RANKIN CLIMATE

The University of Michigan Climate Survey Related to Campus Culture and Community

Key Findings from UM-Ann Arbor Employees

October 2026



Table of Contents

Letter from University of Michigan Leaders....1

National Context....2

Introduction....4

Methodology....5

Survey Instrument....5

Survey Administration....6

Design Limitations....6

Data Management & Analysis....6

Key Definitions....9

Executive Summary....11

Participant Characteristics....15

Position....15

Gender Identity....15

Racial and Ethnic Identity....16

Religious or Spiritual Affiliation....17

Culture/Ethnicity....17

Primary Language....19

Campus Climate at UM-Ann Arbor....20

Overall Climate....21

Climate in Department or Work Unit....28

Climate in the Classroom....34

Workplace Climate....37

Freedom of Expression & Institutional Trust....39

Harassment and Discrimination....60

Experiences with or Observations of Discrimination and Harassment....60

Considerations of Leaving UM-Ann Arbor....69

Sense of Belonging....74

Faculty Sense of Belonging....74

Staff Sense of Belonging....75

Reporting & Institutional Processes....77

Reporting Title VI Incidents....77

Institutional Processes for Education of Title VI.....79
Sense of Safety & Bystander Confidence..... 82
Safety on Campus.....82
Bystander Response..... 84
References.....86
Appendix A - Factor Analysis..... 89
Introduction..... 89
Methodology.....89
Appendix B - Qualitative Methodology.....91
Introduction.....91
Analysis Strategy.....91

Letter from University of Michigan Leaders

Dear University of Michigan Community Members,

This survey represents an important effort to strengthen our commitment to a safe, respectful, and inclusive University of Michigan community. Rankin Climate—an independent firm specializing in campus climate research—facilitated the Climate Survey Related to Campus Culture and Community across our Ann Arbor, Dearborn, Flint, and Michigan Medicine campuses in the Spring of 2026.

The survey was offered to a representative sample of students, faculty, and staff across the three campuses and Michigan Medicine with the goal of measuring perceptions and experiences related to discrimination or harassment.

The insights our community members provided are essential to understanding the experiences of our community and guiding our ongoing work to foster safety, respect, and inclusion. Thank you for your engagement in helping shape the future of our university.

Sincerely,

Domenico Grasso

President, University of Michigan

National Context

Discrimination and harassment based on race, color, and national origin—including actual or perceived shared ancestry—have been the subject of intense national attention at U.S. institutions of higher education in recent years. Longstanding concerns about the experiences of students, faculty, and staff of color are now combined with concerns about anti-Jewish and Islamophobic conduct on campus, particularly following the October 2023 conflict escalation in the Middle East and the waves of protest and counter-protest that followed on campuses across the country. Colleges and universities have found themselves at the center of a polarized national discourse: they are being asked to simultaneously protect community members from identity-based harassment, safeguard free expression and academic freedom, and maintain community trust.

The legal foundation for institutional obligations in this area is Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance (42 U.S.C. § 2000d). The U.S. Department of Education's Office for Civil Rights (OCR) has repeatedly clarified that these protections extend to discrimination based on actual or perceived shared ancestry or ethnic characteristics—including antisemitism, Islamophobia, and bias against Israeli, Arab, Palestinian, South Asian, and Sikh community members, among others (U.S. Department of Education, Office for Civil Rights, 2023, 2024). In its November 2023 Dear Colleague Letter, issued amid a nationwide rise in reported hate incidents, OCR reminded US colleges and universities of their "legal obligation under Title VI to address prohibited discrimination against students and others" on their campuses and detailed schools' obligations to respond promptly and effectively to hostile environments based on shared ancestry (U.S. Department of Education, Office for Civil Rights, 2023). Complaints filed with OCR alleging shared-ancestry discrimination have risen dramatically since late 2023 (Li & Shouhayib, 2025), putting US colleges and universities on notice that understanding and addressing campus climate related to race, religion, and shared ancestry remains critical.

This shift on US campuses mirrors trends of the larger communities and society they are situated within. **In 2024, the Federal Bureau of Investigation recorded the second-highest number of hate crime incidents since national reporting began in 1991, with bias related to race, ethnicity, or ancestry remaining the most common motivation, accounting for more than half of all victims.** Anti-Jewish incidents reached the highest level ever recorded (Federal Bureau of Investigation, 2025). **Approximately one in ten reported hate crimes occurs at schools, and incidents at colleges and**

universities rose substantially in the most recent years analyzed (Federal Bureau of Investigation, 2024). Public perception has shifted in parallel: the share of Americans who say Muslims and Jews face "a lot" of discrimination rose sharply between 2021 and 2024 (Pew Research Center, 2024).

Campus-based research suggests these national trends are keenly felt by students. A survey of Muslim students at California colleges and universities found that nearly half experienced harassment or discrimination during the 2023–2024 academic year, a marked increase from 2020 (CAIR California & Center for the Prevention of Hate and Bullying, 2024). In a national survey fielded in fall 2024, 83% of Jewish college students indicated that they experienced or witnessed antisemitism since October 2023, 41% felt the need to hide their Jewish identity, and approximately nine in ten who experienced or witnessed an incident did not report it to campus authorities (Anti-Defamation League & Hillel International, 2025). These recent findings add to decades of scholarship documenting that students, faculty, and staff from historically marginalized racial and ethnic groups experience campus climates as less welcoming than their peers, with consequences for belonging, persistence, and success (Harper & Hurtado, 2007; Hurtado et al., 1998). Comparatively little national research examines faculty and staff experiences with race-, religion-, or ancestry-based harassment specifically, yet employees both shape and are shaped by the same campus climate, and their experiences carry direct consequences for retention, productivity, and the environments they create for students (Rankin & Reason, 2008).

A systematic climate assessment is the established mechanism by which an institution can name these issues and know their extent within its own community. Aggregate national statistics cannot tell a university where its community members feel safe or unsafe, which groups carry disproportionate burdens, whether community members trust institutional reporting processes, or how perceptions differ across campuses and roles. Individualized campus climate assessment provides this local information, enabling institutions to direct resources, education, and policy where they are most needed and to measure change over time (Rankin & Reason, 2008).

Introduction

In conceptualizing campus climate, this presentation of key findings draws on a practical application of Bronfenbrenner's (1977) socio-ecological model developed by Hurtado and colleagues, which understands climate as the product of interrelated dimensions: an institution's historical legacy of inclusion or exclusion; its compositional diversity; the psychological dimension of community members' perceptions, attitudes, and sense of belonging; the behavioral dimension of intergroup interactions and experiences, including harassment and discrimination; and the organizational dimension of structures, policies, and practices (Hurtado et al., 1998; Milem et al., 2005).

No single dimension explains the climate of a campus: a community member's sense of safety reflects what they have personally experienced, what they have observed, what they believe their institution values, and how they expect it to respond. The 2026 University of Michigan *Climate Survey Related to Campus Culture and Community* was designed with this framework in mind, and this summary is structured accordingly—moving from the psychological dimension (perceptions of and comfort with the climate, freedom of expression, institutional trust, and sense of belonging), through the behavioral dimension (experiences with and observations of harassment and discrimination based on race, color, national origin, and shared ancestry), to the organizational dimension (knowledge and perceptions of the University's Title VI reporting processes, resources, and institutional responses).

Representative samples of students, faculty, and staff across the University of Michigan's Ann Arbor, Dearborn, Flint, and Michigan Medicine campuses were invited to participate in the survey. Each summary in this series presents findings for one campus and population, so the distinct experiences of each community are visible to the campus communities. The findings that follow are offered in that spirit: as a detailed, community-specific evidence base for the University's continuing efforts to ensure that every member of its community can live, learn, and work free from discrimination and harassment.

Methodology

The 2026 University of Michigan *Climate Survey Related to Campus Culture and Community* was distributed to a randomly-selected sample of University of Michigan students, faculty, and staff. The survey opened on March 11, 2026, and data collection concluded on April 15, 2026[1]. Participation was entirely voluntary, and all Michigan community members invited to participate were 18 years of age or older. All participants provided informed consent before beginning the survey. Participants were allowed to skip any survey items they wished, except a few initial questions regarding their role at Michigan (e.g., undergraduate student, graduate student, faculty, or staff). All responses were anonymous and confidential; no individual information was collected in the climate survey; and all findings are presented in aggregate. All U-M employees who completed the survey received a $15 Visa gift card incentive.

Survey Instrument

The survey instrument was constructed from Rankin Climate's extensive climate assessment item library, with the assistance of a University of Michigan Climate Study Advisory Group. The advisory group reviewed the proposed survey instrument and thoroughly vetted all questions to ensure they were contextually appropriate for the University. The final employee survey—offered online—contained 36 core questions. The survey presented participants with the opportunity to provide information about their personal experiences on campus, their perceptions of the campus climate, and their perceptions of the University of Michigan's institutional actions, including administrative policies and academic initiatives regarding harassment and discrimination based on race, color, or national origin, as well as community members' experiences reporting related issues and concerns to the University of Michigan. All harassment and discrimination items were constructed to assess experiences in the past year. This survey module also contained follow-up items displayed to employees who experienced harassment or discrimination to further assess the context of those experiences.

[1] **A note on survey timing:** In May 2026, after survey data collection concluded, U-M launched training on harassment and discrimination protections, reporting options, and institutional response mechanisms. The survey findings therefore represent a pre-training baseline and should not be interpreted as measuring awareness or understanding following the training's launch.

Survey Administration

The University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument, and assigned it a "Not Regulated" determination, which means the IRB determined the survey did not constitute human subjects research. Therefore, no IRB approval or oversight was required. The IRB considered the survey to be "Not Regulated" because it is a quality assurance and quality improvement activity with the intent of improving university services or programs.

Prospective participants who were part of a randomized representative sample of the University population (10%) received an invitation directly from Rankin Climate, which contained a specific URL link for each sample member. The online survey included a detailed introduction that explained the purpose of the project, assured anonymity of responses, and detailed the participant incentive. Prospective participants were informed that they were not required to respond to all survey items and that they could withdraw from the survey at any time.

Survey responses were stored into a secure database during data collection, then exported to a separate secure database for data management and analysis. Participants' comments were also separated from identifying information at submission, so comments could not be attributed to any individual demographic characteristics.

Design Limitations

A potential limitation of this self-report survey study was that participants "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

Data Management & Analysis

After data collection concluded, all data were thoroughly reviewed and cleaned to remove responses identified as inauthentic, made in bad faith, or duplicate submissions from the dataset. Participants who completed at least one survey question (not including consent or role at the University of Michigan) were included in the final dataset for analysis. Results are only presented for groups of 5 or more individuals to eliminate the potential for identification based on demographic information.

Survey data were analyzed via IBM® SPSS® Statistics software to compare various groups' responses (in raw numbers and percentages). Missing data analyses were conducted, and descriptive statistics were calculated by salient group memberships (for example: racial/ethnic identity, cultural identity) to provide additional information regarding participant responses. Throughout much of this document, including the narrative and data tables within the narrative, information is presented using the percentage of valid responses. Chi-square tests provide only omnibus results, meaning they identify if significant differences exist between groups or categories in the data table, but chi-square tests do not identify which specific groups are different from one another. Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment, which accounted for the number of comparisons conducted for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. Statistically-significant distinctions between groups are noted whenever applicable throughout this document. Note that the percentages printed in this document are rounded.

In summarizing the quantitative results, Rankin Climate used the following guidelines. For Likert scale questions, responses of "strongly agree" and "agree" were combined. For example, "Sixty percent (n = 50) of participants 'strongly agreed' or 'agreed' that…." If the responses for either "strongly agree" or "agree" resulted in $n < 5$, then the combination of "strongly disagree" and "disagree" may have been used instead. When at least one statistically-significant difference emerged between groups, only one category of the Likert-type metric was indicated, indicating the specific significant difference. For example, "A higher percentage of White participants (40%, n = 10), compared with participants of Color (20%, n = 5), 'disagreed' that…." If more than one significant difference existed, Rankin Climate offered multiple sentences to describe the results for that survey item.

Post-Stratification Weighting

To ensure the sample was representative of the University population with regard to gender, post-stratification survey weights were applied to the data; these weights were calculated separately for each academic campus and Michigan Medicine. The racial/ethnic composition of each sample was also reviewed against corresponding 2026 University enrollment and HR data and found to be broadly consistent, with the caveat that the identity categories included in the survey and included in this summary (e.g., separate South Asian and Middle Eastern/North African categories, and a multiracial classification based on

selecting more than one identity) differ from those used in public U-M reporting. No additional weighting was applied. All percentages and counts (*n*) presented in this report reflect the weighted data, with weighted counts rounded to whole numbers. As a result, subgroup counts may not sum exactly to aggregate totals, and percentages may differ slightly from those calculated directly from the printed counts.

Means Testing Methodology

Means were computed for validated scales included in the survey instrument only after confirming unidimensionality via factor analyses of the survey data. The aim was to determine whether the factor scores differed based on personal experience with harassment and discrimination in the past year.

When only two categories existed for the specified demographic variable, a *t*-test was used to test differences between means. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories, a one-way Analysis of Variance (ANOVA) was run to determine whether any differences existed. Similar to chi-square tests, the ANOVA is an omnibus test that indicates if there is a big enough difference between groups to be statistically significant—it does not identify which groups are different from each other. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. When multiple factors could influence a potential outcome (for example, harassment or discrimination experience), an Analysis of Covariance (ANCOVA) was run to account for shared variance between predictors and reduce the likelihood of a false-positive result (Type I error).

Key Definitions

The following terms appear throughout this report and are defined as follows:

Barrier	A rule, law, or policy that makes it difficult or impossible for something to happen or be achieved.
Climate	The current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential.
Discrimination	Inequitable treatment or barriers (e.g., denying admission, restricting services, providing fewer resources, or enforcing policies that disproportionately disadvantage people of a certain race, color, or national origin).
Ethnicity	A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture, such as clothing and cuisine, and cultural products such as music and art.
Gender Expansive	Individuals who identified as Agender, Genderqueer, Genderfluid, Gender Non-binary, Gender Non-conforming, Transgender, or listed another gender that does not fall within the gender binary.
Gender Identity	A person's inner sense of being a man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.
Harassment	Unwelcome behavior (e.g., slurs, intimidation, repeated derogatory comments) that creates an environment so offensive it interferes with a person's ability to participate in or benefit from a program.
National Origin	Refers to a person's (or their ancestors') place of birth, heritage, ancestry, culture, or linguistic characteristics.
Racial Identity	A socially-constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.
Shared Ancestry	Refers to national origin, including actual or perceived ancestry or

	ethnic characteristics. A Title VI incident related to shared ancestry could include discrimination based on ethnic characteristics; physical, cultural, and linguistic traits; or customs and traditions linked to ancestral backgrounds.
Title VI	A federal law that protects people from discrimination based on race, color, or national origin (including actual or perceived ancestry) in any program or activity that receives federal funding.
University of Michigan	Throughout the survey and this report, "University of Michigan", "U-M", and UM-Ann Arbor all refer to the University of Michigan—Ann Arbor as an institution and a campus, including off-site locations controlled by the University (not including UM-Dearborn and UM-Flint campuses, which are identified uniquely).

Executive Summary

In March 2026, the University of Michigan partnered with Rankin Climate (now Interwoven Insights) to conduct the Climate Survey Related to Campus Culture and Community. The survey was administered from March 11 through April 15, 2026,[2] to a randomly selected, representative sample of students, faculty, and staff across the Ann Arbor, Dearborn, and Flint campuses and Michigan Medicine. It asked community members about their experiences with and observations of harassment and discrimination based on race, color, or national origin, including actual or perceived shared ancestry, as well as the campus climate, freedom of expression, sense of belonging and safety, and awareness of University reporting processes and resources.

Many of the findings align with national trends in institutional climate studies and with experiences documented in the literature on historically underrepresented and underserved populations. Nationally, concerns about freedom of speech and external influences on institutional policies, procedures, and responses are common themes in higher education climate assessments. At the same time, the survey results highlight unique findings specific to the University of Michigan community.

This summary presents the key findings for **UM-Ann Arbor employees**. Approximately 44% of the UM-Ann Arbor employees invited to participate responded to the survey (n = 1,189 participants), including 47% of the Staff (n = 945 participants) and 36% of the Faculty (n = 244 participants). Responses were statistically weighted to ensure the sample reflects the gender composition of university employees. However, the sample's racial and ethnic composition broadly matched the university's employee population. Throughout this summary, percentages describe employees who answered each question, and participant counts (n) show the number of employees behind each percentage. Findings are reported in aggregate, and no results are shown for groups of fewer than five employees.

U-M employees generally experience strong interpersonal support and a sense of belonging and safety within their local work environments. Opportunities to strengthen the broader campus climate include advancing equitable experiences across employee groups, supporting constructive expression and dialogue, increasing awareness and use of reporting

[2] **A note on survey timing:** In May 2026, after survey data collection concluded, U-M launched training on harassment and discrimination protections, reporting options, and institutional response mechanisms. The survey findings therefore represent a pre-training baseline and should not be interpreted as measuring awareness or understanding following the training's launch.

processes, building confidence in institutional responses to concerns, and improving employee retention through supportive workplace conditions and transparent accountability.

A summary of top-line findings from the U-M Ann Arbor employee sample includes:

Most employees are comfortable and feel safe from harassment and discrimination at U-M, especially within their local department or unit. However, climate perspectives vary across identities.

- Overall, two thirds of employees reported feeling comfortable with U-M's climate, and more than four in five felt safe from harassment or discrimination based on race, color, national origin, or shared ancestry.
- By racial identity, Asian, Hispanic, and White employees reported feeling the most comfortable with the overall campus climate, while Black employees indicated feeling the least comfortable with the climate.
- By religious identity, Hindu employees reported the greatest comfort with the overall campus climate, while Christian/Catholic and non-religious employees also generally felt comfortable. Jewish employees and those with another or multiple religious affiliations reported somewhat lower comfort, and Spiritual[3] and Muslim employees reported the lowest comfort.

Harassment and discrimination affect a minority, are concentrated among particular groups, and are usually not reported to U-M. Rates were notably higher among Black employees, Muslim/Arab employees, and some multiracial and Middle Eastern or North African employees.

- Eight percent reported personally experiencing conduct that interfered with their work, and 11% observed it. Gender/gender identity, position/status, and racial identity were the top perceived bases of the conduct.
- Seventy-one percent of employees indicated the conduct occurred while working at U-M, and the most common source of the conduct was supervisors, followed by colleagues as the source of the conduct.

[3] **"Spiritual"** was offered as a response option for the question "What is your religious or spiritual identity?" Spirituality is a 'travelling concept' without shared meaning in religious or spirituality studies (Bal, 2002). Within the context of this assessment, self-identification as spiritual may be understood as an orientation toward existential questioning, meaning-making, and connection to the transcendent, which can be facilitated by institutional religion, but is not bound by it.

- Nearly two-thirds of employees who experienced harassment or discrimination did not disclose it to a U-M office or official. Employees most often told a friend or a family member, followed by a U-M resource, or chose no further action.

Employees are willing to intervene, largely know where to report, and feel that U-M will take reports seriously.

- Employees reported high confidence in intervening as bystanders. Most felt confident checking in with someone who may have experienced harassment or discrimination, intervening in discriminatory or harassing situations, and speaking up against racist or culturally insensitive comments.

- Almost two-thirds of employees know where to report concerns of discrimination and harassment at U-M.

- Three in four believed U-M would take a Title VI report seriously. Over half believed U-M would support the person making the report, expected fair handling, and expected corrective action, whereas just under half understood what happens after a report.

Employees feel valued by the people they work with.

- Local units are an important strength. Employees reported feeling valued by coworkers, supervisors, chairs, and departments.

- Seventy-eight percent of employees would recommend U-M as a good place to work.

- Employees reported feeling less valued by senior administrators and lower levels of confidence in institutional transparency and responsiveness. Qualitative comments linked this distrust to decisions concerning rolling back Diversity, Equity, and Inclusion efforts, student protests, political pressure, and freedom of expression.

Employees generally feel safe expressing their identities, but are less comfortable sharing personal or political views. Climate concerns—especially among Black and Muslim employees—impacted freedom of expression and considerations of leaving U-M.

- Although three quarters of participants felt safe expressing their identity, whereas slightly less than half felt free to express personal views, and slightly less than one third felt free to express political views without concern for consequences.

- Almost half of the employees had seriously considered leaving U-M, with higher rates among Black employees and Faculty. Pay, advancement, workload, belonging, and alignment with institutional values contributed to retention matters.

Participant Characteristics

Over one thousand U-M Faculty and Staff members included in the randomized sample responded to the survey (*n* = 1,189), including 47% of the Staff (*n* = 945) and 36% of the Faculty (*n* = 244) invited to participate. Additional details on survey participants are presented below, broken down by position (i.e., faculty, staff), gender identity, racial identity, religious or spiritual affiliation, culture/ethnicity, and language status.

Position

The majority of the employees were Staff (80%, *n* = 945), while 20% (*n* = 244) were Faculty (see Figure 1), largely consistent with the U-M employee population in 2026 (74% staff, 26% faculty).

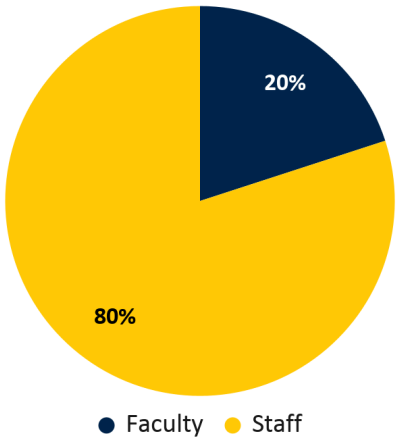


Figure 1. Survey Participants by Employee Position

Gender Identity

Just over half of Faculty participants (52%, *n* = 121) identified as Women; 44% (*n* = 102) as Men, and 4% (*n* = 9) as Gender Expansive. Among Staff, 62% (*n* = 563) identified as Women, 35% (*n* = 320) as Men, and 3% (*n* = 32) as Gender Expansive (see Figure 2).

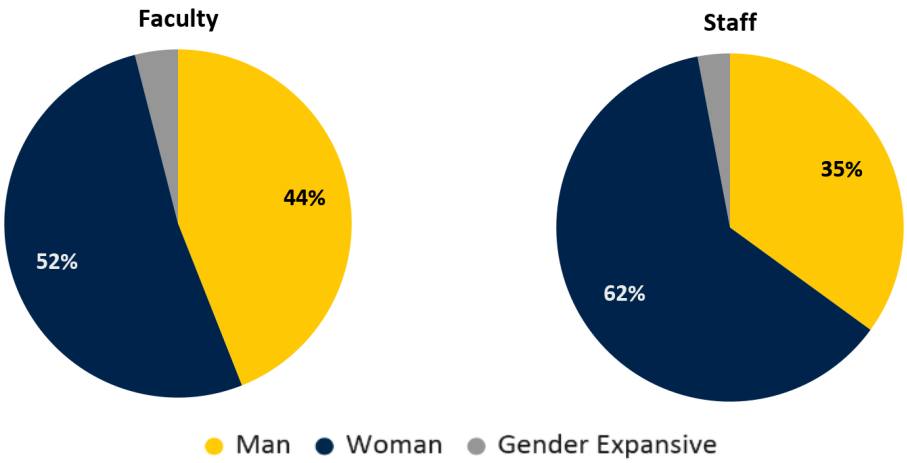


Figure 2. Survey Participants by Gender Identity

Racial and Ethnic Identity

Employee racial/ethnic identity is detailed in Figure 3. The majority of Faculty participants identified as White (64%, *n* = 131). Approximately one out of every ten Faculty respondents were Asian (12%, *n* = 26) or Multiracial (9%, *n* = 18). Smaller proportions of Faculty participants were Black (6%, *n* = 13), Hispanic (3%, *n* = 6), or South Asian (3%, *n* = 5). Fewer than five participants each were MENA or Another Racial Identity.

Among Staff, the largest proportion of participants identified as White (74%, *n* = 625). Eight percent (8%, *n* = 65) of Staff identified as Black, 6% (*n* = 52) Asian, and 6% (*n* = 54) Multiracial. Smaller percentages of Staff were Hispanic (2%, *n* = 17), MENA (2%, *n* = 13), South Asian (1%, *n* = 12), or Another Racial Identity (*n* < 5).

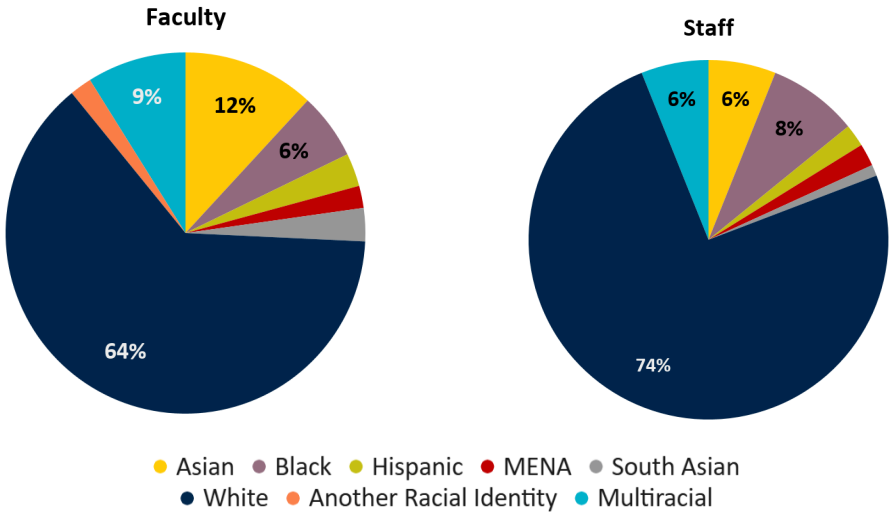


Figure 3. Survey Participants by Racial Identity

Religious or Spiritual Affiliation

Employee religious/spiritual identity is detailed in Figure 4. Just under half (45%, *n* = 97) of Faculty participants identified themselves as Non-religious, while just over one-quarter (28%, *n* = 59) indicated they were Christian/Catholic. Fourteen percent (14%, *n* = 31) of Faculty indicated Another or Multiple Religious Affiliations; 6% (*n* = 12) identified as religiously Jewish, and 4% (*n* = 9) indicated that they were Spiritual. Fewer than five Faculty participants identified as Muslim or Hindu.

Forty-three percent (43%, *n* = 378) of Staff participants indicated they were Christian/Catholic, while 38% (*n* = 336) indicated they were Non-religious and 10% (*n* = 92) had Another or Multiple Religious Affiliations. Smaller percentages of Staff identified as Spiritual[4] (4%, *n* = 31), and 2% each indicated they were Muslim (*n* = 17) or Jewish (*n* = 14), or Hindu (*n* = 13).

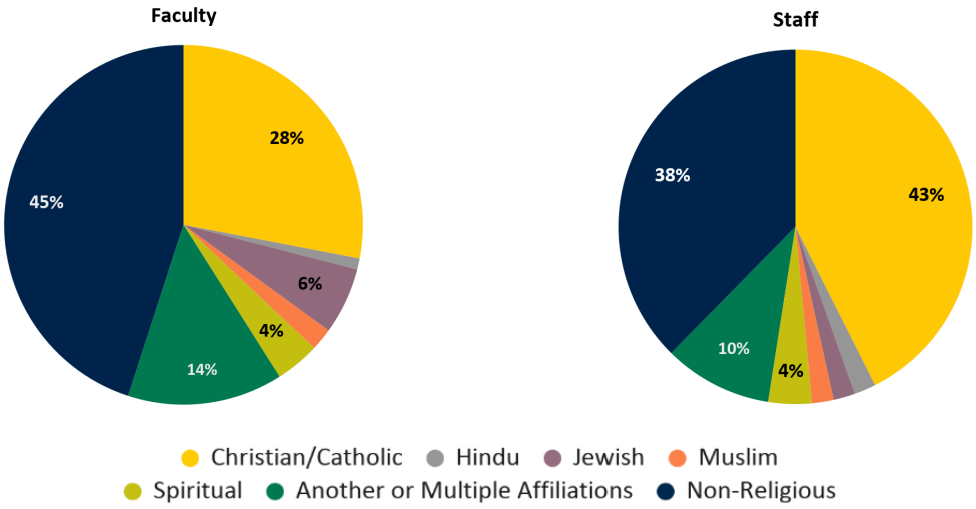


Figure 4. Survey Participants by Religious or Spiritual Affiliation

Culture/Ethnicity

To ensure comprehensive measurement of identities most relevant to this survey topic, participants were asked additional questions on their cultural background. Responses to

[4] **"Spiritual"** was offered as a response option for the question "What is your religious or spiritual identity?" Spirituality is a 'travelling concept' without shared meaning in religious or spirituality studies (Bal, 2002). Within the context of this assessment, self-identification as spiritual may be understood as an orientation toward existential questioning, meaning-making, and connection to the transcendent, which can be facilitated by institutional religion, but is not bound by it.

these items were combined with racial/ethnic and religion/spirituality responses to form a more complete categorization of employees with Jewish and Muslim or Arab identities. Nearly one out of every ten Faculty participants identified as either culturally or spiritually Jewish (9%, *n* = 22), whereas the remainder either did not identify as Jewish or their identity was unknown (91%, *n* = 222). Similarly, the majority of Staff either did not identify as Jewish or their identity was unknown (98%, *n* = 922), and 2% (*n* = 23) identified as culturally or spiritually Jewish (see Figure 5).

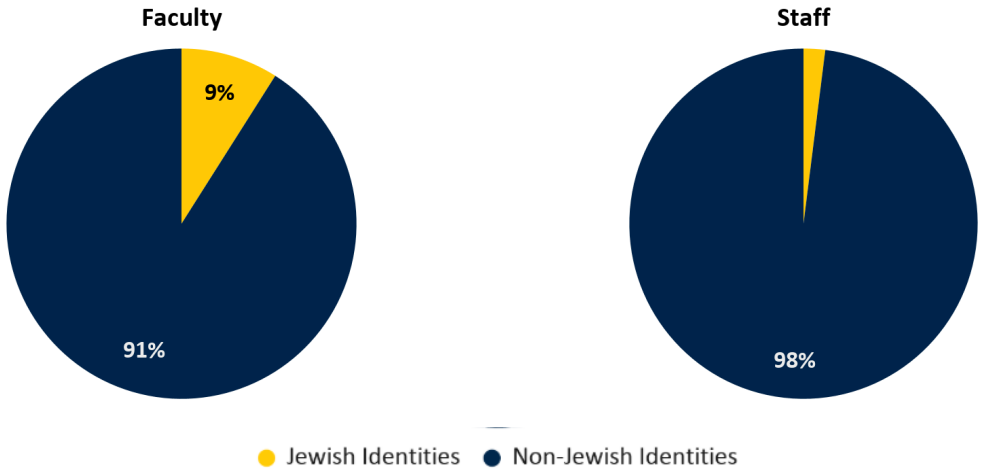


Figure 5. Survey Participants by Jewish Identity

Additionally, 3% (*n* = 7) of Faculty participants identified as culturally or spiritually Muslim or Arab and not Jewish, while the majority (97%, *n* = 237) either did not identify as culturally or spiritually Muslim or Arab, identified as Jewish, or had an identity that is unknown. A similar percentage of Staff participants identified as Muslim or Arab (3%, *n* = 28), while most (97%, *n* = 917) did not identify as Muslim or Arab or had an identity that is unknown (see Figure 6).

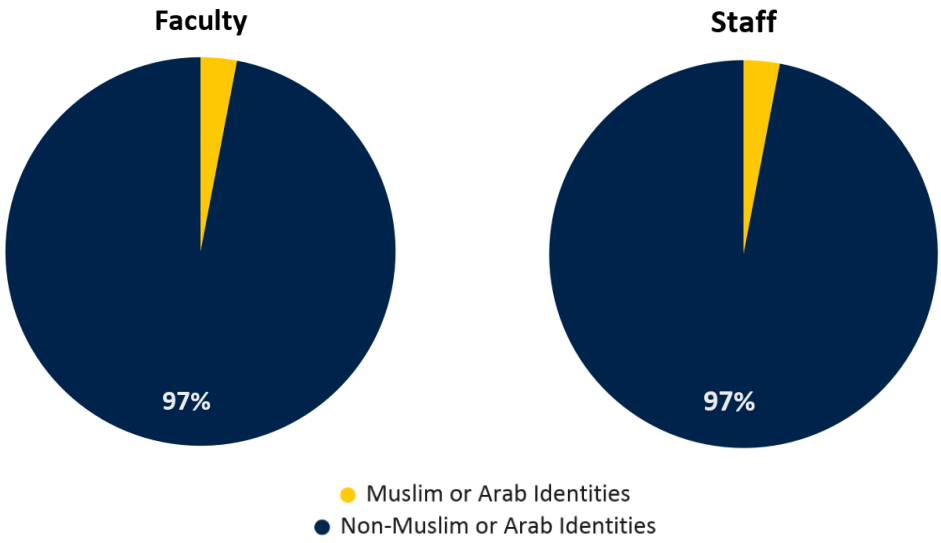


Figure 6. Survey Participants by Muslim or Arab Identity

Primary Language

Figure 7 illustrates that three-quarters of Faculty indicated their primary language was English (77%, *n* = 181), while the remainder indicated that their primary language is a language other than English (23%, *n* = 55). Nine out of every ten Staff participants indicated their primary language is English (90%, *n* = 846), and 10% (*n* = 92) primarily speak a language other than English.

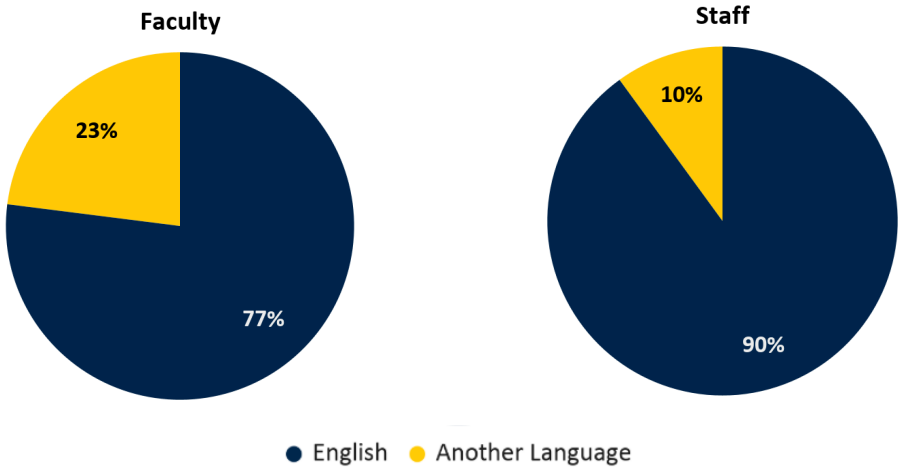


Figure 7. Survey Participants by Primary Language

Campus Climate at UM-Ann Arbor

The climate assessment portion of the survey opened with a brief series of general questions about employees' level of comfort at the University of Michigan's Ann Arbor campus: overall, in their work units, and in their classes (for faculty and instructional staff). Faculty and Staff generally indicated they were comfortable with the climate across the settings assessed, although specific groups of employees were not as comfortable compared with their peers.

Two-thirds (67%, *n* = 783) of the Faculty and Staff were comfortable (i.e., either 'very comfortable' or 'comfortable') with the overall climate at the University of Michigan. Over three-quarters of the Employees (77%, *n* = 900) indicated feeling comfortable with the climate in their workplace, and 77% (*n* = 185) of Faculty and Staff Instructors indicated they felt comfortable with the climate in their classes at the University of Michigan (see Table 1).

	Very comfortable or comfortable	Neither comfortable nor uncomfortable	Uncomfortable or very uncomfortable
Overall, how comfortable are you with the climate at the University of Michigan?	**67%** (*n* = 783)	**18%** (*n* = 207)	**16%** (*n* = 183)
Overall, how comfortable are you with the climate in your department/program or work unit at the University of Michigan?	**77%** (*n* = 900)	**11%** (*n* = 130)	**12%** (*n* = 144)
Overall, how comfortable are you with the climate in your classes at the University of Michigan?*	**77%** (*n* = 185)	**17%** (*n* = 40)	**6%** (*n* = 15)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.
*Participants who are "Instructional," regardless of Faculty or Staff position, were shown this survey item.

Table 1. Employee Comfort with Climate Overall, in Classes, and in Work Units at UM-Ann Arbor

Overall Climate

Again, two-thirds (67%, *n* = 783) of U-M Employees indicated that they were comfortable with the overall climate at the University. Examining Employee Position Status (see Figure 8), a higher percentage of Staff (68%, *n* = 637) indicated feeling comfortable compared to Faculty (62%, *n* = 146).[5]

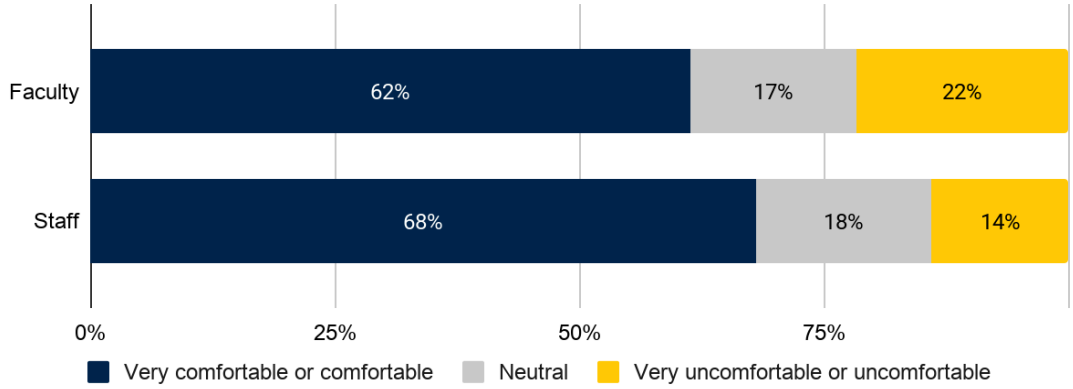


Figure 8. Comfort with Overall Climate, by Employee Position Status

Racial Identity. Asian employees were most likely to be comfortable with the overall climate (75%, *n* = 57), followed by Hispanic employees (74%, *n* = 17) and White employees (70%, *n* = 526). Just under two-thirds of both South Asian employees (65%, *n* = 11) and MENA employees (64%, *n* = 9) indicated that they were comfortable, while 60% (*n* = 43) of Multiracial employees indicated comfort. Employees who identified as Black and employees who identified with Another Racial Identity[6] were the least likely to be comfortable with the overall climate. Just under half of the Black employees (47%, *n* = 36) indicated they were comfortable with the overall climate. Employees who identified with Another Racial Identity were evenly split in their feelings, with equal proportions (33%, *n* = 2 each) feeling comfortable, neutral, and uncomfortable.

Over two-thirds of White Faculty (69%, *n* = 90) and Asian Faculty (65%, *n* = 17) were comfortable with the overall climate, while just over half of Multiracial Faculty (56%, *n* = 10) indicated feeling comfortable. Half of Hispanic Faculty (50%, *n* = 3) felt comfortable with

[5] *t*-test results revealed a statistically significant difference in comfort with overall climate by Employee Position Status, where Staff indicated significantly higher levels of comfort than Faculty; $t(342.4) = -2.38$, $p < .05$.

[6] A racial or ethnic identity not offered as a response option on the survey; see full survey instrument in the accompanying document.

the overall climate, along with just over one-third of Black Faculty (39%, *n* = 5). South Asian Faculty (20%, *n* = 1) generally felt less comfortable with the overall climate (see Figure 9).[7]

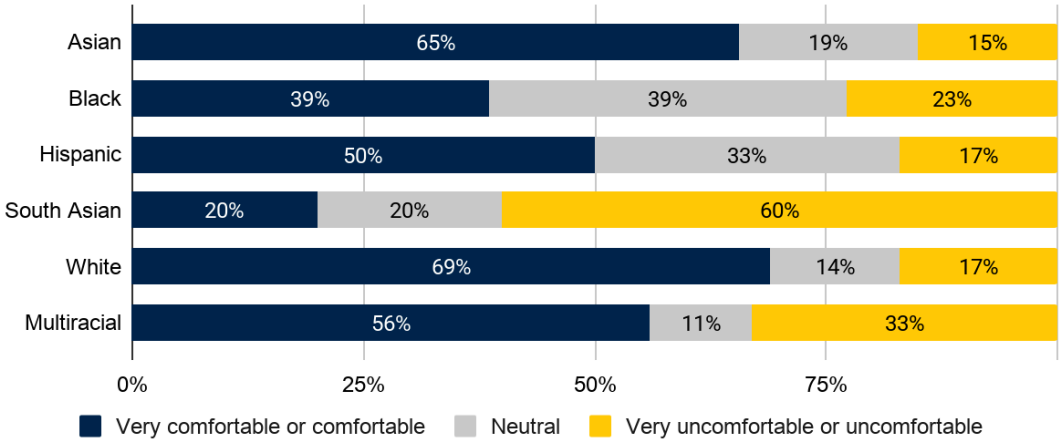


Figure 9. Faculty Comfort with Overall Climate, by Racial Identity

As for Staff, roughly eight out of every ten South Asian (83%, *n* = 10), Hispanic (82%, *n* = 14), and Asian (80%, *n* = 40) Staff members indicated comfort with the overall climate, as did nearly three-quarters of MENA Staff (73%, *n* = 8). Seven out of every ten White Staff members (70%, *n* = 436) were comfortable with the overall campus climate, followed by roughly six out of every ten Multiracial Staff (61%, *n* = 33). Staff participants who identified as Black (49%, *n* = 31) indicated the lowest levels of comfort overall (see Figure 10).[8,9]

[7] MENA and Faculty with Another Racial Identity are not included here due to small sample sizes ($n < 5$).
[8] Staff with Another Racial Identity are not included here due to small sample size ($n < 5$).
[9] ANOVA test revealed a statistically significant difference in Staff comfort with overall climate across racial groups, $F(7, 825) = 3.440$, $p < .01$. Post-hoc comparisons indicated that Asian Staff reported significantly higher levels of comfort than Black Staff ($p < .05$).

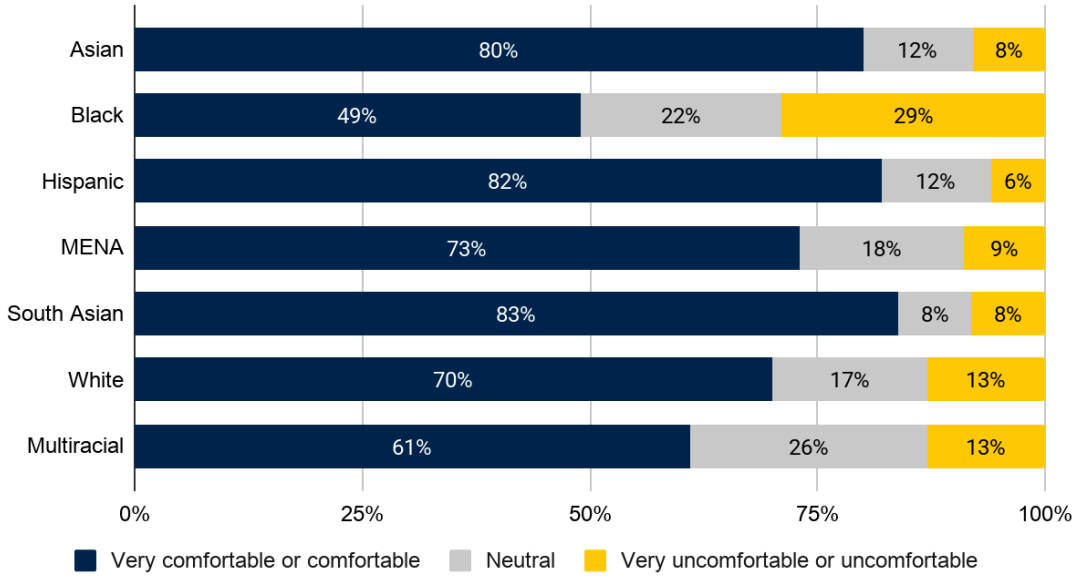


Figure 10. Staff Comfort with Overall Climate, by Racial Identity

Religious Affiliation. When considering comfort with campus climate by religious affiliation, Hindu employees indicated feeling the most comfortable (87%, *n* = 13). Approximately seven out of every ten Christian/Catholic (70%, *n* = 306) and Non-religious (69%, *n* = 297) employees indicated that they were comfortable with the overall climate, followed by Jewish employees (62%, *n* = 16) and employees with Another or Multiple Religious Affiliations (62%, *n* = 76). Participants who identified as Spiritual or Muslim were the least comfortable with the overall climate, respectively. Just over half of Spiritual employees (53%, *n* = 21), indicated they were comfortable, while one-quarter indicated feeling uncomfortable (25%, *n* = 10). Similarly, just under half of Muslim employees (47%, *n* = 9) indicated feeling comfortable, while 26% (*n* = 5) felt uncomfortable.

Seven out of every ten Christian/Catholic Faculty (71%, *n* = 41) indicated feeling comfortable with the overall climate, followed by two-thirds of Non-religious Faculty (67%, *n* = 63) and 61% (*n* = 19) of Faculty with Another or Multiple Religious Affiliations (see Figure 11). Half of Jewish Faculty indicated feeling comfortable (50%, *n* = 6), with one-third (33%, *n* = 4) indicating they were uncomfortable. Spiritual Faculty indicated the lowest levels of comfort among Faculty participants (25%, *n* = 2).[10]

[10] Hindu and Muslim Faculty are not included here due to small sample sizes (*n* < 5).

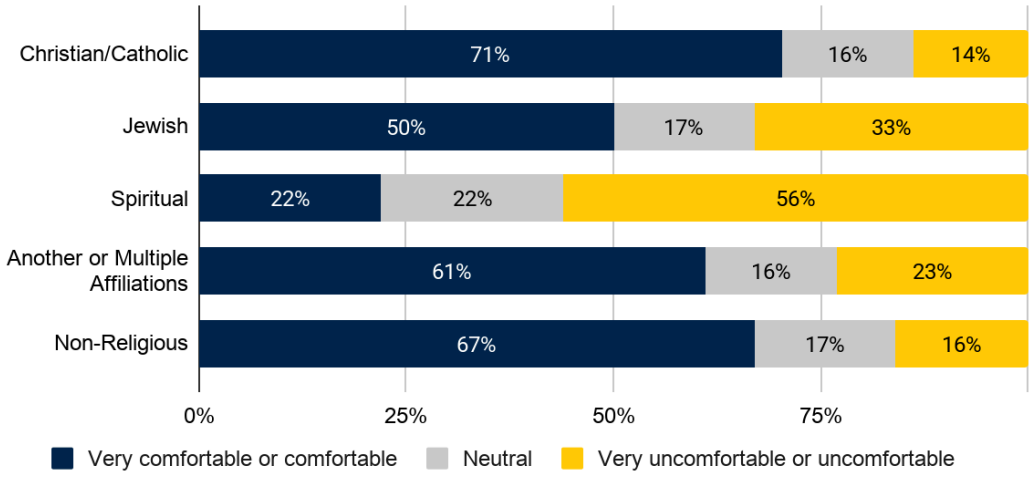


Figure 11. Faculty Comfort with Overall Climate, by Religious Affiliation

Figure 12 illustrates that more than nine in ten Hindu Staff (92%, *n* = 12) indicated feeling comfortable with the overall climate. Seven in ten Christian/Catholic Staff (70%, *n* = 265), Jewish Staff members (71%, *n* = 10), and Non-religious Staff members (70%, *n* = 234) indicated feeling comfortable, as did 63% (*n* = 57) of Staff with Another or Multiple Religious Affiliations and 61% (*n* = 19) of Spiritual Staff. Muslim Staff indicated the lowest levels of comfort among Staff participants (53%, *n* = 8).

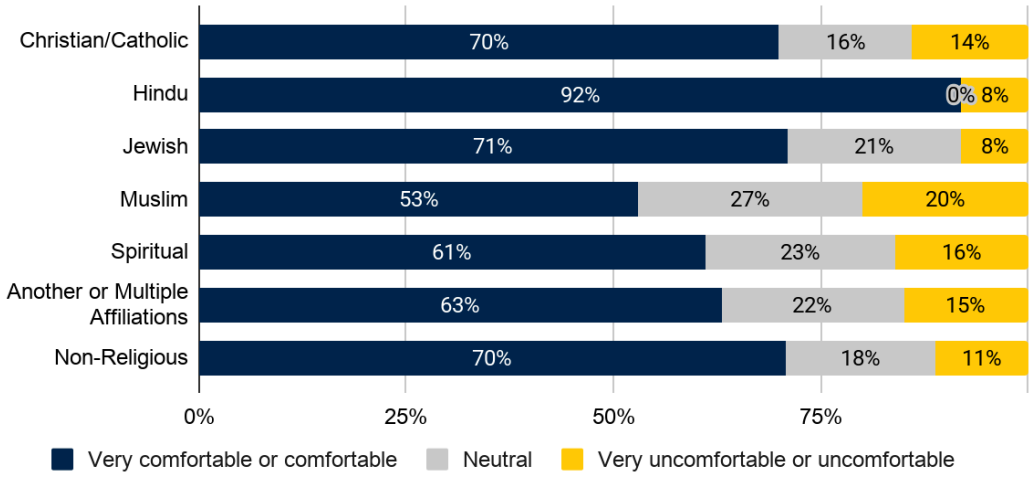


Figure 12. Staff Comfort with Overall Climate, by Religious Affiliation

Jewish Identity. Approximately two-thirds of employees who do not identify as religiously or culturally Jewish or whose cultural or religious identity is unknown (67%, *n* = 755) indicated feeling comfortable with the overall climate at the University of Michigan, while 62% (*n* = 28) of employees who identify as religiously or culturally Jewish identity indicated feeling comfortable.

Among Faculty, participants who do not identify as religiously or culturally Jewish or whose cultural or religious identity is unknown indicated feeling comfortable with the overall climate at a somewhat higher rate than Faculty members who identify as religiously or culturally Jewish (62%, *n* = 133 and 59%, *n* = 13, respectively, see Figure 13).

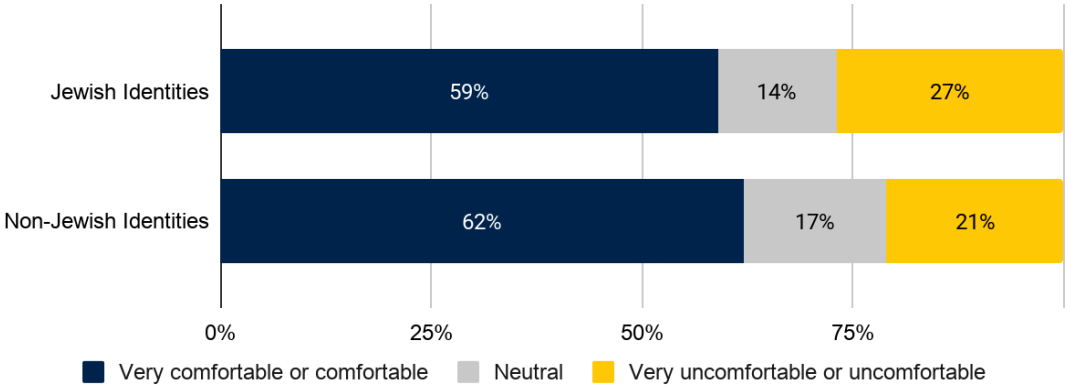


Figure 13. Faculty Comfort with Overall Climate, by Jewish Identity

Staff participants who do not identify as religiously or culturally Jewish or whose cultural or religious identity is unknown and Staff who identify as religiously or culturally Jewish indicated similar levels of comfort with the overall climate, with roughly two-thirds in each group indicating they were comfortable (68%, *n* = 622 and 65%, *n* = 15, respectively, see Figure 14).

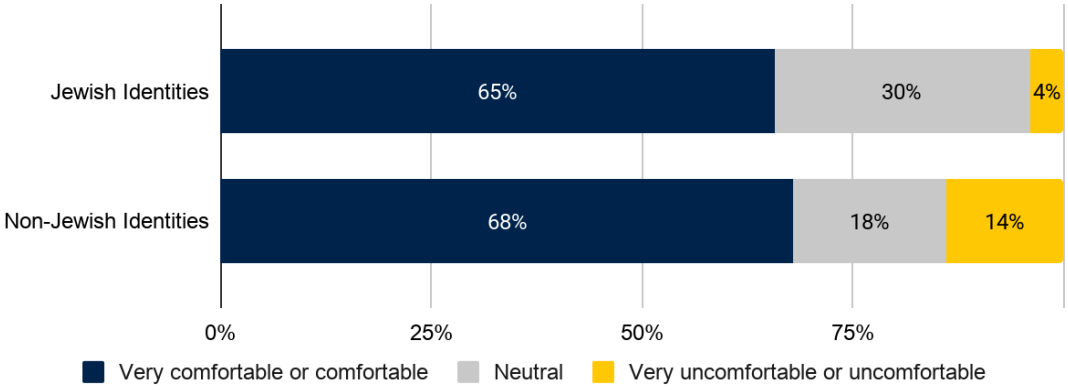


Figure 14. Staff Comfort with Overall Climate, by Jewish Identity

Muslim or Arab Identity. Approximately two-thirds of employees who did not identify as religiously or culturally Muslim/Arab or whose cultural or religious identity is unknown (67%, *n* = 764) shared that they were comfortable overall. Of employees who identified as religiously or culturally Muslim/Arab, 58% (*n* = 19) indicated feeling comfortable, while over one-quarter (27%, *n* = 9) indicated they were uncomfortable.

Faculty participants who do not identify as religiously or culturally Muslim/Arab or whose cultural or religious identity is unknown indicated feeling comfortable with the overall climate at a higher rate than Faculty who identified as religiously or culturally Muslim/Arab (62%, *n* = 143 and 43%, *n* = 3, respectively, see Figure 15).

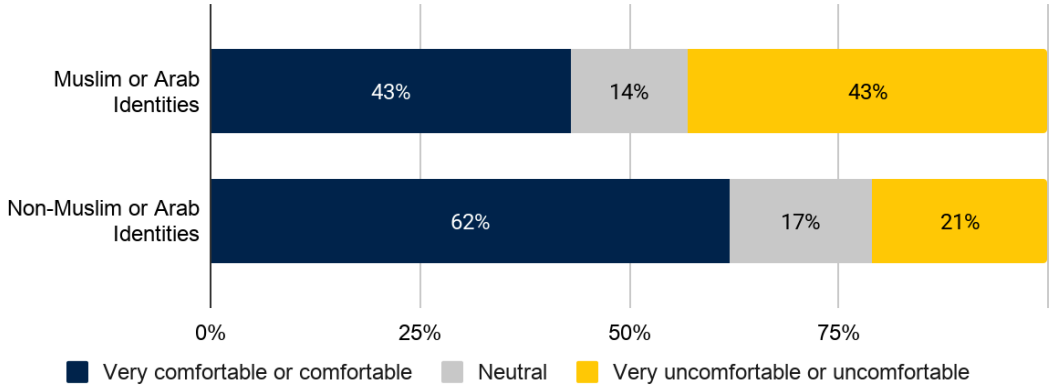


Figure 15. Faculty Comfort with Overall Climate, by Muslim/Arab Identity

Among Staff, participants who do not identify as religiously or culturally Muslim/Arab or whose cultural or religious identity is unknown indicated feeling comfortable with the overall climate at a rate similar to Staff who identified as religiously or culturally Muslim/Arab (68%, *n* = 621 and 62%, *n* = 16, respectively, see Figure 16).

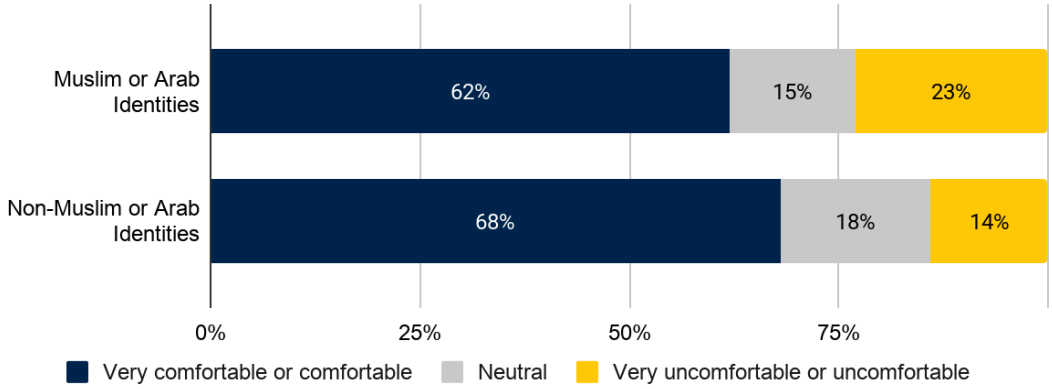


Figure 16. Staff Comfort with Overall Climate, by Muslim/Arab Identity

Primary Language. Approximately seven out of every ten employees who indicated their primary language is not English (72%, *n* = 106) felt comfortable with the overall climate at the University of Michigan, while two-thirds of employees whose primary language is English (66%, *n* = 674) indicated feeling comfortable.

Among Faculty, participants whose primary language is English and participants whose primary language is another language indicated similar levels of comfort with the overall climate, with roughly six out of every ten indicating that they felt comfortable (62%, *n* = 111 and 60%, *n* = 33, respectively, see Figure 17).

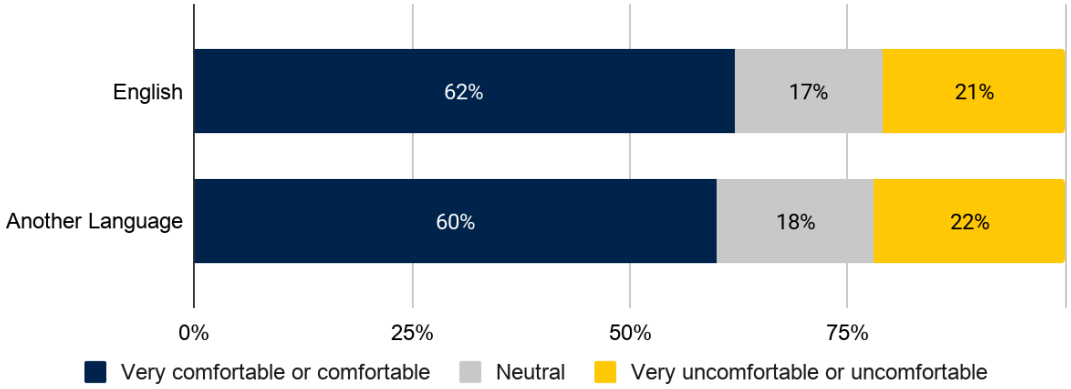


Figure 17. Faculty Comfort with Overall Climate, by Primary Language

Staff who indicated their primary language is not English felt comfortable with the overall climate at a higher rate than Staff whose primary language is English (78%, *n* = 73 and 67%, *n* = 563, respectively, see Figure 18).[11]

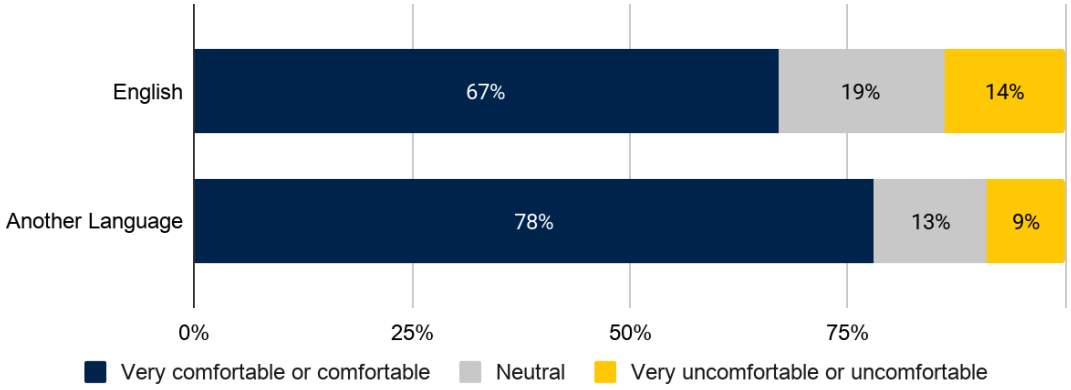


Figure 18. Staff Comfort with Overall Climate, by Primary Language

[11] *t*-test results revealed a statistically significant difference in comfort with overall climate by Primary Language for Staff, where those whose primary language is a language other than English were more comfortable than those whose primary language is English; $t(118.1) = -2.450$, $p < .05$.

Climate in Department or Work Unit

Just over three-quarters (77%, *n* = 900) of U-M Employees indicated that they were comfortable with the climate in their department/work unit, although this varied across Faculty and Staff groups (see Figure 19). Approximately seven out of every ten Faculty felt comfortable (69%, *n* = 165), while nearly eight out of every ten Staff felt comfortable (79%, *n* = 735).[12]

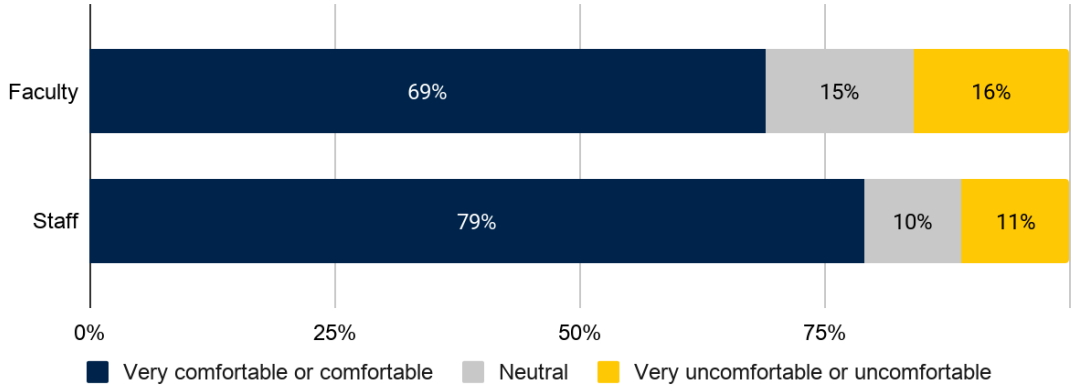


Figure 19. Comfort with Department/Work Unit Climate, by Employee Position Status

Racial Identity. MENA employees indicated the highest level of comfort with their department/work unit climate (86%, *n* = 12), followed by Hispanic employees (83%, *n* = 19) and South Asian employees (82%, *n* = 14). Approximately eight out of every ten White employees (79%, *n* = 596) and Asian employees (79%, *n* = 60) indicated that they are comfortable, while seven out of every ten Multiracial employees (72%, *n* = 52) and Black employees (69%, *n* = 53) indicated that they are comfortable. Participants with Another Racial Identity indicated the lowest levels of comfort, where half (50%, *n* = 3 each) felt comfortable in their department/work unit climate see Figures 20 and 21).

Over three-quarters of Asian Faculty (77%, *n* = 20) and Black Faculty (77%, *n* = 10) indicated feeling comfortable with their department/work unit climate, followed closely by White Faculty (73%, *n* = 95). Two-thirds of Hispanic Faculty (67%, *n* = 4) and Multiracial Faculty (67%, *n* = 12) indicated feeling comfortable, while South Asian Faculty evidenced the lowest comfort level among Faculty participants (60%, *n* = 3).[13]

[12] *t*-test results revealed a statistically significant difference in comfort with department/work unit climate by Employee Position Status, where Staff indicated significantly higher levels of comfort than Faculty; $t(334.7) = -2.419$, $p < .05$.

[13] MENA, and Faculty with Another Racial Identity are not included here due to small sample sizes ($n < 5$).

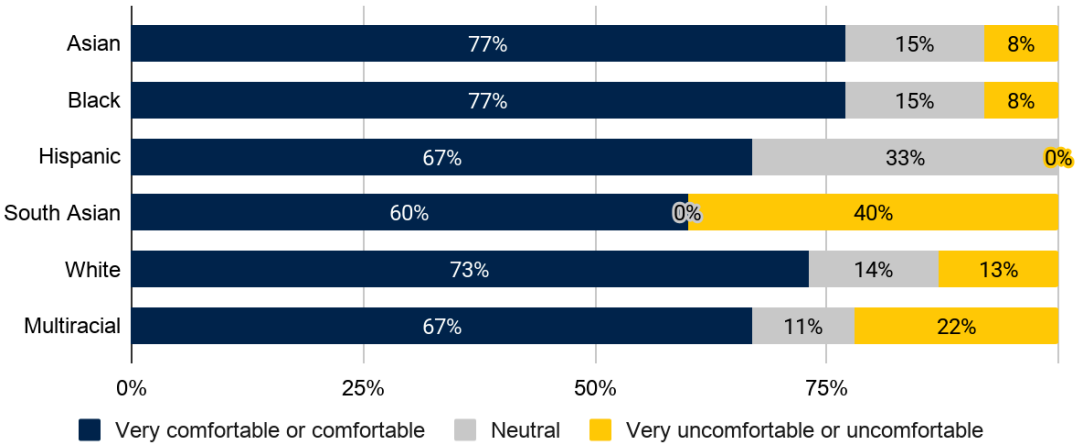


Figure 20. Faculty Comfort with Department/Work Unit Climate, by Racial Identity

MENA and South Asian Staff indicated the highest levels of comfort with their department/work unit climate, with over nine out of every ten indicating they were comfortable (91%, *n* = 10 and 92%, *n* = 11, respectively). Hispanic Staff (88%, *n* = 15) and Asian Staff (80%, *n* = 40) also indicated high levels of comfort, as did White Staff (80%, *n* = 501) and Multiracial Staff (86%, *n* = 40). Black Staff indicated comfort at a somewhat lower rate (68%, *n* = 43, see Figure 21).

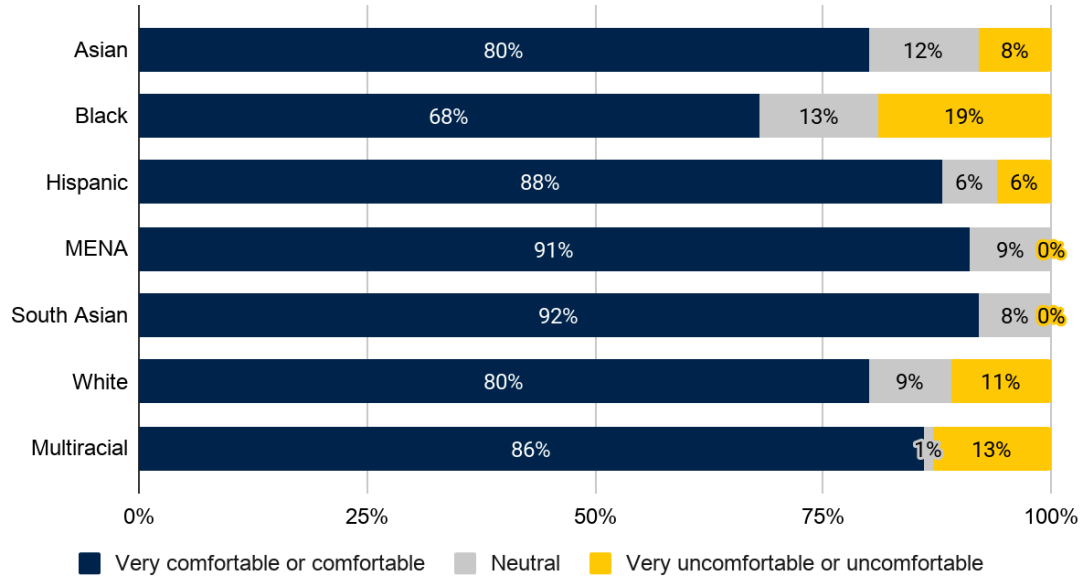


Figure 21. Staff Comfort with Department/Work Unit Climate, by Racial Identity

Religious Affiliation. Nearly three-quarters or more of nearly every religious affiliation group indicated feeling comfortable with the climate in their department or work unit. Notably, Hindu and Christian/Catholic employees indicated feeling the most comfortable (80%, *n* = 12 and 80%, *n* = 350, respectively). Closely following, 79% (*n* = 15) of Muslim employees, 78% (*n* = 334) of Non-religious employees, and 77% (*n* = 20) of Jewish employees shared feeling comfortable overall. Three-quarters of employees with Another or Multiple Religious Affiliations (75%, *n* = 91) shared that they were comfortable; Spiritual employees indicated the lowest levels of overall comfort (73%, *n* = 29).

Christian/Catholic Faculty indicated the highest level of comfort with their department/work unit climate (79%, *n* = 46), followed by Faculty with Another or Multiple Religious Affiliations (71%, *n* = 22). Nearly seven out of every ten Faculty participants who are Non-religious (69%, *n* = 65) indicated feeling comfortable, while approximately two-thirds of Jewish Faculty (67%, *n* = 8) expressed the same. Faculty who are Spiritual expressed the lowest levels of comfort with their department/work unit climate; one-third (33%, *n* = 3) indicated they were comfortable, while over half (56%, *n* = 5) indicated feeling uncomfortable (see Figure 22).[14]

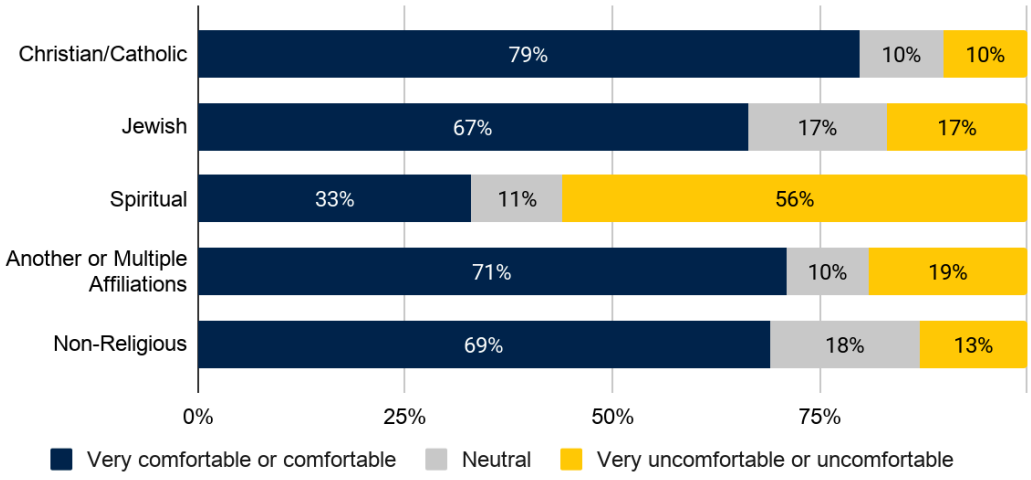


Figure 22. Faculty Comfort with Department/Work Unit Climate, by Religious Affiliation

A large majority of Jewish Staff participants (86%, *n* = 12) indicated that they were comfortable with the climate in their department/work unit. Furthermore, most Hindu Staff (85%, *n* = 11), Spiritual Staff (84%, *n* = 26), Non-religious Staff (81%, *n* = 269), and Christian/Catholic Staff (81%, *n* = 303) indicated feeling comfortable. Just over three-quarters of Staff with Another or Multiple Religious Affiliations (76%, *n* = 69), and

[14] Hindu and Muslim Faculty are not included here due to small sample sizes (*n* < 5).

nearly three-quarters of Muslim Staff (73%, *n* = 11) were comfortable in their department/work unit (see Figure 23).

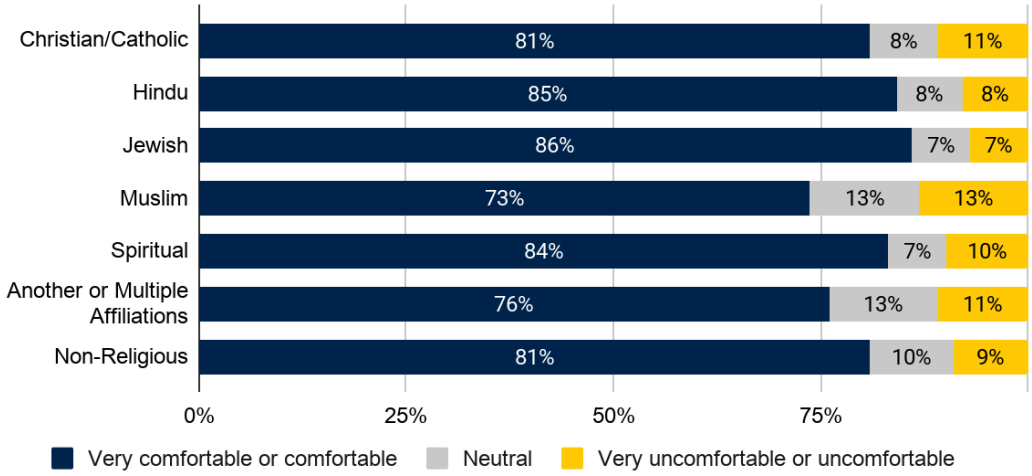


Figure 23. Staff Comfort with Department/Work Unit Climate, by Religious Affiliation

Jewish Identity. Employees who identify as religiously or culturally Jewish indicated feeling comfortable with their department/work unit climate at a somewhat higher rate (82%, *n* = 37) than Employees who do not identify as religiously or culturally Jewish or whose cultural or religious identity is unknown (76%, *n* = 863).

Faculty indicated similar levels of comfort with their department/work unit climate regardless of Jewish identity, with roughly seven out of every ten in each group indicating they were comfortable (73%, *n* = 16 and 69%, *n* = 149, respectively, see Figure 24).

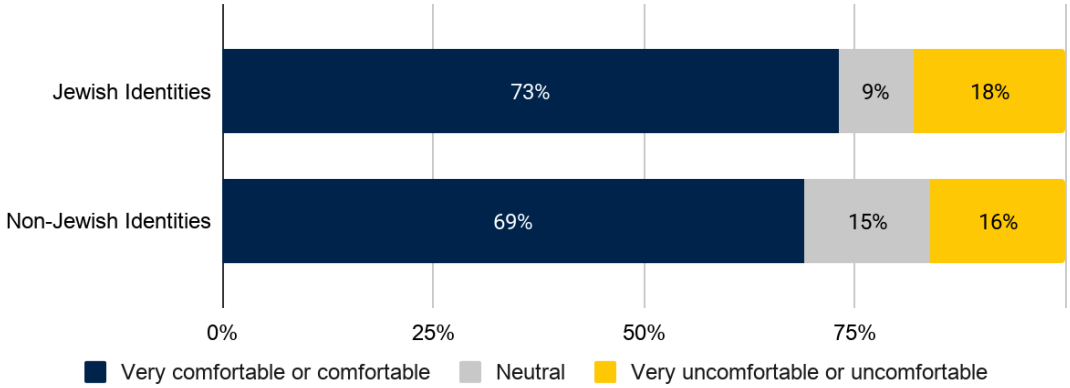


Figure 24. Faculty Comfort with Department/Work Unit Climate, by Jewish Identity

Figure 25 illustrates that nearly all Staff who identify as religiously or culturally Jewish (91%, *n* = 21) indicated feeling comfortable with their department/work unit climate, compared to

roughly eight out of every ten Staff who do not identify as religiously or culturally Jewish or whose cultural or religious identity is unknown (78%, *n* = 714).

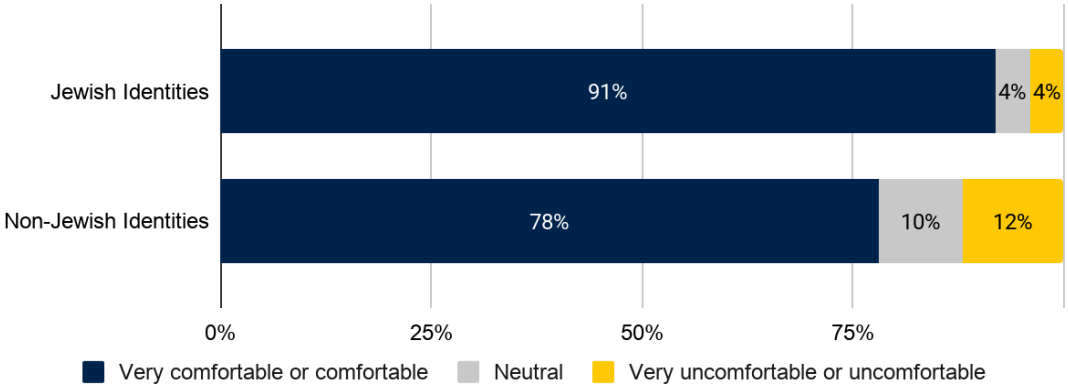


Figure 25. Staff Comfort with Department/Work Unit Climate, by Jewish Identity

Muslim or Arab Identity. Comfort with department/work climate was generally similar regardless of employee identification as religiously or culturally Muslim or Arab. Over three-quarters of employees, both those who identify as religiously or culturally Muslim or Arab (78%, *n* = 25) and those who do not or whose religious and cultural identity is unknown (77%, *n* = 875), indicated feeling comfortable with their department/work unit climate.

Among Faculty, those who identify as religiously or culturally Muslim or Arab indicated feeling comfortable with their department/work unit climate at a rate somewhat higher than Faculty who do not identify as religiously or culturally Muslim or Arab or whose religious and cultural identity is unknown (86%, *n* = 6 and 69%, *n* = 159, respectively, see Figure 26).

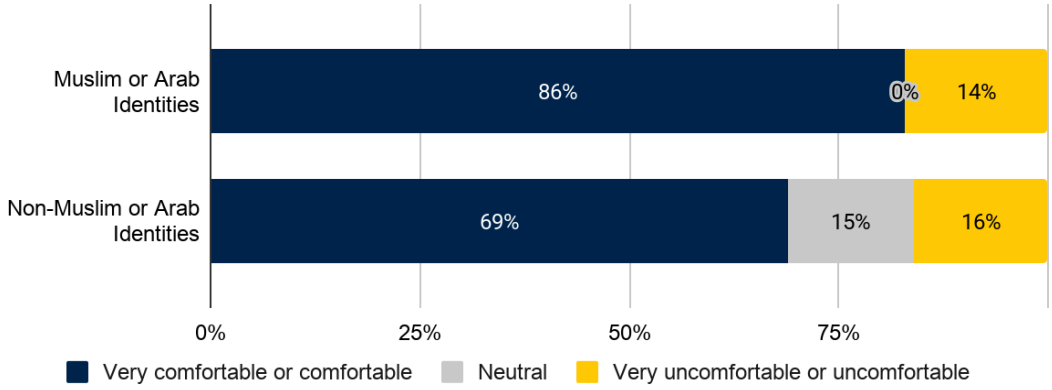


Figure 26. Faculty Comfort with Department/Work Unit Climate, by Muslim or Arab Identity

Staff who identify as religiously or culturally Muslim or Arab (76%, *n* = 19) and Staff who do not identify as religiously or culturally Muslim or Arab or whose religious and cultural identity is unknown (79%, *n* = 716) indicated similar levels of comfort with their department/work unit climate, with over three-quarters in each group indicating they were comfortable (see Figure 27).

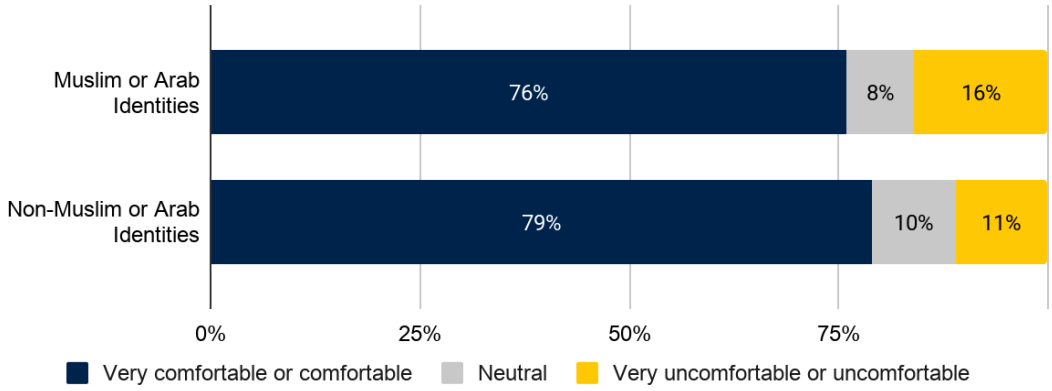


Figure 27. Staff Comfort with Department/Work Unit Climate, by Muslim or Arab Identity

Primary Language. Employees whose primary language is English and employees whose primary language is a language other than English indicated similar feelings of comfort with their department/work unit climate (77%, *n* = 786 and 75%, *n* = 110, respectively).

Figure 28 illustrates that seven out of every ten Faculty whose primary language is English (72%, *n* = 128) indicated feeling comfortable with their department/work unit climate, compared to roughly six out of every ten Faculty whose primary language is not English (62%, *n* = 34).

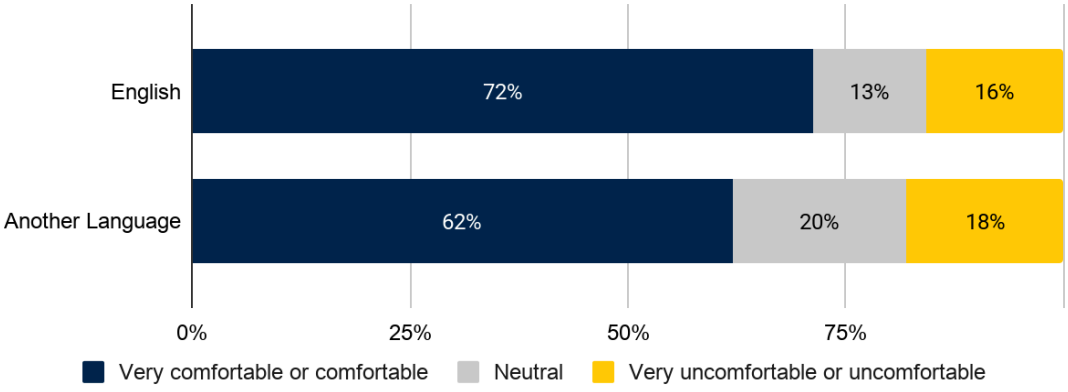


Figure 28. Faculty Comfort with Department/Work Unit Climate, by Primary Language

Among Staff participants, roughly eight out of every ten whose primary language is not English (83%, *n* = 76) and whose primary language is English (78%, *n* = 658) indicated feeling comfortable with their department/work unit climate (see Figure 29).

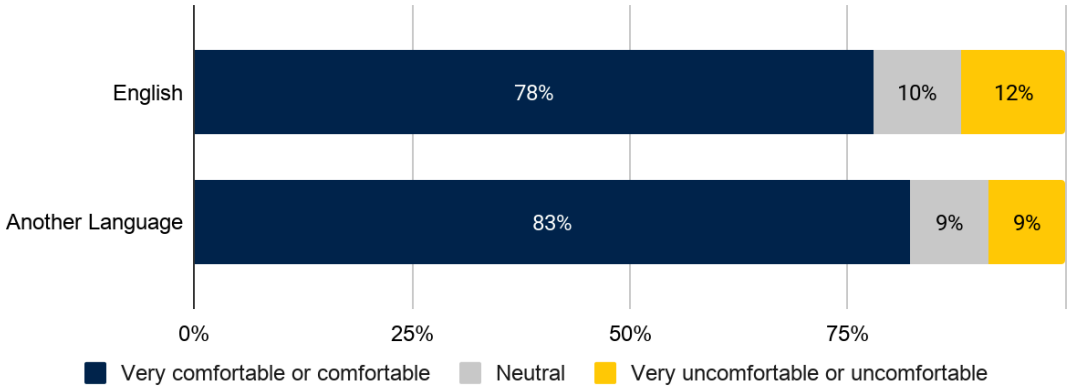


Figure 29. Staff Comfort with Department/Work Unit Climate, by Primary Language

Climate in the Classroom

Just over three-quarters of Faculty and Staff with roles that involve classroom instruction at the University of Michigan indicated feeling comfortable with the climate in their classes at U-M (77%, *n* = 185). Eight out of every ten Faculty Instructors (80%, *n* = 147) and 67% (*n* = 38) of Staff Instructors indicated feeling comfortable with the classroom climate (see Figure 30).[15]

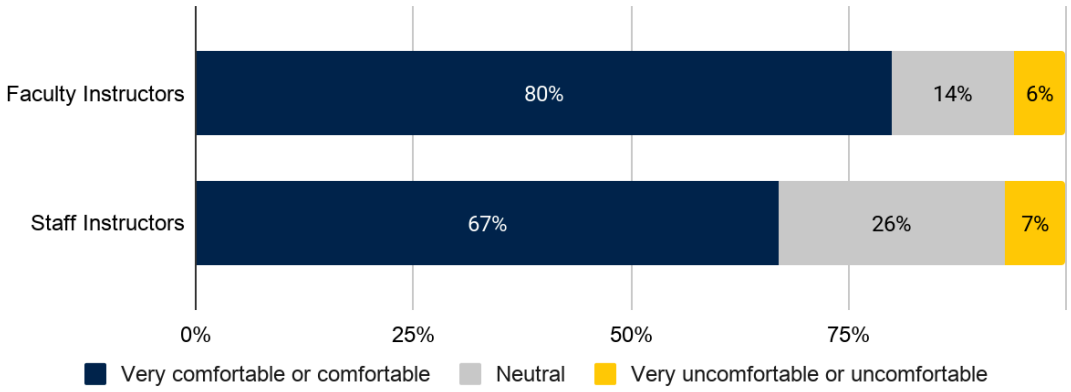


Figure 30. Comfort with Classroom Climate, by Employee Position Status

[15] *t*-test results revealed a statistically significant difference in comfort with classroom climate by Employee Position Status, where Faculty Instructors indicated significantly higher levels of comfort than Staff Instructors; $t(238) = 2.087$, $p < .05$.

Racial Identity. Asian Instructors (83%, *n* = 19) and White Instructors (80%, *n* = 107) indicated the highest level of comfort with the climate in their classes, followed by Multiracial Instructors (68%, *n* = 13) and South Asian Instructors (67%, *n* = 4). Fifty-eight percent (58%, *n* = 7) of the Black instructors and half (50%, *n* = 3) of Hispanic Instructors in the sample felt comfortable with the classroom climate (see Figure 31).[16]

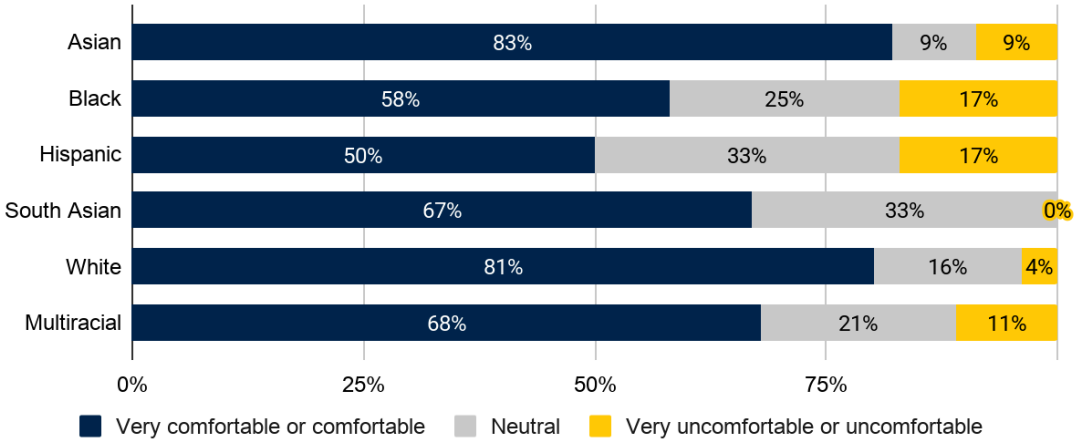


Figure 31. Comfort with Classroom Climate, by Racial Identity

Religious Affiliation. Nine out of every ten Instructors with Another or Multiple Religious Affiliations (90%, *n* = 27) indicated feeling comfortable with the climate in their classes, along with 81% (*n* = 47) of Christian/Catholic Instructors. Three-quarters of Non-religious Instructors (76%, *n* = 71) and Jewish Instructors (75%, *n* = 9) felt comfortable, along with two-thirds (67%, *n* = 4) of Muslim Instructors. Spiritual Instructors indicated the lowest comfort with the climate in classes, where just over half indicated feeling comfortable (56%, *n* = 5, see Figure 32).[17]

[16] MENA Instructors and Instructors with Another Racial Identity are not included here due to small sample sizes (*n* < 5).

[17] Hindu Instructors are not included here due to small sample sizes (*n* < 5).

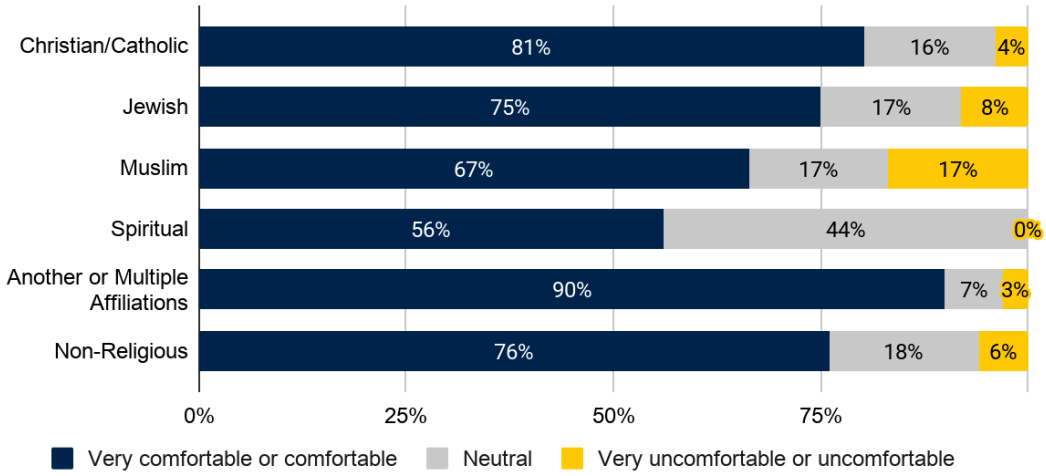


Figure 32. Comfort with Classroom Climate, by Religious Affiliation

Jewish Identity. Eighty-five percent (85%, *n* = 17) of Instructors who identify as religiously or culturally Jewish indicated they were comfortable with the climate in their classes; 76% (*n* = 168) of instructors who who do not identify as religiously or culturally Jewish or whose religious and cultural identity are unknown felt comfortable in the classroom (see Figure 33).

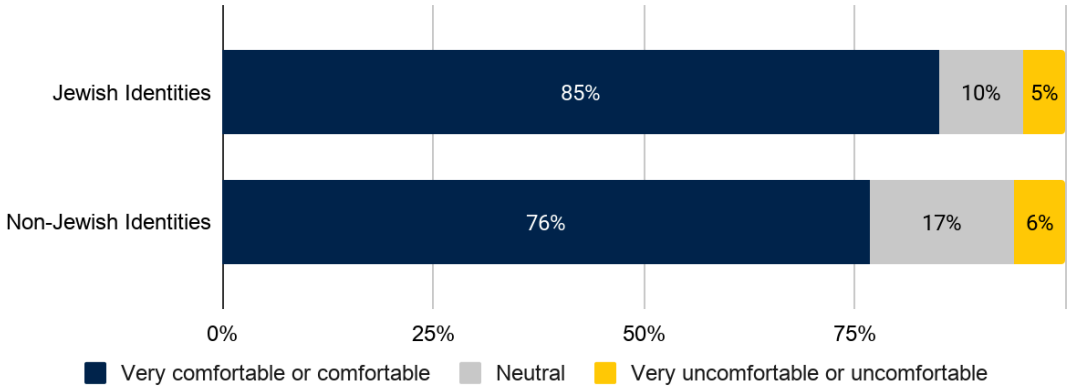


Figure 33. Comfort with Class Climate, by Jewish Identity

Muslim or Arab Identity. Roughly equal percentages of instructors who identify as religiously or culturally Muslim or Arab (78%, *n* = 7) and those who do not identify as religiously or culturally Muslim or Arab or whose religious and cultural identity are unknown (77%, *n* = 178) indicated feeling comfortable with the climate in their classes (see Figure 34).

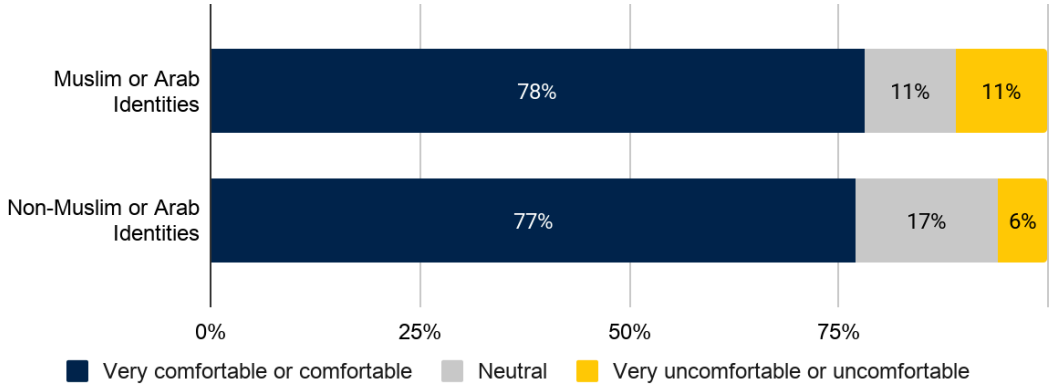


Figure 34. Comfort with Class Climate, by Muslim/Arab Identity

Primary Language. Eight out of every ten Instructors whose primary language is not English (80%, *n* = 45) indicated they were comfortable with the climate in their classes, and just over three-quarters whose primary language is English (76%, *n* = 139) indicated the same (see Figure 35).

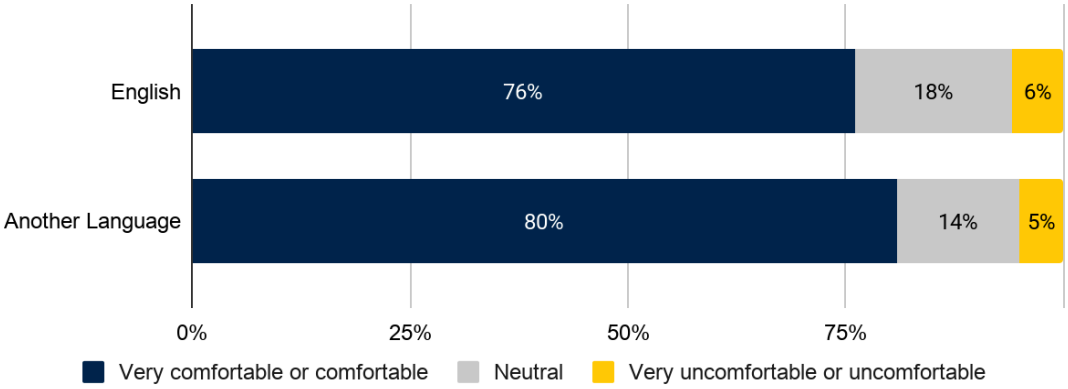


Figure 35. Comfort with Class Climate, by Primary Language

Workplace Climate

Faculty and Staff were asked a series of questions to assess their experiences with the workplace climate at U-M, including their responsibilities, work-life balance, and career opportunities (see Table 2).

Sixty-four percent (64%, *n* = 737) of Faculty and Staff participants agreed (i.e., "agree" or "strongly agree") that the *University provides them adequate resources to help them manage work-life balance*; this differed greatly by position status, with seven out of every ten Staff agreeing (70%, *n* = 652) compared to just over one-third of Faculty (37%, *n* = 85). Among Employees, roughly one-quarter (27%, *n* = 312) agreed that they *feel burdened by service*

responsibilities beyond those of colleagues with similar performance expectations, where Faculty participants agreed at a higher rate than Staff participants (36%, *n* = 83 and 25%, *n* = 229, respectively).

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
I feel burdened by service responsibilities beyond those of my colleagues with similar performance expectations.[18]	**36%** (*n* = 83)	**25%** (*n* = 229)	**27%** (*n* = 312)
The University of Michigan provides adequate resources to help me manage work-life balance.[19]	**37%** (*n* = 85)	**70%** (*n* = 652)	**64%** (*n* = 737)
The University of Michigan provides me with resources to pursue professional development.	**70%** (*n* = 161)	**75%** (*n* = 693)	**74%** (*n* = 854)
My colleagues include me in opportunities that will help my career as much as they do others in my position.[20]	**59%** (*n* = 137)	**68%** (*n* = 632)	**66%** (*n* = 769)
I feel positive about my career opportunities at the University of Michigan.	**58%** (*n* = 134)	**58%** (*n* = 534)	**58%** (*n* = 668)
I would recommend the University of Michigan as a good place to work.[21]	**70%** (*n* = 162)	**80%** (*n* = 746)	**78%** (*n* = 908)
I have job security.	**70%** (*n* = 162)	**70%** (*n* = 655)	**70%** (*n* = 817)
I am included in opportunities that will help my career as much as others in similar positions.	**61%** (*n* = 140)	**64%** (*n* = 595)	**63%** (*n* = 735)

Note: Missing data are excluded from percentage calculations.

Table 2. Employee Workplace Climate Experiences

[18] $t(1153) = -4.217$, $p < .001$
[19] $t(319.7) = 8.882$, $p < .001$
[20] $t(317.5) = 2.520$, $p < .05$
[21] $t(312.5) = 2.914$, $p < .01$

Two-thirds of participants (66%, *n* = 769) agreed that *colleagues include them in opportunities that will help their career as much as they do others in similar positions*, including 59% (*n* = 137) of Faculty and 68% (*n* = 632) of Staff. Similarly, 63% (*n* = 735) of all employees agreed that they are *included in opportunities that will help their career as much as others in similar positions*. Nearly three-quarters of Faculty and Staff (74%, *n* = 854) agreed that *the University provides them with resources to pursue professional development*, and just over half of employees (58%, *n* = 668) agreed that they *feel positive about their career opportunities at the University of Michigan*.

Seven out of every ten U-M employees agreed that they *have job security* (70%, *n* = 817). Overall, just over three-quarters of employees (78%, *n* = 908) agreed that they *would recommend the University of Michigan as a good place to work*, including seven out of every ten Faculty (70%, *n* = 162) and eight out of every ten Staff participants (80%, *n* = 746).

Freedom of Expression & Institutional Trust

A climate that supports open dialogue is a key component of a healthy and productive campus community. In this section, employee participants were asked the extent to which they feel free to express their personal and political views without fear of social or professional consequences, as well as the extent to which their work has changed due to geopolitical events and they can freely complete their work.

U-M employees were presented with a series of items related to their perceived freedom to express views on campus (see Table 3), perceived freedom to express their identity and beliefs (see Table 4), and trust in the University regarding the protection of student, faculty, and staff rights and identities (see Table 5).

More than half of Faculty and Staff participants agreed that they *can complete [their] work without it being affected by influences from outside the University* (51%, *n* = 585), and that they *can have discussions in meetings without fear of backlash or misinterpretation* (57%, *n* = 656). Among Faculty and Staff with Instructor roles, 37% (*n* = 84) agreed that they *can have discussions in classes without fear of backlash or misinterpretation*. Additionally, approximately two in five employees (42%, *n* = 476) indicated that they *have changed how they engage in their work because of significant geopolitical events that impacted the campus community*. A similar proportion of the employees (44%, *n* = 509) agreed that they *[feel] free to express their personal views on campus without fear of professional or social consequences*, and 30% (*n* = 343) shared this sentiment regarding their *political views* (see Table 3).

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
I feel free to express my **personal views** at the University of Michigan without fear of professional or social consequences.[22]	**37%** (*n* = 85)	**46%** (*n* = 424)	**44%** (*n* = 509)
I feel free to express my **political views** at the University of Michigan without fear of professional or social consequences.	**25%** (*n* = 57)	**31%** (*n* = 286)	**30%** (*n* = 343)
I can have discussions **in meetings** without fear of backlash or misinterpretation.[23]	**47%** (*n* = 108)	**60%** (*n* = 548)	**57%** (*n* = 656)
I can have discussions **in classes** without fear of backlash or misinterpretation.*	**36%** (*n* = 62)	**42%** (*n* = 22)	**37%** (*n* = 84)
I have changed how I engage in my work because of significant geopolitical events that impacted the campus community.	**47%** (*n* = 107)	**40%** (*n* = 369)	**42%** (*n* = 476)
I can complete my work **WITHOUT** it being affected by influences from outside the University.[24]	**39%** (*n* = 88)	**54%** (*n* = 497)	**51%** (*n* = 585)

Note: Missing data are excluded from percentage calculations.
*Participants who are "Instructional," regardless of Faculty or Staff position, were shown this survey item.

Table 3. Employee Perceptions on Expression of Personal and Political Views

[22] $t(1147) = 1.968$, $p < .05$
[23] $t(322.6) = 2.766$, $p < .01$
[24] $t(1144) = 3.896$, $p < .001$

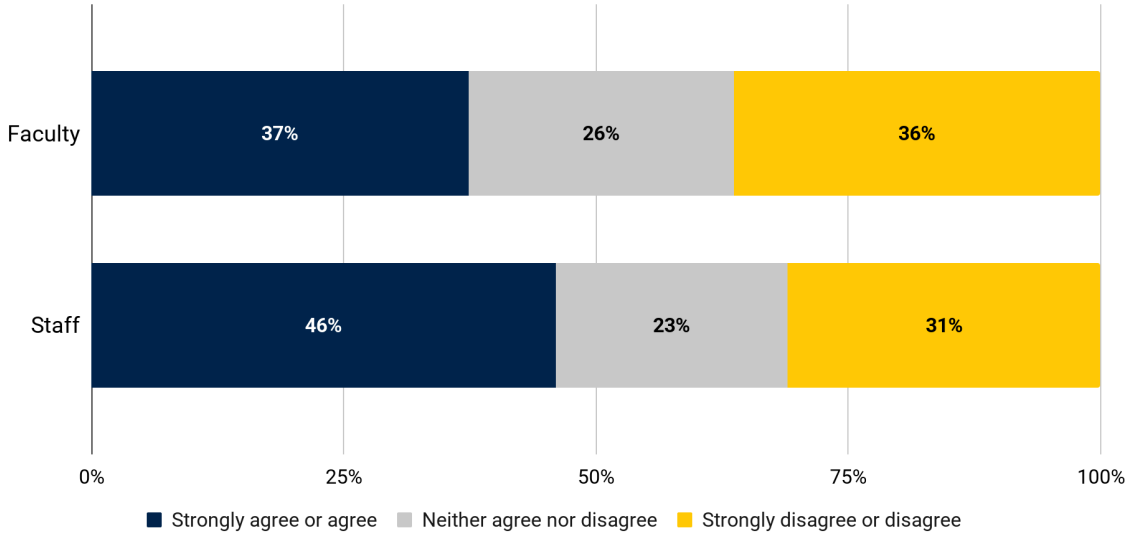


Figure 36. Perceptions on Expression of Personal Views, by Employee Status

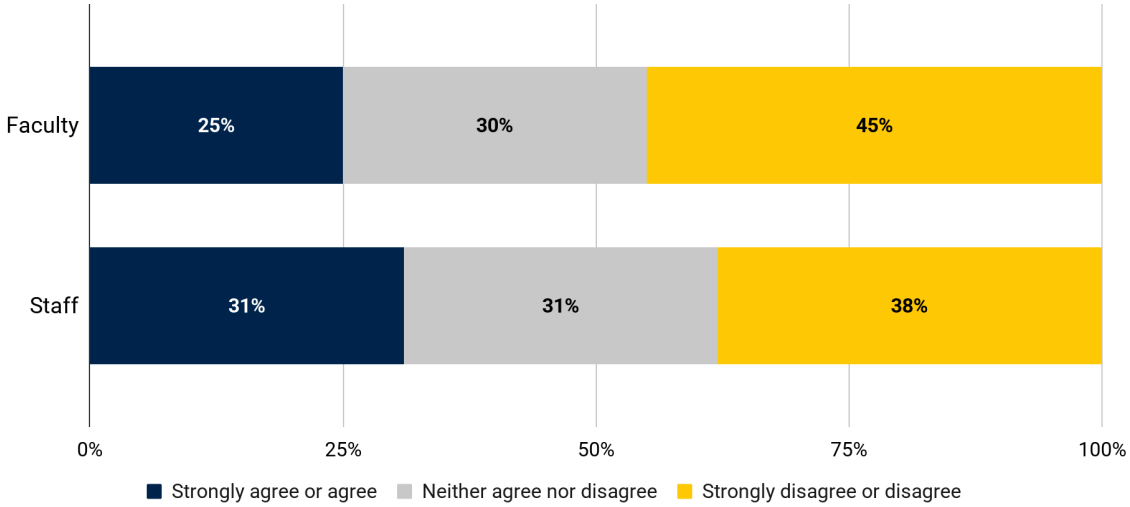


Figure 37. Perceptions on Expression of Political Views, by Employee Status

Racial Identity. When considering racial and ethnic identity, Asian employees indicated the highest level of agreement with *feeling free to express their personal views on campus without fear of professional or social consequences* (56%, *n* = 42), followed by MENA employees (50%, *n* = 7), Hispanic employees (48%, *n* = 11), White employees (47%, *n* = 343), South Asian employees (41%, *n* = 7) and Multiracial employees (41%, *n* = 29). Just under one-third of Black employees indicated agreement (31%, *n* = 23), while no employees with Another Racial Identity agreed (83% "strongly disagreed" or "disagreed", *n* = 5, (see Figure 38). Regarding *feeling free to express their political views on campus without fear of*

professional or social consequences, the Asian employees were most likely to agree (36%, *n* = 27), followed by South Asian employees (35%, *n* = 6) and the Multiracial employees (35%, *n* = 25). One-third of White employees (33%, *n* = 240) agreed that they felt free to express their political views, as did 30% (*n* = 7) of the Hispanic employees. The MENA and Black-identified employees were the groups least likely to agree with this statement (21%, *n* = 3 and 15%, *n* = 11, respectively); however, no employees with Another Racial Identity agreed that they felt free to express their political views without consequence (68%, *n* = 4 "disagreed" or "strongly disagreed", see Figure 39).

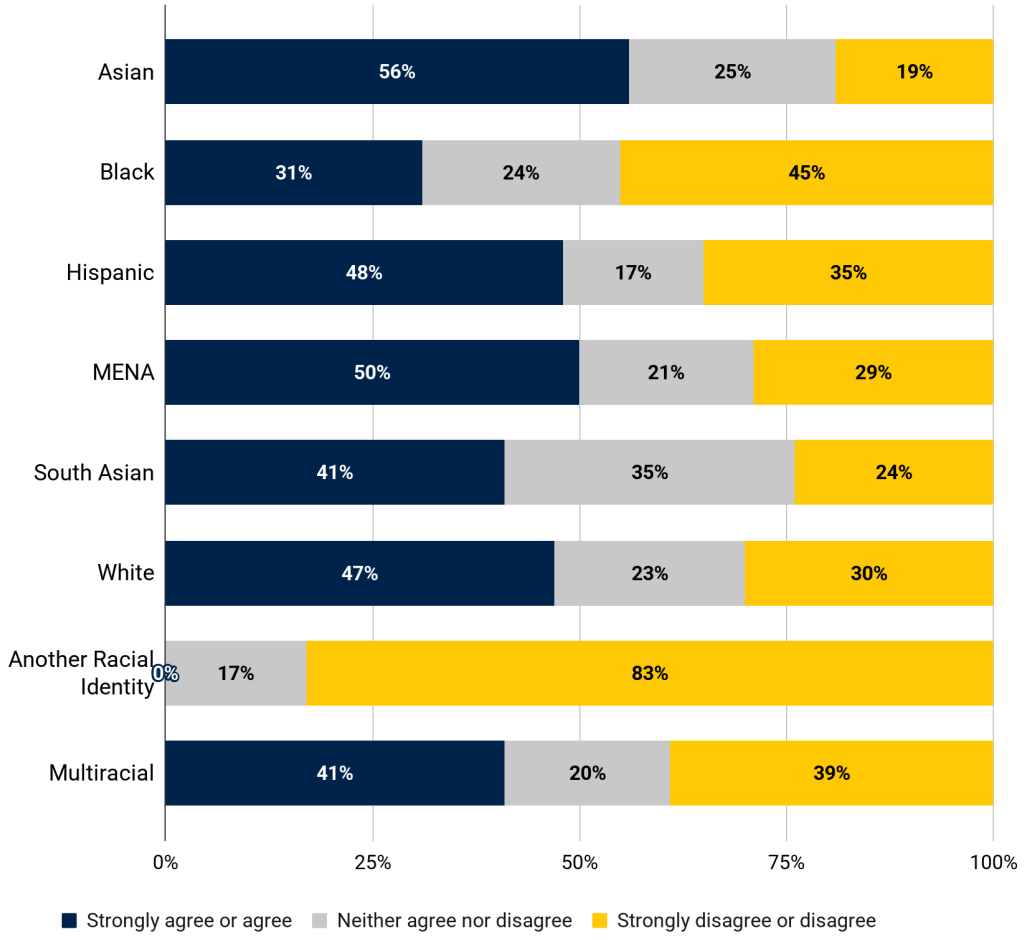


Figure 38. Perceptions on Expression of <u>Personal</u> Views, by Racial Identity

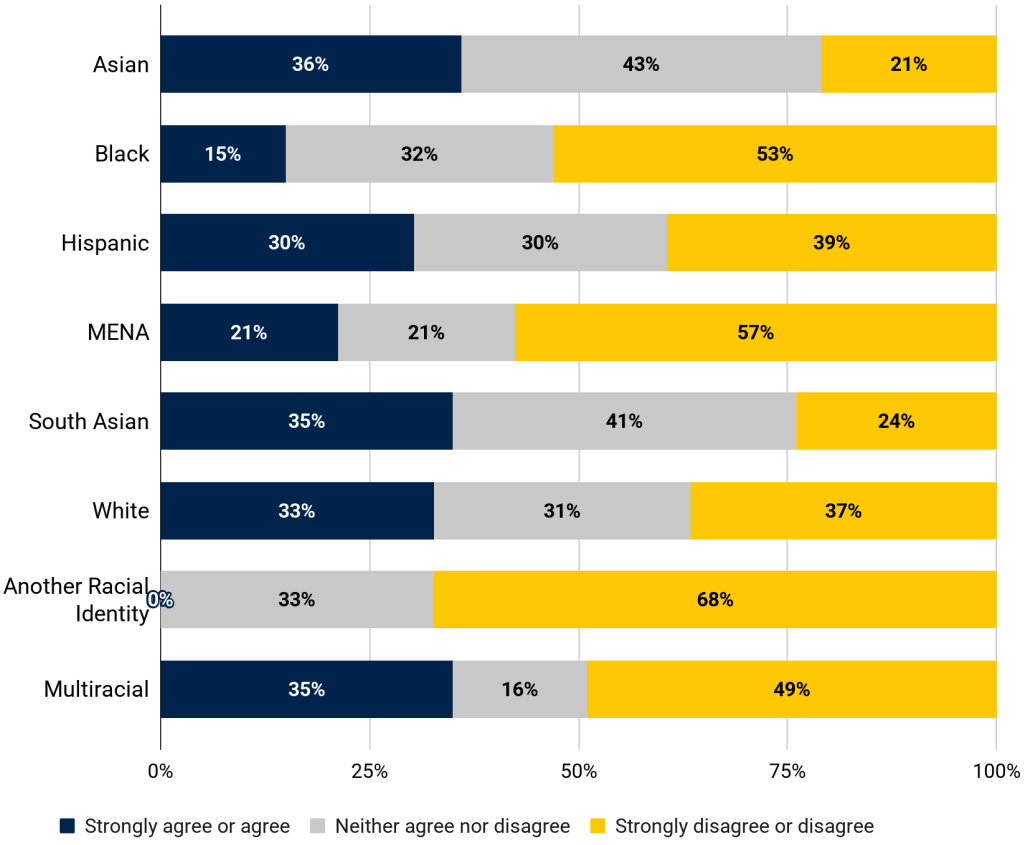


Figure 39. Perceptions on Expression of <u>Political</u> Views, by Racial Identity

Religious Affiliation. When considering religious affiliation, over half of the Hindu-identified employees (64%, *n* = 9), Jewish employees (58%, *n* = 14), and Non-religious employees (51%, *n* = 212) agreed that they *feel free to express their personal views on campus without fear of professional or social consequences*. Forty-four percent (44%, *n* = 191) of Christian/Catholic employees shared this sentiment, followed by 35% (*n* = 42) of employees with Another or Multiple Religious Affiliations. Roughly three out of every ten Spiritual employees (33%, *n* = 13) and Muslim employees (32%, *n* = 6) agreed with this statement (see Figure 40). Related to political views, Jewish employees (50%, *n* = 12), Hindu employees (43%, *n* = 6), and Non-religious employees (37%, *n* = 155) agreed that they *feel free to express their political views on campus without fear of professional or social consequences* at higher rates than their counterparts. One-quarter or more of employees who are Christian/Catholic (29%, *n* = 124) or have Another or Multiple Religious Affiliations (25%, *n* = 30) agreed with this sentiment. Muslim and Spiritual employees were the groups least likely to agree that they felt free to express their political views (16%, *n* = 3 and 10%, *n* = 4, respectively, see Figure 41).

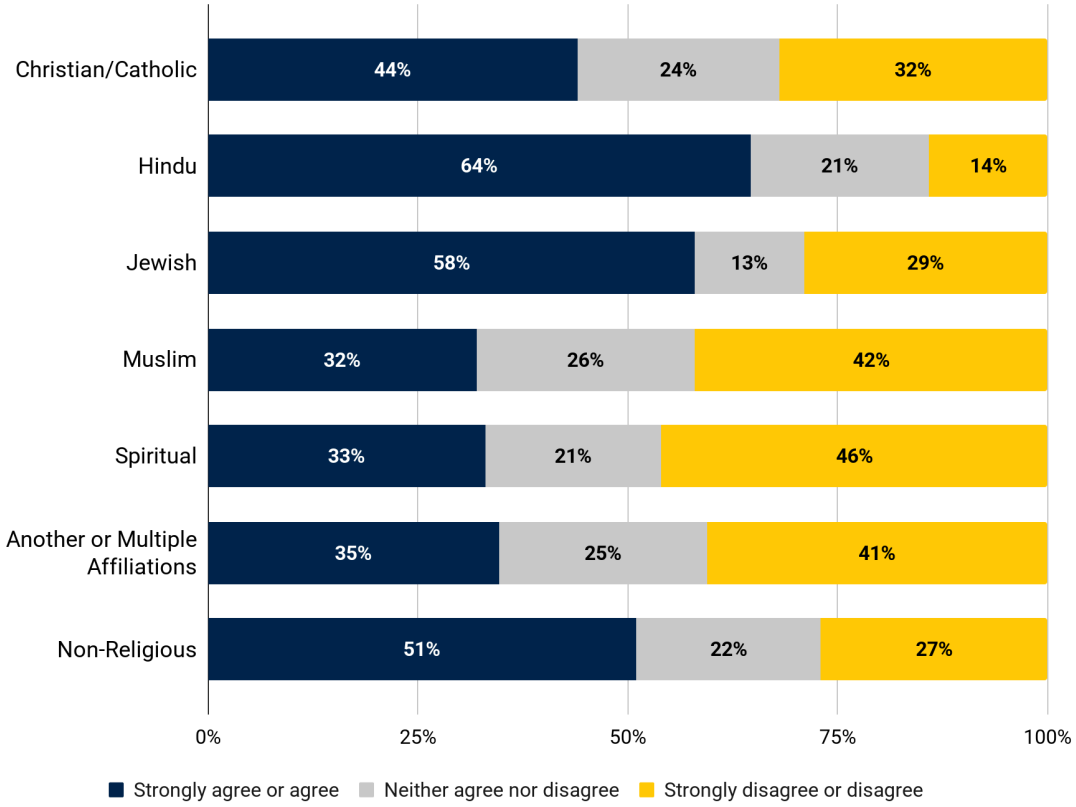


Figure 40. Perceptions on Expression of <u>Personal</u> Views, by Religious Affiliation

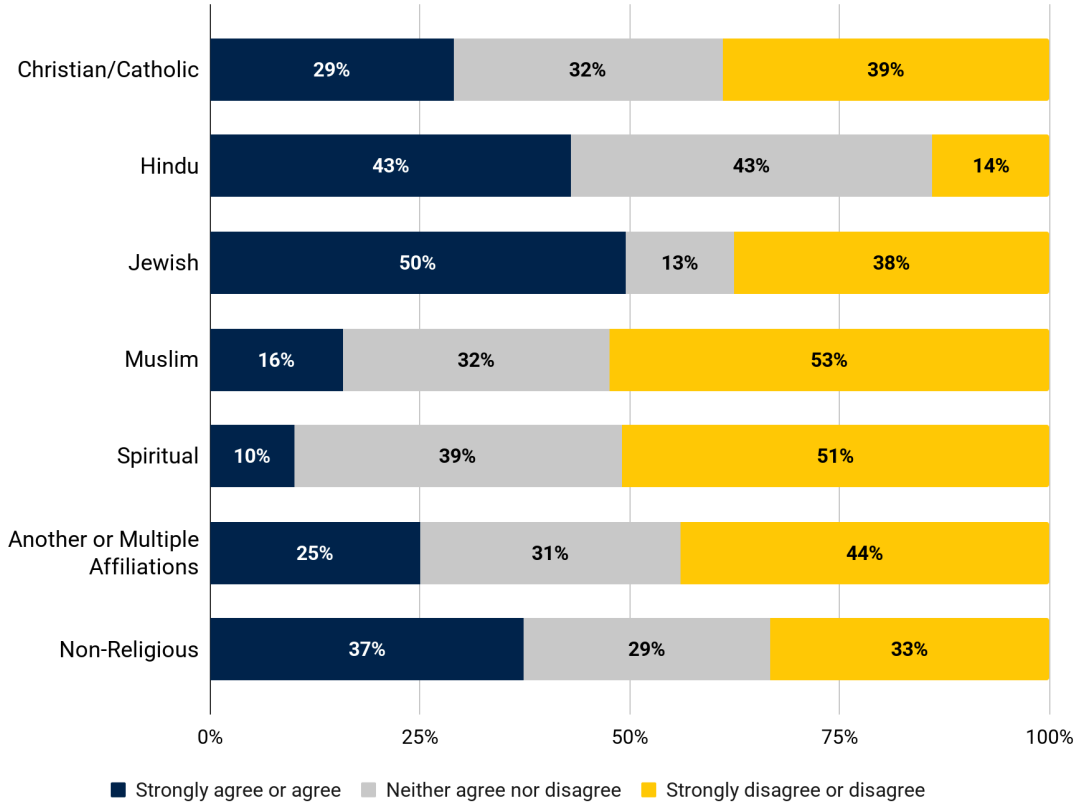


Figure 41. Perceptions on Expression of <u>Political</u> Views, by Religious Affiliation

Jewish Identity. Relatively similar proportions of employees who identify as religiously or culturally Jewish (47%, *n* = 20) and employees who do not identify as religiously or culturally Jewish or whose religious and cultural identity are unknown (44%, *n* = 489) agreed that they *feel free to express their personal views on campus without fear of professional or social consequences* (see Figure 42). Employee participants who identify as religiously or culturally Jewish (40%, *n* = 17) felt *free to express their political views on campus without fear of professional or social consequences* at a higher rate than employees who do not identify as religiously or culturally Jewish or whose religious and cultural identity are unknown (30%, *n* = 327, see Figure 43).

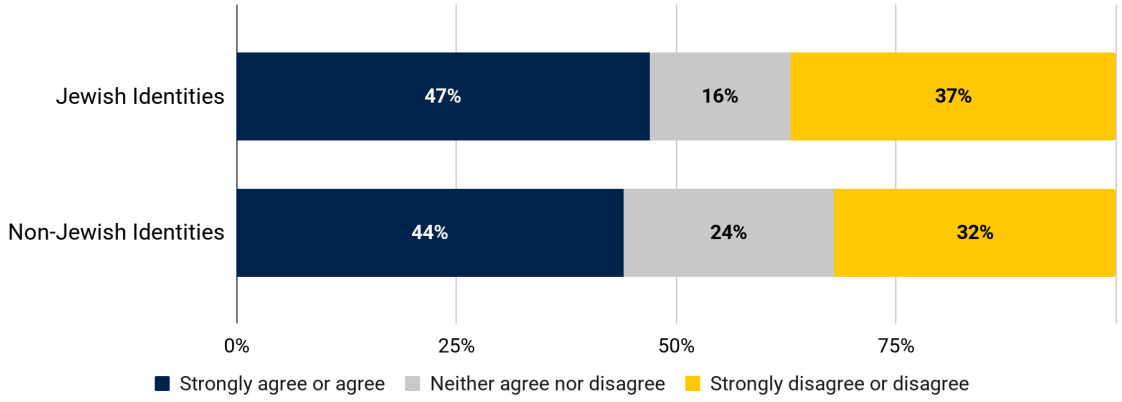


Figure 42. Perceptions on Expression of <u>Personal</u> Views, by Jewish Identity

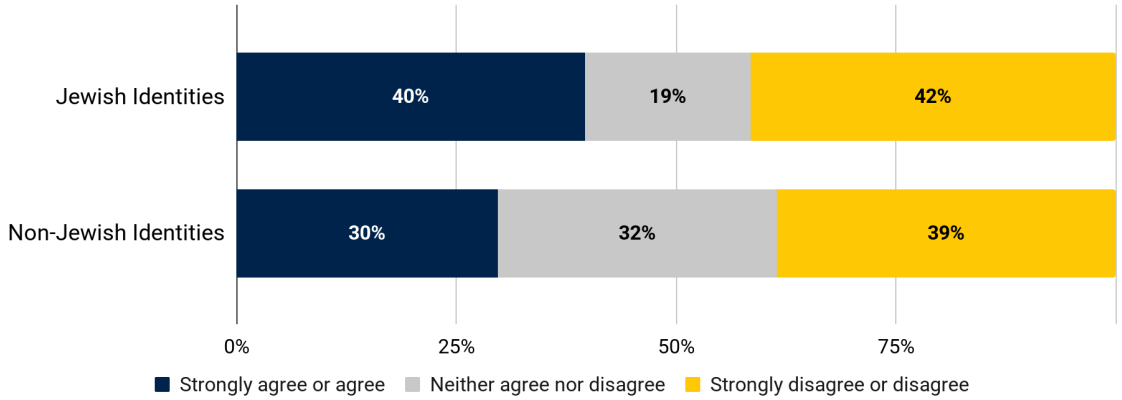


Figure 43. Perceptions on Expression of <u>Political</u> Views, by Jewish Identity

Muslim or Arab Identity. Forty-five percent (*n* = 499) of employees who do not identify as religiously or culturally Muslim or Arab or whose religious and cultural identity is unknown agreed that they *feel free to express their personal views on campus without fear of professional or social consequences*; however, just under one-third (32%, *n* = 10) of the employees who identify as religiously or culturally Muslim or Arab agreed with this statement (see Figure 44). Moreover, three out of every ten employees (30%, *n* = 336) who do not identify as religiously or culturally Muslim or Arab or whose religious and cultural identity is unknown agreed that they *feel free to express their political views on campus without fear of professional or social consequences*, while under one-quarter (23%, *n* = 7) of those who identify as religiously or culturally Muslim or Arab agreed with this statement (see Figure 45).[25]

[25] $t(1145) = 2.027$, $p < .05$

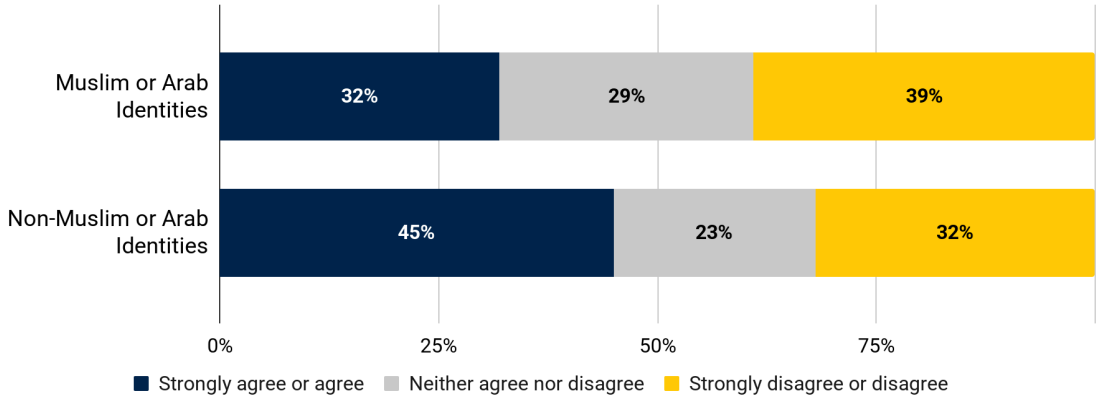


Figure 44. Perceptions on Expression of <u>Personal</u> Views, by Muslim or Arab Identity

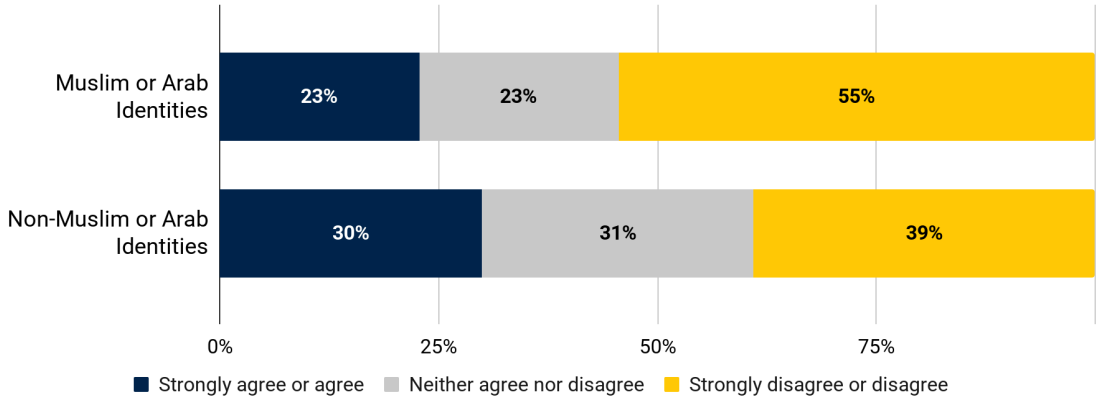


Figure 45. Perceptions on Expression of <u>Political</u> Views, by Muslim or Arab Identity

Primary Language. Participants' level of agreement with these statements is relatively similar when considering primary language. Specifically, just under half of employees whose primary language is not English (48%, *n* = 69) and 44% (*n* = 439) of employees whose primary language is English agreed that they *feel free to express their personal views on campus without fear of professional or social consequences* (see Figure 46). Among employees whose primary language is not English, just over one-third (34%, *n* = 48) expressed agreement that they *feel free to express their political views on campus without fear of professional or social consequences* compared with 30% agreement (*n* = 296) among participants whose primary language is English (see Figure 47).

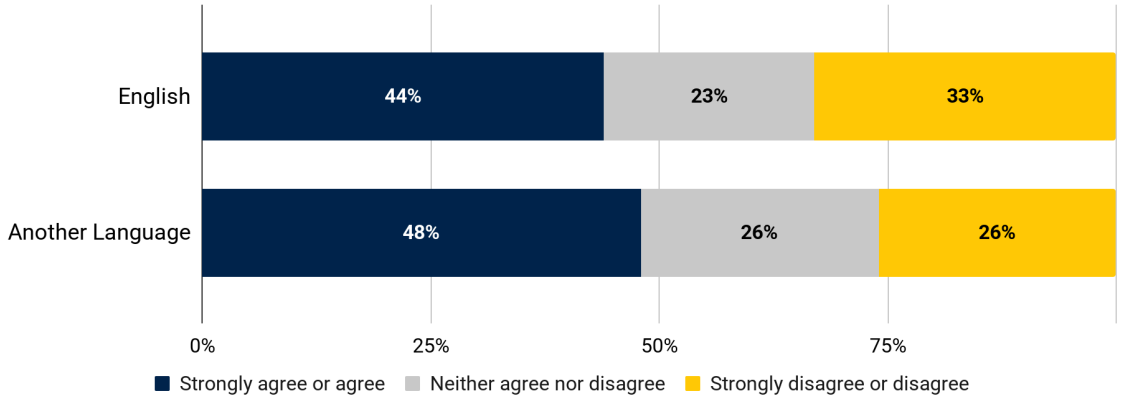


Figure 46. Perceptions on Expression of <u>Personal</u> Views, by Primary Language

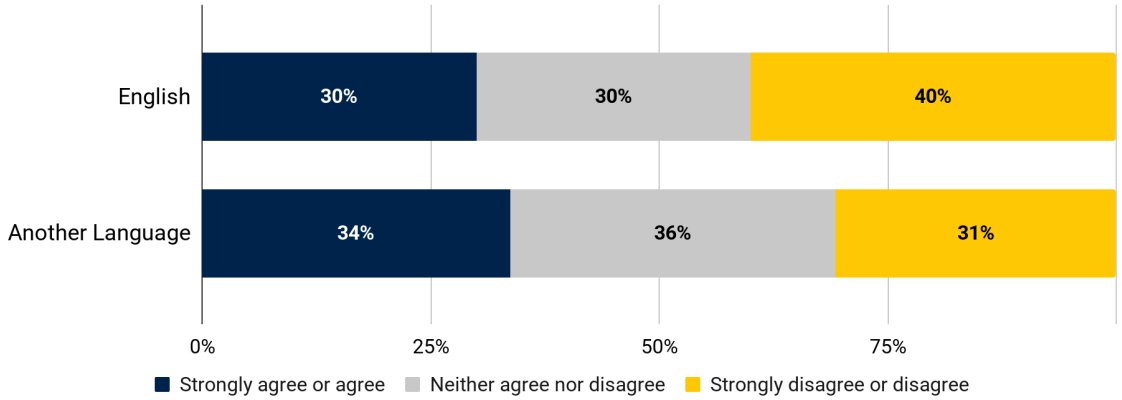


Figure 47. Perceptions on Expression of <u>Political</u> Views, by Primary Language

Three-quarters (75%, *n* = 857) of Faculty and Staff agree that *it is safe for them to express their identity at the University of Michigan*, while six out of every ten (61%, *n* = 700) employees agree that *it is safe to make suggestions at the University of Michigan*. Forty-three percent (43%, *n* = 488) of employees agree that *there is pressure to align with widely held beliefs at the University of Michigan*, while 39% (*n* = 448) agree that *keeping your cards close to your chest is the best way to get ahead at the University of Michigan* (see Table 4).

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
It is safe for me to express my identity at the University of Michigan.	**74%** (*n* = 168)	**75%** (*n* = 689)	**75%** (*n* = 857)

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
Keeping your cards close to your chest is the best way to get ahead at the University of Michigan.	**45%** (*n* = 102)	**38%** (*n* = 346)	**39%** (*n* = 448)
It is safe for me to make suggestions at the University of Michigan.[26]	**54%** (*n* = 122)	**63%** (*n* = 578)	**61%** (*n* = 700)
There is pressure to align with widely held beliefs at the University of Michigan.	**47%** (*n* = 108)	**41%** (*n* = 380)	**43%** (*n* = 488)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 4. Employee Perceptions on Freedom of Expression

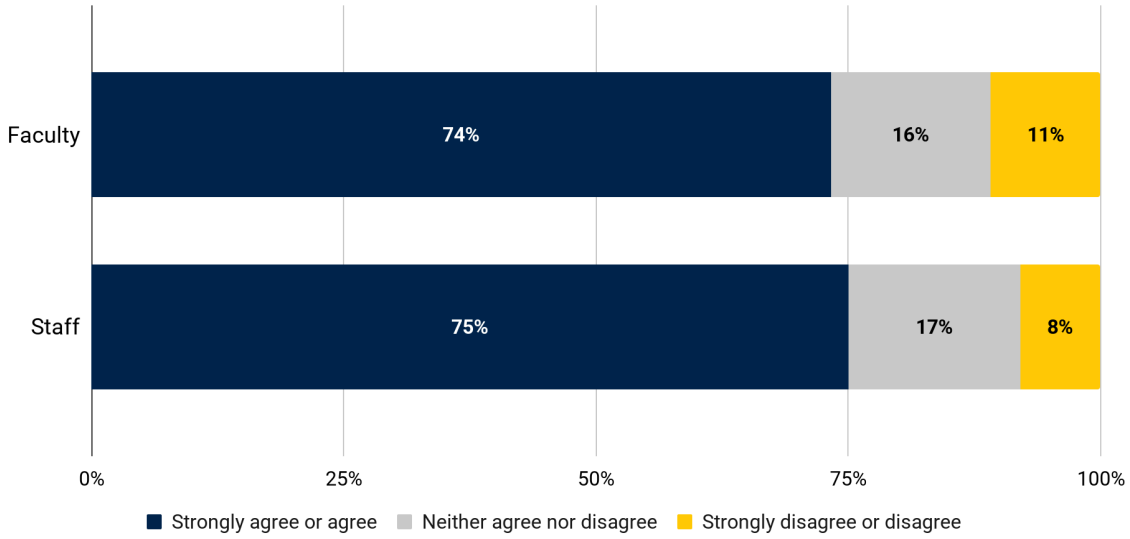


Figure 48. Perceptions on Expression of Identity at UM-Ann Arbor, by Employee Status

Racial Identity. Among racial identity groups, Hispanic Faculty and Staff were the group most likely to agree that *it is safe for [them] to express their identity...* (87%, *n* = 20), followed by over three-quarters of White employees (78%, *n* = 574) and Asian employees (76%, *n* = 57). Seven out of every ten (71%, *n* = 12) South Asian employees agreed that *it is safe to express their identity...*, and two-thirds (66%, *n* = 47) of Multiracial Faculty and Staff shared this sentiment. Over half of both MENA and Black employees agreed with the statement (64%, *n* = 9 and 61%, *n* = 45, respectively). Employee participants with Another

[26] $t(318.5) = 2.595$, $p < .05$

racial identity were least likely to agree compared to other racial groups (33%, *n* = 2, see Figure 49).

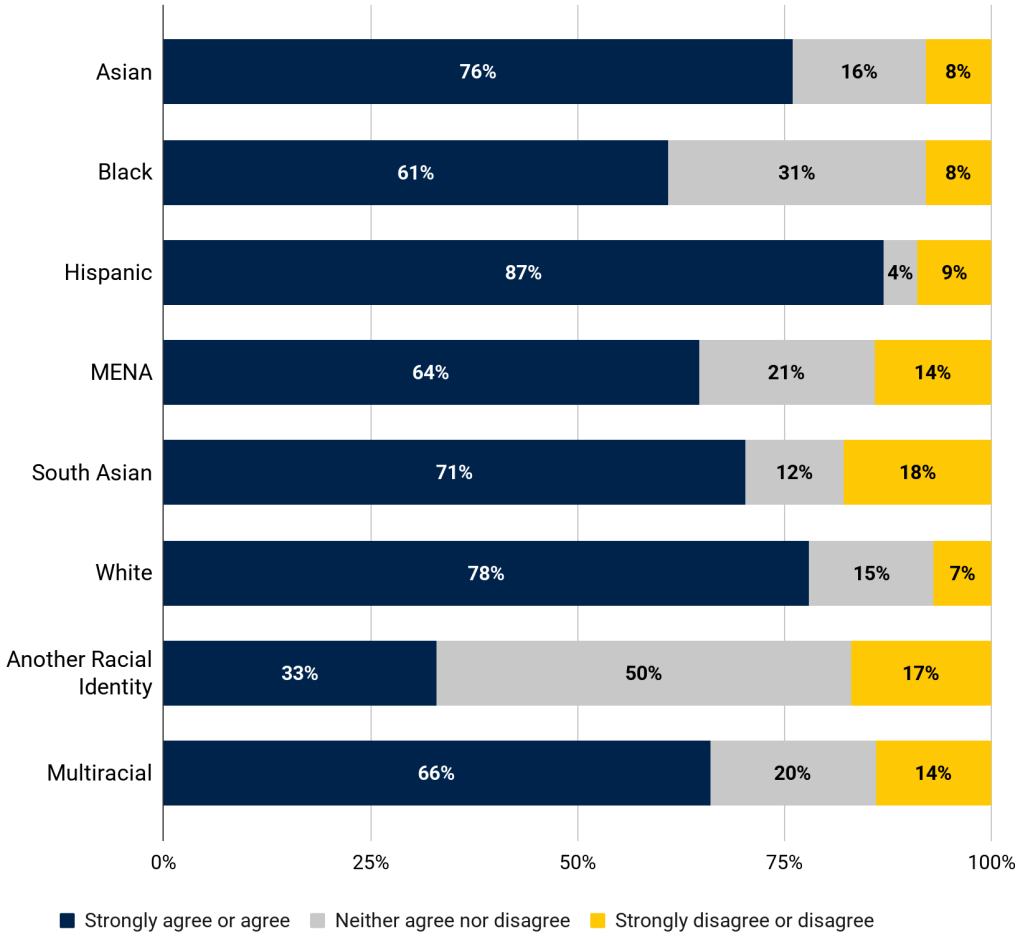


Figure 49. Perceptions on Expression of Identity at UM-Ann Arbor, by Racial Identity

Religious Affiliation. Examining religious affiliation, all Hindu employees (100%, *n* = 14) agreed that *it is safe for them to express [their] identity…* More than three quarters of the Jewish employees (83%, *n* = 20), Non-religious employees (78%, *n* = 326), and Christian/Catholic employees (76%, *n* = 325) agreed with this statement, while roughly seven out of every ten Spiritual employees (72%, *n* = 28) and employees with Another or Multiple Religious Affiliations (69%, *n* = 84) shared this sentiment. Muslim employees agreed less than their counterparts, where less than half (47%, *n* = 9) agreed that *it is safe to express [their] identity…* (see Figure 50).

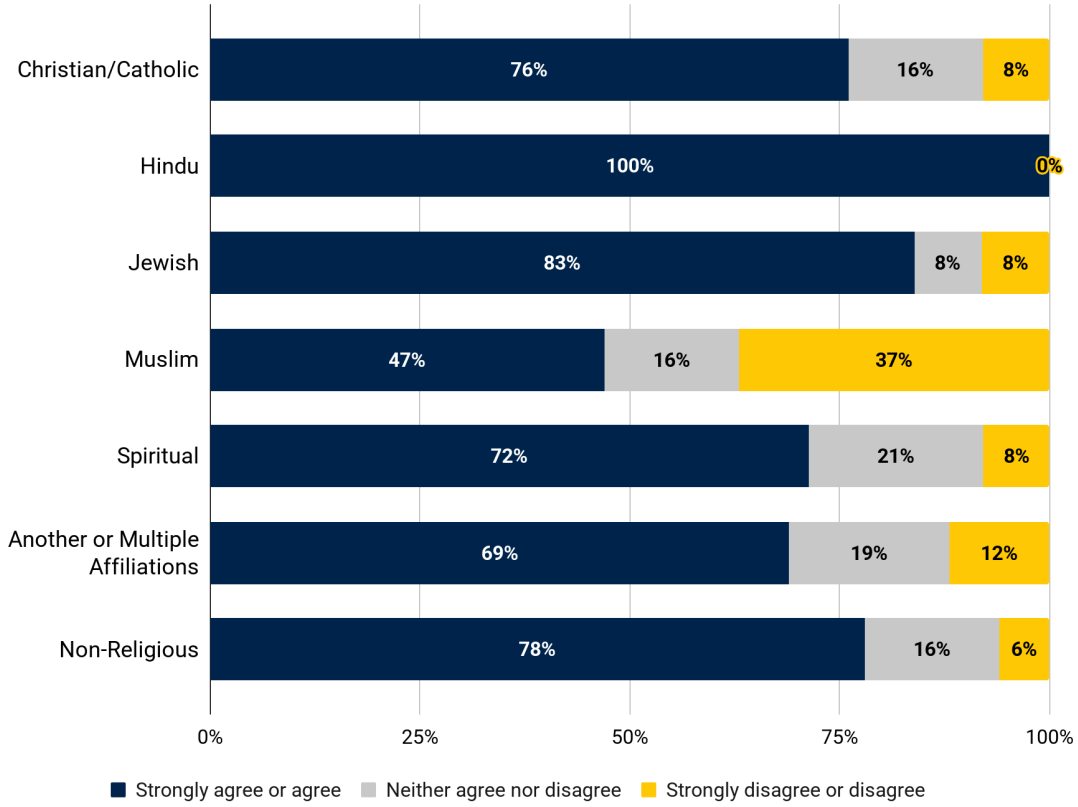


Figure 50. Perceptions on Expression of Identity at UM-Ann Arbor, by Religious Affiliation

Jewish Identity. Four out of every five (81%, *n* = 35) employees who identify as religiously or culturally Jewish agreed that it *is safe for [them] to express their identity*... Additionally, nearly three-quarters (74%, *n* = 822) of employees who do not identify as religiously or culturally Jewish or whose religious and cultural identity is unknown agreed with this statement (see Figure 51).

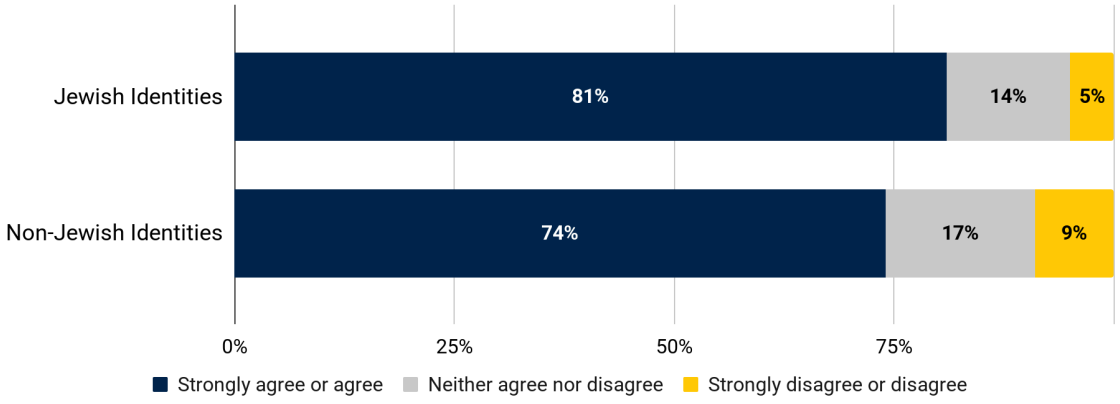


Figure 51. Perceptions on Expression of Identity at UM-Ann Arbor, by Jewish Identity

Muslim or Arab Identity. Three-quarters (75%, *n* = 840) of employees who do not identify as religiously or culturally Muslim or Arab or whose religious and cultural identity is unknown agreed that *it is safe for [them] to express their identity…*; just over half (55%, *n* = 17) of employees who identify as religiously or culturally Muslim or Arab agreed (see Figure 52).

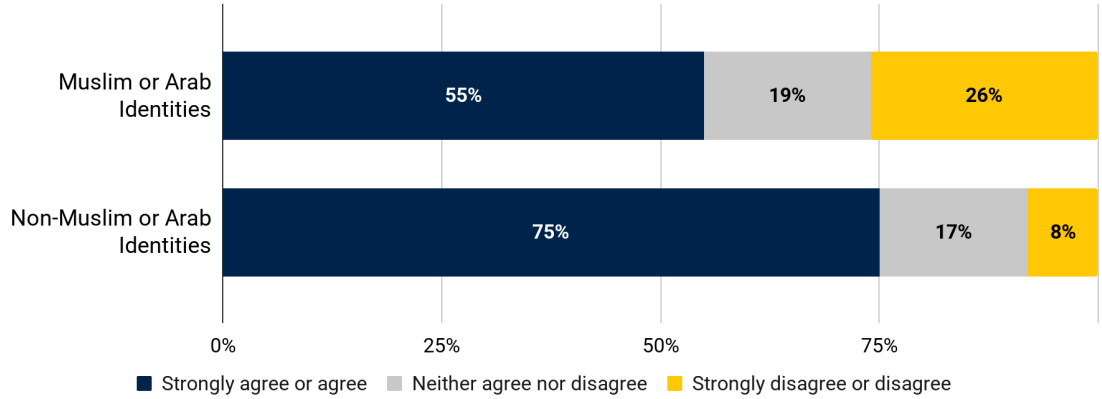


Figure 52. Perceptions on Expression of Identity at UM-Ann Arbor, by Muslim or Arab Identity

Primary Language. By primary language, level of agreement is relatively similar regarding it being *safe for [them] to express their identity…*; 75% (*n* = 749) of employees whose primary language is English and 73% (*n* = 104) of employees whose primary language is not English indicated agreement with this statement (see Figure 53).

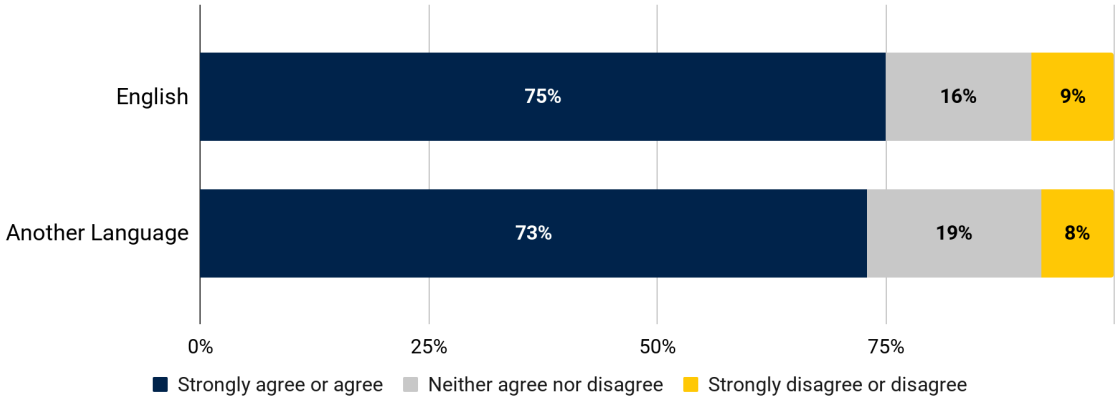


Figure 53. Perceptions on Expression of Identity at UM-Ann Arbor, by Primary Language

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
The University of Michigan transparently responds to significant topics that affect the campus community.[27]	**25%** (*n* = 57)	**40%** (*n* = 364)	**37%** (*n* = 421)
The University of Michigan administration is responsive to campus climate needs related to significant topics that impact the campus community.[28]	**33%** (*n* = 75)	**44%** (*n* = 393)	**41%** (*n* = 468)
The University of Michigan protects the rights of all students, faculty, and staff.[29]	**34%** (*n* = 77)	**46%** (*n* = 423)	**44%** (*n* = 500)
The University of Michigan adheres to its mission and values when responding to significant topics that impact the campus community.[30]	**37%** (*n* = 84)	**47%** (*n* = 427)	**45%** (*n* = 511)
The University of Michigan maintains hiring practices free of influence from outside the University.[31]	**33%** (*n* = 74)	**43%** (*n* = 389)	**41%** (*n* = 463)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 5. Employee Perceptions on Institutional Trust

Approximately two out of every five employees agreed that *the University of Michigan administration is responsive to campus climate needs related to significant topics that impact the campus community* (41%, *n* = 468), including 44% (*n* = 393) of Staff and 33% (*n* = 75) of Faculty. Furthermore, 41% (*n* = 463) of all employees agreed that *the University of Michigan maintains hiring practices free of influence from outside the University*, with Staff agreeing at a higher rate than Faculty (43%, *n* = 389 and 33%, *n* = 74, respectively). Additionally, 37% (*n* = 421) of the employees agreed that *the University of Michigan transparently responds to significant topics that affect the campus community*; two out of every five of the Staff participants (40%, *n* = 364) and nearly one-quarter of the Faculty participants (25%, *n* = 57) agreed with this statement (see Table 5).

[27] $t(1134) = 3.974$, $p < .001$
[28] $t(323.9) = 3.758$, $p < .001$
[29] $t(326.4) = 4.035$, $p < .001$
[30] $t(326.6) = 3.807$, $p < .001$
[31] $t(1130) = 2.194$, $p < .05$

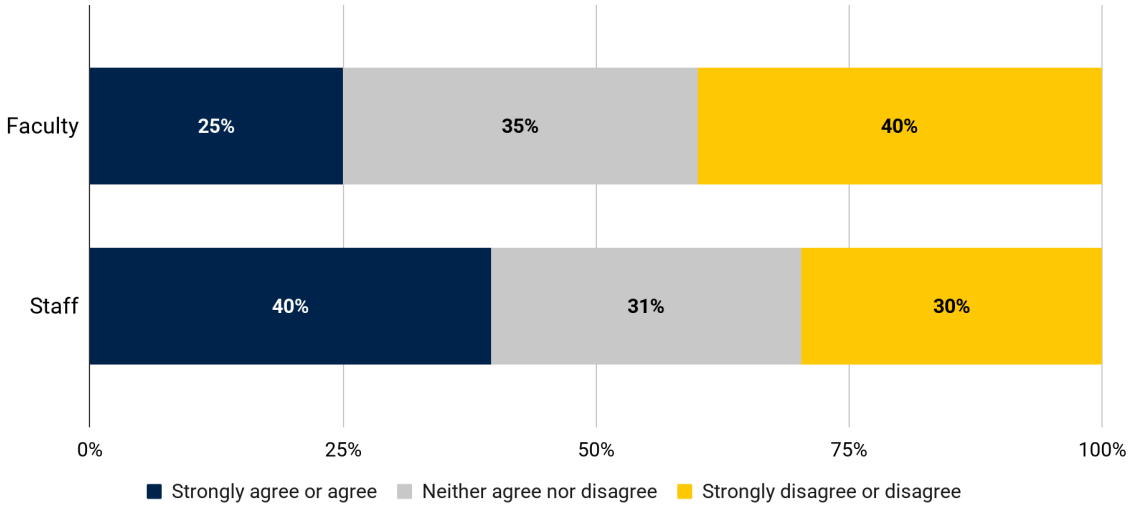


Figure 54. Perceptions on UM-Ann Arbor's Response to Significant Topics, by Employee Status

Racial Identity. As seen in Figure 55, at least half of MENA employees (57%, *n* = 8), South Asian employees (53%, *n* = 9), Asian employees (50%, *n* = 37), and employees who identified with Another Racial Identity (50%, *n* = 3) agreed that *the University of Michigan transparently responds to significant topics that affect the campus community.* Additionally, nearly half of Hispanic employees (48%, *n* = 11) and 36% (*n* = 263) of White employees agreed with this statement, although Black and Multiracial employees were less likely to agree than their counterparts (33%, *n* = 24 and 32%, *n* = 23, respectively).

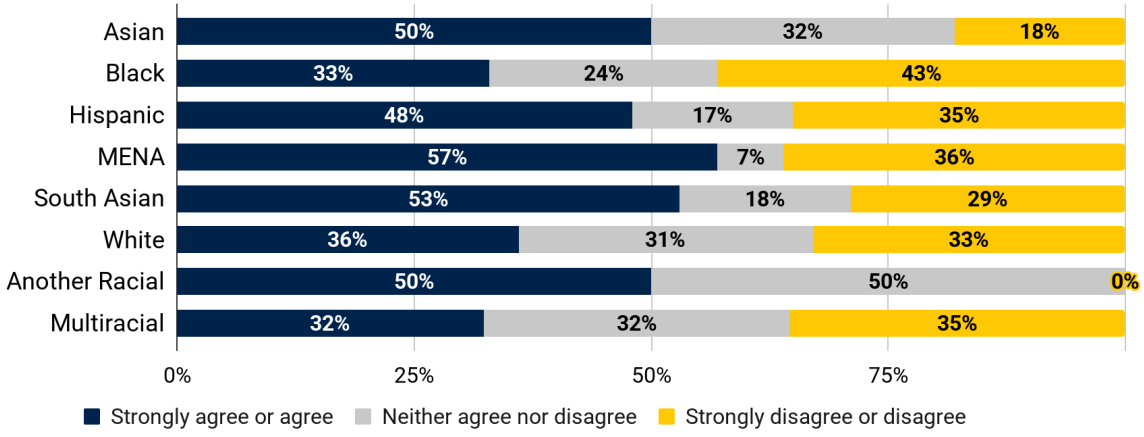


Figure 55. Perceptions on UM-Ann Arbor's Response to Significant Topics, by Racial Identity

Religious Affiliation. Hindu employees were the most likely to agree that *the University of Michigan transparently responds to significant topics that affect the campus community* (54%,

n = 7), followed by Christian/Catholic employees (47%, *n* = 199) and Muslim employees (42%, *n* = 8). One-third (34%, *n* = 139) of Non-religious employees agreed that the *University of Michigan responds transparently…*, while roughly one-quarter of Spiritual employees (26%, *n* = 10) and employees with Another or Multiple Religious Affiliations (24%, *n* = 28) agreed. Approximately one in every five Jewish employees (21%, *n* = 5) agreed with this statement (see Figure 56).

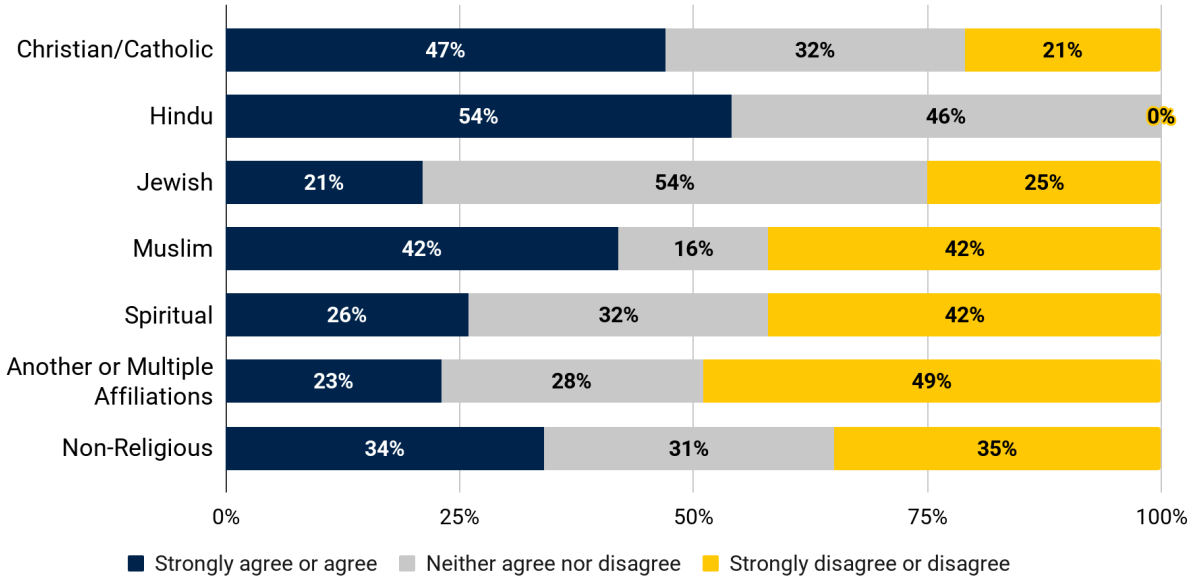


Figure 56. Perceptions on UM-Ann Arbor's Response to Significant Topics, by Religious Affiliation

Jewish Identity. As seen in Figure 57, over one-third of employees who do not identify religiously or culturally as Jewish or whose religious or cultural identity is unknown (37%, *n* = 409) indicated they agreed that *the University of Michigan transparently responds to significant topics that affect the campus community*; employees who identify religiously or culturally as Jewish were . generally less likely to agree with this statement (28%, *n* = 12).

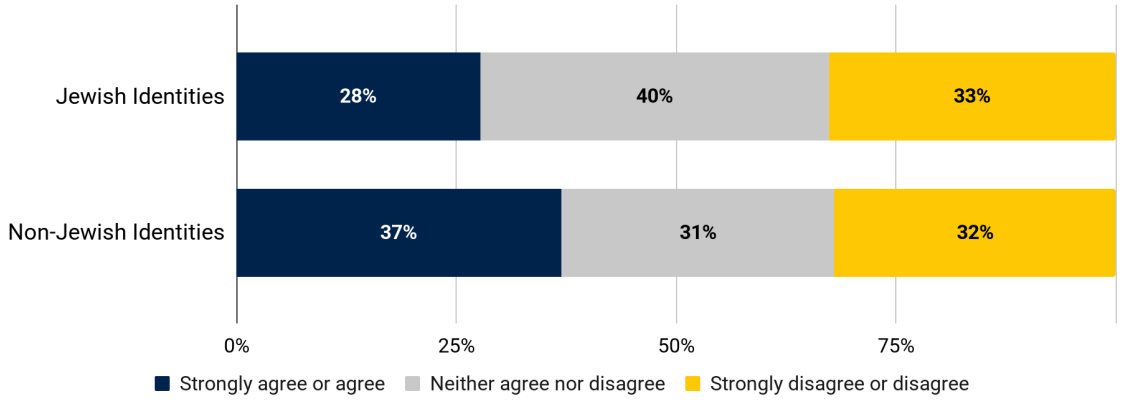


Figure 57. Perceptions on UM-Ann Arbor's Response to Significant Topics, by Jewish Identity

Muslim or Arab Identity. Forty-two percent (42%, *n* = 13) of employees with a Muslim or Arab identity "agreed" or "strongly agreed" that *the University transparently responds to significant topics that affect the campus community*, while 37% (*n* = 408) of employees that are not Muslim/Arab or whose identity is unknown indicated they agreed (see Figure 58).

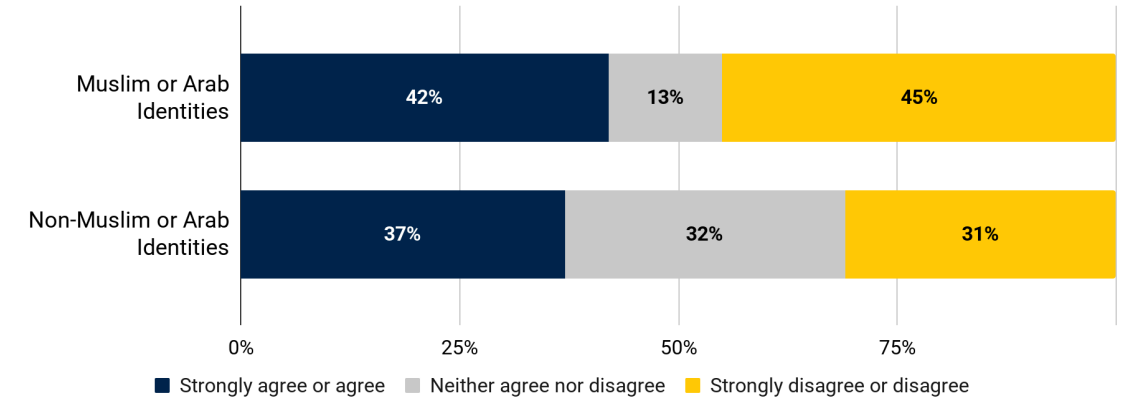


Figure 58. Perceptions on UM-Ann Arbor's Response to Significant Topics, by Muslim or Arab Identity

Primary Language. When examining primary language, a larger proportion of employees whose primary language is a language other than English than employees whose primary language is English agreed that *the University transparently responds to significant topics that affect the campus community* (51%, *n* = 73 and 35%, *n* = 346, respectively, see Figure 59).[32]

[32] $t(177.8) = 3.224$, $p < .01$

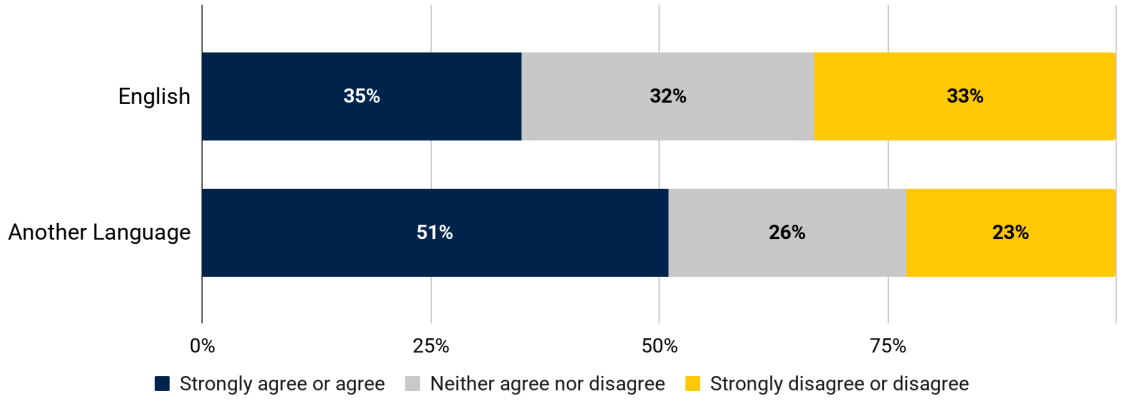


Figure 59. Perceptions on UM-Ann Arbor's Response to Significant Topics, by Primary Language

Qualitative Findings

Employees shared their perspectives on freedom of expression, institutional trust, and related issues. Three themes were present in U-M Employee responses: dismantling of Diversity, Equity, and Inclusion (DEI), the university's treatment of student protestors, and political discussions and freedom of expression.

Dismantling of Diversity, Equity, and Inclusion (DEI). U-M employee participants expressed disappointment in the university's decision to remove and eliminate Diversity, Equity, and Inclusion initiatives, programs, and offices. Participants stated that "UM capitulated to the federal government's threats of/actual funding cuts by shutting down DEI offices, firing/demoting DEI staff, and making premature budget cuts that included cutting staff positions." In addition, the university no longer offered programs and initiatives related to DEI, such as "gender-affirming care." Broadly speaking, participants described the decision as "hypocritical," "shocking," "reprehensible," and "disillusioning," and many Ann Arbor employees indicated feeling betrayed and ashamed by the university's decision. Participants indicated that the university "folded" and "backed out of their 'commitment' to diversity, equity, and inclusion, for nothing." As one participant explained, "Getting rid of all DEI and some of the other cuts that President Ono made to appease the federal administration seemed to really go against U of M's values and just confirmed the way I've always felt, that U of M's biggest values are money and legacy."

Participants shared that these decisions affected their trust in the university's leadership. A participant wrote, "When the university closed its DEI office, I took it as a sign that the university decided it was "safer" to ditch the DEI efforts in an attempt to avoid the attention

of the Trump administration than it was to stand up for the principles the university once claimed to champion. The abandonment of these principles before there was any challenge from the Trump administration has made me believe that those in the highest leadership positions at the university are not the right people for this moment in United States history where higher education as a whole is facing unprecedented challenges from the federal government."

Treatment of student protesters. U-M employees discussed the university's treatment of "student protesters of the ongoing genocide in Gaza", including "the forcible dispersal of encampments near main campus and arrest of several students," "detectives tracking students," "faculty and staff losing their positions over political speech or beliefs," and the suppression of "pro-Palestinian commentary." Employees felt that the university handled this situation "poorly." Participants also noted how "the harassment of students by undercover external personnel" and "the OSCR proceedings—all of this not only chills free speech on campus, but has a direct bearing on academic freedom." Likewise, Ann Arbor Employee participants noted that the university subsequently "fired an employee for protesting when she was a student," which shook their "faith in what the U should be" and "undermined trust" among employees. Participants indicated that they are "afraid to support Palestine at the university because of the backlash that other students/staff/faculty have received." Multiple participants indicated that "the university's handling of student activism on campus" is "in direct violation of the university's mission and values."

Politics and freedom of expression. Participants stated that the "university caves to political pressure from the Trump administration," such that "institutional integrity around values" ultimately "shifts with the wind." This has resulted in loss of "institutional trust" because the university "has not in the past made decisions aligned with our university values." One employee commented, "I am entirely unconfident that U-M wouldn't fold to outside political pressure that would target specific demographics. I am confident that concerns over threats to funding would be used as a blanket defense for why U-M would comply with demands from external organizations. I'm also confident that, if the target demographic is a small portion of the overall population, it would be rationalized that it isn't worth the trouble to protect that demographic compared to perceived harm that could happen to other members of the community."

Employees shared a variety of stances on freedom of expression for multiple groups. They felt that freedom of expression was limited for both sides along the "political spectrum." One participant shared, "Progressive viewpoints are very suppressed and indeed our institution has gone backward… This movement related to 'civil discourse' and 'institutional

neutrality' is actually now a vehicle for suppressing voices and academic freedom." Another participant offered another example of limited freedom of expression, stating, "I worry that students and staff who express views that dissent from more powerful forces (for example protesting the war in Gaza and Iran, protesting ICE on campus) aren't being given the same treatment and protections as others and may be cut off from university support or services if their opinions are unpopular or politically divisive." Other Employee participants indicated that freedom of political expression is limited. As one participant shared, "I feel like it is not safe (intellectually-not physically) to express a political view that is not significantly in line with the university.... This does not allow for free expression of ideas, a value the university proports to value." Another participant stated, "I do not feel comfortable stating my political views, although others freely express their views. I do not feel comfortable expressing my religious views, even though other religious views are expressed, because I feel a strong bias against traditional Christian values in both regular conversation with colleagues and in group meetings." Regardless of political stance and ideology, employees believed that "the university has made it very clear that they will side with very specific groups and not others."

Employees also discussed the U-M Board of Regents' role in the "day-to-day operations of campus." One employee wrote, "I feel the Regents have overexerted their powers and interests as it relates to the accountability processes on campus. Sweeping changes in systems... their micromanagement of university processes have been a detriment to our community." In addition, participants noted that the university is "irreparably compromised by the Regents' anti-democratic political and financial interests," and that their "personal" and "political views" have been "imposed on UM leadership." In turn, these interests and views result in the institution capitulating to federal pressure and instituting policies, such as the "institutional neutrality policy." Participants stated that they "do not trust the Board of Regents at all and strongly disagree with many of their actions over the past year."

Harassment and Discrimination

Faculty and Staff were asked a series of questions regarding their personal experiences with harassment or discrimination based on race, color, national origin, or actual or perceived shared ancestry at U-M, including both experiences with and observations of discrimination and harassment.

Experiences with or Observations of Discrimination and Harassment

Research underscores the relationship between hostile workplace climates and subsequent productivity.[33] Employee survey participants were asked if, in the past year, they had personally experienced or observed any discriminating or harassing conduct that has interfered with their ability to learn, live, or work at the University of Michigan. Employees who experienced or observed harassment or discrimination were asked a series of follow-up questions about the incident(s). Details of direct personal experiences and indirect observations were assessed using separate lines of questioning.

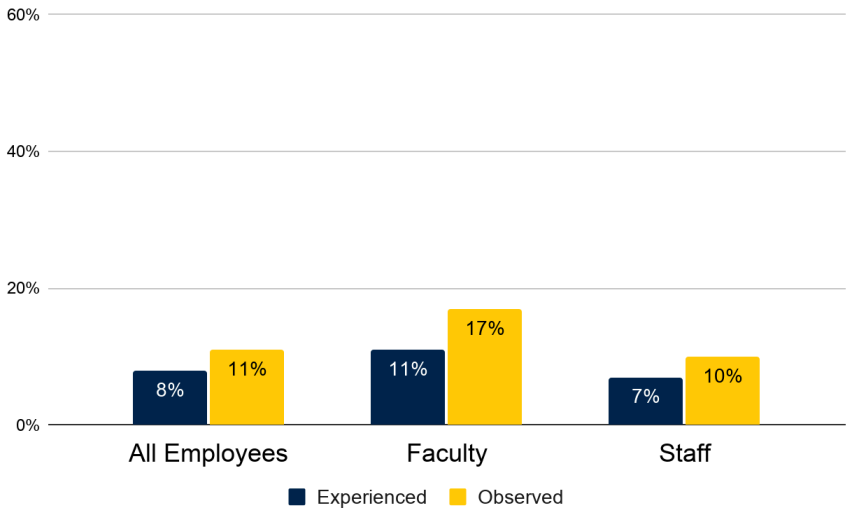


Figure 60. Experiences With and Observations of Discrimination or Harassment, by Employee Position

In the past year, 8% (*n* = 91) of employees indicated that they had experienced harassment or discrimination that interfered with their ability to work at the University of Michigan, Ann Arbor, including 11% (*n* = 26) of Faculty participants and 7% (*n* = 65) of Staff participants.[34]

[33] Bilimoria & Stewart (2009); Dade et al. (2015); Eagan & Garvey (2015); Hirshfield & Joseph (2012); Rankin et al. (2010); Silverschanz et al. (2008).

[34] $\chi^2(1, N = 1156) = 4.557, p < .05$

Overall, 11% (*n* = 131) indicated that they had observed some type of discrimination or harassment. One out of every ten Staff (10%, *n* = 92) and 17% (*n* = 39) of Faculty shared that they observed this conduct (see Figure 60 above).

Racial Identity. Employees who identified as Black and Another Racial Identity indicated the highest rate of experienced discrimination or harassment over the past year (18%, *n* = 13 and 17%, *n* = 1, respectively), followed by MENA employees (14%, *n* = 2), Multiracial employees (11%, *n* = 8), and Hispanic employees (9%, *n* = 2). Among employees, White (6%, *n* = 44), South Asian (6%, *n* = 1), and Asian (5%, *n* = 4) participants indicated the lowest rate of experienced discrimination or harassment (see Figure 61).

Just over one-quarter (27%, *n* = 3) of Black Faculty indicated experiences of discrimination or harassment in the last year. Furthermore, 24% (*n* = 4) of Multiracial faculty and 17% (*n* = 1) of Hispanic Faculty indicated the same. Both Asian Faculty (8%, *n* = 2) and White Faculty (6%, *n* = 8) indicated the lowest rates of discrimination or harassment experiences.

Black Staff indicated the highest rate of experiences with discrimination or harassment in the past year (16%, *n* = 10), followed by Multiracial Staff (7%, *n* = 4). Six percent of each White Staff (6%, *n* = 36) and Hispanic Staff (6%, *n* = 1) also indicated experiencing discrimination or harassment, along with 4% (*n* = 2) of Asian Staff. No participants (*n* = 0) who are either MENA or South Asian indicated an experience.[35]

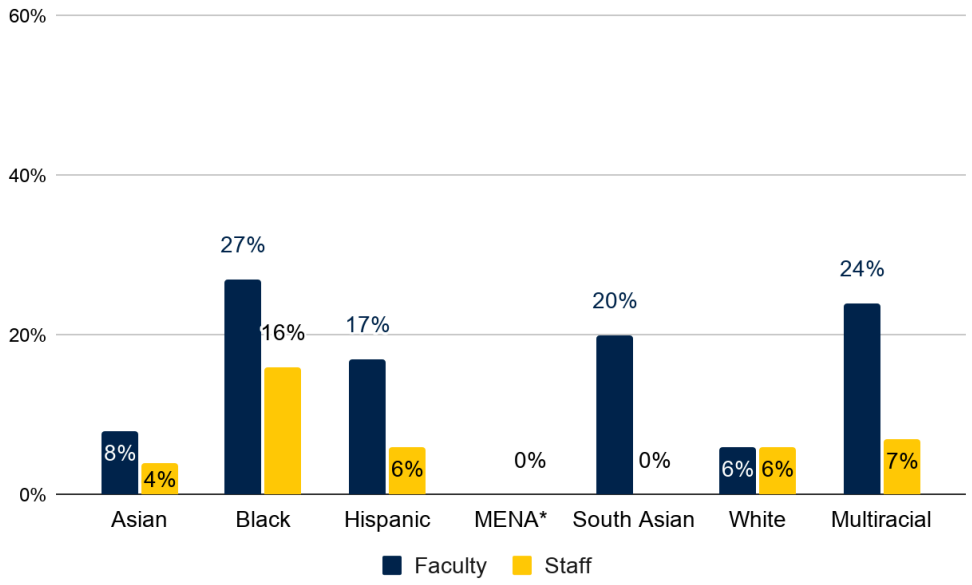


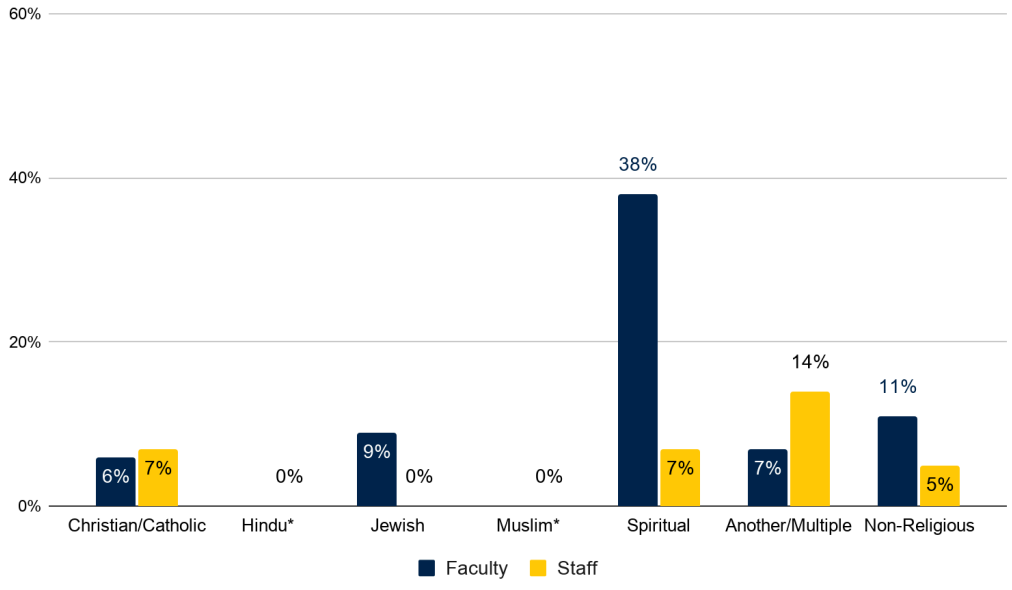
Figure 61. Personal Experiences with Discrimination or Harassment, by Racial Identity

[35] Faculty (MENA and Another Racial Identity) Staff (Another Racial Identity) *n* <5; MENA and South Asian, *n* = 0.

Religious Affiliation. When examining religious affiliation, employees who are Spiritual and employees with Another or Multiple Religious Affiliations indicated the highest rate of experienced discrimination or harassment in the past year (13%, *n* = 5 and 12%, *n* = 14, respectively). Small percentages of employees with other religious affiliations indicated personal experiences, including 7% (*n* = 28) of Christian/Catholic employees, 6% (*n* = 27) of Non-religious employees, 5% (*n* = 1) of Muslim employees, and 4% (*n* = 1) of Jewish employees. Of Hindu employees, none (*n* = 0) indicated having experienced discrimination or harassment in the past year.

Over one-third of Spiritual Faculty (38%, *n* = 3) indicated at least one experience of discrimination or harassment, while 11% (*n* = 10) of Non-religious Faculty and 9% (*n* = 1) of Jewish faculty indicated an incident of discrimination or harassment. Seven out of every one hundred Faculty with Another or Multiple Religious Affiliations (7%, *n* = 2) and six out of every one hundred Christian/Catholic Faculty (6%, *n* = 3) shared having experienced discrimination or harassment in the past year (see Figure 62).

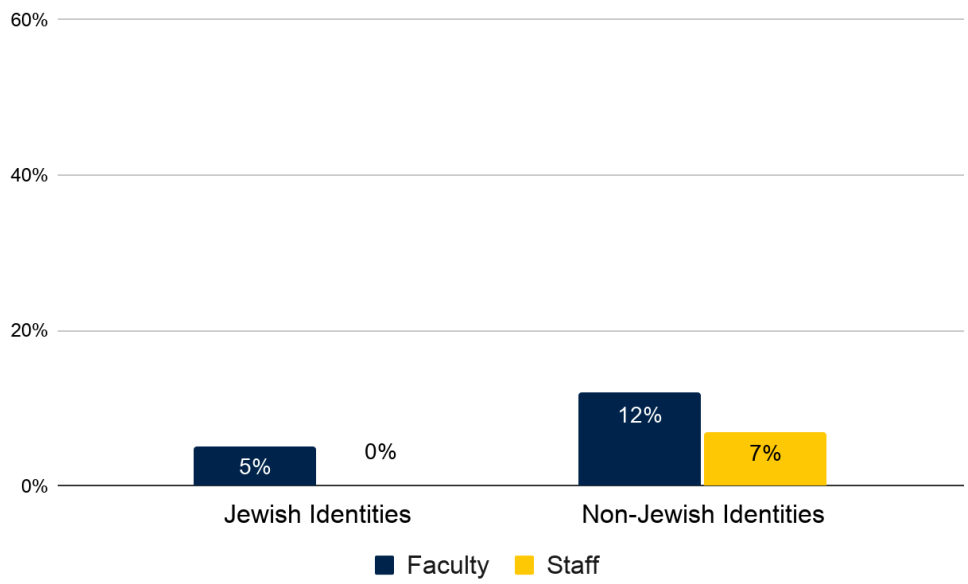
Fourteen percent (14%, *n* = 12) of Staff with Another or Multiple Religious Affiliations shared that they experienced discrimination or harassment in the past year, followed by 7% of each Christian/Catholic Staff (7%, *n* = 25) and Spiritual Staff (7%, *n* = 2). Additionally, 5% (*n* = 17) of Non-religious Staff indicated having an experience. No Staff (*n* = 0) who are Hindu, Jewish, or Muslim indicated they experienced discrimination or harassment in the past year.



*Note: For Faculty, Hindu and Muslim, *n* <5; for Staff, Hindu, Jewish, and Muslim, *n* = 0.

Figure 62. Personal Experiences with Discrimination or Harassment, by Religious Affiliation

Jewish Identity. Two percent (2%, *n* = 1) of employees with a Jewish identity indicated experiencing discrimination or harassment, compared to 8% (*n* = 90) of those who are not Jewish or whose identity is unknown. Among Faculty, those without a Jewish identity or whose identity is unknown indicated experiencing discrimination or harassment in the past year at a higher rate than those with a Jewish identity (12%, *n* = 25, and 5%, *n* = 1, respectively). Similarly, 7% (*n* = 66) of Staff without a Jewish identity or with an identity that is unknown shared that they experienced discrimination or harassment, while no Staff (*n* = 0) with a Jewish identity indicated an experience (see Figure 63).



*Note: For Staff with a Jewish Identity, *n* = 0.

Figure 63. Personal Experiences with Discrimination or Harassment, by Jewish Identity

Muslim or Arab Identity. Thirteen percent (13%, *n* = 4) of employees who are Muslim or Arab indicated they experienced discrimination or harassment in the past year, while 8% (*n* = 87) of employees who are not Muslim/Arab or whose identity is unknown experienced discrimination or harassment. While one out of every ten Faculty without a Muslim/Arab identity or whose identity is unknown (10%, *n* = 23) shared they had experienced discrimination or harassment, more than four out of every ten Faculty who are Muslim or Arab (43%, *n* = 3) indicated having an experience. Among Staff participants, this pattern looks different, where 4% (*n* = 1) of Staff with a Muslim or Arab identity, compared to 7% (*n* = 64) of Staff without a Muslim/Arab identity or whose identity is unknown, indicated they experienced discrimination or harassment in the past year (see Figure 64).

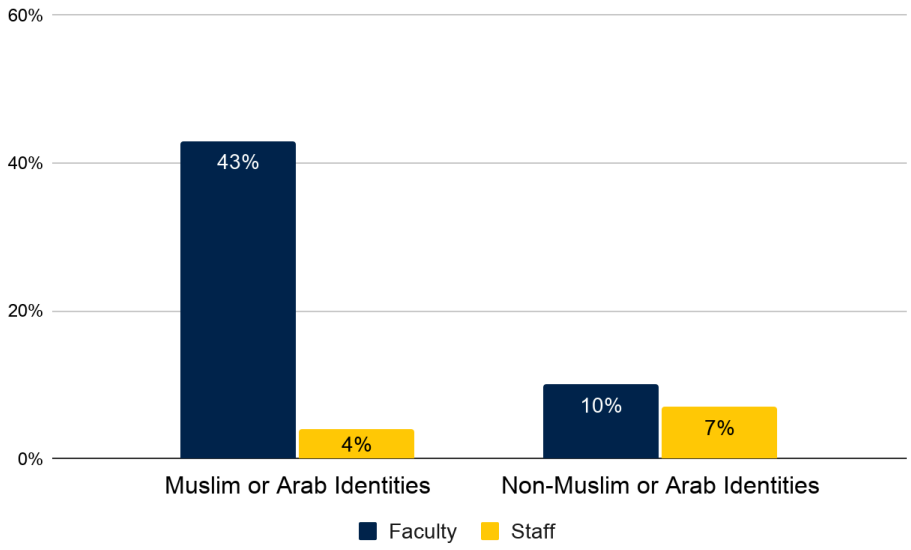


Figure 64. Personal Experiences with Discrimination or Harassment, by Muslim/Arab Identity

Primary Language. Relatively similar percentages of participants whose primary language is English (8%, *n* = 78) and participants whose primary language is a language other than English (9%, *n* = 12) indicated experiencing discrimination or harassment in the past year. Equal percentages of Faculty participants whose primary language is English (11%, *n* = 19) and participants whose primary language is a language other than English (11%, *n* = 6) indicated experiencing discrimination or harassment. Among Staff, a similar pattern exists, where 7% (*n* = 59) of Staff whose primary language is English and 7% (*n* = 6) of Staff whose primary language is a language other than English indicated an experience of discrimination or harassment (see Figure 65).

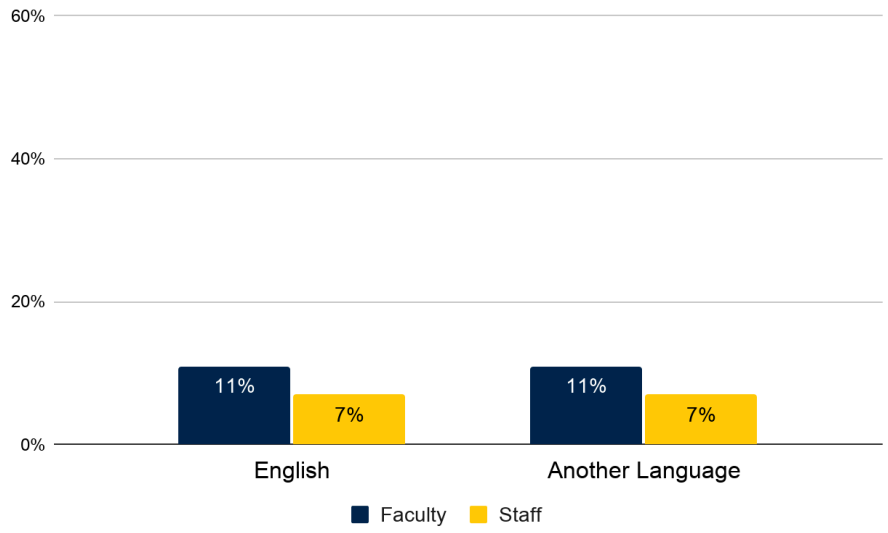


Figure 65. Personal Experiences with Discrimination or Harassment, by Primary Language

Employees who indicated that they had personally experienced harassment or discrimination were asked to identify what they believe to be the basis of the conduct (see Table 6). For both Faculty and Staff, *gender/gender identity* was the top perceived basis of the conduct, where just over one-third of Faculty (35%, *n* = 8) and half of Staff (50%, *n* = 33) identified this as the basis. Additionally, both Faculty and Staff highlighted position status (35%, *n* = 8 and 34%, *n* = 22, respectively) and racial identity (26%, *n* = 6 and 29%, *n* = 19, respectively) among the top bases for the discrimination or harassment. Employees also perceived that the discrimination or harassment was based on political views, philosophical views, national origin, skin tone, ethnicity, and length of service at U-M.

Position Status	Experienced Discrimination or Harassment	Top Bases of Conduct
Faculty	11% (*n* = 26)	• Gender/gender identity (35%, *n* = 8) • Political views (35%, *n* = 8) • Position (35%, *n* = 8) • National origin, including actual or perceived ancestry (26%, *n* = 6) • Philosophical views (26%, *n* = 6) • Racial identity (26%, *n* = 6)
Staff	7% (*n* = 65)	• Gender/gender identity (50%, *n* = 33) • Position (34%, *n* = 22) • Racial identity (29%, *n* = 19) • Skin tone (29%, *n* = 19)

Position Status	Experienced Discrimination or Harassment	Top Bases of Conduct
		• Ethnicity (18%, *n* = 12) • Length of service at UM (17%, *n* = 11)

Table 6. Top Bases of Discrimination and Harassment

Faculty and Staff who experienced discrimination or harassment were asked a series of additional follow-up questions regarding their experience, including where the incident(s) happened. Seven out of every ten employees who experienced discrimination or harassment indicated that this happened while working at U-M (71%, *n* = 62). For nearly one-quarter, the incident(s) happened in a virtual or in-person meeting with one other person (23%, *n* = 20) or with a group of people (23%, *n* = 20). An additional 15% (*n* = 13) indicated that the incident(s) happened in a University administrative office.

Employees indicated their supervisor or manager as the top source of the discrimination or harassment (35%, *n* = 29), followed by a coworker/colleague (32%, *n* = 27). Roughly one-quarter or more of employees who experienced discrimination or harassment indicated the source as a faculty member/instructional staff (27%, *n* = 23), staff member (27%, *n* = 23), or student (24%, *n* = 20).

Following the incident, one-third of employees indicated avoiding the person or venue (33%, *n* = 28). Faculty and Staff also shared that they told a family member (30%, *n* = 25) or friend (33%, *n* = 28), while one out of every five confronted the person at the time (20%, *n* = 17). Although nearly one-quarter (23%, *n* = 19) indicated having done nothing following their experience with discrimination or harassment, nearly three out of every ten employees (29%, *n* = 24) contacted a UM resource.[36]

Nearly two-thirds of employees who experienced discrimination or harassment did not disclose any of their experiences to a U-M official or office (64%, *n* = 54). One-quarter (25%, *n* = 21) disclosed some of their experiences, while 11% (*n* = 9) indicated that they disclosed all of their experiences. Of the 30 employees who disclosed some or all of their experiences, 38% (*n* = 11) reported the incident(s) to the Equity, Civil Rights, and Title IX Office. Most employees (79%, *n* = 23) disclosed their experience(s) to another office or person, such as their supervisor, department chair or leadership, Dean, Human Resources,

[36] If an employee selected "I contacted a UM resource," they were prompted to specify who they contacted. Employees commonly specified that they contacted their department chair or direct supervisor; Equity, Civil Rights, and Title IX Office; FASCCO, HR, or the Ombuds Office.

or the Ombuds Office. Two-thirds of employees who disclosed their experience(s) to a U-M employee or office shared that they were "dissatisfied" or "very dissatisfied" with the outcome of their interaction (67%, *n* = 20); almost one-quarter (24%, *n* = 7) shared that they were "neither satisfied nor dissatisfied," while one individual (3%) indicated being "very satisfied." Seven percent (7%, *n* = 2) indicated that the investigation is still ongoing.

Employees were also asked to share the impact of their experience(s), where nearly half (49%, *n* = 30) of Faculty and Staff who experienced an incident of discrimination or harassment indicated having sought counseling services. One-quarter or more shared that they changed the pattern of their movement around campus (27%, *n* = 17) or took time off work (25%, *n* = 15). See Figure 66 for additional ways that employees indicated the incident(s) impacted them.

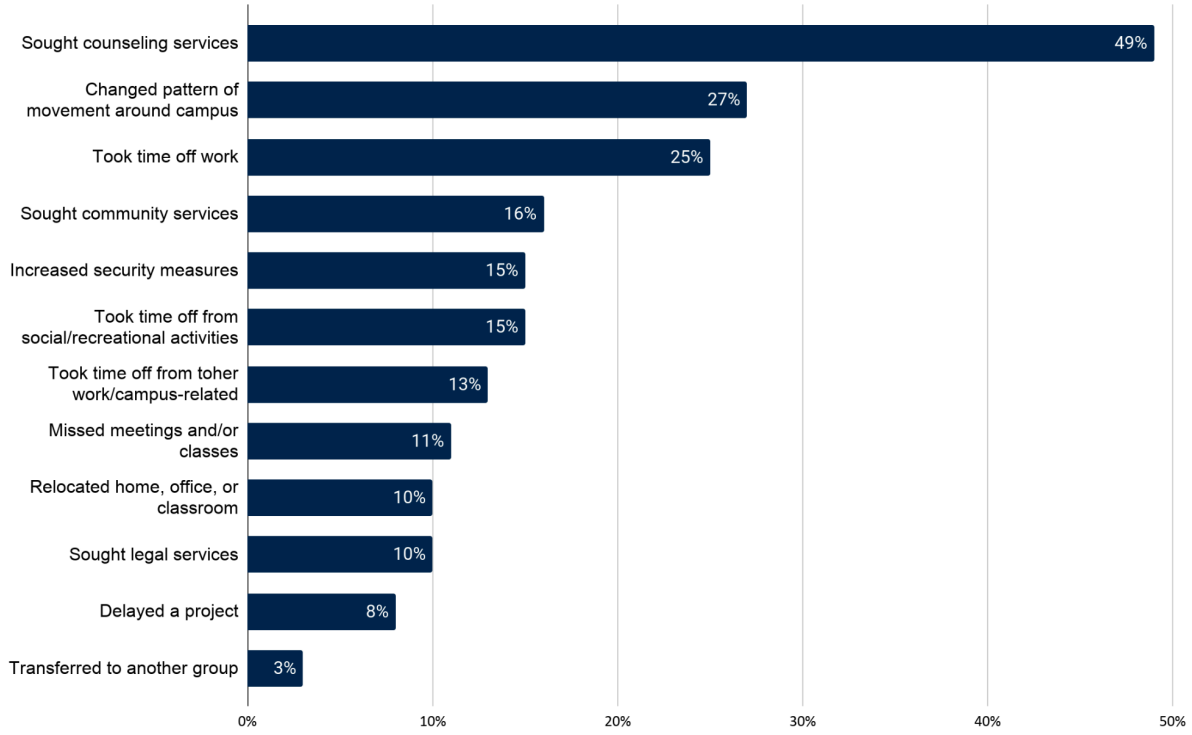


Figure 66. Impact of Discrimination or Harassment

Qualitative Findings

Employee participants were asked to describe the discriminatory or harassing conduct that they experienced, where U-M employees highlighted their experiences with race and gender-based conduct.

Some employees indicated overt instances of race-based conduct, such as "students yelling racial slurs," a colleague making "racially insensitive jokes," and "students saying racist things to me during class," as well as being "called the N-Word to my face." Another participant described covert race-based conduct, such as experiencing "microaggressions such as purse clutching or getting off an elevator I was on," as well as assumptions by students "that a white male employee was the person in charge when approaching me and team as a group." Other participants also describe "differential treatment among certain colleagues, administrators, and HR," such that they were constantly questioned compared to their white colleagues. For example, one participant shared, "I inquired about pay for a student research assistant for an awarded research grant. Employee A responded to another Employee B while I was in the same room: 'Where does [x] think [x's] going to get the money to pay for that? We're going to have to check on this first and get back to you.' …When I asked two other colleagues who identify as white, who were participating in the same project, about their experiences, they confirmed that Employee A facilitated funding for their RA immediately, no questions asked."

Some Ann Arbor employee participants noted instances of discriminatory or harassing conduct based on their gender by supervisors, coworkers, and senior leadership. One participant shared, "My supervisor at the time asked me if I was planning to become pregnant in the next year when we were discussing the future of the project. I am not planning to have children at all and did not feel it was appropriate at all to ask about any child-planning." Another participant described gender-based bias in service assignments, stating, "My dean asked me to take on a major service responsibility. I already do LOTS of service, so I declined. He asked for suggestions. I suggested a male colleague who is well-known to shirk service assignments. The dean told me he couldn't ask my colleague because (i) his research was going so well and (ii) that he has young children at home… [yet] a female colleague (with children) currently serves in this role."

Considerations of Leaving UM-Ann Arbor

Forty-five percent (45%, *n* = 519) of employees indicated that they had seriously considered leaving U-M, including 57% (*n* = 130) of Faculty and 42% (*n* = 389) of Staff.[37]

Racial Identity. When looking at racial identity, employees with Another Racial Identity (100%, *n* = 6), Black employees (62%, *n* = 46), and Hispanic employees (55%, *n* = 12) have the highest rates of considerations of leaving, followed by White employees (45%, *n* = 329) and Multiracial employees (43%, *n* = 30). Roughly three out of every ten Asian employees (32%, *n* = 24) and MENA employees (29%, *n* = 4) indicated that they considered leaving, along with approximately one-quarter of South Asian employees (24%, *n* = 4).[38]

Religious Affiliation. Jewish employees indicated the highest rates of considerations of leaving (58%, *n* = 14), followed by Spiritual employees (54%,*n* = 21). Roughly half of Non-religious employees and employees with Another or Multiple affiliations also indicated they have seriously considered leaving (47%, *n* = 197 and 51%, *n* = 61, respectively). Over one-third of Christian/Catholic employees (39%, *n* = 166) and Muslim employees (37%, *n* = 7) indicated they had seriously considered leaving U-M.

Jewish Identity. Just over half of the employees who identified as Jewish (56%, *n* = 24) indicated that they had seriously considered leaving the University. Forty-five percent (45%, *n* = 496) of employees who do not identify as Jewish have seriously considered leaving.

Muslim or Arab Identity. Forty-five percent (45%, *n* = 509) of employees who do not identify as Muslim or Arab, or whose identity is unknown, indicated that they had seriously considered leaving U-M, whereas 37% (*n* = 11) of those who are Muslim or Arab indicated the same.

Primary Language. Employee participants whose primary language is English indicated considerations of leaving at a slightly higher rate than those employees whose primary language is a language other than English (46%, *n* = 460 and 40%, *n* = 57, respectively).

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[37] $\chi^2(1, N = 1148) = 16.016, p < .001$

[38] Post-hoc tests indicated that Black employees were more likely to seriously consider leaving compared to Asian employees. Additionally, participants who identified as Another Racial Identity were more likely to seriously consider leaving compared to Asian and South Asian employees; $\chi^2(7, N = 1018) = 27.369, p < .001$

Faculty and Staff who indicated that they had seriously considered leaving the University were asked to share why they had seriously considered leaving, as well as why they decided to stay (see Table 7). Four out of every ten Faculty participants who indicated they have seriously considered leaving U-M indicated it was because of feeling unvalued because of low salary/pay rate (40%, *n* = 52). Roughly one-third or more highlighted that they were recruited/offered a position at another institution/organization (34%, *n* = 44), they lacked a sense of belonging (34% *n* = 44), or they felt there were limited advancement opportunities (30%, *n* = 39). One-quarter (26%, *n* = 33) indicated that the climate at the University was not welcoming.

Like Faculty, Staff who considered leaving also highlighted salary/pay rate and advancement. Nearly half point to feeling unvalued because of low salary/pay rate (48%, *n* = 186) and limited advancement opportunities (47%, *n* = 182), while almost one-third (32%, *n* = 124) indicated they considered leaving because of financial difficulties due to low salary/pay rate. Additionally, over one-third of staff who considered leaving indicated it was because of increased workload (37%, *n* = 143) and tension with their supervisor or manager (34%, *n* = 133).

Participants Who Seriously Considered Leaving UM-Ann Arbor	
Faculty (57%, *n* = 130)	
Reasons for Wanting to Leave	• Feel unvalued because of low salary/pay rate (40%, *n* = 52) • Recruited or offered a position at another institution/organization (34%, *n* = 44) • Lack of a sense of belonging (34%, *n* = 44) • Limited advancement opportunities (30%, *n* = 39) • Climate not welcoming (26%, *n* = 33)
Reasons for Staying	• Personal reasons (32%, *n* = 40) • Fulfilling/satisfying work (23%, *n* = 29) • Benefits (21%, *n* = 27) • Connections to colleagues (21%, *n* = 27) • Flexibility of work schedule (21%, *n* = 26) • UM-Ann Arbor's scholarly production, reputation, and impact (21%, *n* = 26) • Connection to students (20%, *n* = 25)
Staff (42%, *n* = 389)	
Reasons for Wanting to Leave	• Feel unvalued because of low salary/pay rate (48%, *n* = 186) • Limited advancement opportunities (47%, *n* = 182) • Increased workload (37%, *n* = 143) • Tension with supervisor/manager (34%, *n* = 133) • Financial difficulties because of low salary/pay rate (32%, *n* = 124)

Participants Who Seriously Considered Leaving UM-Ann Arbor	
Reasons for Staying	• Benefits (51%, *n* = 195) • Remote work options (33%, *n* = 126) • Flexibility of work schedule (32%, *n* = 124) • Connection to colleagues (27%, *n* = 102) • Fulfilling/satisfying work (25%, *n* = 98)

Table 7. Participants Who Seriously Considered Leaving UM-Ann Arbor

In addition to sharing why they had seriously considered leaving, employees also shared why they decided to stay at the University. One-third of Faculty participants who considered leaving shared that they stay because of personal reasons (32%, *n* = 40), while nearly one-quarter indicated that their work is fulfilling/satisfying (23%, *n* = 29). One out of every five Faculty who considered leaving indicated that they stay because of benefits (21%, *n* = 27), connections to colleagues (21%, *n* = 27), flexibility of work schedule (21%, *n* = 26), or because of the University's scholarly production, reputation and impact (21%, *n* = 26). Additionally, 20% (*n* = 25) highlighted that they stay because of their connection to students. Of note, however, nearly half of Faculty who indicated that they had seriously considered leaving indicated that they are still considering leaving the institution (46%, *n* = 58).

Just over half of Staff who considered leaving indicated they have stayed because of benefits (51%, *n* = 195), while one-third highlighted remote work options (33%, *n* = 126) and flexibility of work schedule (32%, *n* = 124). Another roughly one-quarter indicated they stay because of their connection to colleagues (27%, *n* = 102) and they feel their work is fulfilling/satisfying (25%, *n* = 98). Of Staff who indicated they have seriously considered leaving, 43% (*n* = 164) indicated that they are still considering leaving.

Qualitative Findings

Reasons Employees Considered Leaving UM-Ann Arbor

Participants were asked to elaborate on why they seriously considered leaving the University of Michigan, Ann Arbor. Employee responses shared more about their reasons they considered leaving,including a perception that the university had lost sight of its mission and values and a lack of advancement opportunities. Employees raised additional factors that were outside the scope of this assessment, such as perceptions of low pay, high workload, understaffing, and limited advancement opportunities.

Lost sight of University's mission and values. Participants reacted to the university's recent actions, including rolling back "commitments to diversity, equity, and inclusion," ending "gender-affirming care," suppressing "student/faculty/staff voices" around the War on Gaza, "partnering with Los Alamos to build a data center," and "tremendous and expeditious investment in AI technologies." As an Ann Arbor Employee explained, "I ALWAYS felt the University was a great place to work until recently… Of late, I cannot recognize the University. Its cowardice and its supplication. I get strategy in these perilous times. I understand it is needed given the federal context in which we find ourselves. But it is also my impression that some decision-makers used this moment to pursue agendas to which they were always committed, and others just lacked backbone." Another participant added, "I very seriously considered leaving when the DEI initiatives were canceled. It felt like an abandonment of the most vulnerable members of the community… It was sort of like being told that the university was committed to making things better for those of us who hold highly marginalized identities, and then to have that taken away overnight when we needed that support the most, made it feel like the institution never truly meant it." These recent actions left one employee questioning "whether staying was the right decision for my professional development."

Reasons Employees Chose to Stay at UM-Ann Arbor

In addition to sharing why they wanted to leave, Faculty and Staff were invited to share why they decided to stay at U-M. Employees discussed job benefits, no alternate job offer, supportive coworkers and supervisors, and family.

Job Benefits. Participants stated that they decided to stay at the university because of the job benefits, such as the "retirement match," "health benefits," "leave benefits (sick, parental, vacation, etc.)," "the flexible work schedule," and "eligibility for healthcare benefits in retirement." Ann Arbor Employees shared, "The U of M benefits have one of the best in the state besides the government; I don't think there are many more that have better benefits," and "The benefits are excellent and unparalleled in the private sector." Another participant added, "My health, retirement, and PTO benefits are also amazing and pretty incomparable to other jobs." Discussing additional health benefits, one participant commented, "The health benefits have made a huge positive impact on my life. I've used FASCCO and Work Connections; both were helpful in me receiving the care I needed while continuing my work." Participants also indicated that competitive benefits played an important role in retaining them in their positions at the university. As an employee explained, "I stayed here through the years of low salaries (for degreed professionals) to get 'great benefits' because I had children I was raising." Another participant added, "Benefits.

My health insurance has proven to be quite good given how many health issues popped up out of nowhere… 2:1 retirement matching since day 1. That's really hard to beat."

No alternative job offer. Ann Arbor Employee participants indicated that they decided to stay at the university because there was "no better job offer at the moment." As participants explained, "Haven't found a better position with benefits/salary and flexible work schedule," and "I am still looking for another position elsewhere, but in the meantime UM offers a stable place to stay while I find the right opportunity." Participants also indicated that the current economy and job market influenced their decision to remain until they receive another job offer. Participants shared, "It is difficult to find a new job in this economy," and "The job market is not great right now, and I am finding it difficult to get interviews."

Supportive coworker and supervisors. Participants described their coworkers as "supportive," "smart," "collegial," and "amazing." Ann Arbor Employees shared, "I like to work with my colleagues," and "I do enjoy my work and my coworkers." Participants also spoke highly of their supervisors. One participant shared, "I have an extremely supportive manager and flexible work arrangement," while another mentioned, "I love my office. I have wonderful colleagues and an amazing supervisor." Participants also indicated that their supervisors helped them decide to stay. Participants shared, "My supervisor helped me see how it could work for me to stay and made a plan," and "My supervisor had a long sit-down conversation when I was ready to hand in my resignation… My supervisor didn't discount my feelings but reassured me that I was not failing and that I had lots of opportunities ahead of me."

Family. Ann Arbor Employee participants indicated they chose to stay at Michigan for various "family reasons." Participants explained, "I have family reasons for staying and sacrificed personally to support spouse, parents, and children," and "I have a child in high school. My leaving will require a relocation. I am waiting for them to graduate." Another participant shared, "I have young children in the school system here, and the commute to other universities (where I had received offers) was simply too long." Some participants also indicated that their spouses "work in the same geographic area" or also "had a job here" at the university, which would require a dual job search if they were to leave. Other participants indicated that they could not change jobs because they "have a family to support" and could not make decisions lightly. In terms of proximity to family, participants stated they stayed for this reason: "I enjoy working here, my friends and family are nearby," and "I'm a 6th generation Washtenaw County resident, and my whole family lives in the area so it was convenient."

Sense of Belonging

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Sense of Belonging can be defined as one's perceived social support on campus, feeling or sensation of connectedness, and experience of mattering or importance to the campus community or others on campus.

Faculty Sense of Belonging

Over three-quarters of Faculty participants "strongly agreed" or "agreed" that they felt valued by their department/program chair (76%, *n* = 169), and 70% (*n* = 158) felt valued by other faculty in their department/program (see Table 8).

	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree
I feel valued by faculty in my department/program.	**70%** (*n* = 158)	**17%** (*n* = 38)	**13%** (*n* = 28)
I feel valued by my department/program chair.	**76%** (*n* = 169)	**14%** (*n* = 31)	**10%** (*n* = 22)
I feel valued by other faculty at the University of Michigan.	**66%** (*n* = 148)	**26%** (*n* = 58)	**8%** (*n* = 17)
I feel valued by University of Michigan senior administrators (e.g., dean, provost).	**42%** (*n* = 94)	**32%** (*n* = 71)	**25%** (*n* = 56)
I feel that the University of Michigan climate encourages open discussion of difficult topics.	**31%** (*n* = 70)	**30%** (*n* = 66)	**39%** (*n* = 87)
I feel that the University of Michigan values my research/scholarship.	**46%** (*n* = 101)	**32%** (*n* = 70)	**22%** (*n* = 47)
I feel that the University of Michigan values my teaching.	**55%** (*n* = 120)	**28%** (*n* = 62)	**17%** (*n* = 37)
I feel that the University of Michigan values my service.	**50%** (*n* = 110)	**33%** (*n* = 73)	**17%** (*n* = 38)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 8. Faculty Sense of Belonging

Just over two-thirds agreed that they felt valued by other faculty at the University (66%, *n* = 148), while 42% (*n* = 94) shared the same sentiment about senior administrators. Roughly half or more indicated that the University values their teaching (55%, *n* = 120), service

(50%, *n* = 110), and research/scholarship (46%, *n* = 101). Three out of every ten Faculty felt that the University encourages open discussion of difficult topics, while 39% (*n* = 87) disagreed with this sentiment (see Table 8).[39]

Staff Sense of Belonging

Most Staff participants "strongly agreed" or "agreed" that they felt valued by coworkers in their work unit (86%, *n* = 755) and by their supervisor/manager (83%, *n* = 723); 72% (*n* = 628) indicated that they feel valued by coworkers outside of their unit (see Table 9).

	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree
I feel valued by coworkers in my work unit.	**86%** (*n* = 755)	**8%** (*n* = 74)	**5%** (*n* = 47)
I feel valued by coworkers outside my work unit.	**72%** (*n* = 628)	**22%** (*n* = 189)	**6%** (*n* = 53)
I feel valued by my supervisor/manager.	**83%** (*n* = 723)	**9%** (*n* = 78)	**8%** (*n* = 75)
I feel valued by University of Michigan students.	**42%** (*n* = 368)	**51%** (*n* = 438)	**6%** (*n* = 54)
I feel valued by University of Michigan faculty.	**46%** (*n* = 397)	**42%** (*n* = 360)	**12%** (*n* = 105)
I feel valued by University of Michigan administrators.	**36%** (*n* = 308)	**44%** (*n* = 381)	**20%** (*n* = 174)
I feel that the University of Michigan climate encourages open discussion of difficult topics.	**38%** (*n* = 329)	**36%** (*n* = 318)	**26%** (*n* = 227)
I feel that the University of Michigan values my skills.	**67%** (*n* = 585)	**19%** (*n* = 165)	**14%** (*n* = 121)
I feel that the University of Michigan values my work.	**68%** (*n* = 596)	**18%** (*n* = 160)	**13%** (*n* = 116)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 9. Staff Sense of Belonging

[39] No significant differences in *Faculty Sense of Belonging* factor scores emerged by racial identity, religious affiliation, Jewish identity, Muslim/Arab identity, or primary language.

Staff participants were relatively split regarding their agreement with feeling valued by UM students (42%, *n* = 368 "strongly agree" or "agree," while 51%, *n* = 438 "neither agree nor disagree"), UM faculty (46%, *n* = 397 "strongly agree" or "agree," and 42%, *n* = 360 "neither agree nor disagree"), and UM administrators (36%, *n* = 308 "strongly agree" or "agree" and 44%, *n* = 381 "neither agree nor disagree"). Just over two-thirds of Staff felt that the University values their skills (67%, *n* = 585) and their work (68%, *n* = 596). While nearly four out of every ten Staff (38%, *n* = 329) felt that the University climate encourages open discussion of difficult topics, one-quarter disagreed (26%, *n* = 227) (see Table 9).[40]

[40] No significant differences in *Staff Sense of Belonging* factor scores emerged by racial identity, religious affiliation, Jewish identity, Muslim/Arab identity, or primary language.

Reporting & Institutional Processes

Employees were asked various questions regarding reporting Title VI incidents to the University of Michigan, including participants' feelings on UM taking the report seriously, support from the university, and actions taken to address the incident(s).

For the purpose of this survey, a **Title VI incident** was defined as "an incident of harassment or discrimination based on a person's race, color, national origin, including actual or perceived shared ancestry or ethnic characteristics."

Reporting Title VI Incidents

Table 10 below describes how employees feel the University would handle the report of a Title VI incident, including taking the report seriously and fairly, as well as their interactions with the individual making the report.

Three-quarters of the employees (75%, *n* = 838) indicated that it was "very likely" or "likely" that *UM-Ann Arbor would take a report of a Title VI violation seriously*, while 72% (*n* = 808) thought it was likely that the University would *maintain the privacy of the person making the report*. Nearly two-thirds of employees indicated that it was likely *the University would take the steps necessary to protect the safety of the person who made the Title VI report* and 62% (*n* = 686) shared they thought it was likely that *the University would do its best to honor the request of the person making the report about how to move forward with the case*.

Fifty-seven percent (57%, *n* = 630) of the employees indicated that they thought it was likely the University would *support the person making the report*, and another 55% (*n* = 603) thought it was likely that they would *handle the report fairly*. Just about half of employees indicated it was "very likely" or "likely" that U-M would *take action to address factors that may have led to the harassment or discrimination* (53%, *n* = 588), and that the University would *provide supportive measures to support the person* (51%, *n* = 561).

Fewer employees indicated that it was likely that U-M would *have a hard time supporting the person who made the report* (17%, *n* = 190), *would label the person making the report as a troublemaker* (13%, *n* = 147), and that the University *would punish the person making the report* (8%, *n* = 89).

	Participants who indicated very likely or likely		
	Faculty	Staff	Overall
The University of Michigan would take the report seriously.[41]	**69%** (*n* = 150)	**77%** (*n* = 688)	**75%** (*n* = 838)
The University of Michigan would maintain the privacy of the person making the report.	**69%** (*n* = 150)	**73%** (*n* = 658)	**72%** (*n* = 808)
The University of Michigan would do its best to honor the request of the person about how to go forward with the case.	**52%** (*n* = 111)	**64%** (*n* = 575)	**62%** (*n* = 686)
The University of Michigan would take steps to protect the safety of the person making the report.[42]	**57%** (*n* = 121)	**67%** (*n* = 599)	**65%** (*n* = 720)
The University of Michigan would support the person making the report.[43]	**50%** (*n* = 105)	**59%** (*n* = 525)	**57%** (*n* = 630)
The University of Michigan would provide supportive measures to support the person.[44]	**41%** (*n* = 87)	**53%** (*n* = 474)	**51%** (*n* = 561)
The University of Michigan would take action to address factors that may have led to the harassment or discrimination.[45]	**42%** (*n* = 90)	**56%** (*n* = 498)	**53%** (*n* = 588)
The University of Michigan would handle the report fairly.[46]	**49%** (*n* = 104)	**56%** (*n* = 499)	**55%** (*n* = 603)
The University of Michigan would label the person making the report a troublemaker.	**16%** (*n* = 33)	**13%** (*n* = 114)	**13%** (*n* = 147)
The University of Michigan would have a hard time supporting the person who made the report.[47]	**20%** (*n* = 43)	**17%** (*n* = 147)	**17%** (*n* = 190)
The University of Michigan would punish the person who made the report.	**7%** (*n* = 15)	**8%** (*n* = 74)	**8%** (*n* = 89)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 10. Perceptions on Reporting a Title VI Incident to UM-Ann Arbor

[41] $t(292.8) = -2.246$, $p < .05$
[42] $t(291.2) = -2.206$, $p < .05$
[43] $t(290.3) = -2.314$, $p < .05$
[44] $t(1104) = -2.449$, $p < .05$
[45] $t(1102) = -3.536$, $p < .001$
[46] $t(297.1) = -2.029$, $p < .05$
[47] $t(1101) = 2.030$, $p < .05$

Nearly two-thirds of the employees (63%, *n* = 704) "strongly agreed" or "agreed" that they would know where to go to report a Title VI incident, while 54% (*n* = 606) shared that they are familiar with the University's Title VI policies. Slightly less than half (46%, *n* = 523) indicated that they understand what happens when someone reports a Title VI incident to the University (see Table 11).

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
I understand what happens when someone reports a Title VI violation at the University of Michigan.	**43%** (*n* = 96)	**47%** (*n* = 427)	**46%** (*n* = 523)
I would know where to go to report a Title VI violation.	**62%** (*n* = 137)	**63%** (*n* = 567)	**63%** (*n* = 704)
I am familiar with the University of Michigan's Title VI policies.	**51%** (*n* = 114)	**54%** (*n* = 492)	**54%** (*n* = 606)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 11. Knowledge of Title VI Reporting and Institutional Policies

Institutional Processes for Education of Title VI

U-M employees were asked a number of questions related to the institutional processes surrounding Title VI, including educating the community via written and verbal means, as well as knowledge of resources on campus that are available to address Title VI concerns.

Forty-four percent (44%, *n* = 489) of Faculty and Staff participants indicated that, since starting at U-M, they have attended a public educational or civic engagement event related to anti-Semitism, Islamophobia, geopolitical conflict, racism, or national origin-based discrimination; roughly half (49%, *n* = 550) indicated that they have not attended such an event.[48]

Over three-quarters of all employees indicated that they have received written or verbal information at the University regarding how to report an incident of race-based or national origin discrimination or a Title VI incident (81%, *n* = 643) and where to go to get help if someone they know experiences race-based or national origin discrimination (79%, *n* = 625).

[48] Seven percent (7%, *n* = 81) selected "Prefer not to say."

Additionally, 66% (*n* = 524) of the employees shared that they have received information regarding how to prevent race-based or national origin discrimination on campus, while 64% (*n* = 503) had received information on the definitions of race-based or national origin discrimination under Title VI. Over half (57%, *n* = 451) indicated that they have received information from the University regarding Title VI protections against race-based or national origin discrimination in education programs. The figure below (Figure 67) breaks down these percentages by Faculty and Staff.

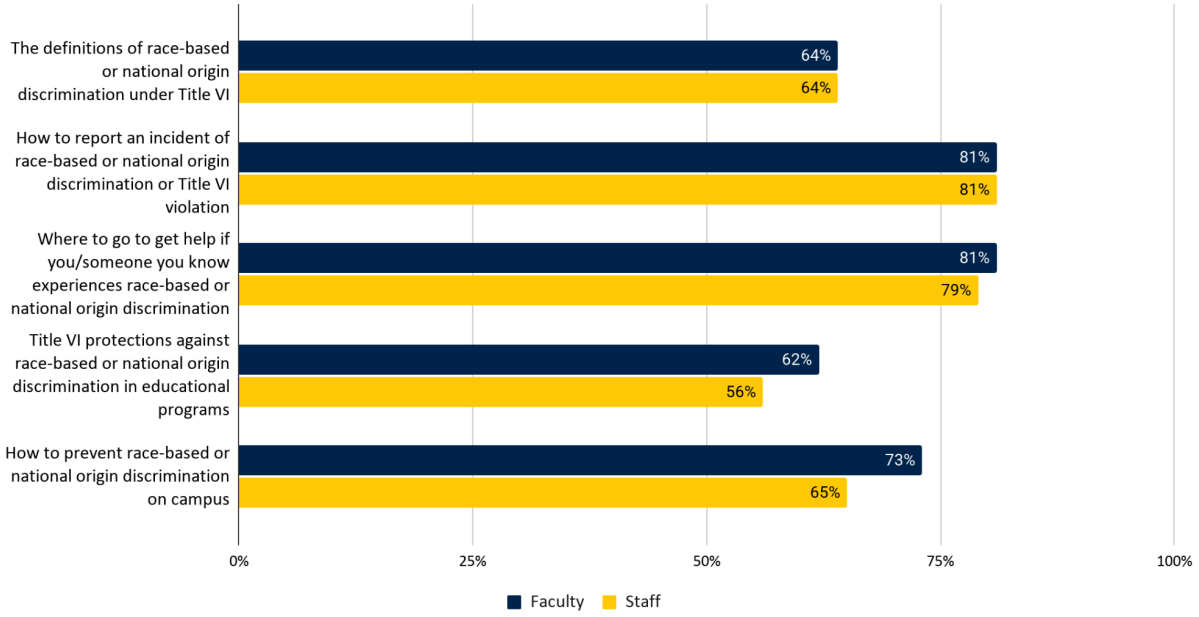


Figure 67. Percent of Faculty and Staff Who Received Written or Verbal Information on Various Title VI-related Topics

Table 12 details Faculty and Staff knowledge of campus resources that are available at U-M, specifically related to Title VI. Of these resources, the employees were most familiar with the Division of Public Safety and Security (68%, *n* = 756), Counseling and Psychological Services (54%, *n* = 595), and the Faculty and Staff Counseling and Consultation Office (50%, *n* = 551). Slightly more than one-third of employees were "extremely" or "very" aware of the Equity, Civil Rights, and Title IX Office (39%, *n* = 431) and the University/Student Ombuds (35%, *n* = 388); roughly three out of every ten employees were aware of the Dean of Students Office/Office of the Dean of Students[49] (31%, *n* = 342). Faculty and Staff were least familiar with the Office of Counseling and Workplace Resilience (17%, *n* = 184) and the Wolverine Support Network (15%, *n* = 160).

[49] Employees' awareness of this office was assessed because they may be able to refer students to this resource.

	Participants who are extremely or very aware		
	Faculty	Staff	Overall
Equity, Civil Rights, and Title IX Office (ECRT)	**37%** (*n* = 81)	**39%** (*n* = 350)	**39%** (*n* = 431)
Dean of Students Office/Office of the Dean of Students	**31%** (*n* = 68)	**31%** (*n* = 274)	**31%** (*n* = 342)
Division of Public Safety & Security	**62%** (*n* = 136)	**70%** (*n* = 620)	**68%** (*n* = 756)
Wolverine Support Network	**15%** (*n* = 32)	**15%** (*n* = 128)	**15%** (*n* = 160)
Counseling and Psychological Services (CAPS)	**67%** (*n* = 147)	**51%** (*n* = 448)	**54%** (*n* = 595)
Faculty and Staff Counseling and Consultation Office (FASCCO)	**35%** (*n* = 77)	**53%** (*n* = 474)	**50%** (*n* = 551)
Office of Counseling and Workplace Resilience (OCWR)	**11%** (*n* = 23)	**18%** (*n* = 161)	**17%** (*n* = 184)
University/Student Ombuds	**39%** (*n* = 84)	**34%** (*n* = 304)	**35%** (*n* = 388)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 12. Awareness of Campus Resources Related to Title VI Response

Sense of Safety & Bystander Confidence

Safety on Campus

Table 13 shares Faculty and Staff feelings of safety from harassment or discrimination based on race, skin color, national origin, and ancestry, as well as their perceptions of Title VI incidents as an issue on campus.

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
On or around the University of Michigan, I feel safe from harassment and discrimination based on my race.	**86%** (*n* = 189)	**85%** (*n* = 755)	**85%** (*n* = 944)
On or around the University of Michigan, I feel safe from harassment and discrimination based on my skin color.	**86%** (*n* = 190)	**86%** (*n* = 765)	**86%** (*n* = 955)
On or around the University of Michigan, I feel safe from harassment and discrimination based on my national origin.	**85%** (*n* = 185)	**85%** (*n* = 763)	**85%** (*n* = 948)
On or around the University of Michigan, I feel safe from harassment and discrimination based on my actual or perceived shared ancestry.	**83%** (*n* = 181)	**83%** (*n* = 741)	**83%** (*n* = 922)
I don't think harassment or discrimination based on race, color, national origin, or shared ancestry is a problem at the University of Michigan.	**24%** (*n* = 52)	**24%** (*n* = 214)	**24%** (*n* = 266)
I don't think there is much I can do about harassment or discrimination based on race, color, national origin, or shared ancestry at the University of Michigan.	**20%** (*n* = 44)	**18%** (*n* = 163)	**19%** (*n* = 207)
There isn't much need for me to think about harassment or discrimination based on race, color, national origin, or shared ancestry while at the University of Michigan.	**16%** (*n* = 34)	**14%** (*n* = 120)	**14%** (*n* = 154)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 13. Employee Level of Agreement with Feeling Safe on Campus

The majority of the employees indicated that they "strongly agreed" or "agreed" that, on campus, they feel safe from harassment or discrimination based on their race (85%, *n* = 944), skin color (86%, *n* = 955), national origin (85%, *n* = 948), and actual or perceived ancestry (83%, *n* = 922). Roughly one-quarter (24%, *n* = 266) of Faculty and Staff agreed that they *don't think harassment or discrimination based on race, color, national origin, or shared ancestry is a problem at the University*, and 19% (*n* = 207) feel that there is not much they can do about this type of harassment or discrimination. A small percentage of employees (14%, *n* = 154) indicated they agree that *there isn't much need for them to think about harassment or discrimination based on race, color, national origin, or shared ancestry while at the University*.

Qualitative Findings

When asked to share where they feel safe and supported on campus, Faculty and Staff highlighted both spaces and people that contribute to their sense of safety: all spaces, work units, and departments, as well as with their coworkers and supervisors.

All spaces. Ann Arbor Employee participants indicated feeling safe and supported in all spaces at the University of Michigan. Participants mentioned that they felt safe and supported "all over campus," "everywhere," and in "all areas of campus." One participant explained, "I feel physically safe and supported everywhere," while another participant stated, "I don't feel unsafe or unsupported anywhere on campus." Participants also added, "Whole campus is safe and inclusive," and "I feel safe and supported in every space I've encountered."

Work units. Participants indicated feeling safe and supported within their direct work units. One Ann Arbor Employee participant explained, "I am part of an amazing work unit in which we support one another as both professionals and individuals, in order to provide the best support to our students. We truly value and respect one another." Another participant stated, "I feel safe and supported within my unit and the school I work for. Having worked at the University for many years, I've developed skills and knowledge that allow me to contribute effectively and support others across units." Although Ann Arbor Employees felt safe and supported in their work units, participants cautioned that they did not always feel the same outside those units. One participant indicated, "I feel safe and supported within my unit and when working with other staff. I am acknowledged and asked for my perspective. Outside these spaces, I usually feel like a tool to use or unnecessary." Another stated, "I feel safe and supported within my unit, but going up one level… I feel very unsafe and very unsupported."

Departments. Ann Arbor Employee participants stated that they felt "safe and supported" in their "individual departments." Participants described their departments as a "wonderful, safe environment" and spoke highly of their colleagues. One participant stated, "I feel very safe in my department, and trust my colleagues to be supportive and communicative and open to in-depth dialogues and nuanced conversation about the state of the world. I am respected, and my concerns are heard when they arise." Another participant wrote, "I mostly feel safe and supported within my unit, department, and campus in the sense that I am encouraged to pursue opportunities, given almost adequate resources to complete my work, and know that the people I work with are good and intelligent people."

With coworkers. Ann Arbor Employee participants indicated that they felt safe and supported by their coworkers and on their team. One participant noted, "I feel safe and supported by my immediate supervisor, my team that I supervise, and specific colleagues within the large unit to which my office belongs..." Participants also discussed the reasons why they felt supported by their coworkers and team. An Ann Arbor Employee stated, "I feel safest at my institution with my colleagues. I know them and know we have shared missions and general values," while another shared, "My team and supervisor support me in pursuing professional development and any assistance I might need to better perform my duties." One participant also mentioned, "Within my immediate work team, I feel very safe and supported; I feel that I can tell them what's going on in my life and they'll care and help out if needed."

With supervisors. Participants cited their supervisors as creating safe and supportive spaces. Ann Arbor Employee participants shared, "My director and senior director are absolutely supportive," and "My direct supervisor and unit have always been positive, supportive, and a satisfying work culture and department." When asked why they felt safe and supported by their supervisors, participants cited a variety of factors. For example, one participant mentioned, "I feel supported by my immediate supervisor... My supervisor constantly calls me out on the good work I have done and lets me know of areas where I can improve." Another participant noted, "My manager is VERY supportive. She listens to issues with personal topics that I want to share with her and encourages me balance my person-professional life."

Bystander Response

Participants were also asked about their level of confidence to intervene as a prosocial bystander if they were to witness an incident of harassment or discrimination (see Table 14). Among Faculty and Staff participants, 87% (*n* = 966) "strongly agreed" or "agreed" that

they *felt confident they would check in with someone they suspected of being the target of harassment or discrimination*, while 84% (*n* = 932) agreed that they would *intervene if someone suggests or implies that individuals of one race, national origin, or shared ancestry don't have to meet the same intellectual standards as others to get into/be hired at the University of Michigan*. Additionally, 84% of participants each indicated they feel confident that they would *intervene if someone was discriminating against another person based on their identity* (*n*= 928), while 83% each indicated they feel confident they would *intervene if someone were harassing another person based on their identity* (*n* = 927) or *speak up against someone telling racist or culturally insensitive jokes* (*n* = 920).

	Participants who strongly agree or agree		
I feel confident that I would...	Faculty	Staff	Overall
Intervene if someone were harassing another person based on their identity.	**85%** (*n* = 186)	**83%** (*n* = 741)	**83%** (*n* = 927)
Intervene if someone was discriminating against another person based on their identity.	**84%** (*n* = 185)	**83%** (*n* = 743)	**84%** (*n* = 928)
Speak up against someone telling racist or culturally insensitive jokes.	**83%** (*n* = 182)	**83%** (*n* = 738)	**83%** (*n* = 920)
Check in with someone I suspected of being the target of harassment or discrimination.	**89%** (*n* = 194)	**87%** (*n* = 772)	**87%** (*n* = 966)
Intervene if someone suggests or implies that individuals of one race, national origin, or shared ancestry don't have to meet the same intellectual standards as others to get into/be hired at the University of Michigan.	**83%** (*n* = 181)	**84%** (*n* = 751)	**84%** (*n* = 932)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 14. Employee Bystander Response

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Appendix A - Factor Analysis

Introduction

The survey contained a series of questions that measured *Sense of Belonging*. The *Sense of Belonging* items were informed by Strayhorn's qualitative examination of students' sense of belonging.[50] Rankin Climate developed survey questions to quantitatively measure the sense of belonging for both Faculty and Staff.

Methodology

The questions were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 5 for "strongly agree" and 1 for "strongly disagree"). For the purposes of analysis, only participants who answered all scale sub-questions were included in the analyses.

The factor score for *Sense of Belonging* was created by taking the average of the scores for the sub-questions in each factor. Each response for individuals who answered all the questions included was assigned a score on a five-point scale. The items were coded such that higher scores on factors suggested an individual or constituent group had a higher *Sense of Belonging* at U-M. The items included in the factor are detailed below.

Faculty *Sense of Belonging*[51]	
ITEMS	**Rescaled Factor**
I feel valued by faculty in my department/program.	0.685
I feel valued by my department/program chair.	0.573
I feel valued by other faculty at the University of Michigan.	0.688
I feel valued by University of Michigan senior administrators (e.g., dean, vice president, provost).	0.857
I feel that the University of Michigan climate encourages open discussion of difficult topics.	0.627
I feel that the University of Michigan values my research/scholarship.	0.839
I feel that the University of Michigan values my teaching.	0.799
I feel that the University of Michigan values my service.	0.855

[50] Strayhorn (2012).

[51] $\alpha = .907$, $n = 202$

Staff *Sense of Belonging*[52]	
ITEMS	**Rescaled Factor**
I feel valued by coworkers in my work unit.	0.606
I feel valued by coworkers outside my work unit.	0.553
I feel valued by my supervisor/manager.	0.586
I feel valued by University of Michigan students.	0.385
I feel valued by University of Michigan faculty.	0.523
I feel valued by University of Michigan senior administrators (e.g., dean, vice president, provost).	0.670
I feel that the University of Michigan climate encourages open discussion of difficult topics.	0.573
The University of Michigan values my skills.	0.848
The University of Michigan values my work.	0.848

[52] α = .853, *n* = 836

Appendix B - Qualitative Methodology

Introduction

This qualitative summary provides an overview of the findings from 5 open-ended questions included in University of Michigan's 2026 *Climate Survey Related to Campus Culture and Community*. Full summaries for each question will be provided to the Equity, Civil Rights, and Title IX Office as a part of the complete dataset. Many of the findings align with trends observed in climate studies at other institutions and reflect experiences commonly documented in the literature on historically underrepresented and underserved populations. However, the results also highlight unique differences that are specific to the University of Michigan community. As examples, employees at many of the U.S. institutions we have recently partnered with to conduct climate assessments have expressed concerns about freedom of speech and outside influences on institutional policies, procedures, and responses. However, the results highlight attributes that are specific to the University of Michigan community. The wide array of places on the UM-Ann Arbor campus where employees feel safe and supported—inside and out—is unique and is one of many community strengths to build upon.

Analysis Strategy

The Rankin Climate (now Interwoven Insights) team reviewed participant comments using qualitative thematic analysis.[53] Thematic analysis is used to systematically identify, analyze, and interpret recurring patterns within textual data, aligned with the study objectives. Thematic analysis goes beyond merely counting words to intensely examine language for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (e.g., themes).[54] It is one of numerous research methods used to analyze text data and focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text.[55] The themes can represent either explicit communication or inferred communication.

The data analysis process commenced with Rankin Climate researchers familiarizing themselves with the dataset through repeated readings, ensuring a comprehensive grasp of the content. Initial codes were generated to capture meaningful segments directly related to

[53] Krippendorff, K. (2018).
[54] Luttrell (2010).
[55] Gläser-Zikuda et al. (2020).

the study. These codes were then grouped into themes that highlighted overarching patterns and connections within the data. The themes underwent a rigorous review and refinement process to enhance their accuracy and reflect the content faithfully. Each theme was then distinctly defined and given descriptive names to encapsulate its essence.

Findings from the thematic analysis are described using a narrative approach, complemented by a relevant quotation to illustrate the identified themes. Ethical considerations such as maintaining participant anonymity and confidentiality, were strictly adhered to throughout the data collection and analysis process. Additionally, the research team acknowledged the potential influence of personal biases and preconceptions and actively worked to minimize their impact on the analysis.

It is important to note that the thematic analysis method has inherent limitations, including the subjectivity associated with qualitative research and constraints related to sample size. However, despite these limitations, thematic analysis is a valuable tool for gaining profound insights into the study objectives, providing a solid foundation for further discussion and potential strategic actions. Also, important to note, this methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Participants were "primed" by the quantitative questions that preceded the open-ended text boxes.