School of Social Work

Students

DIVERSITY, EQUITY & INCLUSION
UNIVERSITY OF MICHIGAN

2021 **Unit Census Report**

Campus Climate Survey

on Diversity, Equity and Inclusion

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Introduction & Background

The University of Michigan (U-M) in Ann Arbor, Michigan, is dedicated to cultivating a university community that fosters constructive participation in a diverse, multicultural world. The University has a history of supporting initiatives that foster an inclusive living, learning, and working environment.

The U-M Campus Climate Survey on Diversity, Equity and Inclusion (DEI) was designed as both a scientific sample (to provide institution level estimates), as well as a census of students, faculty, and staff at the U-M Ann Arbor campus. While some questions included in the survey are related to the overall U-M community, the main study objective was to provide respondents with the opportunity to share their perspectives, opinions, and experiences associated with DEI topics as they relate to U-M overall, as well as the units where the community spends most of their time. The unit level varied by population, where faculty, special faculty, staff, and graduate students were generally asked about their department; and undergraduate students were generally asked about either their school/college or about U-M overall.

Defining the Population: For the purposes of the U-M DEI survey, students include undergraduate and graduate students enrolled in degree-granting traditional or online programs.

The study was initially conducted as a scientific sample survey in 2016, followed by a census in 2017. From the sample survey, an overall institution level report with statistics was generated in early 2018. Using the census data collection, unit level reports were generated for schools/colleges and departments in 2017-2018 to provide a baseline for their climate near the beginning of a five-year DEI Strategic Plan.

U-M has seen substantial efforts and progress during a time of formidable challenges. Chief among those challenges: an unrelenting global pandemic, a racial reckoning expressed through massive protests, and violent counter-protests, and the most divisive political climate in recent memory. As a community, the University of Michigan weathered these historic events, utilizing DEI principles to move through the process.

Closing out the initial five-year plan brings us to a point to revisit the data. The 1st follow-up survey was conducted during the Fall 2021 term among students, staff, special faculty, and faculty. Different from the efforts in 2016-2017, where the sample survey and census efforts were separated by time, in 2021 both the sample and census efforts took place at the same time. The questionnaire and data collection design were implemented with the intent to provide the University and its units a snapshot of where things are at today.

This report and the data used to generate it come from the census survey and are being applied at the local unit level. It is the intent of this report to help unit and school/college leaders to report on progress made, while also identifying areas for future DEI growth.

This report summarizes the study results for the STUDENT population in:
School of Social Work

Use of Results & Next Steps

The results of this survey underscore the importance of regularly collecting data to apprise U-M Ann Arbor campus leadership and the broader community about respondent experiences surrounding diversity, equity, and inclusion. Further analyses of survey results may be conducted to inform the work of U-M Ann Arbor schools, colleges, and units in developing enhanced education and programming efforts, to ensure that ample support is available for individuals who experience discriminatory events, and to bridge gaps in knowledge and/or understanding of all policies and resources regarding DEI across the University.

We expect that units will share the survey results with members of their community. This also will be an opportunity to secure more granular insights from community members regarding their lived experiences with DEI. Further, the results should be used to help inform the development of the unit-level plans for DEI 2.0. Units will begin developing DEI 2.0 plans in Fall, 2022, with the process spanning the academic year. The formal launch of DEI 2.0 will be in Fall, 2023.

Methods

The U-M Campus Climate Survey on Diversity, Equity and Inclusion was conducted in the Fall 2021 term as a complex designed study with three primary goals:

1. Give all U-M enrolled students and permanently employed staff, special faculty, and faculty a voice to communicate their experiences related to DEI at the U-M Ann Arbor campus.
2. Provide the U-M administration and campus community with scientifically defensible institution level estimates of the campus climate.
3. Provide U-M units with data to evaluate local unit level efforts and outcomes.

To accomplish these goals, a complex study design was developed to include a short form survey administered as a census to **all students, staff, special faculty, and faculty**, coupled with a long-form survey administered to **a scientifically selected sample of students, staff, and faculty**, using protocols designed to increase participation and maximize the quality of the data collected (such as incentives, calling, and paper versions of the survey). The census (short-form) effort was designed to meet the first and third goals. The sample (long-form) effort was designed to meet the second goal.

This report includes data from the census data collection. The results are intended for consumption by individual units at the U-M Ann Arbor. **Because the study was conducted as a census, statistical comparisons designed for use with sample survey data were not conducted and are not included for these unit level results.**

Within the census effort, there were no sample design or data collection method differences between the student, staff, special faculty, and faculty data collections. There were minor questionnaire design differences between the four populations, which is described in the Questionnaire section below.

Sample Design

SoundRocket and the Office of Diversity, Equity & Inclusion (ODEI) collaborated with the relevant units on campus to acquire up-to-date and accurate lists of students, staff, special faculty, and faculty at the U-M Ann Arbor.

For the student population, the collaboration included the U-M Registrar, who generated a list of all students (undergraduate and graduate/professional) who were enrolled at the U-M Ann Arbor. There was no limit set for the number of current credit hours, whether enrollment was in a traditional or primarily online program, or any other criteria except that they must have been enrolled on the specified date. The file was generated and provided to SoundRocket to represent all eligible enrolled students as of September 20, 2021.

For the staff, special faculty, and faculty populations, the collaboration was with the Human Resources department, who generated a list of all permanent staff, special faculty, and faculty at the U-M Ann Arbor campus. The file was generated and provided to SoundRocket to represent all eligible employees as of September 20, 2021.

It was determined that employees of U-M affiliated units (such as alumni associations) would not be included in this effort. Employees who were temporary employees were also not included in this effort. Both of these exceptions were consistent with exceptions made in the 2017 data collection.

Where duplicates were identified between the employee and student files, the participant was included in this effort as a student.

All school/college or department/unit designations used in this effort for framing the "unit" were completed using institutional records that identified each student and employee's primary unit.

Questionnaire (Short-Form/Census Version)

The 2021 U-M DEI Survey was based on the 2016/2017 questionnaire. The instrument was modified with a few key goals in mind:

- Maintain some ability to compare between 2016/2017 and 2021, especially at the institutional level.
- Reduce the burden on responders, excluding questions that were not useful from the previous data collection.
- Introduce new items to capture community experiences and opinions on DEI progress.
- Introduce new items related to health, wellness, and understanding the impact of COVID-19 on the community.

The following is a description of the contents of the overall questionnaire, ordered by topical area as it is in this report. All survey participants were initially provided with a brief description of the survey, a confidentiality statement, and contact information to learn more about SoundRocket or the U-M DEI teams. All participants were required to read an informed consent statement, where they clicked "Next" if they agreed to participate.

Within the questionnaire, all unit specific questions were tailored for specific populations in the same way that they were in the 2017 survey. **Undergraduate students were asked to share their experiences either about their school/college or U-M overall. Graduate/professional students and staff/faculty/special faculty were asked to share their experiences with their department/unit.** A few minor exceptions in the questionnaire are noted in the data tables included in this report where undergraduate students may have been asked to refer to the U-M overall in lieu of their school/college. These diversions were intentional to capture the most relevant student experience relating to DEI.

Part I: Demographics

- Questions to capture participant demographics, including gender identity, race/ethnicity, sexual orientation, religious affiliation, political orientation, disability status, military service, citizenship, generation status, housing status, and employment status.

Part II: Perceptions of Satisfaction & Climate Aspects

- Satisfaction with current climate overall and within the unit.
- Experiences with a variety of dimensions related to campus climate within the unit.
- DEI specific perceptions and experiences within the unit.
- Students Only:
  - Feelings of being listened to in classroom settings.
  - Feelings of being valued outside of the classroom.

Part III: Discrimination Perceptions & Experiences

- Feelings of being discriminated against within the past 12 months.
- Specific discriminatory events experienced in the past 12 months.

Part IV: DEI Progress & Engagement

- Experiences over the past 5 years with DEI-related activities and events.
- Satisfaction with and rating of overall U-M DEI progress and within unit DEI progress.
- Comparing DEI progress at U-M with other institutions, and in the unit with other U-M units.

Part V: Wellbeing & COVID Experiences

- Questions about overall physical and mental health, sleep, and wellbeing.
- Questions about the adverse effects of COVID-19 in a variety of areas.

Comparing Baseline Data to 2021

While the 2021 survey questionnaire and data collection designs were similar to the 2016-2017 efforts, they were not designed to compare the population longitudinally between the two efforts. Only the institutional sample and study design (which used the long-form sample survey) was optimized to allow for limited direct 2016/2017 to 2021 comparisons. As such, **direct comparisons between 2016/2017 and 2021 are not recommended.**

Where comparable measures were asked both in 2017 and 2021, we do provide unit level change metrics. Wherever similar statistics are presented, we have identified a + / - with numeric change of the comparable statistic from baseline. These should be considered only as a guide for each evaluation of changes since 2017. Due to the design differences in the study, any difference (or non-difference) identified should be considered carefully.

The following should be considered when evaluating these data:

- The questionnaires did change some, potentially introducing order and context effects.
- There were many structural changes within U-M, as such, in many circumstances comparing units between the two times may not be appropriate.
- Data collection in 2017 took place over the course of a full year with different sub-populations being surveyed at different times between the Winter/Spring and Fall of 2017—where all populations were surveyed in 2021 during the Fall.
- Data collection in 2021 included both census and sample designs in one administration. In 2016-2017, the sample study was conducted in the Fall of 2016, while the Census study was conducted throughout 2017.
- Environmental influences of the U.S. Presidential Elections and the COVID-19 pandemic should be considered when evaluating differences between the two data collections.
- Unit level estimates in 2017 and in 2021 include no adjustments for nonresponse. No weights were used in the creation of either set of unit level estimates for the census study.
- Units experienced a variety of response rates, where some units have very low potential for nonresponse bias and some may have high potential for nonresponse bias. Different patterns of nonresponse could have an impact on differences between data collections.

Accessibility & the 2021 Instrument

As in 2017, the study design included efforts to increase the reach of this questionnaire to all eligible participants. This included an effort to develop a web-based survey that was inclusive of all, including those with disabilities, such that an equitable level of participation was possible.

The web-based survey was developed using guidelines identified in the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG). While limited to the capabilities of the DatStat Illume web-based survey system in some areas, the programming used was as compliant as possible with the WCAG guidelines.

Because some of the standard designs employed by the questionnaire were not easily translated into compliant formats without significant changes to the questionnaire itself, SoundRocket used an "Accessible Survey" feature selection on the first page of the questionnaire. This feature allowed the user to identify that they were using assistive technologies to complete the survey. On selection, the web-based survey would adjust to a design that was more friendly to assistive technologies.

The efforts implemented in the 2021 survey were comparable to those that were implemented in 2017. SoundRocket engaged with on-campus resources to evaluate and confirm that the web-based survey was functioning appropriately.

During data collection, a total of 1010 participants (3.8% of the overall total taking the survey) used the accessible survey selector to adapt the questionnaire to their screen reading technology.

Data Collection

The 2021 U-M DEI Survey census was administered as an online web survey. The survey was optimized so that it could be completed successfully on mobile devices and tablets, as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey—if the system detected that a mobile-sized screen was in use, it automatically adjusted the view to accommodate the device.

All participants were invited to participate directly with email communications sent from SoundRocket to the U-M provided email address. SoundRocket coordinated with U-M IT personnel to ensure that all emails were delivered and not captured/blocked by U-M cyber security protocols. SoundRocket complied with all required security protocols in establishing secure connections to U-M servers for email delivery.

The protocol for the census survey included:
- An email invitation to participate in the survey.
- A reminder sent approximately 4 days following the invitation.
- A second reminder sent approximately 3 days following the first reminder.
- A third reminder sent approximately 4 days following the second reminder.
- A fourth reminder sent approximately 3 days following the third reminder.
- A fifth reminder sent approximately 8 days following the fourth reminder.

Participants who had been randomly selected to participate in the sample survey (long-form) effort may have also received additional notifications/reminders including mailed letters, telephone prompts, mailed questionnaires, and additional email communications.

Only participants who had not yet responded or who had partially responded (but hadn't completed the survey) were sent reminders at each of these steps.

Data collection formally launched on October 28, 2021, and was closed on January 3, 2022. All outbound contacts associated with the census survey were completed as of approximately November 19, 2021. However, the survey remained open for late responders and for those who were part of the sample (long-form) survey effort to complete the more robust sample communication protocol.

Participant Incentives

To encourage participation, all eligible participants – regardless of whether they participated in the survey, to ensure consistency with Michigan law—were entered into a random drawing to win one of ten $100 gift cards. Prizes were awarded in January 2022.

Final Dispositions & Response Rates

Disposition codes, response rates, and completion rates described in this report are based on Standard Definitions as described by The American Association for Public Opinion Research (AAPOR) in their 2011 publication: Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys, 7th edition.

Final Study Dispositions

Survey dispositions were defined as follows:

- **Login:** an individual who clicked to open the survey but did not consent to participate; these cases were treated as equal to any other nonresponse.
- **Partial:** an individual who logged in, consented, and responded to at least one question, but quit the survey before reaching the end.
- **Complete:** an individual who consented to participate and who clicked through the entire survey (answering all or some questions) and clicked "Submit."
- **Ineligible:** an individual initially thought eligible to participate, but determined to not be eligible (e.g., due to not being employed on the eligibility date); ineligible cases were removed from the denominator of all response rate calculations.

Response Rates

Response rates for the U-M DEI survey were calculated as follows:

- **Response Rate:** Number of completes (c) plus the number of partials (p) divided by the eligible (e) sample size; this calculation follows AAPOR response rate calculation #2: ((c+p)/e).
- **Completion Rate:** Number of completes (c) divided by the sum of completes (c) plus partials (p): (c/(c+p)).
- **Refusals (r):** Count of individuals who said that they did not want to participate in the survey.
- **Refusal %:** Count of refusals (r) divided by the total sample size: (r/n).

A participant is considered to have responded to the survey if their submission met the stated criteria to be considered a complete or a partial. Data from all such cases is included in this report. Response and completion rates are shown for the total number of participants across all schools and colleges who responded to the survey, and for units within U-M where applicable.

With respect to final dispositions, it is important to emphasize that "complete" does not require that the respondent answer every question in the survey; "complete" indicates that a person navigated through the entire survey and then – at the end – clicked "Submit." A "partial" disposition denotes records in which a respondent progressed beyond the consent page but did not click "Submit" at the end of the survey.

During preparation for, and during, data collection individuals who were not eligible to participate in the study were identified. This may be the result of duplicates (same individual included twice) or individuals who were not 18 years of age as of the eligibility date (September 20, 2021). When ineligible cases are identified, they are recorded as such and are not included in further data collection. Table A shows the total counts of students who were ***invited and eligible*** to participate, along with rates of response and completion for U-M overall and for your school/college/unit.

Table A: U-M All Student DEI Response & Completion Rates (Short-Form Census Survey Effort)

2021 Data	Invited & Eligible	Partial Responses	Completed Response	Response Rate	Completion Rate
U-M Students					
Total	50206	1185	8048	18.4%	87.2%
Undergraduate	32261	651	3855	14.0%	85.6%
Graduate/Professional	17945	534	4193	26.3%	88.7%
School of Social Work Students					
Total	825	26	236	31.8%	90.1%
Undergraduate	0	0	0	—	—
Graduate/Professional	825	26	236	31.8%	90.1%

Confidentiality

To ensure the success of this survey, given the sensitive nature of several of the questions, a key element of the study design was to limit direct access between U-M Ann Arbor administration and students, staff, special faculty, and faculty who were being surveyed. Integral to this effort was the use of an independent contractor (SoundRocket) for data collection efforts, which provided a firewall between respondents' identity and their survey responses. Consistent with standard practices for large data collections such as this, SoundRocket was required to use encryption technologies (including SSL for all web-based interfaces) and adhere to strict guidelines to maintain data security and confidentiality. SoundRocket has been collecting sensitive data from university populations for over 17 years. Their communications, staff training, processes and quality processes all focus on minimizing disclosure risk. SoundRocket also engaged with their own IRB to review the study protocol and oversee respondent protections during this study.

After the participant list was provided to SoundRocket, no U-M Ann Arbor employee ever had access to any identifying information on any potential survey respondent in a way that would allow them to link survey response to any individual identity. All survey staff were SoundRocket employees and/or contractors. This fact was openly disclosed during contacts with respondents so that they were assured that their responses would not be linked back to them. After the study was completed, SoundRocket followed contract terms for data archiving.

These protections and policies did not prohibit individuals who chose to engage with U-M personnel concerning the survey on their own. Some participants connected with U-M DEI office staff during the data collection effort about this survey on their own, sometimes self-disclosing their participation (or non-participation) in the survey. However, these disclosures cannot be tied back to survey data or reporting provided to the U-M for analysis and interpretation.

How to Read this Report

The following section provides some guidance on how to read and interpret the tables presented in this report.

Data Types (%, Means, and Change)

The following rules apply to how data types are presented in the tables:

1. Data presented in the tables in this report are primarily displayed as percentages (%), rounded to the nearest single decimal place. Where presented, means were also rounded to the nearest single decimal place. Measures of change (see #3 below) are rounded to the nearest whole number.
2. Where no % is indicated (such as in Table I-1a under the Age demographic), the values represent a mean statistic.
3. Data presented in the parenthesis within a cell represents a ***change metric***, meaning it shows the absolute change in % since the 2017 survey (where a comparable item was asked). For example, a data cell that indicates **5.6%** *(+1)* suggests that the current 2021 value of 5.6% represents an increase of 1% (from approx. 4.6%) since the 2017 survey. A negative change value, such as **37.0%** *(-3)* indicates that the current 2021 value of 37.0% represents a decrease of 3% (from approx. 40.0%) since the 2017 survey. A data cell that indicates a (0) for change means that there was no measurable change.

The data shown in tables throughout this report are population level data (parameters). Statistical testing is not appropriate in a census because all elements that could be studied are included in the study design. Additionally, this study was not conducted with the intent of measuring longitudinal change over time. Lastly, unit level data has not been weighted in any way.

Sample Size & Item Missing Data

This survey was optional for all invited participants. Each participant was asked to read and accept terms in an introductory consent statement. Those who chose not to proceed after reading the consent were not included in these analyses and were considered non-responders to the study. Any participant who consented to participate and engaged in the survey were allowed to skip any item that they did not wish to respond to. As such, the number of participants responding to each item varied from item to item. This pattern may have been different between units as well. As such, we do not present sample size in these tables. However, please *look at Table A (on page 10)* to identify the total number of participants who partially or completely responded within your unit. The total completed responses and partial responses combined will represent the maximum number of cases represented for each unit level statistic.

Self-Reported Data

With few exceptions (unit designation and student type designation), all data presented in these reports used self-reported survey responses. If an individual respondent chose not to respond to the gender or race/ethnicity survey question (which is key to most of the tables in this report), then their data is not included in the tables.

Data Suppression Rules

To preserve confidentiality of individuals who participated (or who decided not to participate), data suppression rules were applied to all reports to reduce the likelihood of actual or perceived disclosure. **It should be noted that any attempt at individually disclosing participation status, or any responses provided by any individual in this survey is not appropriate and is a breach of confidentiality.** Data suppression will show up as a long dash (—) in the data cells, such as what we see in the table example below.

The following suppression rules were followed for this report:

Unit Level Suppression A unit report has not been generated for any unit with fewer than 10 completed responses.	**Demographic Data (Part I) Suppression** Any cell within the demographic tables (all tables in Part I of this report) representing fewer than 15 responses was suppressed.
General Cell Suppression (Parts II, III, IV, and V) Any cell in the remainder of the report (Parts II through V) where the data represents fewer than 5 responses was suppressed.	**2017 to 2021 Comparison Suppression** If 2017 data qualifies for suppression, then the comparison statistic is suppressed. This remains true even if 2021 data is not suppressed. Additionally, if 2021 data is suppressed, then the comparison statistic is also suppressed regardless of the number of cases in 2017.

Overall Table Structure

Each table will indicate if the data used to generate the table includes 2021 only, or 2021 and 2017 comparison data.

Columns are used to define a sub-population for the data in each column. This column will represent undergraduate students.

The primary measures will be presented in rows. In this case, each measure includes several response options.

Cell values show the % of students (as defined in the column) who selected the specific response (as defined in the row). This example tells us that 6.7% of undergraduate students in this unit reported that the diversity of their childhood community was "All or Nearly All People of Other Races/Ethnicities".

The value in parenthesis identifies that there was a change (since 2017) of 2. See page 6 for more details on how to interpret the change metric.

Tables will sometimes share data from different levels within the U-M. This table includes data from All U-M Students and from the local Unit Students.

This is what a suppression looks like. See above for more details.

Table I-1c: Selected Student Demographics by Student Type

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Racial/Ethnic Diversity of Childhood Community			
All or Nearly All People of My Race/Ethnicity	29.7% (+1)	24.8% (−1)	34.3% (+0)
Mostly People of My Race/Ethnicity	32.6% (−2)	31.6% (−2)	33.6% (−2)
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	17.6% (+0)	19.3% (+1)	16.0% (+0)
Mostly People of Other Races/Ethnicities	13.9% (+0)	17.0% (+0)	10.9% (+2)
All or Nearly All People of Other Races/Ethnicities	6.2% (+1)	7.2% (+1)	5.2% (+0)
Racial/Ethnic Diversity of School Attended Prior to U-M			
All or Nearly All People of My Race/Ethnicity	18.8% (−2)	21.0% (−2)	16.7% (−2)
Mostly People of My Race/Ethnicity	30.7% (−2)	26.2% (−3)	35.1% (−3)
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	21.1% (+1)	22.7% (+2)	19.7% (+0)
Mostly People of Other Races/Ethnicities	21.3% (+3)	21.4% (+2)	21.2% (+3)
All or Nearly All People of Other Races/Ethnicities	8.0% (+1)	8.8% (+1)	7.3% (+1)
Example Unit Students			
Racial/Ethnic Diversity of Childhood Community			
All or Nearly All People of My Race/Ethnicity	22.1% (−2)	18.9% (−3)	26.6% (−3)
Mostly People of My Race/Ethnicity	43.5% (+4)	41.1% (+4)	46.9% (+1)
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	19.5% (−1)	21.1% (−2)	17.2% (+7)
Mostly People of Other Races/Ethnicities	10.4% (−2)	12.2% (−1)	7.8% (−3)
All or Nearly All People of Other Races/Ethnicities	4.5% (+0)	6.7% (+2)	− (−)
Racial/Ethnic Diversity of School Attended Prior to U-M			
All or Nearly All People of My Race/Ethnicity	13.8% (−2)	13.5% (−3)	14.3% (+0)
Mostly People of My Race/Ethnicity	30.3% (+0)	32.6% (+0)	27.0% (+4)
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	25.7% (−3)	25.8% (−1)	25.4% (−11)
Mostly People of Other Races/Ethnicities	21.7% (+0)	22.5% (+1)	20.6% (−2)
All or Nearly All People of Other Races/Ethnicities	8.6% (+5)	5.6% (+2)	12.7% (−)

Additional Common Table Column Structures

The following header formats showcase the structures used to present most of the tables in this report.

Basic Student Type Table: These tables include a column for each primary student type, along with a column for all students (Totals). Often this structure will also include All U-M data and Unit Data, identified in sub-row headers, within the table.

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional

Student Type and Gender Table: These tables include a column for each primary student type, each broken out by sub-columns identifying Woman and Man.

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man

Student Type and Collapsed Race/Ethnicity Table: These tables include a column for each primary student type, each broken out by sub-columns identifying White and BIPOC (see Table I-2 on page 18 for more about the BIPOC category).

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC

Detailed Race/Ethnicity by Student Type Table: Due to the number of categories, these tables have a slightly different structure. Student type is presented in the yellow rows instead of columns.

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Example Unit Students								
Very Dissatisfied/Dissatisfied	17.2% (−6)	26.0% (−38)	10.9% (−10)	18.4% (−28)	— (−)	16.4% (−25)	19.6% (−16)	28.6% (−2)
Neutral	23.5% (+3)	28.1% (+7)	27.1% (+3)	37.5% (+15)	— (−)	28.8% (+12)	32.7% (+12)	14.3% (−22)
Satisfied/Very Satisfied	59.3% (+3)	45.9% (+31)	62.0% (+7)	44.1% (+13)	— (−)	54.8% (+13)	47.6% (+4)	57.1% (+24)
Example Unit Undergraduate Students								
Very Dissatisfied/Dissatisfied	14.4% (−9)	23.7% (−44)	10.5% (−11)	19.5% (−34)	— (−)	16.1% (−30)	14.8% (−20)	— (−)
Neutral	21.4% (+1)	31.6% (+12)	27.7% (+2)	39.0% (+19)	— (−)	29.0% (+10)	33.7% (+12)	— (−)
Satisfied/Very Satisfied	64.2% (+8)	44.7% (+32)	61.8% (+9)	41.6% (+15)	— (−)	54.8% (+19)	51.5% (+8)	62.5% (+26)
Example Unit Graduate/Professional Students								
Very Dissatisfied/Dissatisfied	27.0% (+5)	34.4% (−7)	12.1% (−6)	17.3% (−16)	— (−)	— (−)	37.5% (+0)	31.6% (−)
Neutral	30.9% (+7)	15.6% (−15)	25.3% (+10)	36.0% (+8)	— (−)	— (−)	29.2% (+9)	— (−)
Satisfied/Very Satisfied	42.1% (−12)	50.0% (+22)	62.6% (−4)	46.7% (+8)	— (−)	54.5% (−20)	33.3% (−9)	52.6% (−)

Special Note Regarding Student Type & Survey Question Focus:

Some survey questions were asked in common to both undergraduate and graduate/professional students, and some questions were distinct to each group. While undergraduate students are less likely to identify with a school/college until they declare a major area of study, graduate/professional students spend their entire educational experience within a specific school/college. The level of focus of the survey questions takes this into account. You can assume that students were asked about U-M Overall (for items that are intended to measure U-M Overall), and they were asked about their School/College (for items that were intended to measure their School/College) unless otherwise noted. Where this deviates, we have included language prior to the table as well as table footnotes to identify the change.

For example, looking at Table II-2a on page 22, you can see a bolded statement (2nd paragraph on page 22) that identifies how the following set of questions were framed for undergraduates and graduate/professionals separately. Additionally, you can see a table footnote at the bottom of Table II-2a (and subsequent tables in this section) that repeats this message.

Part I: Demographics

To best understand the survey results, it is important to get an understanding of who completed the survey. This first section of the report details several key demographics collected from study participants. These are intended to give you a sense for who responded to the survey, but it can also give insights into the diversity of your population, as well as an indication for whether that diversity is changing. Each table in this section (Part I: Demographics) includes data from all U-M students to provide some context to your unit results.

Table I-1a: Selected Student Demographics by Student Type

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Age			
Average (Years)	**23.9** *(+1)*	**19.9** *(+0)*	**27.7** *(+1)*
Gender Identity *(See Table I-3a and b for Detail)*			
Woman	**58.3%** *(+0)*	**58.5%** *(+0)*	**58.1%** *(+1)*
Man	**37.6%** *(−3)*	**37.0%** *(−3)*	**38.2%** *(−3)*
Transgender/Gender Non-Conforming/Other[1]	**4.1%** *(+3)*	**4.5%** *(+4)*	**3.7%** *(+3)*
Race/Ethnicity			
White	**48.1%** *(−8)*	**51.0%** *(−9)*	**45.4%** *(−6)*
African American/Black	**5.6%** *(+1)*	**5.2%** *(+1)*	**5.9%** *(+1)*
Asian American/Asian/Pacific Islander	**27.6%** *(+5)*	**25.4%** *(+5)*	**29.8%** *(+3)*
Hispanic/Latino/a	**4.8%** *(+1)*	**3.6%** *(+0)*	**5.9%** *(+1)*
Native American/Alaskan Native	**0.3%** *(+0)*	**—** *(−)*	**0.3%** *(−)*
Middle Eastern/North African	**2.5%** *(+0)*	**2.5%** *(+1)*	**2.6%** *(+0)*
Other Race/Ethnicity	**1.1%** *(+0)*	**0.6%** *(+0)*	**1.7%** *(+0)*
More Than One Race/Ethnicity[2]	**10.0%** *(+2)*	**11.6%** *(+2)*	**8.4%** *(+1)*
School of Social Work Students			
Age			
Average (Years)	**28.5** *(+2)*	**—** *(−)*	**28.5** *(+2)*
Gender Identity *(See Table I-3a and b for Detail)*			
Woman	**73.3%** *(−10)*	**—** *(−)*	**73.3%** *(−10)*
Man	**14.9%** *(+3)*	**—** *(−)*	**14.9%** *(+3)*
Transgender/Gender Non-Conforming/Other[1]	**11.8%** *(−)*	**—** *(−)*	**11.8%** *(−)*
Race/Ethnicity			
White	**60.9%** *(−7)*	**—** *(−)*	**60.9%** *(−7)*
African American/Black	**6.7%** *(+0)*	**—** *(−)*	**6.7%** *(+0)*
Asian American/Asian/Pacific Islander	**9.5%** *(+1)*	**—** *(−)*	**9.5%** *(+1)*
Hispanic/Latino/a	**—** *(−)*	**—** *(−)*	**—** *(−)*
Native American/Alaskan Native	**—** *(−)*	**—** *(−)*	**—** *(−)*
Middle Eastern/North African	**—** *(−)*	**—** *(−)*	**—** *(−)*
Other Race/Ethnicity	**—** *(−)*	**—** *(−)*	**—** *(−)*
More Than One Race/Ethnicity[2]	**12.3%** *(+4)*	**—** *(−)*	**12.3%** *(+4)*

[1]Due to the small sample size, which would result in these data being suppressed for most units, this category for gender included participants who identified as Transgender/Gender Non-Conforming, participants who indicated that their preferred response was not listed, and participants who selected multiple gender categories. Additional details for U-M overall are included in Table I-3a and b.
[2]Race/Ethnicity was asked as a select all that apply question. Responders who selected multiple categories are represented here as "More Than One Race/Ethnicity".

Table I-1b: Selected Student Demographics by Student Type

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Religious Affiliation			
Agnostic/Atheist	28.9% *(+3)*	29.9% *(+3)*	28.0% *(+2)*
Buddhist	2.0% *(+0)*	1.6% *(+0)*	2.4% *(+0)*
Christian	33.2% *(−8)*	35.9% *(−8)*	30.6% *(−7)*
Jewish	5.0% *(−1)*	6.1% *(−2)*	4.0% *(−1)*
Muslim	3.7% *(+1)*	3.8% *(+1)*	3.6% *(+0)*
Other Religious Affiliation	7.3% *(+1)*	6.2% *(+1)*	8.4% *(+0)*
None	19.9% *(+5)*	16.6% *(+4)*	23.1% *(+5)*
Political Orientation			
Conservative	10.4% *(−4)*	11.9% *(−4)*	8.9% *(−2)*
Moderate	13.9% *(+2)*	14.2% *(+1)*	13.6% *(+2)*
Liberal	75.7% *(+8)*	73.8% *(+8)*	77.4% *(+6)*
Not thought about it/Don't know	— *(−)*	— *(−)*	— *(−)*
Disability[3]			
Yes	10.4% *(+4)*	9.9% *(+4)*	10.9% *(+4)*
Sexual Orientation			
Heterosexual	73.5% *(−11)*	72.3% *(−12)*	74.7% *(−9)*
LGBQA+[4]	26.5% *(+11)*	27.7% *(+12)*	25.3% *(+9)*
U.S. Citizen[5]			
Yes	65.0% *(−8)*	72.8% *(−7)*	57.6% *(−6)*
School of Social Work Students			
Religious Affiliation			
Agnostic/Atheist	29.5% *(+6)*	— *(−)*	29.5% *(+6)*
Buddhist	— *(−)*	— *(−)*	— *(−)*
Christian	31.9% *(−15)*	— *(−)*	31.9% *(−15)*
Jewish	8.4% *(+2)*	— *(−)*	8.4% *(+2)*
Muslim	— *(−)*	— *(−)*	— *(−)*
Other Religious Affiliation	— *(−)*	— *(−)*	— *(−)*
None	18.7% *(+3)*	— *(−)*	18.7% *(+3)*
Political Orientation			
Conservative	— *(−)*	— *(−)*	— *(−)*
Moderate	7.3% *(−1)*	— *(−)*	7.3% *(−1)*
Liberal	87.4% *(+2)*	— *(−)*	87.4% *(+2)*
Not thought about it/Don't know	— *(−)*	— *(−)*	— *(−)*
Disability[3]			
Yes	25.5% *(+8)*	— *(−)*	25.5% *(+8)*
Sexual Orientation			
Heterosexual	55.9% *(−20)*	— *(−)*	55.9% *(−20)*
LGBQA+[4]	44.1% *(+20)*	— *(−)*	44.1% *(+20)*
U.S. Citizen[5]			
Yes	73.4% *(−10)*	— *(−)*	73.4% *(−10)*

[3]Response of "Yes, I have a disability" to the question, "Do you have a disability?"

[4]Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.

[5]Response of "Yes" to the question, "Were you born in the United States, Puerto Rico, a U.S. Island area, or born abroad of U.S. citizen parents?"

Table I-1c: Selected Student Demographics by Student Type

2021 Data *(with 2017 Comparison)*	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Racial/Ethnic Diversity of Childhood Community			
All or Nearly All People of My Race/Ethnicity	29.7% *(+1)*	24.8% *(−1)*	34.3% *(+0)*
Mostly People of My Race/Ethnicity	32.6% *(−2)*	31.6% *(−2)*	33.6% *(−2)*
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	17.6% *(+0)*	19.3% *(+1)*	16.0% *(+0)*
Mostly People of Other Races/Ethnicities	13.9% *(+0)*	17.0% *(+0)*	10.9% *(+2)*
All or Nearly All People of Other Races/Ethnicities	6.2% *(+1)*	7.2% *(+1)*	5.2% *(+0)*
Racial/Ethnic Diversity of School Attended Prior to U-M			
All or Nearly All People of My Race/Ethnicity	18.8% *(−2)*	21.0% *(−2)*	16.7% *(−2)*
Mostly People of My Race/Ethnicity	30.7% *(−2)*	26.2% *(−3)*	35.1% *(−3)*
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	21.1% *(+1)*	22.7% *(+2)*	19.7% *(+0)*
Mostly People of Other Races/Ethnicities	21.3% *(+3)*	21.4% *(+2)*	21.2% *(+3)*
All or Nearly All People of Other Races/Ethnicities	8.0% *(+1)*	8.8% *(+1)*	7.3% *(+1)*
School of Social Work Students			
Racial/Ethnic Diversity of Childhood Community			
All or Nearly All People of My Race/Ethnicity	31.6% *(+0)*	— *(−)*	31.6% *(+0)*
Mostly People of My Race/Ethnicity	34.8% *(−1)*	— *(−)*	34.8% *(−1)*
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	15.6% *(−4)*	— *(−)*	15.6% *(−4)*
Mostly People of Other Races/Ethnicities	12.8% *(+4)*	— *(−)*	12.8% *(+4)*
All or Nearly All People of Other Races/Ethnicities	— *(−)*	— *(−)*	— *(−)*
Racial/Ethnic Diversity of School Attended Prior to U-M			
All or Nearly All People of My Race/Ethnicity	13.6% *(+0)*	— *(−)*	13.6% *(+0)*
Mostly People of My Race/Ethnicity	38.0% *(−3)*	— *(−)*	38.0% *(−3)*
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	21.2% *(+0)*	— *(−)*	21.2% *(+0)*
Mostly People of Other Races/Ethnicities	19.2% *(+3)*	— *(−)*	19.2% *(+3)*
All or Nearly All People of Other Races/Ethnicities	8.0% *(+0)*	— *(−)*	8.0% *(+0)*

Table I-1d: Selected Student Demographics by Student Type

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Hours of Paid Employment During Current Academic Year: Work-Study			
None/0 Hours	81.4% *(+1)*	85.2% *(+3)*	77.6% *(+0)*
10 Hours or Less	7.0% *(−2)*	8.8% *(−3)*	5.3% *(−1)*
11-20 Hours	6.5% *(+0)*	5.1% *(+0)*	7.8% *(+0)*
More than 20 Hours	5.1% *(+1)*	0.9% *(+0)*	9.2% *(+1)*
Hours of Paid Employment During Current Academic Year: On-Campus Employment			
None/0 Hours	70.3% *(+2)*	79.0% *(+5)*	61.8% *(+3)*
10 Hours or Less	10.7% *(−2)*	12.6% *(−2)*	8.8% *(−1)*
11-20 Hours	10.6% *(−2)*	7.0% *(−2)*	14.1% *(−2)*
More than 20 Hours	8.4% *(+1)*	1.3% *(+0)*	15.3% *(+0)*
Hours of Paid Employment During Current Academic Year: Off-Campus Employment			
None/0 Hours	78.8% *(−4)*	81.2% *(−3)*	76.4% *(−4)*
10 Hours or Less	9.8% *(+1)*	10.5% *(+1)*	9.1% *(+0)*
11-20 Hours	5.9% *(+1)*	5.9% *(+1)*	6.0% *(+1)*
More than 20 Hours	5.4% *(+2)*	2.3% *(+1)*	8.6% *(+3)*
School of Social Work Students			
Hours of Paid Employment During Current Academic Year: Work-Study			
None/0 Hours	73.4% *(+3)*	— *(−)*	73.4% *(+3)*
10 Hours or Less	13.5% *(−3)*	— *(−)*	13.5% *(−3)*
11-20 Hours	11.4% *(−1)*	— *(−)*	11.4% *(−1)*
More than 20 Hours	— *(−)*	— *(−)*	— *(−)*
Hours of Paid Employment During Current Academic Year: On-Campus Employment			
None/0 Hours	81.0% *(+10)*	— *(−)*	81.0% *(+10)*
10 Hours or Less	— *(−)*	— *(−)*	— *(−)*
11-20 Hours	8.4% *(−5)*	— *(−)*	8.4% *(−5)*
More than 20 Hours	— *(−)*	— *(−)*	— *(−)*
Hours of Paid Employment During Current Academic Year: Off-Campus Employment			
None/0 Hours	59.1% *(+7)*	— *(−)*	59.1% *(+7)*
10 Hours or Less	14.2% *(−7)*	— *(−)*	14.2% *(−7)*
11-20 Hours	14.7% *(−4)*	— *(−)*	14.7% *(−4)*
More than 20 Hours	12.1% *(+4)*	— *(−)*	12.1% *(+4)*

Black, Indigenous, & People of Color (BIPOC) Reporting

In many places within this report breakouts of individual race/ethnicity categories will result in cell sizes that are too small to report. As such, we will also present a collapsed version of race/ethnicity, which is abbreviated in report columns as BIPOC (meaning "Black, Indigenous, and People of Color"). This category will include any participant who identified as being African American/Black, Asian American/Asian/Pacific Islander, Hispanic/Latino/a, Middle Eastern/North African, Native American/Alaskan Native, Other Race/Ethnicity, or More than one race/ethnicity. The comparable statistic from the 2017 report is "Non-white".

The following data represents the distribution of the BIPOC categories for all U-M and for your department/unit.

Table I-2: Collapsed Race (BIPOC) Demographic Distribution of Students

2021 Data *(with 2017 Comparison)*	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
White	48.1% *(−8)*	51.0% *(−9)*	45.4% *(−6)*
BIPOC	51.9% *(+8)*	49.0% *(+9)*	54.6% *(+6)*
School of Social Work Students			
White	60.9% *(−7)*	— *(−)*	60.9% *(−7)*
BIPOC	39.1% *(+7)*	— *(−)*	39.1% *(+7)*

Transgender/Gender Non-Conforming Population Details

A unique opportunity offered by a full campus census is to collect data on sub-groups that may not have adequate numbers for detailed analyses when identified during a sample study design. The transgender/gender non-conforming population at the U-M is such a population.

To allow for a better understanding of the characteristics of this group at U-M overall, we have included some data tables for U-M students overall—not broken down by student type or school/college. This will allow the campus community overall to have a general understanding for how gender identity is currently being expressed at U-M.

Table I-3a: Detailed Breakout of Response to the Main Gender Identity Question

2021 Data Only	Totals
All U-M Students	
Man	37.6%
Woman	58.1%
Transgender/Gender Non-Conforming	2.6%
Preferred response not listed	1.5%

Note: This question was asked as multiple response, therefore it is possible that the sum of the values may be greater than 100%. Additionally, these percentages may differ from the values in Table I-1a.

Those who identified as Transgender/Gender Non-Conforming were then asked for further detail about their gender identity.

Table I-3b: Transgender/Gender Non-Conforming Follow-up Detail

2021 Data Only	Totals
All U-M Students Identifying as Transgender/Gender Non-Conforming	
Transgender man	10.4%
Transgender woman	—
Gender Non-Conforming	54.1%
Genderqueer	38.5%
Preferred response not listed	22.5%

Note: This question was asked as multiple response, therefore it is possible that the sum of the values may be greater than 100%

Part II: Perceptions of Satisfaction & Climate Aspects

Satisfaction with Campus Climate at U-M Campus Overall

Understanding satisfaction with the overall U-M campus climate that each participant has experienced within the past 12 months is key to understanding current climate. We asked students to provide their level of satisfaction (from "Very Dissatisfied" to "Very Satisfied" using a 5-point scale) of the **U-M campus overall** (Table II-1 series).

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table II-1a: Satisfaction with U-M Campus Climate by Student Type

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Very Dissatisfied/Dissatisfied	14.9% *(−9)*	14.0% *(−12)*	15.8% *(−6)*
Neutral	25.9% *(+5)*	26.3% *(+6)*	25.5% *(+5)*
Satisfied/Very Satisfied	59.2% *(+3)*	59.8% *(+6)*	58.7% *(+0)*
School of Social Work Students			
Very Dissatisfied/Dissatisfied	27.6% *(−40)*	— *(—)*	27.6% *(−40)*
Neutral	31.3% *(+15)*	— *(—)*	31.3% *(+15)*
Satisfied/Very Satisfied	41.1% *(+24)*	— *(—)*	41.1% *(+24)*

Table II-1b: Satisfaction with U-M Campus Climate by Student Type and Gender: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Very Dissatisfied/Dissatisfied	23.9% *(−44)*	35.1% *(−28)*	— *(—)*	— *(—)*	23.9% *(−44)*	35.1% *(−28)*
Neutral	32.2% *(+17)*	29.7% *(+13)*	— *(—)*	— *(—)*	32.2% *(+17)*	29.7% *(+13)*
Satisfied/Very Satisfied	43.9% *(+27)*	35.1% *(+15)*	— *(—)*	— *(—)*	43.9% *(+27)*	35.1% *(+15)*

Table II-1c: Satisfaction with U-M Campus Climate by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Very Dissatisfied/Dissatisfied	28.9% (−31)	24.7% (−58)	— (−)	— (−)	28.9% (−31)	24.7% (−58)
Neutral	28.3% (+8)	36.6% (+30)	— (−)	— (−)	28.3% (+8)	36.6% (+30)
Satisfied/Very Satisfied	42.8% (+23)	38.7% (+28)	— (−)	— (−)	42.8% (+23)	38.7% (+28)

Note: BIPOC, which stands for Black, Indigenous, and other People of Color is a collapsed variable for race/ethnicity that totals all nonwhite responses to enable in-line comparisons. For a more detailed explanation, see the section on page 18.

Table II-1d: Satisfaction with U-M Campus Climate by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Very Dissatisfied/Dissatisfied	28.9% (−31)	29.4% (−59)	23.8% (−52)	— (−)	— (−)	— (−)	25.8% (−59)	— (−)
Neutral	28.3% (+8)	47.1% (−)	28.6% (−)	41.7% (−)	— (−)	— (−)	38.7% (−)	— (−)
Satisfied/Very Satisfied	42.8% (+23)	— (−)	47.6% (−)	41.7% (−)	— (−)	— (−)	35.5% (−)	— (−)
School of Social Work Undergraduate Students								
Very Dissatisfied/Dissatisfied	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Neutral	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Satisfied/Very Satisfied	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
School of Social Work Graduate/Professional Students								
Very Dissatisfied/Dissatisfied	28.9% (−31)	29.4% (−59)	23.8% (−52)	— (−)	— (−)	— (−)	25.8% (−59)	— (−)
Neutral	28.3% (+8)	47.1% (−)	28.6% (−)	41.7% (−)	— (−)	— (−)	38.7% (−)	— (−)
Satisfied/Very Satisfied	42.8% (+23)	— (−)	47.6% (−)	41.7% (−)	— (−)	— (−)	35.5% (−)	— (−)

Satisfaction with Campus Climate at Your School/College

Understanding satisfaction with the school/college climate that each participant has experienced within the past 12 months is key to understanding current climate. We asked students to provide their level of satisfaction (from "Very Dissatisfied" to "Very Satisfied" using a 5-point scale) **of their school/college** (Table II-2 series).

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences in their school/college. Graduate/professional students were asked about their experiences in their department.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table II-2a: Satisfaction with School of Social Work Climate by Student Type: School of Social Work Students

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Very Dissatisfied/Dissatisfied	14.0% *(−1)*	10.6% *(−3)*	17.1% *(+1)*
Neutral	23.0% *(+6)*	25.1% *(+7)*	21.2% *(+6)*
Satisfied/Very Satisfied	62.9% *(−5)*	64.2% *(−4)*	61.8% *(−7)*
School of Social Work Students			
Very Dissatisfied/Dissatisfied	24.7% *(−35)*	— *(—)*	24.7% *(−35)*
Neutral	18.0% *(+0)*	— *(—)*	18.0% *(+0)*
Satisfied/Very Satisfied	57.3% *(+34)*	— *(—)*	57.3% *(+34)*

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table II-2b: Satisfaction with School of Social Work Climate by Student Type and Gender: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Very Dissatisfied/Dissatisfied	23.7% *(−36)*	18.4% *(−42)*	— *(—)*	— *(—)*	23.7% *(−36)*	18.4% *(−42)*
Neutral	17.3% *(+0)*	23.7% *(—)*	— *(—)*	— *(—)*	17.3% *(+0)*	23.7% *(—)*
Satisfied/Very Satisfied	59.0% *(+36)*	57.9% *(+28)*	— *(—)*	— *(—)*	59.0% *(+36)*	57.9% *(+28)*

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table II-2c: Satisfaction with School of Social Work Climate by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Very Dissatisfied/Dissatisfied	26.2% (−26)	21.3% (−54)	— (−)	— (−)	26.2% (−26)	21.3% (−54)
Neutral	14.1% (−8)	24.7% (+17)	— (−)	— (−)	14.1% (−8)	24.7% (+17)
Satisfied/Very Satisfied	59.7% (+34)	53.9% (+36)	— (−)	— (−)	59.7% (+34)	53.9% (+36)

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table II-2d: Satisfaction with School of Social Work Climate by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
All Students								
Very Dissatisfied/Dissatisfied	26.2% (−26)	37.5% (−29)	— (−)	— (−)	— (−)	— (−)	22.6% (−47)	— (−)
Neutral	14.1% (−8)	— (−)	25.0% (−)	— (−)	— (−)	— (−)	29.0% (−)	— (−)
Satisfied/Very Satisfied	59.7% (+34)	37.5% (+10)	65.0% (−)	54.5% (−)	— (−)	— (−)	48.4% (−)	— (−)
Undergraduates								
Very Dissatisfied/Dissatisfied	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Neutral	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Satisfied/Very Satisfied	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Graduate/Professional								
Very Dissatisfied/Dissatisfied	26.2% (−26)	37.5% (−29)	— (−)	— (−)	— (−)	— (−)	22.6% (−47)	— (−)
Neutral	14.1% (−8)	— (−)	25.0% (−)	— (−)	— (−)	— (−)	29.0% (−)	— (−)
Satisfied/Very Satisfied	59.7% (+34)	37.5% (+10)	65.0% (−)	54.5% (−)	— (−)	— (−)	48.4% (−)	— (−)

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Dimensions of Campus Climate Within Your Unit

Study participants were asked to reflect on several sets of opposing climate-related dimensions using a scale called a semantic differential. Pairs of adjectives are shown which can serve as endpoints on a scale, and survey participants select a rating between each adjective that they feel best represents their perception of the entity being studied. The scale allows for up to five (5) points between each pair of adjectives.

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences in their school/college. Graduate/professional students were asked about their experiences in their department.

In Table II-3a and b, we present the individual scores reported by all students overall, all undergraduates, and all graduate/professional students. Each score is identified by the value to the left of the symbol as identified in the legend. The amount of change observed since the 2017 survey is identified in the "Change Since 2017" column. The change may indicate a positive (+) or negative (-) change since 2017. For example, a score of 3.3 with a change flagged as +0.3 means that the change from 2017 to 2021 was an increase of 0.3 on the measure. Because the design is not intended for direct comparison of 2017 to 2021 results, no significance testing or effect size has been calculated.

Individual Dimension Scores

Table II-3a: Dimensions of Climate (Mean Score) Items: Students

Legend:
☐ U-M Undergraduates
🟨 Unit Undergraduates
◯ U-M Graduate/Professional
⬤ Unit Graduate/Professional

Dimension (low)	1	2	3	4	5	Change Since 2017	Dimension (high)
Hostile				3.9 ☐		(+0.1)	**Friendly**
	No undergraduate population					(NA)	
				4.2 ◯		(+0.1)	
				4.1 ⬤		(+1.1)	
Disrespectful				4.1 ☐		(+0.2)	**Respectful**
	No undergraduate population					(NA)	
				4.2 ◯		(+0.1)	
				4.1 ⬤		(+1.1)	
Contentious			3.4 ☐			(+0.1)	**Collegial**
	No undergraduate population					(NA)	
			3.8 ◯			(+0.1)	
			3.8 ⬤			(+1.0)	
Individualistic			3.3 ☐			(+0.0)	**Collaborative**
	No undergraduate population					(NA)	
			3.6 ◯			(+0.1)	
			3.9 ⬤			(+0.8)	
Competitive		2.8 ☐				(+0.1)	**Cooperative**
	No undergraduate population					(NA)	
		3.5 ◯				(+0.2)	
			3.8 ⬤			(+0.8)	
Unsupportive				3.9 ☐		(+0.1)	**Supportive**
	No undergraduate population					(NA)	
			4.0 ◯			(+0.1)	
			4.0 ⬤			(+0.8)	
Unwelcoming				3.9 ☐		(+0.0)	**Welcoming**
	No undergraduate population					(NA)	
			4.1 ◯			(+0.0)	
			4.1 ⬤			(+0.8)	

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

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Table II-3b: Dimensions of Climate (Mean Score) Items: Students *(Continued)*

Legend:
- ☐ U-M Undergraduates
- ◻ (yellow) Unit Undergraduates
- ○ U-M Graduate/Professional
- ● Unit Graduate/Professional

	1	2	3	4	5	Change Since 2017	
Racist				4.0 ☐		*(+0.3)*	**Non-Racist**
			No undergraduate population			*(NA)*	
				4.0 ○		*(+0.1)*	
			3.7 ●			*(+0.9)*	
Homogenous			3.4 ☐			*(+0.1)*	**Diverse**
			No undergraduate population			*(NA)*	
			3.4 ○			*(+0.1)*	
			3.1 ●			*(+0.5)*	
Sexist			3.7 ☐			*(+0.1)*	**Non-Sexist**
			No undergraduate population			*(NA)*	
			3.8 ○			*(+0.0)*	
			4.1 ●			*(+0.5)*	
Homophobic				4.2 ☐		*(+0.1)*	**Non-Homophobic**
			No undergraduate population			*(NA)*	
			4.2 ○			*(+0.1)*	
			4.4 ●			*(+0.5)*	
Transphobic			4.0 ☐			*(+0.2)*	**Non-Transphobic**
			No undergraduate population			*(NA)*	
			4.0 ○			*(+0.0)*	
			4.1 ●			*(+0.5)*	
Ageist			4.0 ☐			*(+0.2)*	**Non-Ageist**
			No undergraduate population			*(NA)*	
			3.9 ○			*(+0.0)*	
			3.7 ●			*(+0.5)*	

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

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General & DEI Climate Factors

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which variables are associated (shared variance is indicated by correlation coefficients). The EFA was run on these items back in 2017, where we identified two primary factors for these analyses. Using the 2021 data, we re-ran the EFA to ensure that the same factors remain associated—and it confirmed that they do remain associated as they were in 2017. Thus, the two factors we will use for 2021 remain the same as in 2017: (1) General Climate Elements, and (2) DEI Climate Elements. The variables that make up each of the factors are:

Factor 1 General Climate Elements Factor	Factor 2 DEI Climate Elements Factor
Hostile/Friendly Disrespectful/Respectful Contentious/Collegial Individualistic/Collaborative Competitive/Cooperative Unsupportive/Supportive Unwelcoming/Welcoming	Racist/Non-Racist Homogenous/Diverse Sexist/Non-Sexist Homophobic/Non-Homophobic Transphobic/Non-Transphobic Ageist/Non-Ageist

In the following four tables, we present the collapsed Factors as an analytic unit. Factors are created by calculating the mean score for all responses provided for each item within each factor. Only individuals who responded to at least half of the climate-related dimension items were included in these analyses.

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences in their school/college. Graduate/professional students were asked about their experiences in their department.

Table II-4a: Dimensions of Factors by Student Type: School of Social Work Students

2021 Data *(with 2017 Comparison)*	Totals	Undergraduates	Graduate/ Professional
School of Social Work Students			
Factor 1: General Climate	4.0 *(+0.9)*	— *(—)*	4.0 *(+0.9)*
Factor 2: DEI Climate Elements	3.9 *(+0.6)*	— *(—)*	3.9 *(+0.6)*

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table II-4b: Dimensions of Factors by Student Type and Gender: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	Woman	**Man**	**Woman**	**Man**	**Woman**	**Man**
School of Social Work Students						
Factor 1: General Climate	4.0 (+1.0)	3.9 (+0.9)	— (—)	— (—)	4.0 (+1.0)	3.9 (+0.9)
Factor 2: DEI Climate Elements	3.9 (+0.6)	4.0 (+0.6)	— (—)	— (—)	3.9 (+0.6)	4.0 (+0.6)

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table II-4c: Dimensions of Factors by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	White	**BIPOC**	**White**	**BIPOC**	**White**	**BIPOC**
School of Social Work Students						
Factor 1: General Climate	4.0 (+0.9)	4.0 (+1.1)	— (—)	— (—)	4.0 (+0.9)	4.0 (+1.1)
Factor 2: DEI Climate Elements	3.9 (+0.4)	3.9 (+0.8)	— (—)	— (—)	3.9 (+0.4)	3.9 (+0.8)

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table II-4d: Dimensions of Factors by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Total								
Factor 1: General Climate	4.0 (+0.9)	3.8 (+0.8)	4.4 (+1.2)	3.8 (+0.4)	— (—)	3.7 (+1.1)	4.0 (+1.5)	— (—)
Factor 2: DEI Climate Elements	3.9 (+0.4)	3.6 (+0.7)	4.1 (+0.9)	3.8 (+0.3)	— (—)	4.1 (+1.4)	3.8 (+1.0)	— (—)
Undergraduates								
Factor 1: General Climate	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)
Factor 2: DEI Climate Elements	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)
Graduate/Professional								
Factor 1: General Climate	4.0 (+0.9)	3.8 (+0.8)	4.4 (+1.2)	3.8 (+0.4)	— (—)	3.7 (+1.1)	4.0 (+1.5)	— (—)
Factor 2: DEI Climate Elements	3.9 (+0.4)	3.6 (+0.7)	4.1 (+0.9)	3.8 (+0.3)	— (—)	4.1 (+1.4)	3.8 (+1.0)	— (—)

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

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DEI Experiences & Perceptions

Students were asked to respond to a series of questions regarding their experiences and perceptions around several DEI-related concepts. They were asked how much they agree or disagree (using a 5-point scale from Strongly Disagree to Strongly Agree) with a series of statements.

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Students were all asked to report their agreement relating to experiences they have had within the past 12 months, while those who had less than 12 months experience were asked to consider the full duration of the time they have been on campus.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

The Table II-5 series provides the proportion of all students (first undergraduates, then graduate/professional) who endorsed either Strongly Agree or Agree for each of the statements.

Table II-5a: Strongly Agree or Agree with Statements About Climate: All U-M Undergraduate Students

2021 Data (with 2017 Comparison)	
All U-M Undergraduate Students *(About U-M Climate)*	
I feel valued as an individual at U-M	**60.0%** *(+3)*
I feel I belong at U-M	**68.3%** *(−1)*
U-M has a strong commitment to diversity, equity, and inclusion	**63.6%** *(−2)*
I have considered leaving U-M because I felt isolated or unwelcomed	**17.8%** *(+2)*
I am treated with respect at U-M	**83.0%** *(+1)*
I feel others don't value my opinions at U-M	**12.9%** *(−4)*
U-M is a place where I am able to perform up to my full potential	**74.7%** *(+0)*
I have opportunities at U-M for academic success that are similar to those of my peers	**83.0%** *(+1)*
I have found one or more communities or groups where I feel I belong at U-M	**71.2%** *(−4)*
There is too much emphasis put on issues of diversity, equity, and inclusion here at U-M	**14.0%** *(−7)*
U-M provides sufficient programs and resources to foster the success of a diverse student body	**61.6%** *(−1)*
I have to work harder than others to be valued equally at U-M	**29.2%** *(−1)*
My experience at U-M has had a positive influence on my academic growth	**77.2%** *(−3)*
School of Social Work Undergraduate Students *(About U-M Climate)*	
I feel valued as an individual at U-M	**−** *(−)*
I feel I belong at U-M	**−** *(−)*
U-M has a strong commitment to diversity, equity, and inclusion	**−** *(−)*
I have considered leaving U-M because I felt isolated or unwelcomed	**−** *(−)*
I am treated with respect at U-M	**−** *(−)*
I feel others don't value my opinions at U-M	**−** *(−)*
U-M is a place where I am able to perform up to my full potential	**−** *(−)*
I have opportunities at U-M for academic success that are similar to those of my peers	**−** *(−)*
I have found one or more communities or groups where I feel I belong at U-M	**−** *(−)*
There is too much emphasis put on issues of diversity, equity, and inclusion here at U-M	**−** *(−)*
U-M provides sufficient programs and resources to foster the success of a diverse student body	**−** *(−)*
I have to work harder than others to be valued equally at U-M	**−** *(−)*
My experience at U-M has had a positive influence on my academic growth	**−** *(−)*

Note: Undergraduate students were asked about their experiences at U-M overall.

Table II-5b: Strongly Agree or Agree with Statements About Climate: All U-M Graduate/Professional Students

2021 Data (with 2017 Comparison)	
All U-M Graduate/Professional Students *(About Department Climate)*	
I feel valued as an individual in my department	**66.1%** *(+2)*
I feel I belong in my department	**67.8%** *(−1)*
My department has a strong commitment to diversity, equity, and inclusion	**68.3%** *(+1)*
I have considered leaving my department because I felt isolated or unwelcomed	**14.2%** *(+2)*
I am treated with respect in my department	**82.6%** *(+1)*
I feel others don't value my opinions in my department	**14.2%** *(+0)*
My department is a place where I am able to perform up to my full potential	**68.2%** *(+0)*
I have opportunities in my department for academic success that are similar to those of my peers	**77.5%** *(−1)*
I have found one or more communities or groups where I feel I belong in my department	**61.1%** *(−2)*
There is too much emphasis put on issues of diversity, equity, and inclusion here in my department	**12.5%** *(+0)*
My department provides sufficient programs and resources to foster the success of a diverse student body	**54.8%** *(−1)*
I have to work harder than others to be valued equally in my department	**23.4%** *(−1)*
My experience in my department has had a positive influence on my academic growth	**74.6%** *(−1)*
School of Social Work Graduate/Professional Students *(About Department Climate)*	
I feel valued as an individual in my department	**63.7%** *(+25)*
I feel I belong in my department	**62.4%** *(+16)*
My department has a strong commitment to diversity, equity, and inclusion	**79.3%** *(+21)*
I have considered leaving my department because I felt isolated or unwelcomed	**13.9%** *(−9)*
I am treated with respect in my department	**78.8%** *(+14)*
I feel others don't value my opinions in my department	**17.0%** *(−16)*
My department is a place where I am able to perform up to my full potential	**65.3%** *(+17)*
I have opportunities in my department for academic success that are similar to those of my peers	**77.4%** *(+2)*
I have found one or more communities or groups where I feel I belong in my department	**47.2%** *(+6)*
There is too much emphasis put on issues of diversity, equity, and inclusion here in my department	**10.7%** *(+2)*
My department provides sufficient programs and resources to foster the success of a diverse student body	**53.0%** *(+20)*
I have to work harder than others to be valued equally in my department	**19.6%** *(+2)*
My experience in my department has had a positive influence on my academic growth	**73.2%** *(+18)*

Note: Graduate/professional students were asked about their experiences in their department.

Because undergraduate students and graduate/professional students were asked the question slightly differently, the data for these populations is not combined in Table II-5c in an aggregate "Total" category.

Table II-5c: Strongly Agree or Agree with Statements About Climate by Student Type, Gender, and Collapsed Race/Ethnicity: All School of Social Work Students

2021 Data (with 2017 Comparison)	Gender		Collapsed Race/Ethnicity	
	Woman	**Man**	**White**	**BIPOC**
School of Social Work Undergraduate Students *(About U-M Climate)*				
I feel valued as an individual at U-M	− (−)	− (−)	− (−)	− (−)
I feel I belong at U-M	− (−)	− (−)	− (−)	− (−)
U-M has a strong commitment to diversity, equity, and inclusion	− (−)	− (−)	− (−)	− (−)
I have considered leaving U-M because I felt isolated or unwelcomed	− (−)	− (−)	− (−)	− (−)
I am treated with respect at U-M	− (−)	− (−)	− (−)	− (−)
I feel others don't value my opinions at U-M	− (−)	− (−)	− (−)	− (−)
U-M is a place where I am able to perform up to my full potential	− (−)	− (−)	− (−)	− (−)
I have opportunities at U-M for academic success that are similar to those of my peers	− (−)	− (−)	− (−)	− (−)
I have found one or more communities or groups where I feel I belong at U-M	− (−)	− (−)	− (−)	− (−)
There is too much emphasis put on issues of diversity, equity, and inclusion here at U-M	− (−)	− (−)	− (−)	− (−)
U-M provides sufficient programs and resources to foster the success of a diverse student body	− (−)	− (−)	− (−)	− (−)
I have to work harder than others to be valued equally at U-M	− (−)	− (−)	− (−)	− (−)
My experience at U-M has had a positive influence on my academic growth	− (−)	− (−)	− (−)	− (−)
School of Social Work Graduate/Professional Students *(About Department Climate)*				
I feel valued as an individual in my department	65.1% (+27)	64.9% (+17)	64.6% (+25)	62.9% (+27)
I feel I belong in my department	63.4% (+18)	67.6% (+23)	66.0% (+15)	57.3% (+22)
My department has a strong commitment to diversity, equity, and inclusion	82.0% (+23)	78.4% (+16)	81.6% (+17)	76.4% (+33)
I have considered leaving my department because I felt isolated or unwelcomed	10.5% (−13)	18.9% (+2)	13.6% (−7)	13.5% (−14)
I am treated with respect in my department	81.9% (+16)	75.7% (+10)	77.4% (+9)	82.0% (+25)
I feel others don't value my opinions in my department	12.9% (−22)	24.3% (−10)	16.6% (−14)	16.9% (−23)
My department is a place where I am able to perform up to my full potential	63.7% (+15)	67.6% (+16)	67.8% (+17)	61.8% (+20)
I have opportunities in my department for academic success that are similar to those of my peers	80.6% (+4)	75.7% (+0)	78.6% (−3)	76.4% (+15)
I have found one or more communities or groups where I feel I belong in my department	48.5% (+8)	44.4% (−4)	44.8% (+5)	50.6% (+5)
There is too much emphasis put on issues of diversity, equity, and inclusion here in my department	8.8% (+1)	22.9% (+2)	7.6% (−2)	15.9% (+8)
My department provides sufficient programs and resources to foster the success of a diverse student body	54.4% (+22)	59.5% (+18)	54.8% (+20)	50.6% (+24)
I have to work harder than others to be valued equally in my department	15.2% (−3)	30.6% (−)	12.4% (−)	30.3% (−20)
My experience in my department has had a positive influence on my academic growth	74.3% (+20)	72.2% (+10)	73.8% (+12)	73.0% (+32)

Note: Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Table II-5d: Strongly Agree or Agree with Statements About Climate by Student Type and Detailed Race/Ethnicity Details: All School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Undergraduate Students *(About U-M Climate)*								
I feel valued as an individual at U-M	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
I feel I belong at U-M	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
U-M has a strong commitment to diversity, equity, and inclusion	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
I have considered leaving U-M because I felt isolated or unwelcomed	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
I am treated with respect at U-M	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
I feel others don't value my opinions at U-M	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
U-M is a place where I am able to perform up to my full potential	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
I have opportunities at U-M for academic success that are similar to those of my peers	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
I have found one or more communities or groups where I feel I belong at U-M	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
There is too much emphasis put on issues of diversity, equity, and inclusion here at U-M	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
U-M provides sufficient programs and resources to foster the success of a diverse student body	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
I have to work harder than others to be valued equally at U-M	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
My experience at U-M has had a positive influence on my academic growth	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
School of Social Work Graduate/Professional Students *(About Department Climate)*								
I feel valued as an individual in my department	64.6% (+25)	68.8% (+19)	70.0% (+29)	45.5% (−5)	– (–)	– (–)	58.1% (–)	– (–)
I feel I belong in my department	66.0% (+15)	50.0% (+6)	70.0% (+23)	– (–)	– (–)	– (–)	54.8% (–)	– (–)
My department has a strong commitment to diversity, equity, and inclusion	81.6% (+17)	75.0% (+42)	70.0% (+17)	72.7% (+8)	– (–)	100.0% (–)	74.2% (+43)	– (–)
I have considered leaving my department because I felt isolated or unwelcomed	13.6% (−7)	– (–)	– (–)	– (–)	– (–)	– (–)	16.1% (−21)	– (–)
I am treated with respect in my department	77.4% (+9)	68.8% (+8)	95.0% (+39)	72.7% (+8)	– (–)	83.3% (–)	80.6% (+33)	– (–)
I feel others don't value my opinions in my department	16.6% (−14)	– (–)	– (–)	– (–)	– (–)	– (–)	16.1% (−15)	– (–)
My department is a place where I am able to perform up to my full potential	67.8% (+17)	56.2% (+6)	75.0% (+34)	63.6% (+6)	– (–)	– (–)	54.8% (+23)	– (–)
I have opportunities in my department for academic success that are similar to those of my peers	78.6% (−3)	81.2% (+3)	95.0% (+32)	54.5% (−17)	– (–)	– (–)	67.7% (+15)	– (–)
I have found one or more communities or groups where I feel I belong in my department	44.8% (+5)	50.0% (−28)	40.0% (+2)	63.6% (+6)	– (–)	– (–)	61.3% (–)	– (–)
There is too much emphasis put on issues of diversity, equity, and inclusion here in my department	7.6% (−2)	– (–)	25.0% (–)	– (–)	– (–)	– (–)	16.1% (–)	– (–)
My department provides sufficient programs and resources to foster the success of a diverse student body	54.8% (+20)	50.0% (–)	55.0% (–)	45.5% (−5)	– (–)	– (–)	48.4% (–)	– (–)
I have to work harder than others to be valued equally in my department	12.4% (–)	43.8% (–)	25.0% (–)	45.5% (–)	– (–)	– (–)	25.8% (–)	– (–)
My experience in my department has had a positive influence on my academic growth	73.8% (+12)	56.2% (+17)	90.0% (+40)	72.7% (+16)	– (–)	– (–)	77.4% (+41)	– (–)

Note: Undergraduate students were asked to express their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Feeling Listened To

Promoting a feeling of being listened to inside the classroom setting is a specific goal set by the U-M DEI initiative. We measured this with a question that asked students to identify how strongly they agree (on a 5-point scale from Strongly Disagree to Strongly Agree) with a statement about how specific groups of people have made them feel listened to inside classroom settings.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

The questions in this section were all framed around obtaining information about the students' experiences at U-M overall.

Table II-6a: Strongly Agree or Agree with Feeling Listened to Inside Classroom Settings at U-M by Student Type

2021 Data *(with 2017 Comparison)*	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Faculty instructors (faculty/post docs)	79.6% *(+0)*	77.7% *(+1)*	81.3% *(−2)*
Student instructors (e.g., GSIs, TAs, etc.)	80.0% *(+3)*	85.0% *(+5)*	75.4% *(+3)*
Other students	78.3% *(+3)*	74.7% *(+3)*	81.6% *(+2)*
Staff members	73.4% *(+0)*	69.8% *(−1)*	76.7% *(−1)*
School of Social Work Students			
Faculty instructors (faculty/post docs)	83.4% *(+5)*	— *(—)*	83.4% *(+5)*
Student instructors (e.g., GSIs, TAs, etc.)	50.4% *(+1)*	— *(—)*	50.4% *(+1)*
Other students	81.7% *(+18)*	— *(—)*	81.7% *(+18)*
Staff members	67.1% *(+16)*	— *(—)*	67.1% *(+16)*

Table II-6b: Strongly Agree or Agree with Feeling Listened to Inside Classroom Settings at U-M by Student Type and Gender: School of Social Work Students

2021 Data *(with 2017 Comparison)*	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Faculty instructors (faculty/post docs)	85.4% *(+10)*	83.3% *(−3)*	— *(—)*	— *(—)*	85.4% *(+10)*	83.3% *(−3)*
Student instructors (e.g., GSIs, TAs, etc.)	51.2% *(+4)*	45.7% *(−3)*	— *(—)*	— *(—)*	51.2% *(+4)*	45.7% *(−3)*
Other students	84.2% *(+21)*	75.0% *(+13)*	— *(—)*	— *(—)*	84.2% *(+21)*	75.0% *(+13)*
Staff members	68.8% *(+18)*	63.9% *(+3)*	— *(—)*	— *(—)*	68.8% *(+18)*	63.9% *(+3)*

Table II-6c: Strongly Agree or Agree with Feeling Listened to Inside Classroom Settings at U-M by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Faculty instructors (faculty/post docs)	83.4% (+1)	83.1% (+13)	— (−)	— (−)	83.4% (+1)	83.1% (+13)
Student instructors (e.g., GSIs, TAs, etc.)	50.7% (−1)	49.4% (+4)	— (−)	— (−)	50.7% (−1)	49.4% (+4)
Other students	84.1% (+15)	77.5% (+24)	— (−)	— (−)	84.1% (+15)	77.5% (+24)
Staff members	68.8% (+15)	65.2% (+21)	— (−)	— (−)	68.8% (+15)	65.2% (+21)

Table II-6d: Strongly Agree or Agree with Feeling Listened to Inside Classroom Settings at U-M by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Total								
Faculty instructors (faculty/post docs)	83.4% (+1)	75.0% (+8)	90.0% (+25)	81.8% (+3)	— (−)	100.0% (−)	80.6% (−4)	— (−)
Student instructors (e.g., GSIs, TAs, etc.)	50.7% (−1)	46.7% (+13)	75.0% (+28)	63.6% (+6)	— (−)	— (−)	36.7% (−16)	— (−)
Other students	84.1% (+15)	62.5% (+1)	95.0% (+42)	72.7% (+8)	— (−)	83.3% (−)	71.0% (+29)	— (−)
Staff members	68.8% (+15)	62.5% (+21)	85.0% (+38)	45.5% (−12)	— (−)	— (−)	58.1% (+30)	— (−)
Undergraduates								
Faculty instructors (faculty/post docs)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Student instructors (e.g., GSIs, TAs, etc.)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Other students	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Staff members	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Graduate/Professional Students								
Faculty instructors (faculty/post docs)	83.4% (+1)	75.0% (+8)	90.0% (+25)	81.8% (+3)	— (−)	100.0% (−)	80.6% (−4)	— (−)
Student instructors (e.g., GSIs, TAs, etc.)	50.7% (−1)	46.7% (+13)	75.0% (+28)	63.6% (+6)	— (−)	— (−)	36.7% (−16)	— (−)
Other students	84.1% (+15)	62.5% (+1)	95.0% (+42)	72.7% (+8)	— (−)	83.3% (−)	71.0% (+29)	— (−)
Staff members	68.8% (+15)	62.5% (+21)	85.0% (+38)	45.5% (−12)	— (−)	— (−)	58.1% (+30)	— (−)

Feeling Valued

Outside of the classroom, we also hope that our community can also feel valued by specific categories of individuals on campus. We measured this with a similar set of questions that asked students to identify how strongly they agree (on a 5-point scale from Strongly Disagree to Strongly Agree) with a statement about how specific groups of people have made them feel valued outside the classroom settings.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

The questions in this section were all framed around obtaining information about the students' experiences at U-M overall.

Table II-7a: Strongly Agree or Agree with Feeling Valued Outside Classroom Settings at U-M by Student Type

2021 Data (with 2017 Comparison)	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Faculty instructors (faculty/post docs)	70.0% *(−1)*	66.7% *(−1)*	73.0% *(−3)*
Other faculty members	64.3% *(−1)*	61.8% *(−1)*	66.6% *(−2)*
Student instructors (e.g., GSIs, TAs, etc.)	71.0% *(+2)*	74.2% *(+3)*	68.1% *(+3)*
Other students	76.9% *(+3)*	73.6% *(+3)*	79.8% *(+1)*
Staff members	65.9% *(−2)*	61.3% *(−2)*	70.1% *(−3)*
University administrators	43.5% *(−6)*	39.3% *(−8)*	47.4% *(−6)*
Other University mentors/advisors	61.0% *(−2)*	62.5% *(−1)*	59.6% *(−1)*
School of Social Work Students			
Faculty instructors (faculty/post docs)	67.0% *(+3)*	— *(−)*	67.0% *(+3)*
Other faculty members	55.9% *(+4)*	— *(−)*	55.9% *(+4)*
Student instructors (e.g., GSIs, TAs, etc.)	43.3% *(+2)*	— *(−)*	43.3% *(+2)*
Other students	79.3% *(+19)*	— *(−)*	79.3% *(+19)*
Staff members	57.0% *(+13)*	— *(−)*	57.0% *(+13)*
University administrators	29.9% *(+4)*	— *(−)*	29.9% *(+4)*
Other University mentors/advisors	49.8% *(+8)*	— *(−)*	49.8% *(+8)*

Table II-7b: Strongly Agree or Agree with Feeling Valued Outside Classroom Settings at U-M by Student Type and Gender: School of Social Work Students

2021 Data (with 2017 Comparison)	Total Woman	Total Man	Undergraduates Woman	Undergraduates Man	Grad/Prof Woman	Grad/Prof Man
School of Social Work Students						
Faculty instructors (faculty/post docs)	67.9% *(+5)*	66.7% *(+1)*	— *(−)*	— *(−)*	67.9% *(+5)*	66.7% *(+1)*
Other faculty members	56.3% *(+6)*	58.3% *(−4)*	— *(−)*	— *(−)*	56.3% *(+6)*	58.3% *(−4)*
Student instructors (e.g., GSIs, TAs, etc.)	43.3% *(+3)*	38.2% *(+0)*	— *(−)*	— *(−)*	43.3% *(+3)*	38.2% *(+0)*
Other students	81.7% *(+23)*	77.8% *(+12)*	— *(−)*	— *(−)*	81.7% *(+23)*	77.8% *(+12)*
Staff members	57.7% *(+17)*	55.6% *(−3)*	— *(−)*	— *(−)*	57.7% *(+17)*	55.6% *(−3)*
University administrators	31.4% *(+5)*	25.0% *(−3)*	— *(−)*	— *(−)*	31.4% *(+5)*	25.0% *(−3)*
Other University mentors/advisors	49.7% *(+6)*	47.2% *(+16)*	— *(−)*	— *(−)*	49.7% *(+6)*	47.2% *(+16)*

Table II-7c: Strongly Agree or Agree with Feeling Valued Outside Classroom Settings at U-M by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Faculty instructors (faculty/post docs)	71.3% (+5)	59.3% (+1)	— (—)	— (—)	71.3% (+5)	59.3% (+1)
Other faculty members	59.4% (+5)	49.4% (+2)	— (—)	— (—)	59.4% (+5)	49.4% (+2)
Student instructors (e.g., GSIs, TAs, etc.)	45.3% (+4)	39.3% (−2)	— (—)	— (—)	45.3% (+4)	39.3% (−2)
Other students	82.5% (+19)	73.9% (+20)	— (—)	— (—)	82.5% (+19)	73.9% (+20)
Staff members	60.1% (+13)	52.3% (+18)	— (—)	— (—)	60.1% (+13)	52.3% (+18)
University administrators	32.2% (+3)	26.4% (+8)	— (—)	— (—)	32.2% (+3)	26.4% (+8)
Other University mentors/advisors	49.7% (+8)	49.4% (+5)	— (—)	— (—)	49.7% (+8)	49.4% (+5)

Table II-7d: Strongly Agree or Agree with Feeling Valued Outside Classroom Settings at U-M by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Faculty instructors (faculty/post docs)	71.3% (+5)	60.0% (+4)	70.0% (+8)	63.6% (−15)	— (−)	— (−)	48.3% (+1)	— (−)
Other faculty members	59.4% (+5)	46.7% (+3)	60.0% (−9)	— (−)	— (−)	— (−)	42.9% (+15)	— (−)
Student instructors (e.g., GSIs, TAs, etc.)	45.3% (+4)	33.3% (−13)	55.0% (+11)	54.5% (+5)	— (−)	— (−)	25.9% (−6)	— (−)
Other students	82.5% (+19)	62.5% (+12)	80.0% (+24)	63.6% (−15)	— (−)	— (−)	76.7% (+45)	— (−)
Staff members	60.1% (+13)	50.0% (+19)	63.2% (+26)	— (−)	— (−)	— (−)	48.3% (−)	— (−)
University administrators	32.2% (+3)	37.5% (−)	40.0% (−)	— (−)	— (−)	— (−)	20.7% (−)	— (−)
Other University mentors/advisors	49.7% (+8)	53.3% (+3)	50.0% (+12)	54.5% (−17)	— (−)	— (−)	44.8% (+19)	— (−)
School of Social Work Undergraduates								
Faculty instructors (faculty/post docs)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Other faculty members	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Student instructors (e.g., GSIs, TAs, etc.)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Other students	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Staff members	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
University administrators	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Other University mentors/advisors	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
School of Social Work Graduate/Professional								
Faculty instructors (faculty/post docs)	71.3% (+5)	60.0% (+4)	70.0% (+8)	63.6% (−15)	— (−)	— (−)	48.3% (+1)	— (−)
Other faculty members	59.4% (+5)	46.7% (+3)	60.0% (−9)	— (−)	— (−)	— (−)	42.9% (+15)	— (−)
Student instructors (e.g., GSIs, TAs, etc.)	45.3% (+4)	33.3% (−13)	55.0% (+11)	54.5% (+5)	— (−)	— (−)	25.9% (−6)	— (−)
Other students	82.5% (+19)	62.5% (+12)	80.0% (+24)	63.6% (−15)	— (−)	— (−)	76.7% (+45)	— (−)
Staff members	60.1% (+13)	50.0% (+19)	63.2% (+26)	— (−)	— (−)	— (−)	48.3% (−)	— (−)
University administrators	32.2% (+3)	37.5% (−)	40.0% (−)	— (−)	— (−)	— (−)	20.7% (−)	— (−)
Other University mentors/advisors	49.7% (+8)	53.3% (+3)	50.0% (+12)	54.5% (−17)	— (−)	— (−)	44.8% (+19)	— (−)

Part III: Discrimination Perceptions & Experiences

Felt Discrimination in Past 12 Months

Students were asked to report if anytime over the past 12 months they had felt discriminated against.

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table III-1a identifies the proportion of students at U-M overall and within the School of Social Work who reported feeling some discrimination. The remaining tables in the Table III-1 series detail the breakout by gender and race/ethnicity of those who have felt discriminated against among School of Social Work students. This question was asked as a simple Yes/No question.

Table III-1a: Felt Discriminated Against in the Past 12 Months at U-M

2021 Data *(with 2017 Comparison)*	Felt Discriminated Against
All U-M Students	
All U-M Undergraduate Students	**17.3%** *(−5)*
All U-M Graduate/Professional Students	**12.5%** *(+0)*
School of Social Work Students	
All School of Social Work Undergraduate Students	**—** *(—)*
All School of Social Work Graduate/Professional Students	**12.4%** *(−14)*

Note: Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Because undergraduate students and graduate/professional students were asked the question slightly differently, the data for these populations is not combined in Table III-1b in an aggregate "Total" category.

Table III-1b: Felt Discriminated Against in the Past 12 Months at U-M by Gender and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	Gender		Collapsed Race/Ethnicity	
	Woman	**Man**	**White**	**BIPOC**
School of Social Work Students				
School of Social Work Undergraduate Students	— (—)	— (—)	— (—)	— (—)
School of Social Work Graduate/Professional Students	8.9% (−17)	13.5% (−14)	10.3% (−9)	14.8% (−28)

Note: Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Table III-1c: Felt Discriminated Against in the Past 12 Months at U-M by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
School of Social Work Undergraduate Students	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)	— (—)
School of Social Work Graduate/Professional Students	10.3% (−9)	— (—)	— (—)	— (—)	— (—)	— (—)	25.8% (−22)	— (—)

Note: Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Specific Discriminatory Events Experienced

Students were then asked to identify one or more specific discriminatory events they personally have experienced over the past 12 months.

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Because of this difference, the data for these populations is not combined in Tables III-2a and III-2b in an aggregate "Total" category.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table series III-2 identifies the proportion of students at U-M overall and within the School of Social Work who reported feeling some discrimination and who identified one or more specific discriminatory events. The remaining tables in the Table III-2 series detail the breakout by gender and race/ethnicity of those who have felt and who identified one or more specific discriminatory events among School of Social Work students. Students were asked to indicate if they had experienced events "Never", "1-2 times", or "3 or more times". For this report, we have collapsed all reports of "1-2 times" and "3 or more times" into a reported discriminatory event.

Table III-2a: Type of Discriminatory Event Experienced by Student Type

2021 Data (with 2017 Comparison)	Undergraduates	Graduate/ Professional
All U-M Students		
Ability or disability status	5.7% *(+2)*	5.8% *(+2)*
Racial or ethnic identity	18.1% *(−4)*	11.8% *(−2)*
Sex	22.0% *(−3)*	10.9% *(−3)*
Sexual orientation	8.5% *(+2)*	3.4% *(+0)*
Gender identity or gender expression	10.0% *(+2)*	6.4% *(+1)*
Veteran status	0.7% *(+0)*	0.4% *(+0)*
Relationship status	0.9% *(−9)*	2.7% *(−2)*
National origin	7.9% *(−3)*	7.6% *(−2)*
Age	7.5% *(+0)*	6.2% *(−2)*
Religion	11.1% *(−4)*	5.1% *(−1)*
Height or weight	12.9% *(+0)*	4.1% *(−1)*
Political orientation	14.3% *(−8)*	7.1% *(−2)*
Social class	17.2% *(−2)*	8.9% *(−1)*
Mental health status	14.5% *(+3)*	9.8% *(+2)*
School of Social Work Students		
Ability or disability status	— *(−)*	11.5% *(+2)*
Racial or ethnic identity	— *(−)*	11.5% *(−15)*
Sex	— *(−)*	7.7% *(−9)*
Sexual orientation	— *(−)*	4.3% *(−2)*
Gender identity or gender expression	— *(−)*	9.0% *(+0)*
Veteran status	— *(−)*	— *(−)*
Relationship status	— *(−)*	2.1% *(−3)*
National origin	— *(−)*	5.2% *(−1)*
Age	— *(−)*	13.7% *(−7)*
Religion	— *(−)*	12.0% *(−4)*
Height or weight	— *(−)*	5.1% *(−6)*
Political orientation	— *(−)*	9.0% *(−4)*
Social class	— *(−)*	15.4% *(−7)*
Mental health status	— *(−)*	13.2% *(−3)*

Note: Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Table III-2b: Type of Discriminatory Event Experienced by Student Type, Gender, and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	Gender		Collapsed Race/Ethnicity	
	Woman	**Man**	**White**	**BIPOC**
School of Social Work Undergraduate Students *(About U-M)*				
Ability or disability status	— (–)	— (–)	— (–)	— (–)
Racial or ethnic identity	— (–)	— (–)	— (–)	— (–)
Sex	— (–)	— (–)	— (–)	— (–)
Sexual orientation	— (–)	— (–)	— (–)	— (–)
Gender identity or gender expression	— (–)	— (–)	— (–)	— (–)
Veteran status	— (–)	— (–)	— (–)	— (–)
Relationship status	— (–)	— (–)	— (–)	— (–)
National origin	— (–)	— (–)	— (–)	— (–)
Age	— (–)	— (–)	— (–)	— (–)
Religion	— (–)	— (–)	— (–)	— (–)
Height or weight	— (–)	— (–)	— (–)	— (–)
Political orientation	— (–)	— (–)	— (–)	— (–)
Social class	— (–)	— (–)	— (–)	— (–)
Mental health status	— (–)	— (–)	— (–)	— (–)
School of Social Work Graduate/Professional Students *(About Department)*				
Ability or disability status	7.6% (–1)	— (–)	11.1% (+2)	11.2% (+0)
Racial or ethnic identity	11.8% (–14)	13.9% (–21)	5.6% (–9)	21.3% (–30)
Sex	6.5% (–11)	— (–)	9.0% (–8)	— (–)
Sexual orientation	— (–)	— (–)	4.9% (–4)	— (–)
Gender identity or gender expression	4.7% (+0)	— (–)	11.1% (+2)	5.6% (–3)
Veteran status	— (–)	— (–)	— (–)	— (–)
Relationship status	— (–)	— (–)	— (–)	— (–)
National origin	5.3% (–1)	— (–)	— (–)	11.5% (–5)
Age	14.1% (–8)	— (–)	13.9% (–6)	13.6% (–11)
Religion	14.1% (–3)	— (–)	12.5% (–5)	11.4% (–2)
Height or weight	3.5% (–7)	— (–)	3.5% (–8)	7.9% (–2)
Political orientation	8.2% (–4)	13.9% (–7)	9.7% (–4)	7.9% (–3)
Social class	12.9% (–9)	16.7% (–4)	16.7% (–3)	12.4% (–16)
Mental health status	11.2% (–5)	— (–)	13.9% (–2)	11.2% (–6)

Note: Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Table III-2c: Type of Discriminatory Event Experienced by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data (with 2017 Comparison)	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Undergraduate Students *(About U-M)*								
Ability or disability status	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Racial or ethnic identity	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Sex	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Sexual orientation	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Gender identity or gender expression	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Veteran status	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Relationship status	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
National origin	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Age	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Religion	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Height or weight	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Political orientation	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Social class	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Mental health status	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
School of Social Work Graduate/Professional Students *(About Department)*								
Ability or disability status	11.1% (+2)	− (−)	− (−)	− (−)	− (−)	− (−)	19.4% (−)	− (−)
Racial or ethnic identity	5.6% (−9)	− (−)	25.0% (−25)	− (−)	− (−)	− (−)	− (−)	− (−)
Sex	9.0% (−8)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Sexual orientation	4.9% (−4)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Gender identity or gender expression	11.1% (+2)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Veteran status	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Relationship status	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
National origin	− (−)	− (−)	26.3% (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Age	13.9% (−6)	− (−)	− (−)	− (−)	− (−)	− (−)	20.0% (−12)	− (−)
Religion	12.5% (−5)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Height or weight	3.5% (−8)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Political orientation	9.7% (−4)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)
Social class	16.7% (−3)	− (−)	− (−)	− (−)	− (−)	− (−)	16.1% (−15)	− (−)
Mental health status	13.9% (−2)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)	− (−)

Note: Undergraduate students were asked about their experiences at U-M overall. Graduate/professional students were asked about their experiences in their department.

Part IV: DEI Progress & Engagement

DEI Activities & Events

Over the past five years, there have been numerous DEI activities on the U-M Campus. While some of these activities can be tracked with attendance records, many are self-initiated and cannot be tracked. To understand how engaged the community is in DEI-related activities, we asked each participant to identify whether they have participated, and if they have, how often they have participated in a series of DEI-related events. Participants were asked to consider events within the past 12 months. In the Table IV-1 series, we present the proportion of students who reported any activity.

The questions in this section were all framed around obtaining information about the students' experiences at U-M overall.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table IV-1a: Participation in One or More U-M Campus DEI Activity or Event in the Past 12 Months by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Attended a DEI-related training/workshop session	40.7%	30.9%	50.0%
Attended a DEI-related talk or seminar	42.0%	31.5%	51.9%
Listened to a DEI-related podcast	22.7%	15.7%	29.4%
Attended a DEI-related film series	11.3%	9.5%	13.1%
Attended a DEI-related meeting or retreat in my unit	17.6%	11.4%	23.4%
Read a book on a DEI-related topic	35.2%	28.9%	41.1%
Attended a DEI-related event in my unit	24.4%	15.1%	33.1%
Attended a DEI-related event at the U-M level	27.8%	22.2%	33.0%
Served on a DEI-related committee or taskforce	13.4%	8.7%	17.9%
Had a DEI-related conversation with a colleague/peer	59.1%	50.4%	67.4%
School of Social Work Students			
Attended a DEI-related training/workshop session	54.9%	–	54.9%
Attended a DEI-related talk or seminar	63.5%	–	63.5%
Listened to a DEI-related podcast	57.2%	–	57.2%
Attended a DEI-related film series	22.1%	–	22.1%
Attended a DEI-related meeting or retreat in my unit	30.5%	–	30.5%
Read a book on a DEI-related topic	73.9%	–	73.9%
Attended a DEI-related event in my unit	42.8%	–	42.8%
Attended a DEI-related event at the U-M level	43.7%	–	43.7%
Served on a DEI-related committee or taskforce	22.6%	–	22.6%
Had a DEI-related conversation with a colleague/peer	82.9%	–	82.9%

Table IV-1b: Participation in One or More U-M Campus DEI Activity or Event in the Past 12 Months by Student Type and Gender: All School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Attended a DEI-related training/workshop session	53.4%	54.1%	–	–	53.4%	54.1%
Attended a DEI-related talk or seminar	65.0%	50.0%	–	–	65.0%	50.0%
Listened to a DEI-related podcast	58.0%	42.1%	–	–	58.0%	42.1%
Attended a DEI-related film series	17.8%	27.0%	–	–	17.8%	27.0%
Attended a DEI-related meeting or retreat in my unit	26.1%	28.9%	–	–	26.1%	28.9%
Read a book on a DEI-related topic	75.3%	60.5%	–	–	75.3%	60.5%
Attended a DEI-related event in my unit	40.3%	36.8%	–	–	40.3%	36.8%
Attended a DEI-related event at the U-M level	41.6%	50.0%	–	–	41.6%	50.0%
Served on a DEI-related committee or taskforce	16.4%	27.0%	–	–	16.4%	27.0%
Had a DEI-related conversation with a colleague/peer	84.4%	71.1%	–	–	84.4%	71.1%

Table IV-1c: Participation in One or More U-M Campus DEI Activity or Event in the Past 12 Months by Student Type and Collapsed Race/Ethnicity: All School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Attended a DEI-related training/workshop session	56.4%	52.1%	–	–	56.4%	52.1%
Attended a DEI-related talk or seminar	64.7%	61.3%	–	–	64.7%	61.3%
Listened to a DEI-related podcast	63.3%	46.7%	–	–	63.3%	46.7%
Attended a DEI-related film series	21.1%	23.9%	–	–	21.1%	23.9%
Attended a DEI-related meeting or retreat in my unit	32.2%	28.0%	–	–	32.2%	28.0%
Read a book on a DEI-related topic	78.7%	66.0%	–	–	78.7%	66.0%
Attended a DEI-related event in my unit	43.6%	41.9%	–	–	43.6%	41.9%
Attended a DEI-related event at the U-M level	44.0%	43.6%	–	–	44.0%	43.6%
Served on a DEI-related committee or taskforce	20.1%	26.9%	–	–	20.1%	26.9%
Had a DEI-related conversation with a colleague/peer	86.0%	77.9%	–	–	86.0%	77.9%

Table IV-1d: Participation in One or More U-M Campus DEI Activity or Event in the Past 12 Months by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Attended a DEI-related training/workshop session	56.4%	52.9%	52.4%	–	–	–	64.5%	–
Attended a DEI-related talk or seminar	64.7%	58.8%	66.7%	58.3%	–	62.5%	66.7%	–
Listened to a DEI-related podcast	63.3%	41.2%	47.6%	–	–	–	60.0%	–
Attended a DEI-related film series	21.1%	47.1%	–	–	–	–	31.0%	–
Attended a DEI-related meeting or retreat in my unit	32.2%	35.3%	–	–	–	–	40.0%	–
Read a book on a DEI-related topic	78.7%	70.6%	52.4%	–	–	–	87.1%	–
Attended a DEI-related event in my unit	43.6%	41.2%	42.9%	–	–	–	50.0%	–
Attended a DEI-related event at the U-M level	44.0%	41.2%	47.6%	41.7%	–	–	50.0%	–
Served on a DEI-related committee or taskforce	20.1%	29.4%	23.8%	–	–	–	36.7%	–
Had a DEI-related conversation with a colleague/peer	86.0%	82.4%	81.0%	41.7%	–	62.5%	90.3%	–
School of Social Work Undergraduate Students								
Attended a DEI-related training/workshop session	–	–	–	–	–	–	–	–
Attended a DEI-related talk or seminar	–	–	–	–	–	–	–	–
Listened to a DEI-related podcast	–	–	–	–	–	–	–	–
Attended a DEI-related film series	–	–	–	–	–	–	–	–
Attended a DEI-related meeting or retreat in my unit	–	–	–	–	–	–	–	–
Read a book on a DEI-related topic	–	–	–	–	–	–	–	–
Attended a DEI-related event in my unit	–	–	–	–	–	–	–	–
Attended a DEI-related event at the U-M level	–	–	–	–	–	–	–	–
Served on a DEI-related committee or taskforce	–	–	–	–	–	–	–	–
Had a DEI-related conversation with a colleague/peer	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Attended a DEI-related training/workshop session	56.4%	52.9%	52.4%	–	–	–	64.5%	–
Attended a DEI-related talk or seminar	64.7%	58.8%	66.7%	58.3%	–	62.5%	66.7%	–
Listened to a DEI-related podcast	63.3%	41.2%	47.6%	–	–	–	60.0%	–
Attended a DEI-related film series	21.1%	47.1%	–	–	–	–	31.0%	–
Attended a DEI-related meeting or retreat in my unit	32.2%	35.3%	–	–	–	–	40.0%	–
Read a book on a DEI-related topic	78.7%	70.6%	52.4%	–	–	–	87.1%	–
Attended a DEI-related event in my unit	43.6%	41.2%	42.9%	–	–	–	50.0%	–
Attended a DEI-related event at the U-M level	44.0%	41.2%	47.6%	41.7%	–	–	50.0%	–
Served on a DEI-related committee or taskforce	20.1%	29.4%	23.8%	–	–	–	36.7%	–
Had a DEI-related conversation with a colleague/peer	86.0%	82.4%	81.0%	41.7%	–	62.5%	90.3%	–

Satisfaction with DEI Progress

Satisfaction With U-M DEI Efforts Overall

Measuring satisfaction with progress made on issues related to the DEI initiative also helps identify whether the direction, pace, and scope of change is what the campus community has expected from this effort. Participants were asked to identify their satisfaction on a 5-point scale (Very Dissatisfied to Very Satisfied) including any time they have spent at U-M over the past 5 years.

The questions in this section were all framed around obtaining information about the students' experiences at U-M overall.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table IV-2a: Satisfaction with Overall U-M Campus Climate DEI Progress by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Very Dissatisfied/Dissatisfied	14.5%	13.8%	15.1%
Neutral	52.0%	53.9%	50.1%
Satisfied/Very Satisfied	33.6%	32.3%	34.7%
School of Social Work Students			
Very Dissatisfied/Dissatisfied	20.7%	—	20.7%
Neutral	55.8%	—	55.8%
Satisfied/Very Satisfied	23.6%	—	23.6%

Table IV-2b: Satisfaction with Overall U-M Campus Climate DEI Progress by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Very Dissatisfied/Dissatisfied	16.9%	22.2%	—	—	16.9%	22.2%
Neutral	59.0%	55.6%	—	—	59.0%	55.6%
Satisfied/Very Satisfied	24.2%	22.2%	—	—	24.2%	22.2%

Table IV-2c: Satisfaction with Overall U-M Campus Climate DEI Progress by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Very Dissatisfied/Dissatisfied	22.4%	18.1%	—	—	22.4%	18.1%
Neutral	53.7%	58.5%	—	—	53.7%	58.5%
Satisfied/Very Satisfied	23.8%	23.4%	—	—	23.8%	23.4%

Table IV-2d: Satisfaction with Overall U-M Campus Climate DEI Progress by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Very Dissatisfied/Dissatisfied	22.4%	29.4%	—	—	—	—	25.8%	—
Neutral	53.7%	52.9%	55.0%	75.0%	—	75.0%	58.1%	—
Satisfied/Very Satisfied	23.8%	—	30.0%	—	—	—	16.1%	—
School of Social Work Undergraduate Students								
Very Dissatisfied/Dissatisfied	—	—	—	—	—	—	—	—
Neutral	—	—	—	—	—	—	—	—
Satisfied/Very Satisfied	—	—	—	—	—	—	—	—
School of Social Work Graduate/Professional Students								
Very Dissatisfied/Dissatisfied	22.4%	29.4%	—	—	—	—	25.8%	—
Neutral	53.7%	52.9%	55.0%	75.0%	—	75.0%	58.1%	—
Satisfied/Very Satisfied	23.8%	—	30.0%	—	—	—	16.1%	—

Satisfaction with DEI Progress Within the School/College or Department

While overall progress at U-M is certainly desirable, it is also important to see what is happening at the local (school/college or department) level. Participants were asked to identify their satisfaction on a 5-point scale (Very Dissatisfied to Very Satisfied), and were asked to consider up to the past 5 years.

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences in their school/college. Graduate/professional students were asked about their experiences in their department.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table IV-3a: Satisfaction with School of Social Work Climate DEI Progress by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Very Dissatisfied/Dissatisfied	11.4%	9.4%	13.1%
Neutral	42.0%	47.4%	37.1%
Satisfied/Very Satisfied	46.7%	43.2%	49.8%
School of Social Work Students			
Very Dissatisfied/Dissatisfied	17.8%	—	17.8%
Neutral	36.9%	—	36.9%
Satisfied/Very Satisfied	45.3%	—	45.3%

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table IV-3b: Satisfaction with School of Social Work Climate DEI Progress Among School of Social Work Students by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Very Dissatisfied/Dissatisfied	15.0%	13.9%	—	—	15.0%	13.9%
Neutral	37.0%	41.7%	—	—	37.0%	41.7%
Satisfied/Very Satisfied	48.0%	44.4%	—	—	48.0%	44.4%

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table IV-3c: Satisfaction with School of Social Work Climate DEI Progress Among School of Social Work Students by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Very Dissatisfied/Dissatisfied	17.1%	18.0%	—	—	17.1%	18.0%
Neutral	36.3%	38.2%	—	—	36.3%	38.2%
Satisfied/Very Satisfied	46.6%	43.8%	—	—	46.6%	43.8%

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table IV-3d: Satisfaction with School of Social Work Climate DEI Progress Among School of Social Work Students by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Very Dissatisfied/Dissatisfied	17.1%	—	—	—	—	—	22.6%	—
Neutral	36.3%	43.8%	35.0%	—	—	—	35.5%	—
Satisfied/Very Satisfied	46.6%	37.5%	55.0%	—	—	—	41.9%	—
School of Social Work Undergraduate Students								
Very Dissatisfied/Dissatisfied	—	—	—	—	—	—	—	—
Neutral	—	—	—	—	—	—	—	—
Satisfied/Very Satisfied	—	—	—	—	—	—	—	—
School of Social Work Graduate/Professional Students								
Very Dissatisfied/Dissatisfied	17.1%	—	—	—	—	—	22.6%	—
Neutral	36.3%	43.8%	35.0%	—	—	—	35.5%	—
Satisfied/Very Satisfied	46.6%	37.5%	55.0%	—	—	—	41.9%	—

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Rating DEI Progress

Rating DEI Progress at UM Overall Compared to Before DEI Strategic Plan (2016)

While satisfaction with the progress is one way to measure progress, we also looked at participants' assessment about the direction of and amount of change that is taking place. Participants who indicated that they have been at U-M long enough to evaluate the progress were asked to compare the DEI climate at the start of the DEI strategic plan (in 2016) to the current DEI climate at U-M.

The questions in this section were all framed around obtaining information about the students' experiences at U-M overall.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table IV-4a: Rating of Overall U-M Campus Climate DEI Compared to Before DEI Strategic Plan (2016) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Much Worse/Somewhat Worse	8.8%	8.8%	8.9%
About the Same	42.0%	40.3%	43.3%
Much Better/Somewhat Better	49.1%	50.9%	47.8%
School of Social Work Students			
Much Worse/Somewhat Worse	7.4%	–	7.4%
About the Same	40.7%	–	40.7%
Much Better/Somewhat Better	51.9%	–	51.9%

Table IV-4b: Rating of Overall U-M Campus Climate DEI Compared to Before DEI Strategic Plan (2016) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Much Worse/Somewhat Worse	–	–	–	–	–	–
About the Same	37.9%	53.3%	–	–	37.9%	53.3%
Much Better/Somewhat Better	56.9%	33.3%	–	–	56.9%	33.3%

Table IV-4c: Rating of Overall U-M Campus Climate DEI Compared to Before DEI Strategic Plan (2016) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Much Worse/Somewhat Worse	10.6%	–	–	–	10.6%	–
About the Same	40.4%	41.2%	–	–	40.4%	41.2%
Much Better/Somewhat Better	48.9%	55.9%	–	–	48.9%	55.9%

Table IV-4d: Rating of Overall U-M Campus Climate DEI Progress by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Much Worse/Somewhat Worse	10.6%	–	–	–	–	–	–	–
About the Same	40.4%	–	–	–	–	–	41.7%	–
Much Better/Somewhat Better	48.9%	–	–	–	–	–	58.3%	–
School of Social Work Undergraduate Students								
Much Worse/Somewhat Worse	–	–	–	–	–	–	–	–
About the Same	–	–	–	–	–	–	–	–
Much Better/Somewhat Better	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Much Worse/Somewhat Worse	10.6%	–	–	–	–	–	–	–
About the Same	40.4%	–	–	–	–	–	41.7%	–
Much Better/Somewhat Better	48.9%	–	–	–	–	–	58.3%	–

Rating DEI Progress In Unit Compared to Before DEI Strategic Plan (2016)

Participants who indicated that they have been at U-M long enough to evaluate the progress were also asked to compare the DEI climate within their school/college (for undergraduate students) or department (for graduate students) at the start of the DEI strategic plan (in 2016) to the current DEI climate within their school/college or unit.

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences within their school/college. Graduate/professional students were asked about their department.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table IV-5a: Rating of Own School/College Climate DEI Progress by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Much Worse/Somewhat Worse	8.3%	6.8%	9.5%
About the Same	43.0%	47.3%	39.8%
Much Better/Somewhat Better	48.7%	45.9%	50.8%
School of Social Work Students			
Much Worse/Somewhat Worse	–	–	–
About the Same	32.8%	–	32.8%
Much Better/Somewhat Better	63.8%	–	63.8%

Note: Undergraduate students were asked about their experiences within their school/college. Graduate/professional students were asked about their department.

Table IV-5b: Rating of Own School/College Climate DEI Progress by Student Type and Gender: School of Social Work Students

	Total		Undergraduates		Grad/Prof	
2021 Data Only	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Much Worse/Somewhat Worse	–	–	–	–	–	–
About the Same	34.9%	–	–	–	34.9%	–
Much Better/Somewhat Better	65.1%	55.6%	–	–	65.1%	55.6%

Note: Undergraduate students were asked about their experiences within their school/college. Graduate/professional students were asked about their department.

Table IV-5c: Rating of Own School/College Climate DEI Progress by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Much Worse/Somewhat Worse	–	–	–	–	–	–
About the Same	36.1%	27.3%	–	–	36.1%	27.3%
Much Better/Somewhat Better	61.1%	68.2%	–	–	61.1%	68.2%

Note: Undergraduate students were asked about their experiences within their school/college. Graduate/professional students were asked about their department.

Table IV-5d: Rating of Own School/College Climate DEI Progress by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Much Worse/Somewhat Worse	–	–	–	–	–	–	–	–
About the Same	36.1%	–	–	–	–	–	–	–
Much Better/Somewhat Better	61.1%	–	–	–	–	–	–	–
School of Social Work Undergraduate Students								
Much Worse/Somewhat Worse	–	–	–	–	–	–	–	–
About the Same	–	–	–	–	–	–	–	–
Much Better/Somewhat Better	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Much Worse/Somewhat Worse	–	–	–	–	–	–	–	–
About the Same	36.1%	–	–	–	–	–	–	–
Much Better/Somewhat Better	61.1%	–	–	–	–	–	–	–

Note: Undergraduate students were asked about their experiences within their school/college. Graduate/professional students were asked about their department.

Comparing DEI Progress

UM DEI Progress Compared to Other Institutions

A point of reference for community members assessment for how U-M is performing with regards to DEI is how they perceive of what is happening at other institutions. We can learn from experiences that our community members have with other institutions.

Participants were asked how well they thought the U-M is doing in relation to DEI compared to other institutions. Response categories were provided on a 5-point scale, ranging from "Among the very worst" to "Among the very best".

The questions in this section were all framed around obtaining information about the students' experiences at U-M overall.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table IV-6a: Comparing U-M DEI Progress to Other Institutions by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Among the Very Worst/Worse Than Most	9.8%	9.4%	10.1%
About Equal	50.8%	50.1%	51.3%
Among the Very Best/Better Than Most	39.3%	40.5%	38.5%
School of Social Work Students			
Among the Very Worst/Worse Than Most	6.0%	—	6.0%
About Equal	60.7%	—	60.7%
Among the Very Best/Better Than Most	33.3%	—	33.3%

Table IV-6b: Comparing U-M DEI Progress to Other Institutions by Student Type and Gender: School of Social Work Students

2021 Data Only	Total Woman	Total Man	Undergraduates Woman	Undergraduates Man	Grad/Prof Woman	Grad/Prof Man
School of Social Work Students						
Among the Very Worst/Worse Than Most	8.3%	—	—	—	8.3%	—
About Equal	56.7%	75.0%	—	—	56.7%	75.0%
Among the Very Best/Better Than Most	35.0%	—	—	—	35.0%	—

Table IV-6c: Comparing U-M DEI Progress to Other Institutions by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Among the Very Worst/Worse Than Most	10.2%	–	–	–	10.2%	–
About Equal	55.1%	68.6%	–	–	55.1%	68.6%
Among the Very Best/Better Than Most	34.7%	31.4%	–	–	34.7%	31.4%

Table IV-6d: Comparing U-M DEI Progress to Other Institutions by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Among the Very Worst/Worse Than Most	10.2%	–	–	–	–	–	–	–
About Equal	55.1%	71.4%	–	83.3%	–	–	58.3%	–
Among the Very Best/Better Than Most	34.7%	–	–	–	–	–	41.7%	–
School of Social Work Undergraduate Students								
Among the Very Worst/Worse Than Most	–	–	–	–	–	–	–	–
About Equal	–	–	–	–	–	–	–	–
Among the Very Best/Better Than Most	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Among the Very Worst/Worse Than Most	10.2%	–	–	–	–	–	–	–
About Equal	55.1%	71.4%	–	83.3%	–	–	58.3%	–
Among the Very Best/Better Than Most	34.7%	–	–	–	–	–	41.7%	–

Unit DEI Progress Compared to Other Units

Participants were also asked how well they thought their school/college (undergraduate students) or department (graduate/professional students) is doing in relation to DEI compared to other school/colleges or departments at U-M. Response categories were provided on a 5-point scale, ranging from "Among the very worst" to "Among the very best".

The questions in this section were framed differently for each of the two student types. Undergraduate students were asked about their experiences in their school/college. Graduate/professional students were asked about their experiences in their department.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table IV-7a: Comparing Unit DEI Progress to Other Units by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Among the Very Worst/Worse Than Most	13.3%	12.1%	14.3%
About Equal	42.7%	44.4%	41.5%
Among the Very Best/Better Than Most	43.9%	43.5%	44.2%
School of Social Work Students			
Among the Very Worst/Worse Than Most	—	—	—
About Equal	27.1%	—	27.1%
Among the Very Best/Better Than Most	71.2%	—	71.2%

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table IV-7b: Comparing Unit DEI Progress to Other Units by Student Type and Gender: School of Social Work Students

2021 Data Only	Total Woman	Total Man	Undergraduates Woman	Undergraduates Man	Grad/Prof Woman	Grad/Prof Man
School of Social Work Students						
Among the Very Worst/Worse Than Most	—	—	—	—	—	—
About Equal	18.6%	50.0%	—	—	18.6%	50.0%
Among the Very Best/Better Than Most	79.1%	50.0%	—	—	79.1%	50.0%

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table IV-7c: Comparing Unit DEI Progress to Other Units by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Among the Very Worst/Worse Than Most	–	–	–	–	–	–
About Equal	29.7%	22.7%	–	–	29.7%	22.7%
Among the Very Best/Better Than Most	67.6%	77.3%	–	–	67.6%	77.3%

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Table IV-7d: Comparing Unit DEI Progress to Other Units by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Among the Very Worst/Worse Than Most	–	–	–	–	–	–	–	–
About Equal	29.7%	–	–	–	–	–	–	–
Among the Very Best/Better Than Most	67.6%	–	–	–	–	–	–	–
School of Social Work Undergraduate Students								
Among the Very Worst/Worse Than Most	–	–	–	–	–	–	–	–
About Equal	–	–	–	–	–	–	–	–
Among the Very Best/Better Than Most	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Among the Very Worst/Worse Than Most	–	–	–	–	–	–	–	–
About Equal	29.7%	–	–	–	–	–	–	–
Among the Very Best/Better Than Most	67.6%	–	–	–	–	–	–	–

Note: Undergraduate students were asked to respond about their school/college. Graduate/Professional students were asked to respond about their department.

Part V: Wellbeing & COVID-19

Wellbeing of Students

Overall student wellbeing can be correlated with being in a supportive and strong DEI climate. Questions were added to the 2021 survey to capture overall physical health, mental health, and sleep health for our students. Students were also asked to reflect on their life satisfaction. The specific questions and question wording is presented before each series of data tables.

Overall Physical Health

Students were asked to indicate whether they felt their overall physical health was excellent, very good, good, fair, or poor.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-1a: Student Report of Overall Physical Health by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Poor	2.3%	3.0%	1.6%
Fair	14.1%	16.1%	12.2%
Good	34.5%	35.7%	33.4%
Excellent/Very Good	49.1%	45.2%	52.8%
School of Social Work Students			
Poor	–	–	–
Fair	15.0%	–	15.0%
Good	35.9%	–	35.9%
Excellent/Very Good	47.9%	–	47.9%

Table V-1b: Student Report of Overall Physical Health by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Poor	–	–	–	–	–	–
Fair	12.3%	13.9%	–	–	12.3%	13.9%
Good	36.8%	36.1%	–	–	36.8%	36.1%
Excellent/Very Good	50.3%	50.0%	–	–	50.3%	50.0%

Table V-1c: Student Report of Overall Physical Health by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Poor	—	—	—	—	—	—
Fair	16.0%	12.4%	—	—	16.0%	12.4%
Good	29.9%	46.1%	—	—	29.9%	46.1%
Excellent/Very Good	52.8%	40.4%	—	—	52.8%	40.4%

Table V-1d: Student Report of Overall Physical Health by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Poor	—	—	—	—	—	—	—	—
Fair	16.0%	—	—	—	—	—	—	—
Good	29.9%	56.2%	35.0%	63.6%	—	—	46.7%	—
Excellent/Very Good	52.8%	31.2%	55.0%	—	—	—	40.0%	—
School of Social Work Undergraduate Students								
Poor	—	—	—	—	—	—	—	—
Fair	—	—	—	—	—	—	—	—
Good	—	—	—	—	—	—	—	—
Excellent/Very Good	—	—	—	—	—	—	—	—
School of Social Work Graduate/Professional Students								
Poor	—	—	—	—	—	—	—	—
Fair	16.0%	—	—	—	—	—	—	—
Good	29.9%	56.2%	35.0%	63.6%	—	—	46.7%	—
Excellent/Very Good	52.8%	31.2%	55.0%	—	—	—	40.0%	—

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Overall Mental Health

Students were asked to indicate whether they felt their overall mental health was excellent, very good, good, fair, or poor.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-2a: Student Report of Overall Mental Health by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Poor	12.6%	16.5%	9.1%
Fair	29.6%	31.2%	28.2%
Good	32.2%	30.5%	33.8%
Excellent/Very Good	25.5%	21.8%	29.0%
School of Social Work Students			
Poor	13.2%	–	13.2%
Fair	28.2%	–	28.2%
Good	35.9%	–	35.9%
Excellent/Very Good	22.6%	–	22.6%

Table V-2b: Student Report of Overall Mental Health by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Poor	9.9%	16.7%	–	–	9.9%	16.7%
Fair	28.7%	22.2%	–	–	28.7%	22.2%
Good	39.2%	25.0%	–	–	39.2%	25.0%
Excellent/Very Good	22.2%	36.1%	–	–	22.2%	36.1%

Table V-2c: Student Report of Overall Mental Health by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Poor	12.5%	13.5%	–	–	12.5%	13.5%
Fair	27.8%	29.2%	–	–	27.8%	29.2%
Good	39.6%	30.3%	–	–	39.6%	30.3%
Excellent/Very Good	20.1%	27.0%	–	–	20.1%	27.0%

Table V-2d: Student Report of Overall Mental Health by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Poor	12.5%	–	–	–	–	–	–	–
Fair	27.8%	50.0%	–	45.5%	–	–	33.3%	–
Good	39.6%	–	45.0%	–	–	–	26.7%	–
Excellent/Very Good	20.1%	–	35.0%	–	–	–	30.0%	–
School of Social Work Undergraduate Students								
Poor	–	–	–	–	–	–	–	–
Fair	–	–	–	–	–	–	–	–
Good	–	–	–	–	–	–	–	–
Excellent/Very Good	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Poor	12.5%	–	–	–	–	–	–	–
Fair	27.8%	50.0%	–	45.5%	–	–	33.3%	–
Good	39.6%	–	45.0%	–	–	–	26.7%	–
Excellent/Very Good	20.1%	–	35.0%	–	–	–	30.0%	–

Overall Sleep in the Past Month

Students were asked to indicate whether they felt their quality of sleep in the past month was excellent, very good, good, fair, or poor.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-3a: Student Report of Overall Sleep in the Past Month by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/Professional
All U-M Students			
Poor	18.9%	21.9%	16.1%
Fair	32.9%	34.1%	31.9%
Good	30.1%	28.3%	31.7%
Excellent/Very Good	18.1%	15.7%	20.4%
School of Social Work Students			
Poor	18.4%	–	18.4%
Fair	37.2%	–	37.2%
Good	29.5%	–	29.5%
Excellent/Very Good	15.0%	–	15.0%

Table V-3b: Student Report of Overall Sleep in the Past Month by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Poor	13.5%	27.8%	–	–	13.5%	27.8%
Fair	38.0%	38.9%	–	–	38.0%	38.9%
Good	33.9%	13.9%	–	–	33.9%	13.9%
Excellent/Very Good	14.6%	19.4%	–	–	14.6%	19.4%

Table V-3c: Student Report of Overall Sleep in the Past Month by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Poor	20.1%	14.6%	–	–	20.1%	14.6%
Fair	34.0%	42.7%	–	–	34.0%	42.7%
Good	32.6%	24.7%	–	–	32.6%	24.7%
Excellent/Very Good	13.2%	18.0%	–	–	13.2%	18.0%

Table V-3d: Student Report of Overall Sleep in the Past Month by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Poor	20.1%	–	–	–	–	–	–	–
Fair	34.0%	50.0%	40.0%	63.6%	–	–	43.3%	–
Good	32.6%	–	25.0%	–	–	71.4%	23.3%	–
Excellent/Very Good	13.2%	–	25.0%	–	–	–	23.3%	–
School of Social Work Undergraduate Students								
Poor	–	–	–	–	–	–	–	–
Fair	–	–	–	–	–	–	–	–
Good	–	–	–	–	–	–	–	–
Excellent/Very Good	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Poor	20.1%	–	–	–	–	–	–	–
Fair	34.0%	50.0%	40.0%	63.6%	–	–	43.3%	–
Good	32.6%	–	25.0%	–	–	71.4%	23.3%	–
Excellent/Very Good	13.2%	–	25.0%	–	–	–	23.3%	–

Overall Life Satisfaction

Students were asked to indicate how much they agree (using a 5-point scale from strongly disagree to strongly agree) with two statements relating to their life satisfaction.

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-4a: Student Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
I am satisfied with my life.	66.2%	61.3%	70.8%
What I do in my life is worthwhile.	72.5%	67.7%	77.0%
School of Social Work Students			
I am satisfied with my life.	76.5%	—	76.5%
What I do in my life is worthwhile.	87.2%	—	87.2%

Table V-4b: Student Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
I am satisfied with my life.	78.9%	77.8%	—	—	78.9%	77.8%
What I do in my life is worthwhile.	89.5%	80.6%	—	—	89.5%	80.6%

Table V-4c: Student Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
I am satisfied with my life.	79.2%	71.9%	—	—	79.2%	71.9%
What I do in my life is worthwhile.	89.6%	83.1%	—	—	89.6%	83.1%

Table V-4d: Student Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
I am satisfied with my life.	79.2%	50.0%	90.0%	63.6%	—	71.4%	73.3%	—
What I do in my life is worthwhile.	89.6%	75.0%	90.0%	72.7%	—	71.4%	90.0%	—
School of Social Work Undergraduate Students								
I am satisfied with my life.	—	—	—	—	—	—	—	—
What I do in my life is worthwhile.	—	—	—	—	—	—	—	—
School of Social Work Graduate/Professional Students								
I am satisfied with my life.	79.2%	50.0%	90.0%	63.6%	—	71.4%	73.3%	—
What I do in my life is worthwhile.	89.6%	75.0%	90.0%	72.7%	—	71.4%	90.0%	—

Adverse Effects of COVID Among Students

Part of living in 2021 is the shared experience of COVID-19. While the experience is shared, there are significant differences with how the pandemic has and is impacting our community members. We included a series of questions designed to understand how much our students have been adversely affected by COVID-19 in a variety of ways. Participants were asked to indicate if each of these areas were affected "Not at all", "Somewhat", or "A great deal".

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

COVID-19 Impact: My Own Physical Health

Table V-5a: COVID-19 Adverse Effect (My Own Physical Health) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	36.2%	36.5%	36.0%
Somewhat affected	48.4%	48.4%	48.4%
Affected a great deal	15.4%	15.2%	15.6%
School of Social Work Students			
Not at all affected	29.3%	—	29.3%
Somewhat affected	50.0%	—	50.0%
Affected a great deal	20.7%	—	20.7%

Table V-5b: COVID-19 Adverse Effect (My Own Physical Health) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Not at all affected	28.8%	33.3%	—	—	28.8%	33.3%
Somewhat affected	51.8%	47.2%	—	—	51.8%	47.2%
Affected a great deal	19.4%	19.4%	—	—	19.4%	19.4%

Table V-5c: COVID-19 Adverse Effect (My Own Physical Health) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Not at all affected	28.0%	31.8%	—	—	28.0%	31.8%
Somewhat affected	52.4%	45.5%	—	—	52.4%	45.5%
Affected a great deal	19.6%	22.7%	—	—	19.6%	22.7%

Table V-5d: COVID-19 Adverse Effect (My Own Physical Health) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	28.0%	50.0%	30.0%	–	–	–	26.7%	–
Somewhat affected	52.4%	31.2%	40.0%	45.5%	–	–	53.3%	–
Affected a great deal	19.6%	–	30.0%	–	–	–	20.0%	–
School of Social Work Undergraduate Students								
Not at all affected	–	–	–	–	–	–	–	–
Somewhat affected	–	–	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Not at all affected	28.0%	50.0%	30.0%	–	–	–	26.7%	–
Somewhat affected	52.4%	31.2%	40.0%	45.5%	–	–	53.3%	–
Affected a great deal	19.6%	–	30.0%	–	–	–	20.0%	–

COVID-19 Impact: My Own Mental Health

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-6a: COVID-19 Adverse Effect (My Own Mental Health) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	12.3%	12.2%	12.4%
Somewhat affected	46.3%	44.7%	47.7%
Affected a great deal	41.4%	43.1%	39.9%
School of Social Work Students			
Not at all affected	6.9%	–	6.9%
Somewhat affected	40.9%	–	40.9%
Affected a great deal	52.2%	–	52.2%

Table V-6b: COVID-19 Adverse Effect (My Own Mental Health) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Not at all affected	4.7%	22.2%	–	–	4.7%	22.2%
Somewhat affected	45.3%	25.0%	–	–	45.3%	25.0%
Affected a great deal	50.0%	52.8%	–	–	50.0%	52.8%

Table V-6c: COVID-19 Adverse Effect (My Own Mental Health) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Not at all affected	6.3%	8.0%	–	–	6.3%	8.0%
Somewhat affected	36.4%	48.9%	–	–	36.4%	48.9%
Affected a great deal	57.3%	43.2%	–	–	57.3%	43.2%

Table V-6d: COVID-19 Adverse Effect (My Own Mental Health) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	6.3%	–	–	–	–	–	–	–
Somewhat affected	36.4%	37.5%	65.0%	–	–	–	50.0%	–
Affected a great deal	57.3%	50.0%	30.0%	54.5%	–	–	43.3%	–
School of Social Work Undergraduate Students								
Not at all affected	–	–	–	–	–	–	–	–
Somewhat affected	–	–	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Not at all affected	6.3%	–	–	–	–	–	–	–
Somewhat affected	36.4%	37.5%	65.0%	–	–	–	50.0%	–
Affected a great deal	57.3%	50.0%	30.0%	54.5%	–	–	43.3%	–

COVID-19 Impact: The Health of a Loved One

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-7a: COVID-19 Adverse Effect (The Health of a Loved One) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	36.2%	37.0%	35.4%
Somewhat affected	41.0%	40.0%	42.0%
Affected a great deal	22.8%	22.9%	22.6%
School of Social Work Students			
Not at all affected	26.3%	–	26.3%
Somewhat affected	39.2%	–	39.2%
Affected a great deal	34.5%	–	34.5%

Table V-7b: COVID-19 Adverse Effect (The Health of a Loved One) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Not at all affected	27.1%	25.0%	–	–	27.1%	25.0%
Somewhat affected	40.6%	38.9%	–	–	40.6%	38.9%
Affected a great deal	32.4%	36.1%	–	–	32.4%	36.1%

Table V-7c: COVID-19 Adverse Effect (The Health of a Loved One) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Not at all affected	22.4%	33.0%	–	–	22.4%	33.0%
Somewhat affected	44.1%	30.7%	–	–	44.1%	30.7%
Affected a great deal	33.6%	36.4%	–	–	33.6%	36.4%

Table V-7d: COVID-19 Adverse Effect (The Health of a Loved One) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	22.4%	50.0%	35.0%	–	–	–	33.3%	–
Somewhat affected	44.1%	–	40.0%	–	–	–	30.0%	–
Affected a great deal	33.6%	43.8%	25.0%	54.5%	–	–	36.7%	–
School of Social Work Undergraduate Students								
Not at all affected	–	–	–	–	–	–	–	–
Somewhat affected	–	–	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Not at all affected	22.4%	50.0%	35.0%	–	–	–	33.3%	–
Somewhat affected	44.1%	–	40.0%	–	–	–	30.0%	–
Affected a great deal	33.6%	43.8%	25.0%	54.5%	–	–	36.7%	–

COVID-19 Impact: My Ability to Maintain Social Relationships

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-8a: COVID-19 Adverse Effect (My Ability to Maintain Social Relationships) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	14.5%	15.9%	13.3%
Somewhat affected	47.9%	47.2%	48.5%
Affected a great deal	37.6%	36.9%	38.2%
School of Social Work Students			
Not at all affected	7.3%	–	7.3%
Somewhat affected	42.2%	–	42.2%
Affected a great deal	50.4%	–	50.4%

Table V-8b: COVID-19 Adverse Effect (My Ability to Maintain Social Relationships) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Not at all affected	8.2%	–	–	–	8.2%	–
Somewhat affected	41.8%	52.8%	–	–	41.8%	52.8%
Affected a great deal	50.0%	41.7%	–	–	50.0%	41.7%

Table V-8c: COVID-19 Adverse Effect (My Ability to Maintain Social Relationships) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Not at all affected	3.5%	13.6%	–	–	3.5%	13.6%
Somewhat affected	49.0%	31.8%	–	–	49.0%	31.8%
Affected a great deal	47.6%	54.5%	–	–	47.6%	54.5%

Table V-8d: COVID-19 Adverse Effect (My Ability to Maintain Social Relationships) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	3.5%	–	–	–	–	–	–	–
Somewhat affected	49.0%	–	25.0%	45.5%	–	–	36.7%	–
Affected a great deal	47.6%	50.0%	60.0%	54.5%	–	–	50.0%	–
School of Social Work Undergraduate Students								
Not at all affected	–	–	–	–	–	–	–	–
Somewhat affected	–	–	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Not at all affected	3.5%	–	–	–	–	–	–	–
Somewhat affected	49.0%	–	25.0%	45.5%	–	–	36.7%	–
Affected a great deal	47.6%	50.0%	60.0%	54.5%	–	–	50.0%	–

COVID-19 Impact: My Financial Situation

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-9a: COVID-19 Adverse Effect (My Financial Situation) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	39.5%	39.8%	39.2%
Somewhat affected	40.1%	40.4%	39.8%
Affected a great deal	20.4%	19.8%	21.0%
School of Social Work Students			
Not at all affected	27.3%	–	27.3%
Somewhat affected	34.2%	–	34.2%
Affected a great deal	38.5%	–	38.5%

Table V-9b: COVID-19 Adverse Effect (My Financial Situation) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Not at all affected	26.6%	33.3%	–	–	26.6%	33.3%
Somewhat affected	37.3%	25.0%	–	–	37.3%	25.0%
Affected a great deal	36.1%	41.7%	–	–	36.1%	41.7%

Table V-9c: COVID-19 Adverse Effect (My Financial Situation) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Not at all affected	28.2%	26.1%	–	–	28.2%	26.1%
Somewhat affected	35.9%	31.8%	–	–	35.9%	31.8%
Affected a great deal	35.9%	42.0%	–	–	35.9%	42.0%

Table V-9d: COVID-19 Adverse Effect (My Financial Situation) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	28.2%	31.2%	25.0%	–	–	–	26.7%	–
Somewhat affected	35.9%	–	35.0%	–	–	–	50.0%	–
Affected a great deal	35.9%	50.0%	40.0%	72.7%	–	–	23.3%	–
School of Social Work Undergraduate Students								
Not at all affected	–	–	–	–	–	–	–	–
Somewhat affected	–	–	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Not at all affected	28.2%	31.2%	25.0%	–	–	–	26.7%	–
Somewhat affected	35.9%	–	35.0%	–	–	–	50.0%	–
Affected a great deal	35.9%	50.0%	40.0%	72.7%	–	–	23.3%	–

COVID-19 Impact: My Housing Situation

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-10a: COVID-19 Adverse Effect (My Housing Situation) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	59.0%	58.3%	59.6%
Somewhat affected	27.2%	27.9%	26.6%
Affected a great deal	13.8%	13.8%	13.8%
School of Social Work Students			
Not at all affected	55.6%	–	55.6%
Somewhat affected	22.0%	–	22.0%
Affected a great deal	22.4%	–	22.4%

Table V-10b: COVID-19 Adverse Effect (My Housing Situation) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Not at all affected	57.1%	52.8%	–	–	57.1%	52.8%
Somewhat affected	22.4%	25.0%	–	–	22.4%	25.0%
Affected a great deal	20.6%	22.2%	–	–	20.6%	22.2%

Table V-10c: COVID-19 Adverse Effect (My Housing Situation) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Not at all affected	60.8%	46.6%	–	–	60.8%	46.6%
Somewhat affected	18.9%	27.3%	–	–	18.9%	27.3%
Affected a great deal	20.3%	26.1%	–	–	20.3%	26.1%

Table V-10d: COVID-19 Adverse Effect (My Housing Situation) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	60.8%	43.8%	35.0%	–	–	–	53.3%	–
Somewhat affected	18.9%	–	30.0%	–	–	–	26.7%	–
Affected a great deal	20.3%	31.2%	35.0%	–	–	–	20.0%	–
School of Social Work Undergraduate Students								
Not at all affected	–	–	–	–	–	–	–	–
Somewhat affected	–	–	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Not at all affected	60.8%	43.8%	35.0%	–	–	–	53.3%	–
Somewhat affected	18.9%	–	30.0%	–	–	–	26.7%	–
Affected a great deal	20.3%	31.2%	35.0%	–	–	–	20.0%	–

COVID-19 Impact: My Work or Academic Performance

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-11a: COVID-19 Adverse Effect (My Work or Academic Performance) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	19.1%	17.9%	20.2%
Somewhat affected	48.5%	47.6%	49.3%
Affected a great deal	32.3%	34.5%	30.4%
School of Social Work Students			
Not at all affected	17.7%	–	17.7%
Somewhat affected	46.6%	–	46.6%
Affected a great deal	35.8%	–	35.8%

Table V-11b: COVID-19 Adverse Effect (My Work or Academic Performance) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total Woman	Total Man	Undergraduates Woman	Undergraduates Man	Grad/Prof Woman	Grad/Prof Man
School of Social Work Students						
Not at all affected	18.2%	19.4%	–	–	18.2%	19.4%
Somewhat affected	46.5%	44.4%	–	–	46.5%	44.4%
Affected a great deal	35.3%	36.1%	–	–	35.3%	36.1%

Table V-11c: COVID-19 Adverse Effect (My Work or Academic Performance) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total White	Total BIPOC	Undergraduates White	Undergraduates BIPOC	Grad/Prof White	Grad/Prof BIPOC
School of Social Work Students						
Not at all affected	18.9%	15.9%	–	–	18.9%	15.9%
Somewhat affected	46.9%	46.6%	–	–	46.9%	46.6%
Affected a great deal	34.3%	37.5%	–	–	34.3%	37.5%

Table V-11d: COVID-19 Adverse Effect (My Work or Academic Performance) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	18.9%	–	–	–	–	–	16.7%	–
Somewhat affected	46.9%	31.2%	55.0%	–	–	–	53.3%	–
Affected a great deal	34.3%	50.0%	35.0%	45.5%	–	–	30.0%	–
School of Social Work Undergraduate Students								
Not at all affected	–	–	–	–	–	–	–	–
Somewhat affected	–	–	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–	–	–
School of Social Work Graduate/Professional Students								
Not at all affected	18.9%	–	–	–	–	–	16.7%	–
Somewhat affected	46.9%	31.2%	55.0%	–	–	–	53.3%	–
Affected a great deal	34.3%	50.0%	35.0%	45.5%	–	–	30.0%	–

COVID-19 Impact: My Experience of Discrimination Related to One or More of My Identities

The first table (lettered "a") in this series below includes data from all U-M students to provide some context to your school/college students' results. Following the first table, the remaining tables show data collected from students at your unit.

Table V-12a: COVID-19 Adverse Effect (My Experience of Discrimination Related to One or More of My Identities) by Student Type

2021 Data Only	Totals	Undergraduates	Graduate/ Professional
All U-M Students			
Not at all affected	73.3%	73.0%	73.5%
Somewhat affected	18.9%	19.2%	18.5%
Affected a great deal	7.9%	7.8%	8.0%
School of Social Work Students			
Not at all affected	69.8%	–	69.8%
Somewhat affected	17.2%	–	17.2%
Affected a great deal	12.9%	–	12.9%

Table V-12b: COVID-19 Adverse Effect (My Experience of Discrimination Related to One or More of My Identities) by Student Type and Gender: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	Woman	Man	Woman	Man	Woman	Man
School of Social Work Students						
Not at all affected	71.8%	80.6%	–	–	71.8%	80.6%
Somewhat affected	17.1%	13.9%	–	–	17.1%	13.9%
Affected a great deal	11.2%	–	–	–	11.2%	–

Table V-12c: COVID-19 Adverse Effect (My Experience of Discrimination Related to One or More of My Identities) by Student Type and Collapsed Race/Ethnicity: School of Social Work Students

2021 Data Only	Total		Undergraduates		Grad/Prof	
	White	BIPOC	White	BIPOC	White	BIPOC
School of Social Work Students						
Not at all affected	78.3%	56.8%	–	–	78.3%	56.8%
Somewhat affected	14.0%	22.7%	–	–	14.0%	22.7%
Affected a great deal	7.7%	20.5%	–	–	7.7%	20.5%

Table V-12d: COVID-19 Adverse Effect (My Experience of Discrimination Related to One or More of My Identities) by Student Type and Detailed Race/Ethnicity: School of Social Work Students

2021 Data Only	White	African Amer/ Black	Asian Amer/ Asian	Hispanic/ Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
School of Social Work Students								
Not at all affected	78.3%	50.0%	30.0%	63.6%	—	—	66.7%	—
Somewhat affected	14.0%	37.5%	40.0%	—	—	—	—	—
Affected a great deal	7.7%	—	30.0%	—	—	—	20.0%	—
School of Social Work Undergraduate Students								
Not at all affected	—	—	—	—	—	—	—	—
Somewhat affected	—	—	—	—	—	—	—	—
Affected a great deal	—	—	—	—	—	—	—	—
School of Social Work Graduate/Professional Students								
Not at all affected	78.3%	50.0%	30.0%	63.6%	—	—	66.7%	—
Somewhat affected	14.0%	37.5%	40.0%	—	—	—	—	—
Affected a great deal	7.7%	—	30.0%	—	—	—	20.0%	—

DEI Resources & Additional Reporting

The U-M Campus Climate Survey on Diversity, Equity and Inclusion (DEI) is one component of the campus wide plan to foster and strengthen diversity, equity, and inclusion at the U-M Ann Arbor. The information included in this report may be used to help shape DEI plans within units and subunits. For questions about interpreting study results and analyses of data collected in the 2021 U-M DEI Campus Climate Survey, please contact the Office of Diversity, Equity and Inclusion via email at umdeiplan@umich.edu. For questions about the study methodology, to engage in an independent data collection effort to add context to this report, to generate more custom reporting, or to further explore other survey topics of interest to your specific group, please contact SoundRocket via email at info@soundrocket.com, or by phone at 734-213-4600. You may also reach out to Scott Crawford, who served as the Data Collection Director for this (and the 2017) effort at scott@soundrocket.com or 734-527-2150; or connect with Josh Patterson, Ph.D., Research Director of Higher Education Research at SoundRocket at jpatterson@soundrocket.com or 734-234-5015.

Additional Standard Sub-unit Level Reporting

What is available?
SoundRocket will begin taking orders for Supplemental Unit Reports starting Monday, February 21, 2022. This will give an opportunity for departments or other sub-units to order a unit report of their own, structured after this report. These supplemental reports will look the same as the primary unit reports being generated, only they will be filtered for the specified departments or sub-units. Reports will only be available where a minimum of 10 responses have been received from any requested group (i.e. students, staff, special faculty, or faculty). Due to structural changes within the U-M, some restrictions on 2017 to 2021 comparisons within the report may apply.

What is the cost?
The U-M Office of Diversity, Equity and Inclusion has negotiated a discounted rate of $400 per report ordered using standard defined U-M department names before June 1, 2022. SoundRocket may also be available for units to assist with other custom reporting or related needs (additional fees may apply).

How do I order?
To order a Supplemental Unit Report **after Monday, February 21**, please go to https://srsrv.com/UM-DEI-REPORTS/