WP matriculants had the highest percentage of URM students of all six samples. However, the proportion of first-generation college students is greater in the WP Comparison, SC Student, and SC Comparison samples than WP matriculants. At just 3.2%, the percentage of transfer students in the WP matriculant sample is also lower than the percentage of transfer students in the other five comparison samples. The proportion of WP matriculants with irregular enrollment is higher than that of WP Traditional and SC Traditional students, but lower than that of SC students and SC Comparison students. Table 1 provides a summary of the demographic representation of WP matriculants and the comparison samples.



Table 1: Demographic Summary of WP Matriculants and Comparison Samples

	WP Matriculants		WP Comparison		WP Traditional		SC Students		SC Comparison		SC Traditional	
	n	%	n	%	n	%	n	%	n	%	n	%
Under-Represented Minority												
URM	163	87.2%	153	83.6%	24	12.2%	101	50.5%	92	46.9%	5	2.5%
Black	130	69.5%	103	56.3%	18	9.2%	39	19.5%	32	16.3%	1	0.5%
Hispanic/Latinx	26	13.9%	40	21.9%	6	3.1%	51	25.5%	47	24.0%	3	1.5%
Two or More Races (URM)	7	3.7%	10	5.5%	0	0.0%	11	5.5%	13	6.6%	1	0.5%
Non-URM	24	12.8%	30	16.4%	172	87.8%	99	49.5%	104	53.1%	193	97.5%
Asian/Pacific Islander	9	4.8%	10	5.5%	64	32.7%	35	17.5%	25	12.8%	58	29.3%
White	12	6.5%	15	8.2%	89	45.4%	55	27.5%	71	36.2%	117	59.1%
Two or More Races (non-URM)	0	0.0%	2	1.1%	6	3.1%	3	1.5%	0	0.0%	6	3.0%
Not Indicated	3	1.6%	3	1.5%	13	6.5%	6	3.0%	8	4.1%	12	6.1%
First-Generation College Student												
First-Gen	68	36.4%	81	44.3%	62	31.6%	91	45.5%	97	49.0%	7	3.5%
Non-First-Gen	119	63.6%	102	55.7%	134	68.4%	109	54.5%	101	51.0%	191	96.5%
Transfer Status												
Transfer	6	3.2%	18	9.8%	27	13.8%	26	13.0%	35	17.7%	27	13.6%
Non-Transfer	181	96.8%	165	90.2%	169	86.2%	174	87.0%	163	82.3%	171	86.4%
Enrollment Status												
Irregular	9	4.8%	8	4.4%	5	2.6%	12	6.0%	14	7.1%	4	2.0%
Regular	178	95.2%	175	95.6%	191	97.4%	188	94.0%	184	92.9%	194	98.0%
Drop Out	0	0%	0	0%	0	0%	0	0%	2	1.0%	0	0%
Admit Year												
2021 (Cohort 4)	63	33.7%	67	36.6%	66	33.7%	66	33.0%	64	32.3%	64	32.3%
2020 (Cohort 3)	41	21.9%	56	30.6%	71	36.2%	47	23.5%	45	22.7%	44	22.2%
2019 (Cohort 2)	41	21.9%	43	23.5%	49	25.0%	43	21.5%	45	22.7%	45	22.7%
2018 (Cohort 1)	42	22.5%	17	9.3%	10	5.1%	44	22.0%	44	22.2%	45	22.7%
Graduation Status												
Awarded	17	40.5%	0	0%	0	0%	28	63.6%	26	59.1%	31	68.9%
Pending	7	16.7%	1	5.9%	1	10.0%	2	4.5%	1	2.3%	2	4.4%
Applied	4	9.5%	1	5.9%	2	20.0%	1	2.3%	0	0%	1	2.2%
Not Indicated	14	33.3%	15	88.2%	7	70.0%	13	29.5%	17	38.6%	11	24.4%



GPA Findings

Based on their cumulative GPA as of winter 2022, WP matriculants generally performed well ($M = 3.24$, $SD = 0.46$). GPAs ranged from a minimum of 1.76 to a maximum of 4.0, with a median value of 3.30. With each cohort, the performance of WP matriculants improved. Cumulative GPAs of WP matriculants differed by admit year ($F = 3.04$, $p < .05$), with students admitted in 2020 ($M = 3.36$, $SD = 0.41$) having significantly higher cumulative GPAs than students admitted in 2018 ($M = 3.08$, $SD = 0.46$) (see Table 2).

Table 2: Cumulative GPA as of Winter 2022 of WP Matriculants by Admit Year (n = 187)

Admit Year to UM-AA	N of Students	Mean GPA (SD)
2018	42	3.08 (0.46)
2019	41	3.21 (0.42)
2020	41	3.36 (0.41)
2021	63	3.28 (0.49)

Average cumulative GPA also differed by enrollment status ($t = 1.68$, $p < .05$). WP matriculants with regular enrollment ($M = 3.24$, $SD = 0.46$) had significantly higher GPAs than did students with irregular enrollment ($M = 3.09$, $SD = 0.25$). The average cumulative GPA of WP matriculants did not significantly differ by first-generation college student status, URM or transfer status.

Group Differences in GPA. When controlling for irregular enrollment, cumulative GPA differed significantly by sample group ($F = 15.68$, $p < 0.001$). On average, WP matriculants had significantly lower cumulative GPAs ($M = 3.24$, $SD = 0.46$) than WP traditional students ($M = 3.40$, $SD = 0.50$), SC students ($M = 3.46$, $SD = 0.48$), SC comparison students ($M = 3.40$, $SD = 0.50$) and SC traditional students ($M = 3.62$, $SD = 0.34$) (see Table 3).

Table 3: Cumulative GPA by Sample and Demographic Group - Mean GPA (SD)

	WP Matriculants	WP Comparison	WP Traditional	SC Students	SC Comparison	SC Traditional
Sample Means	3.24 (0.46)	3.28 (0.51)	3.40 (0.50)	3.46 (0.48)	3.40 (0.50)	3.62 (0.34)
URM						
URM	3.26 (0.44)	3.21 (0.50)	2.89 (0.79)	3.30 (0.53)	3.41 (0.49)	3.55 (0.28)
Non-URM	3.06 (0.54)	3.63 (0.40)	3.47 (0.40)	3.62 (0.37)	3.38 (0.52)	3.62 (0.34)
First-Generation College Student						
First-Gen	3.25 (0.44)	3.17 (0.47)	3.28 (0.57)	3.41 (0.59)	3.37 (0.48)	3.55 (0.25)
Non-First-Gen	3.23 (0.47)	3.37 (0.52)	3.45 (0.46)	3.50 (0.37)	3.42 (0.53)	3.62 (0.34)
Enrollment Status						
Irregular	3.09 (0.23)	2.80 (0.65)	3.25 (0.46)	3.32 (0.58)	2.76 (0.79)	3.64 (0.42)
Regular	3.24 (0.47)	3.30 (0.49)	3.40 (0.50)	3.47 (0.48)	3.44 (0.44)	3.61 (0.34)

GPA Differences by Irregular Enrollment. There were significant differences in cumulative GPA by irregular enrollment across all samples ($F = 24.91$, $p < 0.001$). Students with irregular enrollment had lower cumulative GPAs ($M = 3.06$, $SD = 0.64$) than did students with regular enrollment ($M = 3.42$, $SD = 0.47$). There was also a significant interaction effect of irregular enrollment by sample on cumulative GPA ($F = 2.86$, $p < 0.05$), such that GPA varied significantly by irregular enrollment for SC comparison students but not for WP matriculants. For SC comparison students, the average



cumulative GPA was significantly lower for those with irregular enrollment than those with regular enrollment ($t = 3.19, p < .01$). Critically, there was no significant difference between the average cumulative GPAs of WP students with irregular enrollment and regular enrollment ($t = 1.83, p = n.s.$), *suggesting participation in WP insulates students from the negative effects irregular enrollment had on students in other samples.*

GPA Differences by URM. When controlling for irregular enrollment, cumulative GPA differed significantly across all samples by URM status ($F = 80.82, p < 0.001$). In general, URM students at UM-AA ($M = 3.27, SD = 0.20$) had significantly lower cumulative GPAs than did non-URM students ($M = 3.51, SD = 0.19$). This finding is similar to what has been observed in higher education.¹¹ However, there was a significant interaction effect of URM status by sample ($F = 10.43, p < 0.001$), such that differences in GPA between URM and non-URM students at UM-AA varied across groups. URM WP students had significantly higher cumulative GPAs than non-URM WP students ($t = -1.77, p < 0.05$). However, among the WP comparison, WP traditional and SC student samples,¹² URM students had lower cumulative GPAs than their non-URM counterparts (see Table 3). *This suggests that participation in WP helped shield URM students from potential educational challenges students from similar backgrounds may face in their transition to U-M.*

GPA Differences by First-Generation College Student Status. When controlling for irregular enrollment, cumulative GPA also significantly differed by first-generation college student status across all samples ($F = 8.72, p < 0.01$), with first-generation college students exhibiting lower GPAs ($M = 3.31, SD = 0.52$) than students who were not first-generation ($M = 3.45, SD = 0.46$). There were no significant interaction effects of first-generation college student status by sample on cumulative GPA when controlling for irregular enrollment ($F = 1.41, p > .05$). However, it is important to note that the cumulative GPA of first-generation college students was lower than that of students who were non-first-generation college students for all comparison samples, but not for WP matriculants. Among WP matriculants, cumulative GPAs were similar for first-generation college students and non-first-generation college students. *This suggests that participation in WP can help to level the playing field for first-generation college students.*

Four Year Graduation Rates

Of the 42 WP students enrolled at UM-AA in 2018, 40.5% (17 students) graduated within four years (by winter 2022) and an additional 16.7% (7 students) graduated in summer 2022, for a total of 24 graduates (57.1%) as of summer 2022. An additional 9.5% (4 students) have applied and have pending graduations for fall 2022,¹³ and the remaining 33.3% have no indicated graduation status. The 4-year graduation rate did not differ significantly by URM status, first-generation college student status and irregular enrollment among WP matriculants.

Among the 41 WP matriculants admitted in 2018 that remained at UM-AA for all four years, cumulative GPA increased over time. On average, the cumulative GPAs of these students were significantly greater at the end of their senior year ($M = 3.12$) than at the end of their freshman year (M

¹¹ Whitcomb, K. M., & Singh, C. (2021). Underrepresented minority students receive lower grades and have higher rates of attrition across STEM disciplines: A sign of inequity? *International Journal of Science Education, 43*(7), 1054-1089.

¹² Caution should be taken in interpreting the difference in cumulative GPA by URM status among SC students since this analysis does not include SC students who also participate in WP. Furthermore, it does not take students' degree of participation in SC into account.

¹³ This report was finalized in fall 2022, ahead of the fall 2022 graduation conferrals.



= 2.98) ($t = -3.18, p < 0.001$). There was also a significant difference in the average cumulative GPA of 2018 admits who graduated ($M = 3.34, SD = 0.48$) and those who did not graduate ($M = 2.93, SD = 0.38$) ($t = -2.85, p < 0.001$). However, there was not a significant difference in average cumulative GPA between those who have an awarded/pending/applied degree status ($M = 3.15, SD = 0.48$) and those without a degree ($M = 2.94, SD = 0.40$).

Group Differences in 4 Year Graduation Rates. Among students eligible to graduate in Winter 2022 (fall 2018 admits), WP matriculants were more likely to graduate in four years than students in the WP traditional sample ($p < 0.05$) (see Table 1). The odds of WP matriculants graduating in four years were not significantly different from those of the WP comparison, SC comparison, SC traditional and SC students. Additionally, the odds of WP matriculants receiving their undergraduate degree, having a pending degree or applying for graduation within four years were not significantly different from those of the WP comparison, WP traditional, SC comparison, SC traditional and SC students.

Self-Reported Academic Success and College Adjustment of WP Graduates

Methodology

This report includes data on the college experiences of the first four cohorts of WP graduates ($n = 415$), and details their self-reported academic success, college adjustment and use of campus resources. Data were obtained using the WP Post Graduate Survey. The WP post graduate survey is a self-administered survey distributed online via Qualtrics to all WP graduates annually each spring that collects information on college adjustment, use of campus resources, academic and personal challenges since being enrolled in college and post-graduation plans. One hundred seventy (40.96%) of WP graduates participated in the 2022 Post Graduate Survey. All (100%) of students currently at UM-AA and adhering to the Wolverine Pathways' scholarship contract completed the survey ($n = 137$), 14% of students at UM-AA and not under contract for the Wolverine Pathways' scholarship completed the survey ($n = 7$) and 9% of students not at UM-AA completed the survey ($n = 18$). For the purposes of analysis, 4 cases were removed because respondents answered 10% or less of the questions presented to them. Of the 166 valid respondents, 145 (87.4%) had attended UM-AA at some point, 42.8% ($n = 71$) were first-generation college students and 88% ($n = 146$) were URM students.

Descriptive statistics (frequencies) were calculated to examine WP graduates' academic success, college adjustment, ability to navigate college and post-graduation plans. T-tests were conducted to examine differences between WP matriculants at UM-AA and WP graduates at other universities in their preparation for college. T-tests also explored group differences by URM and first-generation college student status on preparation for college and use of campus resources while at UM-AA. A series of Fisher's exact tests were conducted to examine differences in post-graduation plans among WP matriculants to UM-AA by URM and first-generation college student status.

Results

Preparation for College

Overall, WP matriculants at UM-AA reported that high school, Wolverine Pathways, and family members prepared them "somewhat" for the academic demands of college and prepared them "a little" for UM-AA's cultural context and social life. Compared to WP graduates at other universities,



those at UM-AA reported feeling less prepared by their high schools for college’s academic demands ($t = 2.74, p < 0.01$) and cultural context ($t = 4.04, p < .001$). WP matriculants at UM-AA also reported feeling less prepared by WP for the academic demands ($t = 2.28, p < .05$) and cultural context of college than their counterparts at other institutions ($t = 2.49, p < .05$).

Among WP matriculants at UM-AA, first-generation college students reported feeling less prepared for the academic demands of college by their high school ($t = 2.94, p < .01$) and their family ($t = 3.17, p < .01$) than did non-first-generation college students. First-generation college students also reported feeling less prepared by their family for the cultural context of UM-AA ($t = 2.79, p < .01$). Among WP matriculants to UM-AA, URM students felt less prepared for the cultural context of UM-AA by their high school ($t = 3.23, p < .001$) and WP ($t = 2.07, p < .05$) than non-URM students.

Academic Success and College Adjustment

While WP matriculants at UM-AA reported feeling less prepared by WP for college than did their counterparts at other universities, WP matriculants at UM-AA reported doing well academically and adjusting well to college life. Furthermore, the average self-reported cumulative GPA of UM-AA students ($M = 3.28, SD = 0.46$) was not significantly different than that of non-UM students ($M = 3.40, SD = 0.56$). On a 5-point scale ($1 = not\ at\ all\ effective, 5 = very\ effective$), WP matriculants at UM-AA rated their effectiveness in and satisfaction with their college courses as above average ($M = 3.55, M = 3.65$, respectively). Above average levels of adjustment to college life ($M = 3.56$) and a sense of effectiveness in their personal lives ($M = 3.31$) among WP matriculants at UM-AA likely contributed to their academic success.

Navigating College and Use of Campus Resources

Although WP matriculants were doing well academically and adjusting to college life, they reported that it was “fairly difficult” to find people on campus who share their background/experiences, get to know faculty, feel comfortable with students from different backgrounds, find where to get academic help, find information on financial assistance or resources and find information about majors and career counseling. Furthermore, compared to WP graduates who did not attend UM-AA, those at UM-AA reported greater difficulty getting to know faculty ($t = 2.60, p < .01$), finding academic help ($t = 2.53, p < .05$) and finding information on financial assistance ($t = 2.68, p < .01$).

Nonetheless, WP graduates at UM-AA utilized campus resources to support their success. On average, WP graduates at UM-AA reported using academic advising and diversity/multicultural resources most frequently (on a monthly basis), followed by academic support/mentorship, tutoring and research/writing resources (several times a semester), and wellness resources (once or twice a semester). URM WP students at UM-AA tended to use diversity/multicultural resources ($t = -4.05, p < .001$) and academic advising resources ($t = -2.73, p < .01$) more frequently than did non-URM WP students, suggesting the added value of these resources for those underrepresented or minoritized on campus.

Post-Graduation Plans

Only 15 (9.5%) WP graduates at UM-AA students reported that they will receive an undergraduate degree within 4 years from UM-AA in 2022. There is strong indication that the COVID-19 pandemic impacted WP matriculants’ time to degree. For instance, 21.1% of UM-AA WP students reported that



they adjusted their academic/career plans, and 14% adjusted their graduation timeline due to COVID-19. First-generation college WP students at UM-AA were more likely to adjust their academic/career plans ($z = 2.22, p < .05$) and graduation timelines ($z = 3.15, p < .001$) than were non-first-generation WP UM-AA students. Of the 9 UM-AA WP matriculants who reported their post-graduation plans, 55.6% planned to pursue graduate/professional school. This suggests that although COVID-19 impacted WP students' graduation timelines, it did not deter them from goals of furthering their education beyond their undergraduate degree.

Conclusion

Wolverine Pathways was launched in 2016 as part of the University of Michigan's continued commitment to advance diversity, equity and inclusion. Including scholars residing in Ypsilanti, Detroit and Southfield, with the goal of enhancing their admissibility to the University of Michigan, WP has served more than 1,150 scholars in grades 7 through 12 since its inception and has graduated 470 scholars as of winter 2022. The program has proven to be impactful in increasing accessibility to higher education. WP students are more likely to be accepted and enrolled at UM-AA than other students from their high schools. Once enrolling at UM-AA and with the support of the SuccessConnects program, WP students generally perform competitively, are well adjusted to college life and report high levels of satisfaction with college courses.





Impact Spotlight Report:

SuccessConnects Program Evaluation



Spotlight Report

SuccessConnects Program Impact Evaluation: An Initiative of the University of Michigan Diversity, Equity & Inclusion Strategic Plan (2016-2021)

Introduction to SuccessConnects

The SuccessConnects program, administered by the Office of Academic Multicultural Initiatives (OAMI) within the Office of Diversity, Equity and Inclusion, is an undergraduate student support program designed to assist University of Michigan (U-M) Ann Arbor students in their transition to college and support their social, personal and academic development. SuccessConnects (SC) was launched in fall 2016 as a centrally supported initiative within U-M's Diversity, Equity and Inclusion Strategic Plan. The program focuses on holistic student support while offering numerous opportunities, including one-on-one coaching, tutoring, connection to campus resources, and academic enrichment and community building events, among other experiences. This program creates a supportive, inclusive community designed to support success at the University of Michigan. It includes first-generation college students, students from low socioeconomic and/or underrepresented backgrounds as well as participants of U-M's partnership pipeline programs. Any undergraduate student at U-M who wishes to participate may join the SuccessConnects program at any time. This report focuses on examining the impact of the SuccessConnects program in three ways: understanding SuccessConnects student experiences, comparing SuccessConnects students to students with both similar and dissimilar backgrounds and investigating SuccessConnects graduation rates and plans after graduation among early cohorts.

SuccessConnects Scholar Experiences

Students who participate in the SuccessConnects program are provided with many opportunities to promote their success at U-M. These experiences include one-on-one coaching, tutoring, academic enrichment workshops, community building activities, study tables and email newsletters. The SuccessConnects program consists of a staged curriculum, which begins with first year students being paired with staff coaches, with whom they meet regularly. These coaches help students with their transition to college, including developing important study and time management skills, creating an academic plan, learning about utilizing campus resources and developing a sense of community within SuccessConnects and OAMI. Second year students are paired with undergraduate peer mentors, with whom they typically share similar academic and major interests, and third and fourth year students are paired with graduate student mentors with similar advanced degree interests (e.g., medical school, law school, art and design, liberal arts disciplines, etc). As such, this evaluation of the SuccessConnects program examines students across three cohorts (who entered U-M in fall 2018, fall 2019, and fall 2020) but combines them, regardless of cohort/semester of matriculation, into groups representing academic year [i.e., first year at U-M (Year 1), second year at U-M (Year 2) and third year at U-M (Year 3) groups], to best represent the program's structure and goals.¹

¹ This evaluation primarily uses data from fall 2018 to winter 2021 (unless otherwise stated). The total number of study participants (across all participation groups) in Year 1 is 3,779, with 2,149 Year 2 students and 877 Year 3 students.



To understand students' perceptions and experience of the program, two items from the SuccessConnects survey² were examined and analyzed - one question regarding students' rated satisfaction with the program and another open-ended question about students' perceived benefits of the SC program. Analysis findings are detailed below.

Overall Satisfaction with SuccessConnects

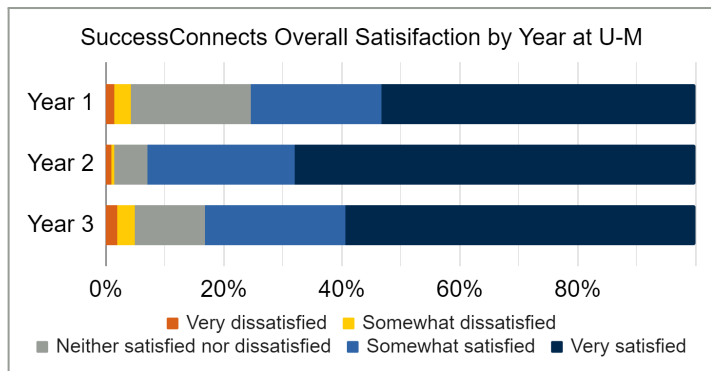
SuccessConnects scholars were asked to rate how satisfied they were overall with the SuccessConnects program, with response options ranging from 1 (very dissatisfied) to 5 (very satisfied). Scholars reported very high levels of satisfaction with the program. In all three group years, the mean satisfaction score was above 4, indicating a level of satisfaction somewhere between "somewhat satisfied" and "very satisfied" (see Figure 1).

Additionally, we see that in each year, the vast majority of students reported being "somewhat satisfied" or "very satisfied." In Year 1, 75.4% of students responded they were either somewhat satisfied or very satisfied, in Year 2, 93% of students responded they were either somewhat satisfied or very satisfied, and in Year 3, 83.2% of students responded with either somewhat satisfied or very satisfied (see Figure 2).

Figure 1. Overall Satisfaction with SuccessConnects



Figure 2. SC Overall Satisfaction by Year at U-M



Benefits of SuccessConnects (Open-Ended Responses)

Students' satisfaction and experiences with the SuccessConnects program was also captured through a question asking students to write-in responses as to how the program has been beneficial to them in

² Each fall, students new to the university as of that summer of fall term (freshmen and transfers) complete a "baseline" survey. Students are only asked to respond to this survey once - in the fall semester of their first year at U-M. Each winter, all students are invited to complete an annual survey. This includes all students who have at some point in their academic career been involved in SuccessConnects, as well as all Comparison and Traditional students (described in further detail in the SuccessConnects Scholar Comparisons section below), provided they are still enrolled as an undergraduate at U-M. Students are asked to respond to this survey every winter term they remain enrolled at U-M as an undergraduate. Any reference to the "SC survey" in this document refers to this set of annual surveys. From fall 2018 - winter 2020, response rates varied across years, ranging from 34.1% to 44.1%. Response rates in fall 2020 and winter 2021 were lower (12% and 7.9%, respectively) due to the impact of the university financial restrictions which limited non-essential expenditures, including survey incentives, as a response to the COVID-19 global pandemic.



the last year. Similar to their satisfaction ratings, student responses reflected their positive views of the program’s benefits.

Student write-in responses were thematically coded to illuminate and distinguish the types of experiences that students found most helpful. Several emergent themes were identified, including: general support/mentorship, community building or providing a support network, academic support (including career/goal planning) and awareness of and access to various campus resources. Table 1 illustrates the number (and percentage) of student responses across each theme by student year.

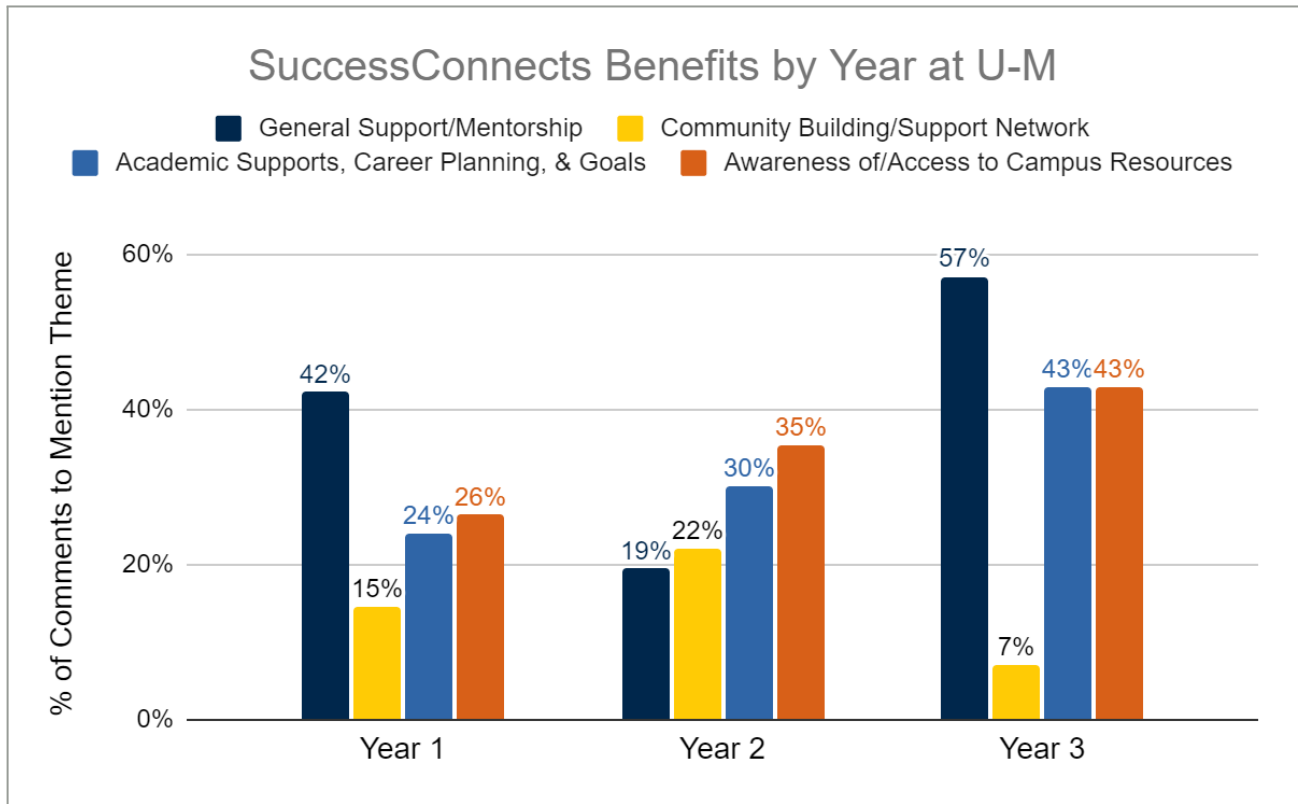
Table 1. Benefits of SuccessConnects by Year at U-M

SuccessConnects Benefits	Year 1		Year 2		Year 3	
General Support/Mentorship	128	42.2%	22	19.5%	8	57.1%
Community Building/Support Network	44	14.5%	25	22.1%	1	7.1%
Academic Supports, Career Planning, & Goals	73	24.1%	34	30.1%	6	42.9%
Awareness of/Access to Campus Resources	80	26.4%	40	35.4%	6	42.9%
Total Number of Responses	303		113		14	

Students in all years at U-M found the noted types of experiences beneficial; however, some year-based differences emerged. A higher percentage of students in their first year at U-M mentioned elements surrounding the mentor relationship than did students in their second year at U-M. More students in their second and third year mentioned academic support, including career planning, as well as awareness of campus resources, than did students in their first year. This pattern likely reflects students’ evolving needs as they navigate the University and progress further into their college career (see Figure 3).



Figure 3. Benefits of SuccessConnects by Year at U-M



Conclusions for Student Experiences with SuccessConnects

Overall, SuccessConnects students were very satisfied with the program, and they reported many important benefits from participating, including a space to belong. Numerous students mentioned finding friends through SuccessConnects events, and several credited SuccessConnects with helping them successfully navigate their transition to college. In addition, a substantial proportion of students reported the program helped them to take advantage of the various resources available at U-M. SuccessConnects students mentioned both the academic and psychosocial advantages of participating. These findings underscore a critical goal of the program – to provide students with holistic support to succeed in college – and further demonstrate the various ways the SuccessConnects program benefits students’ social, personal and academic development.

SuccessConnects Scholar Comparisons

In addition to understanding students’ experiences with the SuccessConnects program, analyses included comparisons of SuccessConnects scholars with two comparison groups to investigate the ways that SuccessConnects students were similar to and different from other U-M students with regard to both academic and psychosocial outcomes.



Methodology

Data Sources for Scholar Comparisons

The data used in these comparisons came from a variety of sources, including university-level data such as cumulative GPA from the U-M Data Warehouse and data from several SC surveys. Each annual survey was distributed near the end of the winter term to all currently enrolled undergraduate students who have ever been a part of SC, as well as any students who have been selected as one of two comparison groups. The annual survey asked SuccessConnects students about their experiences with the program, then asked all students about various elements of their college experience, including the frequency of U-M resource utilization, psychological experiences such as flourishing and imposter syndrome, and U-M campus climate outcomes, including their sense of belonging at U-M.

Comparison Group Sampling

Starting in fall 2018, for each entering cohort (freshmen and transfer students new to U-M matriculating in summer or fall of that year), two comparison groups were sampled. After inviting a subset of the entering cohort to join SuccessConnects, any students who had been invited but chose not to join made up the Comparison group population, from which a stratified random sample was drawn. Stratification was used to ensure the Comparison group was demographically similar to the group of SuccessConnects scholars with respect to first-generation college student and underrepresented minority (URM) status. The Comparison group represented the population of students who were invited to participate in SuccessConnects but chose not to opt-in. Similarly, all matriculating students who were not invited to join SuccessConnects constituted the Traditional group population, from which a stratified random sample was drawn. The Traditional group sample was stratified on race/ethnicity to ensure that the proportion of each racial-ethnic group in the sample closely resembled that of the overall Traditional group population. The Traditional group represented the population of students who were not invited to participate in Success Connects. Finally, for purposes of this evaluation, participation in SuccessConnects was defined as completing an application to join the program during that particular academic year (the academic year corresponding to a student’s first, second, or third year at U-M). Although a subset of students entering U-M each fall are invited to participate in SuccessConnects, any undergraduate student at U-M, regardless of background, may join SuccessConnects. Only students who completed an application or were otherwise determined by the program to be a participant in that year were included in that year’s analyses.

Demographic Comparisons

This section describes the demographic profile of the SuccessConnects (SC) program participants, Comparison students and Traditional students, including details on gender, race, underrepresented minority (URM) status and first-generation college student status, disaggregated by participation group. These data were from the U-M Data Warehouse. The data presented in Table 2 describe the demographics of our sample at Year 1³.

³ Although demographic information is presented only at Year 1, the patterns across most demographic variables are similar in Years 2 and 3. The only exception is gender for SC program participants in Year 2 and Year 3 are 71.7% and 86.3% female, respectively, which is higher than the percent of female SC students in Year 1 at 62.7%.



Across all three cohorts, SuccessConnects served 962 students in their first year at U-M. Among these students, 62.7% were female, 53.9% were students from underrepresented racially minoritized groups and 47.5% were first-generation college students. Although the SuccessConnects group had the highest proportion of female students among all three groups, both the SuccessConnects and Comparison groups had a higher proportion of female students than male students, whereas the Traditional group had a higher proportion of male students than female students. The SuccessConnects group had fairly similar proportions of White, Black and Hispanic/Latinx⁴ students (26.5%, 25.5%, and 22.0%, respectively), whereas the Comparison group had more White students (35.4%) than either Hispanic/Latinx (28.2%) or Black (11.7%) students. The Traditional group included mostly White (61.0%) and Asian⁵ (26.0%) students and included very few Black (0.5%) and Hispanic/Latinx (1.8%) students. Similarly, both the SuccessConnects and Comparison groups had large proportions of URM students (53.9% and 48.2%, respectively); whereas the Traditional group had a very small proportion of URM students (1.1%). The same pattern held for first-generation college students, with both SuccessConnects and Comparison groups having large percentages of first-generation college students (47.5% and 50.7%, respectively) while the Traditional group had a small percentage of first-generation college students (3.5%).

Table 2. Demographic Information by Participation Group in Year 1

	SuccessConnects		Comparison		Traditional		ALL	
	N	%	N	%	N	%	N	%
Gender	962		1388		1429		3779	
Female	603	62.7%	760	54.8%	689	48.2%	2052	54.3%
Male	359	37.3%	628	45.2%	740	51.8%	1727	45.7%
Race/Ethnicity	962		1388		1429		3779	
White	255	26.5%	491	35.4%	871	61.0%	1617	42.8%
Black	245	25.5%	163	11.7%	7	0.5%	415	11.0%
Hispanic/Latinx	212	22.0%	391	28.2%	26	1.8%	629	16.6%
Asian	158	16.4%	182	13.1%	371	26.0%	711	18.8%
2 or more racial groups ⁶	62	6.4%	124	8.9%	53	3.7%	239	6.3%
Not Indicated	25	2.6%	30	2.2%	99	6.9%	154	4.1%
Native American	4	0.4%	6	0.4%	1	0.1%	11	0.3%
Hawaiian	1	0.1%	1	0.1%	1	0.1%	3	0.1%
URM Status⁷	942		1381		1235		3558	
URM	508	53.9%	666	48.2%	14	1.1%	1188	33.4%
Non-URM	434	46.1%	715	51.8%	1221	98.9%	2370	66.6%
First-Generation College Student Status	962		1388		1429		3779	

⁴ “Hispanic/Latinx” is also referred to as “Hispanic/Latino,” “Hispanic or Latinx” or “Hispanic” in this appendix report.

⁵ “Asian/Asian American” is referred to as “Asian” or “Asian or Pacific Islander” in this appendix report.

⁶ “Bi/multiracial” is also referred to as “2 or more races” in this appendix report.

⁷ Does not include International students.



First-Generation	457	47.5%	704	50.7%	50	3.5%	1211	32.0%
Non-First-Generation	505	52.5%	684	49.3%	1379	96.5%	2568	68.0%

Academic Comparisons

GPA

Analyses were conducted examining the cumulative GPAs of students at the end of their first, second and third years at U-M. These analyses examined group differences in the average cumulative GPAs of SuccessConnects students, Comparison group students and Traditional group students. Cumulative GPAs were based on students' GPAs after the winter term of their first, second and third years at U-M.

Summary of GPA Analyses. At the end of their first year, SuccessConnects students had an average cumulative GPA of 3.47 ($SD = 0.47$), which increased slightly at the end of their second year ($M = 3.52$, $SD = 0.37$) and decreased slightly by the end of their third year ($M = 3.48$, $SD = 0.34$) (see Table 3).

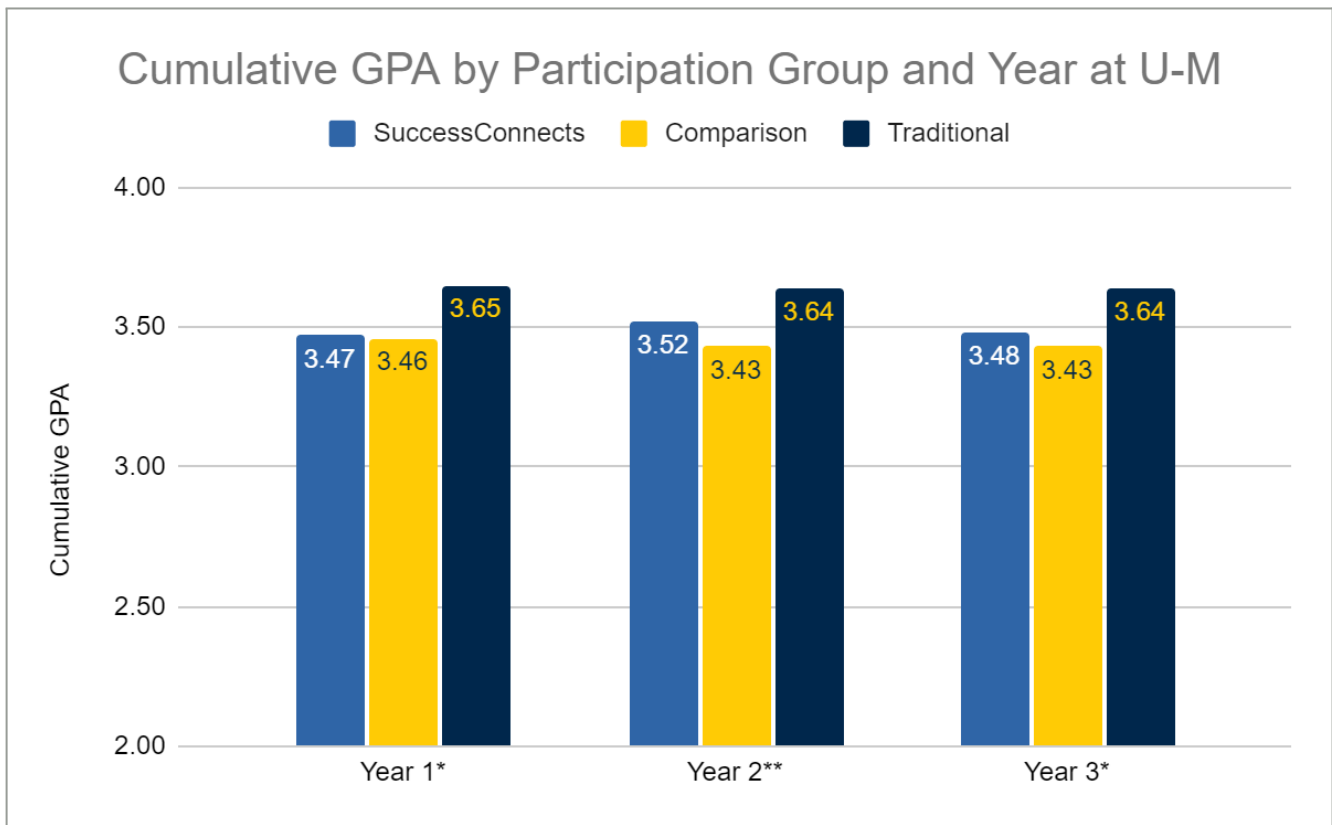
Table 3. Cumulative GPA by Year at U-M and Participation Group

	Year 1			Year 2			Year 3		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
SuccessConnects	3.47	0.47	945	3.52	0.37	342	3.48	0.34	89
Comparison	3.46	0.47	1350	3.43	0.44	816	3.43	0.42	315
Traditional	3.65	0.38	1400	3.64	0.32	888	3.64	0.31	399
All Students	3.53	0.45	3695	3.54	0.39	2046	3.54	0.37	803

At the end of Year 1, significant group differences in cumulative GPA were observed ($F(2, 3692) = 79.19$, $p < .001$, $\eta^2 = .04$ (small-medium effect)), such that students in the Traditional group had a significantly higher GPA ($M = 3.65$) than either the SuccessConnects students ($M = 3.47$) or the Comparison group students ($M = 3.46$), who did not differ from one another. At the end of Year 2, significant differences in cumulative GPA were observed ($F(2, 2043) = 64.98$, $p < .001$, $\eta^2 = .06$ (medium effect)) between the groups. SuccessConnects students had a significantly higher GPA ($M = 3.52$) than the Comparison students ($M = 3.43$); however, both groups had a significantly lower GPA than Traditional students ($M = 3.64$). Similar to Year 1, at the end of Year 3, there were significant group differences in GPA ($F(2, 800) = 32.00$, $p < .001$, $\eta^2 = .07$ (medium effect)), such that Traditional students had a significantly higher GPA ($M = 3.64$) than either the SuccessConnects students ($M = 3.48$) or the Comparison group students ($M = 3.43$), whose GPAs were similar (see Figure 4).



Figure 4. Cumulative GPA by Participation Group and Year at U-M



*The Traditional group has a significantly higher cumulative GPA than both the SuccessConnects and the Comparison groups ($p < .05$). SuccessConnects and Comparison groups do not significantly differ.

**All group differences in cumulative GPA are statistically significant, $p < .05$.

Conclusions - GPA. First year students who participated in SuccessConnects had first year GPAs that were similar to those of Comparison students, whereas Traditional students had GPAs that were significantly higher than SuccessConnects and Comparison students. In their **second** year, however, students in SuccessConnects had significantly higher second year GPAs than students in the Comparison group. Although the second-year GPA of SuccessConnects students remained significantly lower than that of Traditional students, the SuccessConnects GPA is higher than that of Comparison students. This suggests potential academic “boost” effects of participating in SuccessConnects, as reflected in GPA. At the end of their **third** year, students who participated in SuccessConnects had third year cumulative GPAs that were similar to Comparison students, but both groups have significantly lower cumulative GPAs when compared to Traditional students. Given the demographics of the SuccessConnects students (reflecting students from more underrepresented or historically minoritized backgrounds), the data findings still may represent a “narrowing” of the achievement gap noted by researchers for students from underrepresented or historically minoritized groups when compared to more traditional, non-minoritized college students⁸.

⁸ Whitcomb, K. M., & Singh, C. (2021). Underrepresented minority students receive lower grades and have higher rates of attrition across STEM disciplines: A sign of inequity? *International Journal of Science Education*, 43(7), 1054-1089. <https://doi.org/10.1080/09500693.2021.1900623>



Resource Utilization

Students' utilization of several U-M resources was assessed through questions in the annual survey administered to all SuccessConnects, Comparison and Traditional students. Survey questions asked students how often they have utilized particular types of resources in the past academic year at U-M.

Questions asked about use of 5 resource types: *Academic Advising* (e.g., Newnan LSA Academic Advising Center, Engineering Advising Center, etc.); *Academic Support and Mentorship* (e.g., Engineering Learning Center (ELC); Honors Peer Mentorship, etc.); *Tutoring, Research and Writing Resources* (e.g., Math Tutoring, Librarians, Sweetland Writing Center, etc.); *Wellness Resources* (e.g., U-M Counseling and Psychological Services U-M Depression Center, etc.) and *Diversity and Multicultural Resources* (e.g., Trotter Multicultural Center, Spectrum Center, etc.). Responses were rated on a 0 to 4 scale, with responses reflecting: Never (0), Rarely (e.g., once or twice a year) (1), Occasionally (e.g., once or twice a semester) (2), Frequently (e.g., on a monthly basis) (3) and Very Frequently (e.g., on a weekly basis) (4).

For each student an average value representing utilization of resources was calculated from responses across questions for each of the 5 resource types. A series of ANOVAs were performed to examine if there were group differences in students' utilization of campus resources across first, second and third year groups at U-M.

Summary of Resource Utilization Analyses. SuccessConnects students reported utilizing U-M resources on average a few times a year in Year 1 ($M = 1.39$, $SD = 0.74$), Year 2 ($M = 1.43$, $SD = 0.75$) and Year 3 ($M = 1.38$, $SD = 0.96$) (see Table 4).

Table 4. Utilization of U-M Resources by Year at U-M and Participation Group

	Year 1			Year 2			Year 3		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
SuccessConnects	1.39	0.74	436	1.43	0.75	151	1.38	0.96	21
Comparison	1.06	0.69	414	0.95	0.66	191	0.73	0.69	29
Traditional	0.90	0.57	364	0.77	0.57	160	0.57	0.56	29
All Students	1.13	0.71	1214	1.03	0.71	502	0.84	0.79	79

During their first year, there were significant differences in the utilization of campus resources ($F(2, 1211) = 56.48$, $p < .001$, $\eta^2 = .09$ (medium effect)). All groups differed significantly from each other, such that SuccessConnects students utilized campus resources most often ($M = 1.39$), followed by Comparison students ($M = 1.06$), while Traditional students reported using campus resources least often ($M = 0.90$). A similar pattern was observed for the second year ($F(2, 499) = 41.36$, $p < .001$, partial $\eta^2 = .14$ (large effect)), again with SuccessConnects students most frequently accessing campus resources ($M = 1.42$), Comparison students in the middle ($M = 0.95$) and Traditional students accessing campus resources least frequently ($M = 0.77$). Finally, there were significant third year group differences ($F(2, 76) = 8.17$, $p < .001$, partial $\eta^2 = .18$ (large effect)), with SuccessConnects students using campus resources more often ($M = 1.38$) than either Comparison students ($M = 0.73$) or Traditional students ($M = 0.57$), who did not differ from each other.



Conclusions - Utilization of U-M Resources. In their **first, second** and **third** years at U-M, SuccessConnects students reported utilizing significantly more campus resources than either the Comparison or Traditional students. In their **first** and **second** years, Comparison students reported using more resources than did Traditional students, although this difference was not significant during their **third** year. The findings indicate that SuccessConnects students are taking advantage of the multiple resources offered to them at U-M, over and above the resources they have available with SuccessConnects itself. One of the elements of the mentor relationship is to connect students to campus resources, and these findings demonstrate that SuccessConnects students were engaging with those resources with more frequency than their peers.

Psychosocial Comparisons

Flourishing

An 8-item “flourishing” scale⁹ was administered to measure students’ psychological well-being. The scale includes items such as “I lead a purposeful and meaningful life,” “I actively contribute to the happiness and well-being of others,” “I am a good person and live a good life” and “I am optimistic about my future”. Students were asked to indicate their agreement with the items on a 1 to 7 scale, ranging from *strongly disagree* to *strongly agree*.

Using students’ responses to the 8 items, an average value representing their psychological well being was calculated, with higher scores indicating more positive well being. These values were compared for SuccessConnects, Comparison and Traditional students, and a series of ANOVAs were performed to examine if there were group differences in students’ psychological well-being in their first, second and third year at U-M.

Summary of Flourishing Analyses. SuccessConnects students reported experiencing high levels of flourishing/positive psychological well being during Year 1 ($M = 5.55$, $SD = 1.01$), Year 2 ($M = 5.73$, $SD = 0.85$) and Year 3 ($M = 5.62$, $SD = 0.76$) at U-M (see Table 5).

Table 5. Flourishing by Year at U-M and Participation Group

	Year 1			Year 2			Year 3		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
SuccessConnects	5.55	1.01	211	5.73	0.85	130	5.62	0.76	16
Comparison	5.46	1.00	229	5.38	1.05	171	5.21	1.20	26
Traditional	5.47	0.96	193	5.57	0.95	146	5.51	1.04	26
All Students	5.49	0.99	633	5.54	0.97	447	5.42	1.05	68

There were no significant differences in flourishing found between SuccessConnects students ($M = 5.55$), Comparison students ($M = 5.46$) and Traditional students ($M = 5.47$) at the end of Year 1 ($F(2, 630) = 0.55$, $p = ns$). However, at the end of Year 2, significant differences in flourishing were observed ($F(2, 444) = 5.19$, $p < .01$, partial $\eta^2 = .02$ (small effect)), such that SuccessConnects

⁹ Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2010). New measures of well-being: Flourishing and the positive and negative feelings. *Social Indicators Research*, 39, 247-266. <https://doi.org/10.1007/s11205-009-9493-y>



students reported higher levels of flourishing ($M = 5.73$) than Comparison students ($M = 5.38$) but did not differ from Traditional students ($M = 5.57$). Comparison and Traditional students did not differ significantly in their levels of flourishing. Finally, no significant differences in flourishing were found between SuccessConnects students ($M = 5.62$), Comparison students ($M = 5.21$) and Traditional students ($M = 5.51$) at the end of Year 3 ($F(2, 65) = 0.90, p = ns$), although a similar pattern of SuccessConnects students experiencing the highest level of flourishing was noted.

Conclusions Regarding Flourishing. In their **first** year at U-M, SuccessConnects, Comparison and Traditional students did not significantly differ in their self-reported flourishing. However, in their **second** year at U-M, there were significant differences, such that SuccessConnects students reported greater psychological well being than did Comparison students. The Traditional group did not differ significantly from either group. In their **third** year, the three groups did not significantly differ in their levels of flourishing. SuccessConnects students experienced similar or more positive well being and more stable, positive feelings of thriving over time compared to students from similar backgrounds who did not participate in the program. The findings suggest the psychosocial benefits of the SuccessConnects program, particularly for students from marginalized backgrounds.

Imposter Syndrome

A 20-item “imposter phenomenon” scale¹⁰ was administered to measure the extent to which students feel like their successes are due to “luck” or chance and not their own abilities, thus leading them to feel like “imposters”¹¹. This scale includes items such as “I can give the impression that I’m more competent than I really am,” “I avoid evaluations if possible and have a dread of others evaluating me,” “I’m afraid people important to me may find out that I’m not as capable as they think I am,” and “It’s hard for me to accept compliments or praise about my intelligence or accomplishments”. Students were asked to indicate how true each statement is of them, on a scale of 1 (*not at all true*) to 5 (*very true*).

Using students’ responses to the 20 items, an average value representing their level of imposter syndrome was calculated, with higher scores indicating greater endorsement of feelings consistent with the imposter phenomenon. These values were compared for SuccessConnects, Comparison and Traditional students in their first, second and third years. A series of ANOVAs were performed to examine if there were group differences in students’ feelings of imposter syndrome.

Summary of Imposter Phenomenon Analyses. SuccessConnects students reported a slight increase in their feelings of imposter syndrome over Year 1 ($M = 3.27, SD = 0.76$), Year 2 ($M = 3.32, SD = 0.68$) and Year 3 ($M = 3.44, SD = 0.66$) (see Table 6).

¹⁰ Clance, P. R. (1985). *The Impostor Phenomenon: When Success Makes You Feel Like A Fake*. Bantam Books.

¹¹ Chrisman S. M., Pieper W. A., Clance P. R., Holland C. L., Glickauf-Hughes C. (1995). Validation of the clance imposter phenomenon scale. *Journal of Personality Assessment*, 65(3), 456–467. https://doi.org/10.1207/s15327752jpa6503_6



Table 6. Imposter Phenomenon by Year at U-M and Participation Group

	Year 1			Year 2			Year 3		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
SuccessConnects	3.27	0.76	211	3.32	0.68	128	3.44	0.66	15
Comparison	3.26	0.71	228	3.23	0.70	166	3.41	0.65	25
Traditional	3.18	0.73	189	3.08	0.69	143	3.08	0.79	24
All Students	3.24	0.73	628	3.21	0.70	437	3.29	0.71	64

No significant differences in imposter syndrome were observed between SuccessConnects ($M = 3.27$), Comparison ($M = 3.26$) and Traditional ($M = 3.18$) students at the end of Year 1 ($F(2, 625) = 0.84, p = ns$). However, there were significant differences in imposter syndrome in Year 2 ($F(2, 434) = 4.02, p < .05$, partial $\eta^2 = .02$ (small effect)), such that SuccessConnects students had higher imposter syndrome scores ($M = 3.32$) than Traditional ($M = 3.08$) students but did not differ from Comparison ($M = 3.23$) students, whereas Comparison and Traditional students did not statistically differ from each other. Year 3 findings mirrored Year 1, with no significant differences between SuccessConnects ($M = 3.44$), Comparison ($M = 3.41$) and Traditional ($M = 3.08$) students ($F(2, 61) = 1.74, p = ns$).

Conclusions Regarding Imposter Syndrome. Similar to the findings for Flourishing, in their **first** year at U-M, SuccessConnects, Comparison and Traditional students did not significantly differ in their responses to how much they experienced imposter syndrome. However, in their **second** year at U-M, SuccessConnects students reported more feelings of imposter syndrome than did Traditional students. No other significant group differences were found. In their **third** year, the three groups did not significantly differ in reported imposter syndrome feelings. However, in all three years the pattern is similar, with SuccessConnects and Comparison students reporting higher levels of imposter syndrome compared to Traditional students. These findings, when considered along with the findings regarding flourishing, suggest that although SuccessConnects students report feeling like imposters more than Traditional students, they are still thriving and experiencing positive psychological well being similar to Traditional students (and more so than students in the Comparison group). Participation in SuccessConnects may serve as a potential buffer against the negative impacts of imposter syndrome on students’ psychological well being experienced by all students and especially for those experiencing underrepresented status.

Sense of Belonging

Making connections and finding a community in which you belong is an important part of successful student retention and completion. Students who are more engaged in their campus community are more likely to persist than other students¹². Therefore, one of the goals of the SuccessConnects program is to provide students with a vibrant “community of scholars and leaders amongst whom they can thrive,” and this serves as one of the components to Success Connects’ holistic approach to student success.

To measure students’ perceptions of belonging at U-M, the annual survey includes an item from the U-M Climate survey, which asks students to indicate their level of agreement with the statement “I

¹² Tinto, V. (2016, September 26). From retention to persistence. Inside Higher Ed. <https://www.insidehighered.com/views/2016/09/26/how-improve-student-persistence-and-completion-essay>



have found one or more communities or groups where I feel I belong at U-M.” Students responded on a 1 to 5 scale, where 1 indicated “*strongly disagree*” and 5 indicated “*strongly agree*”.

Item responses were compared for SuccessConnects, Comparison and Traditional students, and a series of ANOVAs were performed to examine if there were group differences in students’ sense of belonging in their first, second and third year at U-M.

Summary of Analyses for Sense of Belonging. SuccessConnects students reported high levels of agreement with having found one or more communities in which they belong in Year 1 ($M = 3.76$, $SD = 1.07$), Year 2 ($M = 4.10$, $SD = 1.03$) and Year 3 ($M = 4.00$, $SD = 0.76$) (see Table 7).

Table 7. Sense of Belonging by Year at U-M and Participation Group

	Year 1			Year 2			Year 3		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
SuccessConnects	3.76	1.07	391	4.10	1.03	126	4.00	0.76	15
Comparison	3.64	1.18	392	3.75	1.16	165	3.28	1.24	25
Traditional	3.79	1.13	333	3.86	1.09	143	3.95	1.00	22
All Students	3.73	1.13	1116	3.89	1.11	434	3.69	1.10	62

At the end of Year 1, no group differences in a sense of belonging were found ($F(2, 1113) = 1.86$, $p = .16$ (ns)) between SuccessConnects ($M = 3.76$), Comparison ($M = 3.64$) and Traditional ($M = 3.79$) students. However, in Year 2, SuccessConnects students ($M = 4.10$) indicated stronger agreement with having found one or more communities at U-M in which they belong than did Comparison ($M = 3.75$) students ($F(2, 431) = 3.73$, $p < .05$, partial $\eta^2 = .02$ (small effect)). Traditional ($M = 3.86$) students did not differ from either SuccessConnects or Comparison students. In Year 3, the resulting pattern¹³ was SuccessConnects ($M = 4.00$) and Traditional ($M = 3.95$) students reporting more agreement with having found a community to belong and Comparison students ($M = 3.28$) reporting less agreement with having found a community to belong ($F(2, 59) = 3.21$, $p < .05$, partial $\eta^2 = .10$ (medium-large effect)).

Conclusions Regarding Sense of Belonging. In their **first** year at U-M, SuccessConnects, Comparison and Traditional students did not significantly differ in their responses to how much they agree or disagree with the statement that they had found one or more communities or groups where they felt they belonged. However, in their **second** year at U-M, there are significant differences, such that SuccessConnects students reported a stronger sense of community and belonging than did Comparison students. The Traditional group did not differ significantly from either group. A similar trend emerged for students in their **third** year as well. Findings suggest that SuccessConnects supports a sense of connection between students and the university community, which is important given research noting the promotive role of sense of belonging in positive student engagement and successful retention and completion.

¹³ While the omnibus (overall) ANOVA test was significant, indicating group differences in belonging among the three groups (SuccessConnects, Comparison, and Traditional), there were no significant pairwise comparisons using the Games-Howell post hoc test (equal variances and sample sizes not assumed).



Graduation Rates and Post-Graduation Plans

Finally, this evaluation analyzed the graduation rates and the post-graduation plans of students finishing their undergraduate careers at U-M. The first section investigated graduation rates of SuccessConnects students and examined similarities and differences in graduation rates among SuccessConnects, Comparison and Traditional students, while the second section utilized survey data from an earlier cohort of SuccessConnects to explore scholars' post-graduation plans and to help understand the choices, decisions and options awaiting them after graduation.

Graduation Rates

Analyses, examining those students from our samples whose first year at U-M was AY2018-2019 ("Fall 2018 Cohort")¹⁴ were conducted to understand graduation rates and determine if there were differences in those rates based on participation group. These analyses utilized data from the winter 2022 term obtained from the U-M Data-Warehouse. Group differences were examined using two-proportion z-tests and a chi-square test for differences in proportions.

Year 4 Graduation Rates

Of the 1,191 students who were part of our Fall 2018 Cohort (392 SuccessConnects, 373 Comparison, 426 Traditional), 865 (72.6%) had earned their undergraduate degree from U-M as of winter 2022. Another 62 (5.2%) had pending degrees. An additional 60 (5.0%) had applied for graduation and 204 (17.1%) had not yet applied for graduation as of winter 2022. Of the 865 students who had received their degree by winter 2022, 708 (81.8%) graduated in 2022, 114 (13.2%) graduated in 2021, 42 (4.9%) graduated in 2020, and 1 student (0.1%) graduated in 2019. Of the students who graduated, 570 (65.9%) were domestic non-URM students, 245 (28.3%) were domestic URM students and 50 (5.8%) were international students. The racial/ethnic backgrounds of these students are as follows: 413 (47.7%) were White, 137 (15.8%) were Hispanic, 133 (15.4%) were Asian or Pacific Islander, 84 (9.7%) were Black, 60 (6.9%) were Bi/Multiracial, 37 (4.3%) did not indicate their ethnicity and less than 1% were Hawaiian. Finally, of the 865 students who graduated, 266 (30.8%) were first-generation college students and 71 (8.2%) were transfer students.

Group Comparisons. We examined differences in graduation rates based on participation in SuccessConnects, and there was a significant association between participation group and graduation status ($\chi^2 = 15.042, p < .001$), such that Traditional students had a significantly higher graduation rate (79.3%, $n = 338$) than either SuccessConnects (68.9%, $n = 270$) or Comparison (68.9%, $n = 257$) students ($z = 3.42, p < .001$ and $z = 3.38, p < .001$, respectively).

¹⁴ The vast majority ($n = 1,189$ of 1,191) of these students first attended U-M in either summer 2018 ($n = 213$) or fall 2018 ($n = 976$), however, this cohort also includes two students who first attended U-M in winter 2019 or spring 2019.



Post-Graduation Plans

In order to gain a better understanding of students’ plans for after college, we utilized survey data from an earlier cohort of students. Specifically, we used the winter 2020 annual survey¹⁵, in which students were asked about their graduation and post-graduation plans, allowing us to explore responses for students who reported they would graduate in 2020.

Winter 2020 Post-Graduation Plans

Among students completing the survey¹⁶, 112 respondents indicated that they would graduate in 2020. 70.5% (79) of these students were in their fourth year at U-M, 10.7% (12) were in their third year and 16.1% (18) were in their second year. Another two students were in their first year, and one student was in their fifth year.

Of these 112 students, 98 (87.5%) were current or past participants in SuccessConnects, 11 (9.8%) were Comparison students and three (2.7%) were Traditional students. A total of 45 (40.2%) were URM students, 64 (57.14%) were first-generation college students and 15 (13.4%) were transfer students. Finally, 44 (39.3%) students were White, 20 (17.9%) were Hispanic, 19 (17.0%) were Asian, 18 (16.1%) were Black, 10 (8.9%) were Bi/Multiracial and one student did not indicate their ethnicity.

Post-Graduation Plans: Employment. In this group of students, 66 (58.9%) students said they planned to work within a year of receiving their degree. Fifty-eight (87.88%) students planning to work were current or past participants in SuccessConnects, six (9.1%) were Comparison students and two (3.03%) were Traditional students. Of the 65 students who reported their progress in the job search process, 27 (41.5%) had already formally accepted a job offer. Another 4 (6.2%) were deciding between offers, 17 (26.2%) were applying to/interviewing for jobs and 17 (26.2%) had not started applying to jobs. Of the 65 students who commented on the type of job they had committed to, 34 (52.3%) viewed the job as a “step in my career,” 22 (33.8%) viewed it as a “short-term job” and 9 (13.8%) viewed it as a “long-term job.”

Post-Graduation Plans: Graduate or Professional School. A total of 40 (35.7%) students said they planned to attend graduate or professional school within a year of receiving their degree. Of these 40 students, 35 (87.5%) were current or past participants in SuccessConnects, four (10.0%) were Comparison students and one (2.5%) was a Traditional student. In terms of their progress in the graduate school application process, 16 (40.0%) had formally accepted an offer from a graduate/professional school, three (7.5%) were deciding between schools, five (12.5%) were in the process of applying to schools and 16 (40.0%) had not started applying yet.

¹⁵ As previously mentioned, due to budget constraints during the COVID-19 pandemic, survey incentives were limited, which significantly lowered response rates. As a result, we have not included responses from the winter 2021 survey in the post-graduation plans analysis.

¹⁶ This section of the survey was completed by graduating students only. In winter 2020 (the term in which this data is from), the students who were graduating were largely SuccessConnects participants, because most of the graduating students entered U-M in fall 2016 and there were no comparison group samples in the fall 2016 cohort. The handful of Comparison and Traditional students who were graduating were mostly transfer students or students who graduated U-M early (in less than 4 years). As such, the information from this survey provides insight into primarily SuccessConnects students’ post-graduation plans.



Conclusions for SuccessConnects Graduation Rates and Post-Graduation Plans

Examining graduation records in winter 2022, we found that an overwhelming majority of students in our sample who started at U-M in fall 2018 had successfully earned their undergraduate degrees within their first 4 years at U-M. Yet differences still emerged between Traditional students and SuccessConnects students in their graduation rates, suggesting that the positive program impacts we saw in other areas did not extend to the longer term outcome of graduation rates among students in the fall 2018 cohort. However, the winter 2020 survey data allowed us to understand the post-graduation plans of SuccessConnects students, highlighting that even at the beginning of a global pandemic, many were successfully transitioning from their undergraduate work to graduate school or employment within their chosen career field.

Overall Conclusions

The SuccessConnects program provides numerous opportunities that promote holistic student success. It supports students in developing academically and personally as they transition to the University of Michigan and also during their undergraduate academic careers and beyond. SuccessConnects students are highly satisfied with the program and see many benefits of participating. These advantages are particularly noticeable in the second year, when SuccessConnects students have higher GPAs than students from similar backgrounds, use available campus resources more frequently than other students and report higher levels of flourishing and belonging than students from similar backgrounds, all in spite of experiencing a greater sense of imposter syndrome than traditional college students. SuccessConnects students continue these strengths through graduation, and many SuccessConnects students report plans of furthering their education by attending graduate school, while others have viable employment opportunities. Taken together, these findings indicate that the SuccessConnects program provides students with a supportive environment, helping to encourage students' success in their academic and personal endeavors.





**DIVERSITY,
EQUITY &
INCLUSION**