



**All Student Campus Climate Survey**  
on  
**Diversity, Equity & Inclusion**

*Report prepared for*

**School of Music, Theatre & Dance**



SOUNDROCKET™



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# All Student Campus Climate Survey on Diversity, Equity & Inclusion 2017 Report



## INTRODUCTION

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 All Student Campus Climate Survey on Diversity, Equity, and Inclusion (U-M All Student DEI) was designed as a census of students enrolled at the U-M Ann Arbor campus. While some questions included in the survey related to the overall U-M community, the main study objective was to provide students with the opportunity to share their perspectives, opinions, and experiences associated with DEI topics as they relate to their specific school or college and, for graduate students, department. Data collected will help campus leaders develop a comprehensive understanding of DEI topics from the viewpoints of undergraduate and graduate/professional students.

The U-M All Student DEI was conducted in Fall Term 2017, with active data collection from October 31 through December 15, 2017. **This report summarizes the study results for: School of Music, Theatre & Dance.**



## BACKGROUND & METHODS

### *U-M Ann Arbor DEI Studies*

In Fall 2016, the U-M Ann Arbor conducted a scientific sampling survey of faculty, staff, and students employed or enrolled at the university. The 2016 U-M Campus Climate Survey on Diversity, Equity, and Inclusion (U-M DEI) was designed to help administrators and the campus community develop a meaningful understanding about diversity, equity, and inclusion by learning about perspectives and experiences related to these topics. Following the sample study, the U-M Ann Arbor conducted several constituency specific census efforts, which included the U-M All Staff DEI, U-M All Faculty DEI, U-M All Student DEI, and U-M All Special Faculty, House Officers and Postdocs DEI, in which all staff, faculty, students (undergraduate and graduate/professional), and special faculty, house officers, and postdocs were invited to participate (U-M All Constituency DEI studies). The U-M All Student DEI invited each student enrolled on the Third Week Count date (October 1, 2017) to participate.

The U-M DEI and the U-M All Constituency DEI studies represent very different data collection efforts, each with a distinctly different focus. The U-M DEI employed complex scientific sampling to select statistically representative samples from the population of faculty, staff, and students. The data collection methodology in the U-M DEI effort was two-phased; study invitations and reminders were sent to all potential participants via email in Phase I, while Phase II of the study was designed to specifically target non-responders using a combination of phone reminders and follow-up emails. At the completion of the study, statisticians applied proportional weights to the data collected so that responses by group would accurately reflect the characteristics of populations from which the samples were drawn. The U-M All Constituency DEI studies, by contrast, were one-phase, web-based census studies; all eligible individuals received a study invitation followed by a series of reminders via email. Because these census studies surveyed the populations of staff, faculty, students, special faculty, house officers, and postdocs at U-M Ann Arbor, neither sample selection nor post-study weighting was necessary.

The focus of the sample study was to develop an understanding of attitudes, perspectives, and experiences regarding various DEI topics at the university community level. The intent of the sample survey was to acquire baseline measures for the U-M Ann Arbor campus as a whole – measures which could then be used to develop programs to enhance the overall DEI climate on campus by focusing on areas identified in the study in need of improvement. By contrast, the census studies focused specifically on metrics that provide DEI climate data to address specific areas of need identified for the campus and school/college level among undergraduates, and the campus and department level for graduate/professional students.

The Office of Diversity, Equity, and Inclusion sought input from a faculty committee and a staff/student committee to help develop survey questions. Both the sample and census surveys were designed as self-administered, interactive, web-based surveys that would take about 15 minutes to complete. To capture relevant data at two different levels – university and school/college or department – the U-M DEI, and the U-M All Constituency DEI studies, used distinct instruments. As noted, the survey design process for the scientific sampling study had a broad community focus – it was designed to capture baseline measures at the university-level campus climate with respect to diversity, equity, and inclusion. The subsequent 2017 census studies are part of a five-year comprehensive plan that focuses on efforts to strengthen and foster DEI principles at the work unit and school/college levels.

Finally, the studies – U-M DEI and U-M All Constituency DEI studies – were administered at different times. **Due to the many differences between the Fall 2016 U-M DEI sampling effort, the Winter 2017 U-M All Staff DEI, the Fall 2017 U-M All Faculty DEI, the Fall 2017 U-M All Student DEI, and the Fall 2017 U-M All Special Faculty, House Officers, and Postdocs DEI, it is recommended that the results of the studies not be compared.**



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## **2017 U-M All Student DEI Survey**

The 2017 U-M All Student DEI was developed in part from the survey designed for the Fall 2016 U-M DEI study. The instrument was substantially modified to refine the focus to the school/college and/or department level. Key changes to the survey included:

- Incorporating programming logic to enhance accessibility and improve the survey experience for participants who use screen readers or other assistive devices;
- Adding clarifying follow-up questions to the race/ethnicity question to better identify racial and ethnic subgroup identities;
- Including a question regarding political orientation;
- Incorporating questions regarding housing status and employment status;
- Separating questions regarding the overall U-M campus and individual schools/colleges into two distinct survey sections; and
- Adding follow-up questions regarding the primary department/unit in which graduate/professional students are enrolled.

The final 2017 U-M All Student DEI survey was structured as follows:

### **Welcome**

- A brief description of the research, confidentiality statement, incentive information, and contact information for the SoundRocket survey team.

### **Consent**

- An informed consent; study details were provided and participants clicked "Next" if they agreed to participate.

### **Demographics - Survey Part I**

- 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.

### **Overall U-M Campus Climate & Undergraduate Question Series 1 - Survey Part II**

- Questions for all students about satisfaction regarding overall conditions on the U-M Ann Arbor campus, feelings of safety on campus and whether a person has avoided any areas or activities on campus due to physical safety fears.
- Measures specific to undergraduate students regarding their experiences at U-M in the past 12 months, frequency of interactions with diverse people, and any discriminatory events personally experienced.

### **U-M School/College or Department Specific Climate - Survey Part III**

- Questions about enrollment in school/college and primary department of study (only for graduate/professional students), satisfaction with overall school/college or department conditions, and perceptions of various dimensions related to diversity, equity, and inclusion.
- Measures specific to graduate/professional students with respect to personal experiences in their school/college or department, frequency of interactions with diverse people, and any discriminatory events personally experienced.
- Questions for both undergraduate and graduate/professional students related to personal feelings of being valued and listened to, both in classroom settings and outside of the classrooms, and treated fairly and equitably on campus, in classrooms and classroom settings, and in out-of-classroom University spaces.

### **Thank You**

- A final page thanking participants for their time and input.



## ALL STUDENT DATA COLLECTION

The 2017 U-M All Student DEI was administered as an on-line 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. The on-line survey was also programmed with an accessibility option, which ensured that individuals who use screen readers or other assistive devices would have a similar survey experience as participants who did not use any assistive technologies.

### *Respondent Incentives*

To encourage participation, all eligible students – regardless of whether they actually participated in the survey – were entered into a random drawing to win one of seventy-five \$50 VISA gift cards.

## 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.
- **Visitor:** an individual who consented to participate, but who did not answer any other survey questions.
- **Partial:** an individual who consented and responded to questions, but quit the survey before reaching the physical safety question.
- **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.



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## Response Rates

Response rates for the U-M All Student DEI 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 divided by the total sample size:  $(r/n)$ .

A student 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 students across all schools and colleges (U-M All Student Total) who responded to the survey, and for schools, colleges, and institutes 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 through the survey at least until the question asking about perceptions of physical safety on campus; "partials" did not click "submit" at the end of the survey.

During preparation for, and in the course of, data collection, individuals not eligible to participate in a study may be identified. This may be the result of duplicates or students who were not 18 years of age as of the eligibility date (October 1, 2017). When ineligible cases are identified, they are flagged as such and are not included in further data collection. After removing 2 ineligible cases, School of Music, Theatre & Dance had 1123 students that were eligible to participate in the survey; of these, 239 responded to the survey, for an overall response rate of 21.28%.

**Table 1: U-M All Student DEI Response & Completion Rates**

	Number of Survey Invitations	Number of Partials	Number of Completes	Response Rate (%) (AAPOR #2)	Completion Rate (%)
<b>Overall U-M Students</b>					
All Students	45832	565	9071	21.02	94.14
Undergraduate	29710	384	5198	18.79	93.12
Graduate/Professional	16122	181	3873	25.15	95.54
<b>School of Music, Theatre &amp; Dance Students</b>					
Total	1123	16	223	21.28	93.31
Undergraduate	821	12	168	21.92	93.33
Graduate/Professional	302	4	55	19.54	93.22

The response and completion rates in Table 1 show calculations based on all individuals included in the institutional data (sample frame) provided by U-M Ann Arbor. Institutional data is needed to calculate response and completion rates because the total number of individuals in each category is known. Data tables in the remainder of this report present categories and frequencies based on responses to survey questions. Survey response data cannot be used for calculating response and completion rates.



## RESULTS

### *Reading the Results*

Because the census was designed in part to provide insights and information to schools and colleges that could be used to assist in developing DEI programs, a basis for comparison of results is included in the tables. Summary tables in this report include a total column named "U-M All Student Total." This column shows the combined data of all individuals in all schools and colleges who completed the 2017 U-M All Student DEI census survey. The U-M All Student Total is intended to be an index by which to gauge differences between school/college responses and overall student responses. Other than the U-M All Student Total column, tables in this report show data for School of Music, Theatre & Dance.

Due to space limitations, the full name of the School of Music, Theatre & Dance is abbreviated to SMTD in the data tables shown throughout this report.

Due to the nature of the survey, respondents were not required to answer any questions other than the consent question; if a potential respondent did not consent to participate, they were not shown subsequent survey questions. ***Because participants could choose to skip any question(s) they did not wish to answer in the survey, the number of responses in the data tables throughout this report vary question by question.*** In addition – as indicated previously – data tables in this report present categories and frequencies based on responses to survey questions. Thus, if an individual respondent chose not to respond to the gender or race/ethnicity survey questions, then their data is not included in any of the respective comparison groups shown in the tables.

The data shown in tables throughout this report are population level data (parameters). Statistical testing is not required in a census because all elements that could be studied are included in the study design. Due to this, any differences observed (e.g., between males and females), represent true differences between respondents to the survey.

To preserve confidentiality, only schools and colleges that obtained responses of 10 cases or more received a report. Individual schools and colleges that obtained responses of less than 50 cases did not receive the selected student demographics tables (Tables 2 and 3). Aside from School/College Total data reported in the tables, if a group in any table has less than 5 cases, the data was suppressed. Where appropriate throughout the report, this is indicated in the tables by a dash (–) symbol. Along with suppressing very small numbers of responses (<5 cases), data reported for the majority of survey measures was not shown for every possible response. Instead (with the exception of 'neutral'), question responses were collapsed into positive (e.g., agree + strongly agree) and negative (e.g., disagree + strongly disagree) categories in the data tables. Due to this, it is not possible to discern whether a response shown in a positive category is a "4" or "5" rating, nor is it possible to know whether a response shown in a negative category is a "1" or "2" rating.





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### ***SPECIAL NOTE:***

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. In the current report, Part I and II are common to both undergraduate and graduate/professional students regarding background characteristics and perceptions of the U-M student experience overall. While the majority of questions asked of undergraduate students were posed at the U-M level overall (Part III), several measures were targeted to experiences in the specific school/college (Part IV). Data for undergraduate student perceptions and experiences, whether asked at the U-M Ann Arbor Campus level or the school/college level, is shown for U-M students overall and for students in the school/college. Parts V and VI provide results based on graduate/professional student perceptions and experiences in their department within the school/college. Data for graduate/professional students is shown for the U-M overall and for students aggregated across departments and shown for the school/college.



## PART I: DEMOGRAPHICS

The first section of the U-M All Student Campus Climate survey asked students about several background and demographic elements. Characteristics of School of Music, Theatre & Dance responding students are shown in Tables 2 and 3.

**Table 2: U-M SMTD: Selected Student Demographics**

	Total	Undergrad	Grad/Prof.*
<b>Age</b>			
Average (Years)	21.7	20	27
<b>Gender Identity</b>			
Female	57.8	57	60.3
Male	38.8	39.1	37.9
Other Gender Identity	1.7	-	-
<b>Race/Ethnicity</b>			
African American/Black	5.9	7.2	-
Asian American/Asian/Pacific Islander	15.5	12.2	25.9
Hispanic/Latino/a	2.5	-	-
Middle Eastern/North African	1.7	-	-
Native American/Alaskan Native	0	-	-
White	63	63.9	60.3
More than One	10.1	12.2	-
Other Race/Ethnicity	1.3	-	-
<b>Religious Affiliation</b>			
Christian	37.3	36	41.4
Jewish	7.2	9.6	-
Muslim	0.4	-	-
Buddhist	1.3	-	-
Other Religious Affiliation	6.8	6.7	-
Agnostic/ Atheist	29.7	29.2	31
None	17.4	16.9	19
<b>Political Orientation</b>			
Conservative	8.8	10.6	-
Moderate	5.5	6.1	-
Liberal	82.4	82.2	82.8
Unsure	3.4	-	10.3
<b>Sexual Orientation</b>			
Heterosexual	69.3	66.1	79.3
Other Sexual Orientation	30.7	33.9	20.7
<b>Disability Status</b>			
Yes	8.9	11.2	-
No	91.1	88.8	98.3

\*Grad/Prof.=Graduate/Professional



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**Table 3: U-M SMTD: Additional Selected Student Demographics**

	Total	Undergrad	Grad/Prof.*
<b>Racial/Ethnic Diversity of Childhood Community</b>			
All or Nearly All People of My Race/Ethnicity	23.6	21.7	29.8
Mostly People of My Race/Ethnicity	39.2	37.2	45.6
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	20.3	23.3	10.5
Mostly People of Other Races/Ethnicities	12.7	13.3	10.5
All or Nearly All People of Other Races/Ethnicities	4.2	4.4	-
<b>Racial/Ethnic Diversity of School Attended Prior to U-M</b>			
All or Nearly All People of My Race/Ethnicity	15.6	16.1	14
Mostly People of My Race/Ethnicity	30	32.2	22.8
Half My Race/Ethnicity and Half People of Other Races/Ethnicities	29.1	26.7	36.8
Mostly People of Other Races/Ethnicities	21.5	21.1	22.8
All or Nearly All People of Other Races/Ethnicities	3.8	3.9	-
<b>Hours of Paid Employment During Current Academic Year: Work-Study</b>			
None/0 Hours	79	82.6	67.3
10 Hours or Less	13.7	13.8	13.5
11-20 Hours	7.3	3.6	19.2
More than 20 Hours	0	-	-
<b>Hours of Paid Employment During Current Academic Year: On-Campus Employment</b>			
None/0 Hours	62.4	65.3	52.8
10 Hours or Less	19.9	22	13.2
11-20 Hours	14.6	9.8	30.2
More than 20 Hours	3.1	2.9	-
<b>Hours of Paid Employment During Current Academic Year: Off-Campus Employment</b>			
None/0 Hours	60.1	63.5	49
10 Hours or Less	28	25.1	37.3
11-20 Hours	8.7	7.8	11.8
More than 20 Hours	3.2	3.6	-

\*Grad/Prof.=Graduate/Professional



## PART II: UNDERGRADUATE & GRADUATE STUDENT PERCEPTIONS OF SATISFACTION, CLIMATE ASPECTS, FAIR TREATMENT, AND PHYSICAL SAFETY FOR U-M ANN ARBOR CAMPUS OVERALL

After responding to the demographic and background questions, the U-M All Student DEI census survey asked students to rate their overall satisfaction with the U-M Ann Arbor campus climate/environment based on their experiences in the past 12 months. The following tables present data for U-M students overall, and by school/college students responding to **U-M Ann Arbor campus** level questions.

**Table 4: Satisfaction with Overall U-M Ann Arbor Campus Climate Among Overall U-M Students & SMTD Students (% Responses)**

	Overall U-M Students			SMTD		
	All Students	Undergrad	Grad/Prof.*	Total	Undergrad	Grad/Prof.*
Very Satisfied/Satisfied	55.7	53.9	58.3	48.7	45	60.3
Neutral	20.4	20.5	20.3	22.7	21.1	27.6
Dissatisfied/Very Dissatisfied	23.9	25.6	21.4	28.6	33.9	12.1

*\*Grad/Prof.=Graduate/Professional*

**Table 5: Satisfaction with Overall U-M Ann Arbor Campus Climate Among Students in SMTD by Gender (% Responses)**

	Total		Undergraduate		Graduate/Professional	
	Female	Male	Female	Male	Female	Male
Very Satisfied/Satisfied	50.4	51.1	45.1	50	65.7	54.5
Neutral	21.2	25	21.6	21.4	20	36.4
Dissatisfied/Very Dissatisfied	28.5	23.9	33.3	28.6	14.3	-

**Table 6: Satisfaction with Overall U-M Ann Arbor Campus Climate Among Students in SMTD by Race/Ethnicity (% Responses)**

	Total		Undergraduate		Graduate/Professional	
	White	Non-White	White	Non-White	White	Non-White
Very Satisfied/Satisfied	52	43.2	50.4	35.4	57.1	65.2
Neutral	22.7	22.7	20	23.1	31.4	21.7
Dissatisfied/Very Dissatisfied	25.3	34.1	29.6	41.5	-	-



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**Table 7: Satisfaction with Overall U-M Ann Arbor Campus Climate Among Students in SMTD by Race/Ethnicity\* (% Responses)**

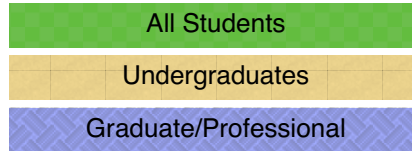
	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
<b>Total</b>								
Very Satisfied/Satisfied	52	-	56.8	-	-	-	25	-
Neutral	22.7	-	24.3	-	-	-	25	-
Dissatisfied/Very Dissatisfied	25.3	50	18.9	-	-	-	50	-
<b>Undergraduate</b>								
Very Satisfied/Satisfied	50.4	-	45.5	-	-	-	27.3	-
Neutral	20	-	31.8	-	-	-	22.7	-
Dissatisfied/Very Dissatisfied	29.6	53.8	22.7	-	-	-	50	-
<b>Graduate</b>								
Very Satisfied/Satisfied	57.1	-	73.3	-	-	-	-	-
Neutral	31.4	-	-	-	-	-	-	-
Dissatisfied/Very Dissatisfied	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



After considering overall satisfaction, students reflected on several sets of opposite climate-related aspects using a scale called a semantic differential. In this scale, polar adjectives (opposite-meaning terms) are shown and survey participants select a rating for each aspect that they feel best represents their perception of the entity being studied – in this case, U-M Ann Arbor students' perceptions of the overall **U-M Ann Arbor campus community**.

**In the following chart, the higher the average score shown in each bar, the closer student ratings were to the positive attribute in each set of adjectives located on the right.** Additionally, each group is represented by a differently colored bar in the following table:



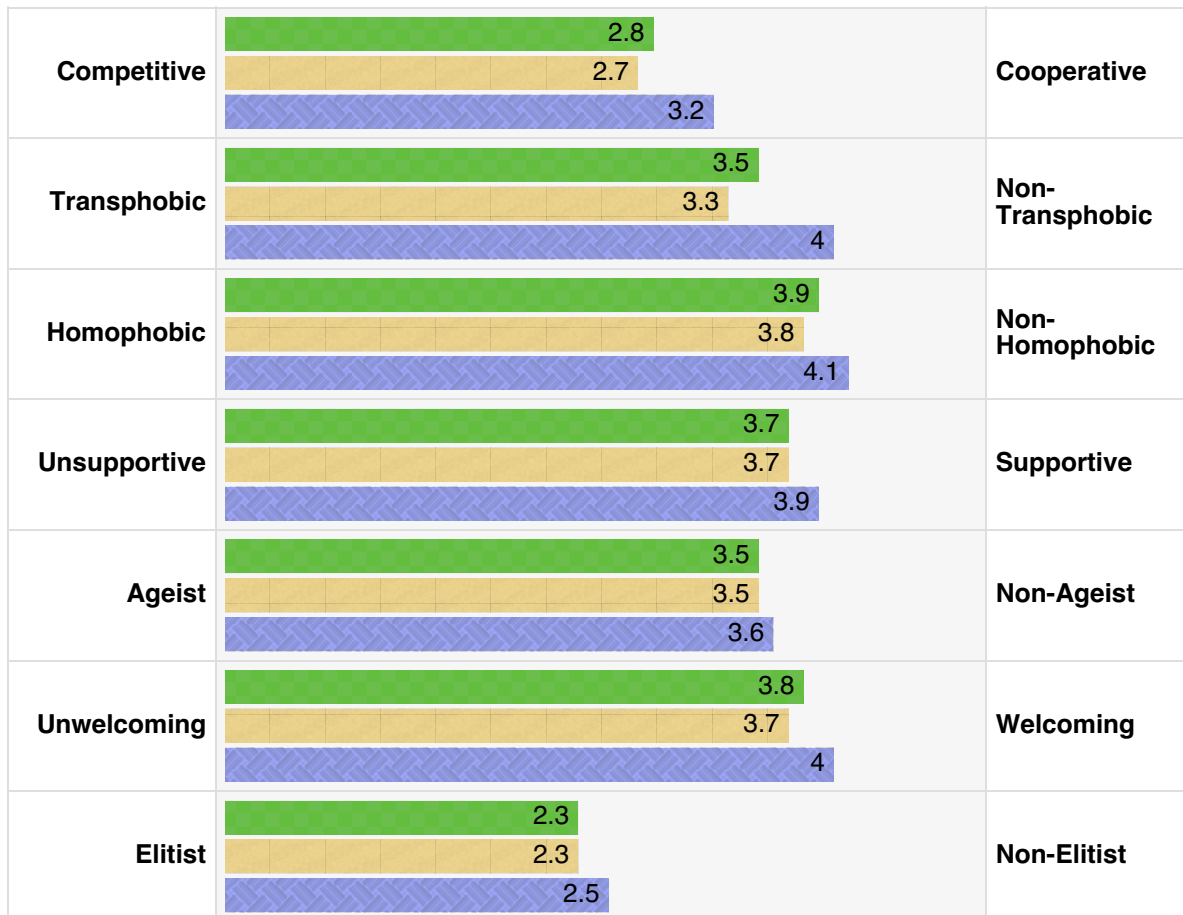
**Table 8A: Perceptions of U-M Ann Arbor Overall Climate Aspects Among Students in School of Music, Theatre & Dance (Mean Ratings\*)**

<b>Hostile</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: #4CAF50; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #FFC107; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #3949AB; width: 100%; height: 10px;"></div> </div> <div style="width: 30%; text-align: right;"> <div style="margin-bottom: 2px;">3.8</div> <div style="margin-bottom: 2px;">3.7</div> <div>4</div> </div> </div>	<b>Friendly</b>
<b>Racist</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: #4CAF50; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #FFC107; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #3949AB; width: 100%; height: 10px;"></div> </div> <div style="width: 30%; text-align: right;"> <div style="margin-bottom: 2px;">3.2</div> <div style="margin-bottom: 2px;">3.1</div> <div>3.7</div> </div> </div>	<b>Non-Racist</b>
<b>Homogenous</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: #4CAF50; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #FFC107; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #3949AB; width: 100%; height: 10px;"></div> </div> <div style="width: 30%; text-align: right;"> <div style="margin-bottom: 2px;">3.1</div> <div style="margin-bottom: 2px;">3</div> <div>3.4</div> </div> </div>	<b>Diverse</b>
<b>Disrespectful</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: #4CAF50; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #FFC107; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #3949AB; width: 100%; height: 10px;"></div> </div> <div style="width: 30%; text-align: right;"> <div style="margin-bottom: 2px;">3.6</div> <div style="margin-bottom: 2px;">3.5</div> <div>3.9</div> </div> </div>	<b>Respectful</b>
<b>Contentious</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: #4CAF50; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #FFC107; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #3949AB; width: 100%; height: 10px;"></div> </div> <div style="width: 30%; text-align: right;"> <div style="margin-bottom: 2px;">3.3</div> <div style="margin-bottom: 2px;">3.2</div> <div>3.4</div> </div> </div>	<b>Collegial</b>
<b>Sexist</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: #4CAF50; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #FFC107; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #3949AB; width: 100%; height: 10px;"></div> </div> <div style="width: 30%; text-align: right;"> <div style="margin-bottom: 2px;">3.2</div> <div style="margin-bottom: 2px;">3.2</div> <div>3.3</div> </div> </div>	<b>Non-Sexist</b>
<b>Individualistic</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: #4CAF50; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #FFC107; width: 100%; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: #3949AB; width: 100%; height: 10px;"></div> </div> <div style="width: 30%; text-align: right;"> <div style="margin-bottom: 2px;">3.3</div> <div style="margin-bottom: 2px;">3.2</div> <div>3.4</div> </div> </div>	<b>Collaborative</b>

\*Note: respondents chose one of five radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 5-point scale was used in which 1=negative attribute and 5=positive attribute, mean ratings are calculated based on this 5-point scale.



**Table 8B: Perceptions of U-M Ann Arbor Overall Climate Aspects Among Students in School of Music, Theatre & Dance (Mean Ratings\*)**



*\*Note: respondents chose one of five radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 5-point scale was used in which 1=negative attribute and 5=positive attribute, mean ratings are calculated based on this 5-point scale.*



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 two variables are associated (shared variance is indicated by correlation coefficients). Thus, the goal of EFA is to identify related underlying constructs within the survey responses to help make the data more comprehensible and useful for practical applications. The EFA conducted on the semantic differential items in the U-M All Student DEI survey identified two factors: (1) General Climate Elements, and (2) DEI Climate Elements. The variables that make up each of the factors\* are:

General Climate Elements Factor
Hostile/Friendly
Disrespectful/Respectful
Contentious/Collegial
Individualistic/Collaborative
Competitive/Cooperative
Unsupportive/Supportive
Unwelcoming/Welcoming

DEI Climate Elements Factor
Racist/Non-Racist
Homogenous/Diverse
Sexist/Non-Sexist
Homophobic/Non-Homophobic
Transphobic/Non-Transphobic
Ageist/Non-Ageist

\*NOTE: The elitist/non-elitist aspect was not found to be related to any other aspect in any meaningful way, therefore, it is not represented in either of the factors.

**Table 9: Perceptions of U-M Ann Arbor Overall Climate Factors by Overall U-M Students & SMTD Students (Mean Score)**

	Overall U-M Students			SMTD		
	All Students	Undergrad	Grad/Prof.*	Total	Undergrad	Grad/Prof.*
Factor 1: General Climate Elements	3.5	3.4	3.6	3.5	3.4	3.7
Factor 2: DEI Climate Elements	3.6	3.6	3.5	3.4	3.3	3.7

\*Grad/Prof.=Graduate/Professional

**Table 10: Perceptions of U-M Ann Arbor Overall Climate Factors Among Students in SMTD by Gender (Mean Score)**

	Total		Undergraduate		Graduate/Professional	
	Female	Male	Female	Male	Female	Male
Factor 1: General Climate Elements	3.5	3.6	3.4	3.5	3.7	3.8
Factor 2: DEI Climate Elements	3.4	3.6	3.3	3.5	3.6	3.9





**Table 11: Perceptions of U-M Ann Arbor Overall Climate Factors Among Students in SMTD by Race/Ethnicity (Mean Score)**

	Total		Undergraduate		Graduate/Professional	
	White	Non-White	White	Non-White	White	Non-White
Factor 1: General Climate Elements	3.5	3.4	3.4	3.3	3.7	3.7
Factor 2: DEI Climate Elements	3.5	3.3	3.4	3.1	3.7	3.6

**Table 12: Perceptions of U-M Ann Arbor Overall Climate Factors Among Students in SMTD by Race/Ethnicity (Mean Score)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
<b>Total</b>								
Factor 1: General Climate Elements	3.5	3.3	3.6	3.5	-	-	3.1	-
Factor 2: DEI Climate Elements	3.5	2.7	3.6	3.2	-	-	2.9	-
<b>Undergraduate</b>								
Factor 1: General Climate Elements	3.4	3.3	3.5	-	-	-	3.1	-
Factor 2: DEI Climate Elements	3.4	2.7	3.5	-	-	-	3	-
<b>Graduate</b>								
Factor 1: General Climate Elements	3.7	-	3.7	-	-	-	-	-
Factor 2: DEI Climate Elements	3.7	-	3.7	-	-	-	-	-

*\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native*



Undergraduate and graduate/professional students reported their perception of fair and equitable treatment on campus in general.

**Table 13: Agreement Regarding Being Treated Fairly and Equitably on U-M Ann Arbor Campus Among Overall U-M Students & SMTD Students (% Responses)**

<i>I am treated fairly and equitably...</i>	Overall U-M Students			SMTD		
	All Students	Undergrad	Grad/Prof.*	Total	Undergrad	Grad/Prof.*
Strongly Agree/Agree	81.4	81.5	81.4	81.6	80	86.8
Neutral	11.8	11.7	11.9	10.3	10.6	9.4
Strongly Disagree/Disagree	6.8	6.8	6.8	8.1	9.4	-

\*Grad/Prof.=Graduate/Professional

**Table 14: Agreement Regarding Being Treated Fairly and Equitably on U-M Ann Arbor Campus Among Students in SMTD by Gender (% Responses)**

<i>I am treated fairly and equitably...</i>	Total		Undergraduate		Graduate/Professional	
	Female	Male	Female	Male	Female	Male
Strongly Agree/Agree	83.7	81.4	82.7	78.5	87.1	90.5
Neutral	8.5	11.6	8.2	13.8	-	-
Strongly Disagree/Disagree	7.8	7	9.2	7.7	-	-

**Table 15: Agreement Regarding Being Treated Fairly and Equitably on U-M Ann Arbor Campus Among Students in SMTD by Race/Ethnicity (% Responses)**

<i>I am treated fairly and equitably...</i>	Total		Undergraduate		Graduate/Professional	
	White	Non-White	White	Non-White	White	Non-White
Strongly Agree/Agree	85.8	74.4	84.3	72.6	90.9	80
Neutral	9.2	12.2	10.2	11.3	-	-
Strongly Disagree/Disagree	5	13.4	5.6	16.1	-	-



**Table 16: Agreement Regarding Being Treated Fairly and Equitably on U-M Ann Arbor Campus Among Students in SMTD by Race/Ethnicity\* (% Responses)**

<i>I am treated fairly and equitably...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
<b>Total</b>								
Strongly Agree/Agree	85.8	66.7	79.4	-	-	-	78.3	-
Neutral	9.2	-	-	-	-	-	-	-
Strongly Disagree/Disagree	5	-	-	-	-	-	-	-
<b>Undergraduate</b>								
Strongly Agree/Agree	84.3	63.6	77.3	-	-	-	76.2	-
Neutral	10.2	-	-	-	-	-	-	-
Strongly Disagree/Disagree	5.6	-	-	-	-	-	-	-
<b>Graduate</b>								
Strongly Agree/Agree	90.9	-	83.3	-	-	-	-	-
Neutral	-	-	-	-	-	-	-	-
Strongly Disagree/Disagree	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native

Students were asked to report their overall feeling of safety on campus based on how frequently they have felt concerned for their physical safety in the past 12 months. As a follow-up, students were asked if they have avoided any areas around the U-M Ann Arbor campus due to fear for their physical safety.

**Table 17: Concern for Physical Safety at U-M Ann Arbor Among Overall U-M Students & SMTD Students\* (% Responses)**

	Overall U-M Students			SMTD		
	All Students	Undergrad	Grad/Prof.*	Total	Undergrad	Grad/Prof.*
Never	38	33.5	44.1	31.9	26.1	50
Sometimes	57.3	60.7	52.5	65.1	70.6	48.3
Often	4.7	5.7	3.4	2.9	3.3	-

\*Grad/Prof.=Graduate/Professional



**Table 18: Concern for Physical Safety at U-M Ann Arbor Among Students in SMTD by Gender (% Responses)**

	Total		Undergraduate		Graduate/Professional	
	Female	Male	Female	Male	Female	Male
Never	19.7	53.3	13.7	47.1	37.1	72.7
Sometimes	75.9	45.7	81.4	51.4	60	27.3
Often	4.4	-	4.9	-	-	-

**Table 19: Concern for Physical Safety at U-M Ann Arbor Among Students in SMTD by Race/Ethnicity (% Responses)**

	Total		Undergraduate		Graduate/Professional	
	White	Non-White	White	Non-White	White	Non-White
Never	38.7	20.5	32.2	15.4	60	34.8
Sometimes	59.3	75	65.2	80	40	60.9
Often	-	-	-	-	-	-

**Table 20: Concern for Physical Safety at U-M Ann Arbor Among Students in SMTD by Race/Ethnicity\* (% Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
<b>Total</b>								
Never	38.7	-	16.2	-	-	-	-	-
Sometimes	59.3	78.6	83.8	-	-	-	75	-
Often	-	-	-	-	-	-	-	-
<b>Undergraduate</b>								
Never	32.2	-	-	-	-	-	-	-
Sometimes	65.2	84.6	90.9	-	-	-	77.3	-
Often	-	-	-	-	-	-	-	-
<b>Graduate</b>								
Never	60	-	-	-	-	-	-	-
Sometimes	40	-	73.3	-	-	-	-	-
Often	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



Considering their fear of physical safety on campus, students were asked whether they avoided certain activities or places at the U-M Ann Arbor campus in the past 12 months.

**Table 21: Areas & Activities Avoided Due to Concern for Physical Safety at U-M Ann Arbor by Overall U-M Students & SMTD Students (% Responses\*\*)**

	Overall U-M Students			Total	SMTD	
	All Students	Undergrad	Grad/Prof.*		Undergrad	Grad/Prof.*
Sporting Events	6	4.9	7.5	8.8	10.6	-
Parties or Other Social Gatherings	17.4	22	11.1	30.1	36.7	10.2
Secluded Areas on Campus	35.3	40.5	28.2	40.2	46.1	22
Residence Halls	1.1	1.2	1	0.8	-	-
Campus Buildings	1.5	1.3	1.8	1.3	-	-
Buses or Bus Stops	7	6.4	7.9	5.9	6.7	-
Parking Lots or Garages	23.4	26.7	18.9	27.2	30	18.6
Neighborhoods/Areas Surrounding Campus	24.5	28.3	19.3	24.7	27.2	16.9
Off Campus Housing	7.6	9.3	5.2	6.3	6.1	-
Walking Around Campus at Night	45	48.7	39.8	47.7	52.2	33.9
None	34.7	30.5	40.5	30.5	26.1	44.1

\*Grad/Prof.=Graduate/Professional \*\*Percent responses by group may not equal 100% due to multiple responses

**Table 22: Areas & Activities Avoided Due to Concern for Physical Safety at U-M Ann Arbor Among Students in SMTD by Gender (% Responses)**

	Total		Undergraduate		Graduate/Professional	
	Female	Male	Female	Male	Female	Male
Sporting Events	8.8	-	9.8	-	-	-
Parties or Other Social Gatherings	39.4	12	50	11.4	-	-
Secluded Areas on Campus	52.6	21.7	59.8	25.7	31.4	-
Residence Halls	-	-	-	-	-	-
Campus Buildings	-	-	-	-	-	-
Buses or Bus Stops	8	-	8.8	-	-	-
Parking Lots or Garages	38	12	42.2	12.9	25.7	-
Neighborhoods/Areas Surrounding Campus	32.8	14.1	37.3	14.3	20	-
Off Campus Housing	8	-	7.8	-	-	-
Walking Around Campus at Night	65	22.8	69.6	27.1	51.4	-
None	16.8	53.3	12.7	48.6	28.6	68.2

\*Percent responses by group may not equal 100% due to multiple responses



**Table 23: Areas & Activities Avoided Due to Concern for Physical Safety at U-M Ann Arbor Among Students in SMTD by Race/Ethnicity (% Responses)**

	Total		Undergraduate		Graduate/Professional	
	White	Non-White	White	Non-White	White	Non-White
Sporting Events	7.3	11.4	9.6	12.3	-	-
Parties or Other Social Gatherings	26.7	36.4	33	43.1	-	-
Secluded Areas on Campus	39.3	42	43.5	50.8	25.7	-
Residence Halls	-	-	-	-	-	-
Campus Buildings	-	-	-	-	-	-
Buses or Bus Stops	6	5.7	7	-	-	-
Parking Lots or Garages	28.7	25	32.2	26.2	17.1	21.7
Neighborhoods/Areas Surrounding Campus	22	29.5	25.2	30.8	-	26.1
Off Campus Housing	4	10.2	5.2	7.7	-	-
Walking Around Campus at Night	48	47.7	52.2	52.3	34.3	34.8
None	38	18.2	33	13.8	54.3	30.4

*\*Percent responses by group may not equal 100% due to multiple responses*

**Table 24: Areas & Activities Avoided Due to Concern for Physical Safety at U-M Ann Arbor Among All Students in SMTD by Race/Ethnicity\* (% Responses\*\*)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Sporting Events	7.3	-	-	-	-	-	29.2	-
Parties or Other Social Gatherings	26.7	-	32.4	-	-	-	54.2	-
Secluded Areas on Campus	39.3	57.1	37.8	-	-	-	41.7	-
Residence Halls	-	-	-	-	-	-	-	-
Campus Buildings	-	-	-	-	-	-	-	-
Buses or Bus Stops	6	-	-	-	-	-	-	-
Parking Lots or Garages	28.7	-	18.9	-	-	-	37.5	-
Neighborhoods/Areas Surrounding Campus	22	-	35.1	-	-	-	25	-
Off Campus Housing	4	-	16.2	-	-	-	-	-
Walking Around Campus at Night	48	42.9	48.6	-	-	-	54.2	-
None	38	-	16.2	-	-	-	-	-

*\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native*

*\*\*Percent responses by group may not equal 100% due to multiple responses*



**Table 25: Areas & Activities Avoided Due to Concern for Physical Safety at U-M Ann Arbor Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Responses\*\*)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Sporting Events	9.6	-	-	-	-	-	27.3	-
Parties or Other Social Gatherings	33	-	45.5	-	-	-	54.5	-
Secluded Areas on Campus	43.5	61.5	54.5	-	-	-	40.9	-
Residence Halls	-	-	-	-	-	-	-	-
Campus Buildings	-	-	-	-	-	-	-	-
Buses or Bus Stops	7	-	-	-	-	-	-	-
Parking Lots or Garages	32.2	-	22.7	-	-	-	31.8	-
Neighborhoods/Areas Surrounding Campus	25.2	-	50	-	-	-	-	-
Off Campus Housing	5.2	-	-	-	-	-	-	-
Walking Around Campus at Night	52.2	46.2	59.1	-	-	-	50	-
None	33	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native

\*\*Percent responses by group may not equal 100% due to multiple responses



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**Table 26: Areas & Activities Avoided Due to Concern for Physical Safety at U-M Ann Arbor Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Responses\*\*)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Sporting Events	-	-	-	-	-	-	-	-
Parties or Other Social Gatherings	-	-	-	-	-	-	-	-
Secluded Areas on Campus	25.7	-	-	-	-	-	-	-
Residence Halls	-	-	-	-	-	-	-	-
Campus Buildings	-	-	-	-	-	-	-	-
Buses or Bus Stops	-	-	-	-	-	-	-	-
Parking Lots or Garages	17.1	-	-	-	-	-	-	-
Neighborhoods/Areas Surrounding Campus	-	-	-	-	-	-	-	-
Off Campus Housing	-	-	-	-	-	-	-	-
Walking Around Campus at Night	34.3	-	33.3	-	-	-	-	-
None	54.3	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native

\*\*Percent responses by group may not equal 100% due to multiple responses





### PART III: UNDERGRADUATE STUDENT DEI EXPERIENCES, DIVERSE INTERACTIONS, AND DISCRIMINATION FOR U-M CAMPUS OVERALL

Undergraduate students were asked to respond to a set of questions involving their experiences and perceptions of the University of Michigan (U-M) during the past 12 months.

**Tables in this section present data for responses among students regarding the U-M Ann Arbor campus overall.**

Undergraduate students were asked their level of agreement with statements about their experiences in the past 12 months for the **U-M Ann Arbor campus overall**.

**Table 27: Agreement with Statements About U-M Ann Arbor Campus Among Undergraduate Students by Total and School/College (% Strongly Agree + Agree Responses)**

	U-M Undergraduates	SMTD Undergraduates
I feel valued as an individual at U-M	57	62.8
I feel I belong at U-M	68.8	66.7
U-M has a strong commitment to diversity, equity, and inclusion	65.6	53.3
I have considered leaving U-M because I felt isolated or unwelcomed	16.3	21.7
I am treated with respect at U-M	81.7	81.4
I feel others don't value my opinions at U-M	16.5	18.1
U-M is a place where I am able to perform up to my full potential	74.7	74.6
I have opportunities at U-M for academic success that are similar to those of my peers	81.6	84.2
I have found one or more communities or groups where I feel I belong at U-M	75.1	77.5
There is too much emphasis put on issues of diversity, equity, and inclusion here at U-M	20.7	11.2
U-M provides sufficient programs and resources to foster the success of a diverse student body	62.3	51.1
I have to work harder than others to be valued equally at U-M	30.5	36
My experience at U-M has had a positive influence on my academic growth	80.1	86.4



**Table 28: Agreement with Statements About U-M Ann Arbor Campus Among Undergraduate Students in SMTD by Gender & Race/Ethnicity (% Strongly Agree + Agree Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
I feel valued as an individual at U-M	62.7	65.7	67	55.4
I feel I belong at U-M	68.6	67.1	73	55.4
U-M has a strong commitment to diversity, equity, and inclusion	55.9	52.9	57.4	46.2
I have considered leaving U-M because I felt isolated or unwelcomed	17.6	24.3	14.8	33.8
I am treated with respect at U-M	82	82.6	83	78.5
I feel others don't value my opinions at U-M	16	17.4	15.2	23.1
U-M is a place where I am able to perform up to my full potential	79	72.5	81.2	63.1
I have opportunities at U-M for academic success that are similar to those of my peers	84	87	86.6	80
I have found one or more communities or groups where I feel I belong at U-M	74.3	82.6	80.5	72.3
There is too much emphasis put on issues of diversity, equity, and inclusion here at U-M	5.9	20.3	12.4	9.2
U-M provides sufficient programs and resources to foster the success of a diverse student body	52.5	52.2	49.6	53.8
I have to work harder than others to be valued equally at U-M	34.7	34.8	23	58.5
My experience at U-M has had a positive influence on my academic growth	93	78.3	91.1	78.5



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**Table 29: Agreement with Statements About U-M Ann Arbor Campus Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Strongly Agree + Agree Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
I feel valued as an individual at U-M	67	61.5	63.6	-	-	-	45.5	-
I feel I belong at U-M	73	61.5	54.5	-	-	-	45.5	-
U-M has a strong commitment to diversity, equity, and inclusion	57.4	-	59.1	-	-	-	50	-
I have considered leaving U-M because I felt isolated or unwelcomed	14.8	-	31.8	-	-	-	45.5	-
I am treated with respect at U-M	83	92.3	77.3	-	-	-	72.7	-
I feel others don't value my opinions at U-M	15.2	-	22.7	-	-	-	31.8	-
U-M is a place where I am able to perform up to my full potential	81.2	69.2	77.3	-	-	-	45.5	-
I have opportunities at U-M for academic success that are similar to those of my peers	86.6	76.9	81.8	-	-	-	86.4	-
I have found one or more communities or groups where I feel I belong at U-M	80.5	92.3	68.2	-	-	-	63.6	-
There is too much emphasis put on issues of diversity, equity, and inclusion here at U-M	12.4	-	-	-	-	-	-	-
U-M provides sufficient programs and resources to foster the success of a diverse student body	49.6	46.2	72.7	-	-	-	36.4	-
I have to work harder than others to be valued equally at U-M	23	84.6	50	-	-	-	54.5	-
My experience at U-M has had a positive influence on my academic growth	91.1	84.6	81.8	-	-	-	68.2	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



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The next several survey questions focused on undergraduate students' interactions with others and personal experiences with discriminatory events in the past 12 months at the **U-M Ann Arbor campus overall**. Students first considered the characteristics of individuals with whom they interact in a meaningful way on a regular basis.

**Table 30: Frequency of Undergraduate Students' Interactions with Diverse People in Past 12 Months at the U-M Ann Arbor Campus by Total and SMTD (% Responses)**

<i>Meaningful interaction with people...</i>	U-M Undergraduates			SMTD Undergraduates		
	Never	Seldom/ Sometimes	Often/ Very Often	Never	Seldom/ Sometimes	Often/ Very Often
...whose religious beliefs are different than your own	1.1	22.5	76.4	-	25	73.9
...whose political opinions are different from your own	4	50.8	45.3	5.7	63.6	30.7
...who are immigrants or from an immigrant family	5.5	47.3	47.2	5.7	52.6	41.7
...who are of a different nationality than your own	1.3	30.2	68.5	-	26.1	72.7
...who are of a different race or ethnicity than your own	0.6	20	79.3	-	17	83
...whose gender is different than your own	0.8	14.2	85	-	7.4	92.6
...whose sexual orientation is different than your own	4	42.6	53.5	-	17.6	80.7
...who are from a different social class	1.3	31.8	66.9	-	30.7	68.8
...who have physical or other observable disabilities	20.8	68.3	10.9	19.9	70.5	9.7
...who have learning, psychological, or other disabilities that are not readily apparent	13.6	60.4	26	10.3	56.6	33.1



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The survey asked undergraduate students to respond to questions about whether they have personally felt or experienced discrimination at the **U-M Ann Arbor campus overall** during the past 12 months.

**Table 31: Felt Discrimination in the Past 12 Months at the U-M Ann Arbor Among Undergraduate Students by Total and School/College (% Responses)**

	U-M Undergraduates	SMTD Undergraduates
Yes	22.4	30.1
No	77.6	69.9

**Table 32: Felt Discrimination in the Past 12 Months at the U-M Ann Arbor Among Undergraduate Students in SMTD by Gender & Race/Ethnicity (% Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Yes	30	23.5	21.6	44.6
No	70	76.5	78.4	55.4

**Table 33: Felt Discrimination in the Past 12 Months at the U-M Ann Arbor Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Yes	21.6	69.2	31.8	-	-	-	50	-
No	78.4	-	68.2	-	-	-	50	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



Undergraduate students were then asked to indicate one or more specific discriminatory events they personally have experienced over the past 12 months at the **U-M Ann Arbor campus overall**.

**Table 34: Frequency of Experiencing One or More Discriminatory Events at the U-M Ann Arbor Among Undergraduate Students by Total and School/College (% Responses)**

<i>Over the past 12 months, I have been discriminated against for my...</i>	<b>U-M Undergraduates</b>	<b>SMTD Undergraduates</b>
Ability or disability status	3.8	6.4
Racial or ethnic identity	22.6	24.4
Sex	25.2	34.9
Sexual orientation	6.5	12.4
Gender identity or gender expression	7.9	15.2
Veteran status	0.8	-
Marital status	9.8	17.2
National origin	10.5	9.8
Age	8	13.8
Religion	15.3	21.1
Height or weight	12.7	12.7
Political orientation	22.5	28.3
Social class	19.3	19.7
Mental health status	11.6	20.7

**Table 35: Frequency of Experiencing One or More Discriminatory Events at the U-M Ann Arbor Among Undergraduate Students in SMTD by Gender & Race/Ethnicity (% Responses)**

<i>Over the past 12 months, I have been discriminated against for my...</i>	<b>Gender</b>		<b>Race/Ethnicity</b>	
	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non-White</b>
Ability or disability status	-	7.5	7.4	-
Racial or ethnic identity	22.7	22.4	9.3	50
Sex	52	7.6	36.1	32.8
Sexual orientation	-	16.7	8.5	18.8
Gender identity or gender expression	13.4	9.1	12.1	20.3
Veteran status	-	-	-	-
Marital status	16	18.2	15.6	20
National origin	8	12.1	-	21.5
Age	13	13.6	15.6	10.8
Religion	21	22.4	23.6	16.9
Height or weight	15.2	10.6	12	13.8
Political orientation	26.3	27.3	25	33.8
Social class	17.2	21.2	17.6	23.1
Mental health status	19	16.7	18.3	24.6



**Table 36: Frequency of Experiencing One or More Discriminatory Events at the U-M Ann Arbor Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Responses)**

<i>Over the past 12 months, I have been discriminated against for my...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Ability or disability status	7.4	-	-	-	-	-	-	-
Racial or ethnic identity	9.3	83.3	45.5	-	-	-	36.4	-
Sex	36.1	-	27.3	-	-	-	40.9	-
Sexual orientation	8.5	-	-	-	-	-	27.3	-
Gender identity or gender expression	12.1	-	-	-	-	-	27.3	-
Veteran status	-	-	-	-	-	-	-	-
Marital status	15.6	-	-	-	-	-	27.3	-
National origin	-	-	27.3	-	-	-	-	-
Age	15.6	-	-	-	-	-	-	-
Religion	23.6	-	-	-	-	-	31.8	-
Height or weight	12	-	-	-	-	-	-	-
Political orientation	25	38.5	27.3	-	-	-	36.4	-
Social class	17.6	-	-	-	-	-	22.7	-
Mental health status	18.3	-	-	-	-	-	36.4	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



**PART IV: UNDERGRADUATE STUDENT PERCEPTIONS OF SATISFACTION, CLIMATE ASPECTS, FAIR TREATMENT, AND ACADEMIC EXPERIENCES IN THEIR SCHOOL/COLLEGE**

For those schools/colleges that enroll undergraduates, students were asked to respond to a question regarding overall satisfaction with the climate/environment in their school/college based on their experiences during the past 12 months. Tables in this section present data for responses among students regarding **their school/college**.

**Table 37: Satisfaction with SMTD Climate Among Undergraduate Students by Total and School/College (% Responses)**

	U-M Undergraduates	SMTD Undergraduates
Very Satisfied/Satisfied	68.2	56.3
Neutral	18.4	16.1
Dissatisfied/Very Dissatisfied	13.4	27.6

**Table 38: Satisfaction with SMTD Climate Among Undergraduate Students by Gender & Race/Ethnicity (% Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Very Satisfied/Satisfied	61.6	53.7	63.6	43.8
Neutral	14.1	20.9	16.4	15.6
Dissatisfied/Very Dissatisfied	24.2	25.4	20	40.6

**Table 39: Satisfaction with SMTD Climate Among Undergraduate Students by Race/Ethnicity\* (% Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Very Satisfied/Satisfied	63.6	-	59.1	-	-	-	31.8	-
Neutral	16.4	-	-	-	-	-	-	-
Dissatisfied/Very Dissatisfied	20	58.3	27.3	-	-	-	50	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native





Following the overall satisfaction question, undergraduates were again presented with the same sets of semantic differential items that they previously considered for the U-M campus overall. **However, students were now asked to consider these climate aspects with respect to their school/college.**

**Table 40: Undergraduate Student Perceptions of School of Music, Theatre & Dance Climate Aspects (Mean Ratings)\***

<b>Hostile</b>	3.8	<b>Friendly</b>
<b>Racist</b>	3.4	<b>Non-Racist</b>
<b>Homogenous</b>	3.3	<b>Diverse</b>
<b>Disrespectful</b>	3.7	<b>Respectful</b>
<b>Contentious</b>	3.4	<b>Collegial</b>
<b>Sexist</b>	3.3	<b>Non-Sexist</b>
<b>Individualistic</b>	3.3	<b>Collaborative</b>
<b>Competitive</b>	2.8	<b>Cooperative</b>
<b>Transphobic</b>	3.7	<b>Non-Transphobic</b>
<b>Homophobic</b>	4.1	<b>Non-Homophobic</b>
<b>Unsupportive</b>	3.8	<b>Supportive</b>
<b>Ageist</b>	3.7	<b>Non-Ageist</b>
<b>Unwelcoming</b>	3.8	<b>Welcoming</b>
<b>Elitist</b>	2.3	<b>Non-Elitist</b>

*\*Note: respondents chose one of five radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 5-point scale was used in which 1=negative attribute and 5=positive attribute, mean ratings are calculated based on this 5-point scale.*



The same Exploratory Factor Analysis (EFA), as previously described, was conducted on the unit specific responses to the semantic differential items; the same two factors – General Climate Elements and DEI Climate Elements – resulted from the analysis. *(Please see page 15 of this report for a description of EFA and the list of elements included in each factor.)*

**Table 41: Undergraduate Student Perceptions of SMTD Climate Factors (Mean Score)**

	U-M Undergraduates	SMTD Undergraduates
Factor 1: General Climate Elements	3.5	3.5
Factor 2: DEI Climate Elements	3.7	3.6

**Table 42: Undergraduate Student Perceptions of SMTD Climate Factors by Gender & Race/Ethnicity (Mean Score)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Factor 1: General Climate Elements	3.5	3.6	3.5	3.5
Factor 2: DEI Climate Elements	3.5	3.8	3.7	3.4

**Table 43: Undergraduate Student Perceptions of SMTD Climate Factors by Race/Ethnicity\* (Mean Score)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Factor 1: General Climate Elements	3.5	3.4	3.6	-	-	-	3.4	-
Factor 2: DEI Climate Elements	3.7	2.9	3.7	-	-	-	3.3	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



A final set of questions for undergraduate students asked about more personal experiences and interactions in classrooms, classroom settings, and spaces outside the classroom in **their school/college**. The first questions addressed whether students felt that they were listened to.

**Table 44: Agreement with Feeling "Listened to" in Classrooms/Classroom Settings Among Undergraduate Students by Total and School/College (% Strongly Agree + Agree Responses)**

<i>I feel listened to by...</i>	U-M Undergraduates	SMTD Undergraduates
Faculty Instructors (faculty, postdocs, lecturers)	76.9	82.6
Student Instructors (GSIs, TAs, etc.)	79.9	76.5
Other Students	71.9	78.9
Staff Members	70.4	72.1

**Table 45: Agreement with Feeling "Listened to" in Classrooms/Classroom Settings Among Undergraduate Students in SMTD by Gender & Race/Ethnicity (% Strongly Agree + Agree Responses)**

<i>I feel listened to by...</i>	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Faculty Instructors (faculty, postdocs, lecturers)	79.8	90.8	83.5	81
Student Instructors (GSIs, TAs, etc.)	75.5	78.5	78.9	72.1
Other Students	80.8	76.9	78.9	79
Staff Members	72.7	78.5	78	61.9

**Table 46: Agreement with Feeling "Listened to" in Classrooms/Classroom Settings Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Strongly Agree + Agree Responses)**

<i>I feel listened to by...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Faculty Instructors (faculty, postdocs, lecturers)	83.5	72.7	86.4	-	-	-	77.3	-
Student Instructors (GSIs, TAs, etc.)	78.9	80	90.9	-	-	-	61.9	-
Other Students	78.9	90.9	68.2	-	-	-	90.5	-
Staff Members	78	72.7	68.2	-	-	-	54.5	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



Undergraduate students reported whether they received fair and equitable treatment in classrooms and classroom settings in their school/college.

**Table 47: Agreement Regarding Being Treated Fairly and Equitably in Classrooms and Classroom Settings Among Undergraduate Students in SMTD by Total and School/College (% Responses)**

	U-M Undergraduates	SMTD Undergraduates
Strongly Agree/Agree	85.9	83.5
Neutral	9.7	12.4
Strongly Disagree/Disagree	4.4	4.1

**Table 48: Agreement Regarding Being Treated Fairly and Equitably in Classrooms and Classroom Settings Among Undergraduate Students in SMTD by Gender & Race/Ethnicity (% Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Strongly Agree/Agree	81.6	87.7	85.2	80.6
Neutral	14.3	10.8	11.1	14.5
Strongly Disagree/Disagree	-	-	-	-

**Table 49: Agreement Regarding Being Treated Fairly and Equitably in Classrooms and Classroom Settings Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Strongly Agree/Agree	85.2	72.7	86.4	-	-	-	81	-
Neutral	11.1	-	-	-	-	-	-	-
Strongly Disagree/Disagree	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



The next set of questions asked undergraduate students about their perception of being valued outside of the classroom **in their school/college**.

**Table 50: Agreement with Feeling "Valued" in Spaces Outside the Classroom Among Undergraduate Students by Total and School/College (% Strongly Agree + Agree Responses)**

<i>I feel valued by...</i>	<b>U-M Undergraduates</b>	<b>SMTD Undergraduates</b>
Faculty Instructors (faculty, postdocs, lecturers)	67.3	80
Other Faculty Members	63.1	72.8
Student Instructors (GSIs, TAs, etc.)	70.9	69.5
Other Students	70.7	76.5
Staff Members	62.9	68
University Administrators	47.1	45.8
Other University Mentors/Advisors	63.8	53.9

**Table 51: Agreement with Feeling "Valued" in Spaces Outside the Classroom Among Undergraduate Students in SMTD by Gender & Race/Ethnicity (% Strongly Agree + Agree Responses)**

<i>I feel valued by...</i>	<b>Gender</b>		<b>Race/Ethnicity</b>	
	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non-White</b>
Faculty Instructors (faculty, postdocs, lecturers)	77.6	87.7	76.9	85.5
Other Faculty Members	70.4	80	74.8	69.4
Student Instructors (GSIs, TAs, etc.)	66.3	75.4	73.8	61.7
Other Students	76.5	76.9	77.8	74.2
Staff Members	65.3	76.6	72.2	60.7
University Administrators	49.5	43.8	45.3	46.7
Other University Mentors/Advisors	52.6	58.7	55.7	50.8



**Table 52: Agreement with Feeling "Valued" in Spaces Outside the Classroom Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Strongly Agree + Agree Responses)**

<i>I feel valued by...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Faculty Instructors (faculty, postdocs, lecturers)	76.9	72.7	90.9	-	-	-	85.7	-
Other Faculty Members	74.8	72.7	68.2	-	-	-	71.4	-
Student Instructors (GSIs, TAs, etc.)	73.8	70	81	-	-	-	47.6	-
Other Students	77.8	81.8	68.2	-	-	-	71.4	-
Staff Members	72.2	50	63.6	-	-	-	61.9	-
University Administrators	45.3	-	63.6	-	-	-	35	-
Other University Mentors/Advisors	55.7	-	59.1	-	-	-	57.1	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



Undergraduate students reported their perception of fair and equitable treatment in University spaces outside of the classroom **in their school/college**.

**Table 53: Agreement Regarding Being Treated Fairly and Equitably in Out-of-Classroom University Spaces at the U-M Ann Arbor Campus Among Undergraduate Students by Total and School/College (% Responses)**

<i>I am treated fairly and equitably...</i>	<b>U-M Undergraduates</b>	<b>SMTD Undergraduates</b>
Strongly Agree/Agree	83.1	81.5
Neutral	12.7	13.1
Strongly Disagree/Disagree	4.2	5.4

**Table 54: Agreement Regarding Being Treated Fairly and Equitably in Out-of-Classroom University Spaces Among Undergraduate Students in SMTD by Gender & Race/Ethnicity (% Responses)**

<i>I am treated fairly and equitably...</i>	<b>Gender</b>		<b>Race/Ethnicity</b>	
	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non-White</b>
Strongly Agree/Agree	81.4	82.8	84.9	75.8
Neutral	14.4	12.5	12.3	14.5
Strongly Disagree/Disagree	-	-	-	9.7

**Table 55: Agreement Regarding Being Treated Fairly and Equitably in Out-of-Classroom University Spaces Among Undergraduate Students in SMTD by Race/Ethnicity\* (% Responses)**

<i>I am treated fairly and equitably...</i>	<b>White</b>	<b>African Am/Black</b>	<b>Asian Am/Asian</b>	<b>Hispanic/Latino/a</b>	<b>Native Am/AK Native</b>	<b>Mid East/N African</b>	<b>More Than One</b>	<b>Other Race/Ethnicity</b>
Strongly Agree/Agree	84.9	63.6	81.8	-	-	-	76.2	-
Neutral	12.3	-	-	-	-	-	-	-
Strongly Disagree/Disagree	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



**PART V: GRADUATE/PROFESSIONAL STUDENT PERCEPTIONS OF SATISFACTION, CLIMATE ASPECTS, FAIR TREATMENT, AND ACADEMIC EXPERIENCES IN DEPARTMENT WITHIN SCHOOL/COLLEGE**

The next several survey questions focused on graduate/professional students' overall satisfaction, perceptions of the climate/environment, and academic experiences in their department within their school/college.

**Tables in this section present data for the graduate/professional student questions that is aggregated across departments and shown for the school/college.**

Graduate/professional students were asked about overall satisfaction with the climate/environment in their department within the school/college based on their experiences over the past 12 months.

**Table 56: Satisfaction with SMTD Department Climate Among Graduate/Professional Students by Total and School/College (% Responses)**

	U-M Graduate/Professional Students	SMTD Graduate/Professional
Very Satisfied/Satisfied	68.5	71.9
Neutral	15.4	12.3
Dissatisfied/Very Dissatisfied	16.1	15.8

**Table 57: Satisfaction with SMTD Department Climate Among Graduate/Professional Students by Gender & Race/Ethnicity (% Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Very Satisfied/Satisfied	67.6	77.3	64.7	82.6
Neutral	14.7	-	20.6	-
Dissatisfied/Very Dissatisfied	17.6	-	14.7	-

**Table 58: Satisfaction with SMTD Department Climate Among Graduate/Professional Students by Race/Ethnicity\* (% Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Very Satisfied/Satisfied	64.7	-	86.7	-	-	-	-	-
Neutral	20.6	-	-	-	-	-	-	-
Dissatisfied/Very Dissatisfied	14.7	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native





Following the overall satisfaction question, graduate and professional students were again presented with the same sets of semantic differential items that they previously considered for the U-M campus overall. **However, students were now asked to consider these climate aspects with respect to their department within the school/college.** Data for the semantic differential questions is shown aggregated across departments and shown at the school/college level.

**Table 59: Graduate/Professional Student Perceptions of School of Music, Theatre & Dance Climate Aspects (Mean Ratings)\***

Hostile	4	Friendly
Racist	3.8	Non-Racist
Homogenous	3.3	Diverse
Disrespectful	4	Respectful
Contentious	3.5	Collegial
Sexist	3.5	Non-Sexist
Individualistic	3.3	Collaborative
Competitive	3	Cooperative
Transphobic	4	Non-Transphobic
Homophobic	4.2	Non-Homophobic
Unsupportive	4.1	Supportive
Ageist	3.8	Non-Ageist
Unwelcoming	4.1	Welcoming
Elitist	2.4	Non-Elitist

*\*Note: respondents chose one of five radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 5-point scale was used in which 1=negative attribute and 5=positive attribute, mean ratings are calculated based on this 5-point scale.*



The same Exploratory Factor Analysis (EFA), as previously described, was conducted at the school/college level for specific responses to the semantic differential items; the same two factors – General Climate Elements and DEI Climate Elements – resulted from the analysis. *(Please see page 15 of this report for a description of EFA and the list of elements included in each factor.)*

**Table 60: Graduate/Professional Student Perceptions of SMTD Climate Factors (Mean Score)**

	U-M Graduate/Professional Students	SMTD Graduate/Professional
Factor 1: General Climate Elements	3.8	3.7
Factor 2: DEI Climate Elements	3.8	3.8

**Table 61: Graduate/Professional Student Perceptions of SMTD Climate Factors by Gender & Race/Ethnicity (Mean Score)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Factor 1: General Climate Elements	3.7	3.8	3.6	3.8
Factor 2: DEI Climate Elements	3.7	4.1	3.8	3.8

**Table 62: Graduate/Professional Student Perceptions of SMTD Climate Factors by Race/Ethnicity\* (Mean Score)**

	White	African Am/Black	Asian Am/Asian	Hispanic/ Latino/a	Native Am/ AK Native	Mid East/N African	More Than One	Other Race/ Ethnicity
Factor 1: General Climate Elements	3.6	-	3.8	-	-	-	-	-
Factor 2: DEI Climate Elements	3.8	-	3.8	-	-	-	-	-

*\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native*



A set of questions for graduate/professional students asked about more personal experiences and interactions, in classrooms and classroom settings, in their **department within the school/college**. The first questions addressed whether students felt listened to.

**Table 63: Agreement with Feeling "Listened to" in Classrooms/Classroom Settings Among Graduate/Professional Students by Total and School/College (% Strongly Agree + Agree Responses)**

<i>I feel listened to by...</i>	U-M Graduate/Professional Students	SMTD Graduate/Professional
Faculty Instructors (faculty, postdocs, lecturers)	83.5	88.9
Student Instructors (GSIs, TAs, etc.)	72.4	66.7
Other Students	79.2	88.9
Staff Members	78.1	79.2

**Table 64: Agreement with Feeling "Listened to" in Classrooms/Classroom Settings Among Graduate/Professional Students in SMTD by Gender & Race/Ethnicity (% Strongly Agree + Agree Responses)**

<i>I feel listened to by...</i>	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Faculty Instructors (faculty, postdocs, lecturers)	87.5	90.5	87.9	90.5
Student Instructors (GSIs, TAs, etc.)	62.5	71.4	60.6	76.2
Other Students	84.4	95.2	90.9	85.7
Staff Members	71.9	90	75.8	85

**Table 65: Agreement with Feeling "Listened to" in Classrooms/Classroom Settings Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Strongly Agree + Agree Responses)**

<i>I feel listened to by...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Faculty Instructors (faculty, postdocs, lecturers)	87.9	-	92.3	-	-	-	-	-
Student Instructors (GSIs, TAs, etc.)	60.6	-	69.2	-	-	-	-	-
Other Students	90.9	-	84.6	-	-	-	-	-
Staff Members	75.8	-	75	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



Graduate and professional students reported whether they received fair and equitable treatment in classrooms and classroom settings in their **department within the school/college**.

**Table 66: Agreement Regarding Being Treated Fairly and Equitably in Classrooms and Classroom Settings Among Graduate/Professional Students in SMTD by Total and School/College (% Responses)**

	U-M Graduate/Professional Students	SMTD Graduate/Professional
Strongly Agree/Agree	84.9	83
Neutral	10.2	13.2
Strongly Disagree/Disagree	5	-

**Table 67: Agreement Regarding Being Treated Fairly and Equitably in Classrooms and Classroom Settings Among Graduate/Professional Students in SMTD by Gender & Race/Ethnicity (% Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Strongly Agree/Agree	83.9	85.7	84.8	80
Neutral	-	-	-	-
Strongly Disagree/Disagree	-	-	-	-

**Table 68: Agreement Regarding Being Treated Fairly and Equitably in Classrooms and Classroom Settings Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/ Latino/a	Native Am/ AK Native	Mid East/N African	More Than One	Other Race/ Ethnicity
Strongly Agree/Agree	84.8	-	83.3	-	-	-	-	-
Neutral	-	-	-	-	-	-	-	-
Strongly Disagree/Disagree	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



Graduate/professional students were asked if they felt valued outside of the classroom in their **department within the school/college**.

**Table 69: Agreement with Feeling "Valued" in Spaces Outside the Classroom Among Graduate/Professional Students by Total and School/College (% Strongly Agree + Agree Responses)**

<i>I feel valued by...</i>	U-M Graduate/Professional Students	SMTD Graduate/Professional
Faculty Instructors (faculty, postdocs, lecturers)	75.7	83
Other Faculty Members	68.6	71.7
Student Instructors (GSIs, TAs, etc.)	65.6	58.5
Other Students	78.5	86.8
Staff Members	73.4	75.5
University Administrators	53.7	58.5
Other University Mentors/Advisors	60.9	71.7

**Table 70: Agreement with Feeling "Valued" in Spaces Outside the Classroom Among Graduate/Professional Students in SMTD by Gender & Race/Ethnicity (% Strongly Agree + Agree Responses)**

<i>I feel valued by...</i>	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Faculty Instructors (faculty, postdocs, lecturers)	77.4	95.2	87.9	75
Other Faculty Members	61.3	90.5	69.7	75
Student Instructors (GSIs, TAs, etc.)	51.6	71.4	60.6	55
Other Students	83.9	95.2	93.9	75
Staff Members	77.4	76.2	75.8	75
University Administrators	51.6	71.4	60.6	55
Other University Mentors/Advisors	61.3	90.5	78.8	60



**Table 71: Agreement with Feeling "Valued" in Spaces Outside the Classroom Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Strongly Agree + Agree Responses)**

<i>I feel valued by...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Faculty Instructors (faculty, postdocs, lecturers)	87.9	-	83.3	-	-	-	-	-
Other Faculty Members	69.7	-	75	-	-	-	-	-
Student Instructors (GSIs, TAs, etc.)	60.6	-	50	-	-	-	-	-
Other Students	93.9	-	75	-	-	-	-	-
Staff Members	75.8	-	75	-	-	-	-	-
University Administrators	60.6	-	50	-	-	-	-	-
Other University Mentors/Advisors	78.8	-	50	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



Additionally, graduate and professional students reported whether they received fair and equitable treatment in University spaces outside of the classroom in their **department within the school/college**.

**Table 72: Agreement Regarding Being Treated Fairly and Equitably in Out-of-Classroom University Spaces at the U-M Ann Arbor Campus Among Graduate/Professional Students by Total and School/College (% Responses)**

<i>I am treated fairly and equitably...</i>	U-M Graduate/Professional Students	SMTD Graduate/Professional
Strongly Agree/Agree	82	84.9
Neutral	13	9.4
Strongly Disagree/Disagree	5	-

**Table 73: Agreement Regarding Being Treated Fairly and Equitably in Out-of-Classroom University Spaces Among Graduate/Professional Students in SMTD by Gender & Race/Ethnicity (% Responses)**

<i>I am treated fairly and equitably...</i>	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Strongly Agree/Agree	87.1	85.7	90.9	75
Neutral	-	-	-	-
Strongly Disagree/Disagree	-	-	-	-

**Table 74: Agreement Regarding Being Treated Fairly and Equitably in Out-of-Classroom University Spaces Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Responses)**

<i>I am treated fairly and equitably...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/ Latino/a	Native Am/ AK Native	Mid East/N African	More Than One	Other Race/ Ethnicity
Strongly Agree/Agree	90.9	-	83.3	-	-	-	-	-
Neutral	-	-	-	-	-	-	-	-
Strongly Disagree/Disagree	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



## PART VI: GRADUATE/PROFESSIONAL STUDENT DEI EXPERIENCES, DIVERSE INTERACTIONS, AND DISCRIMINATION IN DEPARTMENT WITHIN SCHOOL/COLLEGE

Graduate and professional students responded to a set of questions regarding their experiences in, and perceptions of, their **department within the school/college** over the past 12 months.

**Tables in this section present data for the graduate/professional student questions that is aggregated across departments and shown for their school/college.**

Graduate/professional students were asked their level of agreement with statements about their experiences in the past 12 months in their **department within the school/college**.

**Table 75: Agreement with Statements About Department Among Graduate/Professional Students by Total and School/College (% Strongly Agree + Agree Responses)**

	U-M Graduate/Professional Students	SMTD Graduate/Professional
I feel valued as an individual in my department	64.2	73.2
I feel I belong in my department	68.4	69.6
My department has a strong commitment to diversity, equity, and inclusion	67.5	58.9
I have considered leaving my department because I felt isolated or unwelcomed	12.1	19.6
I am treated with respect in my department	82	78.6
I feel others don't value my opinions in my department	14	14.3
My department is a place where I am able to perform up to my full potential	68	71.4
I have opportunities in my department for academic success that are similar to those of my peers	78.6	80.4
I have found one or more communities or groups where I feel I belong in my department	63.5	74.5
There is too much emphasis put on issues of diversity, equity, and inclusion here in my department	12.6	-
My department provides sufficient programs and resources to foster the success of a diverse student body	55.4	60
I have to work harder than others to be valued equally in my department	24	26.1
My experience in my department has had a positive influence on my academic growth	75.9	80





**Table 76: Agreement with Statements About Department Among Graduate/Professional Students in SMTD by Gender & Race/Ethnicity (% Strongly Agree + Agree Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
I feel valued as an individual in my department	72.7	77.3	76.5	68.2
I feel I belong in my department	63.6	81.8	73.5	63.6
My department has a strong commitment to diversity, equity, and inclusion	57.6	59.1	50	72.7
I have considered leaving my department because I felt isolated or unwelcomed	24.2	-	23.5	-
I am treated with respect in my department	72.7	86.4	79.4	77.3
I feel others don't value my opinions in my department	18.2	-	14.7	-
My department is a place where I am able to perform up to my full potential	63.6	86.4	70.6	72.7
I have opportunities in my department for academic success that are similar to those of my peers	72.7	90.9	82.4	77.3
I have found one or more communities or groups where I feel I belong in my department	84.4	63.6	73.5	76.2
There is too much emphasis put on issues of diversity, equity, and inclusion here in my department	-	-	-	-
My department provides sufficient programs and resources to foster the success of a diverse student body	59.4	63.6	58.8	61.9
I have to work harder than others to be valued equally in my department	37.5	-	-	-
My experience in my department has had a positive influence on my academic growth	75	86.4	82.4	76.2



**Table 77: Agreement with Statements About Department Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Strongly Agree + Agree Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
I feel valued as an individual in my department	76.5	-	78.6	-	-	-	-	-
I feel I belong in my department	73.5	-	71.4	-	-	-	-	-
My department has a strong commitment to diversity, equity, and inclusion	50	-	71.4	-	-	-	-	-
I have considered leaving my department because I felt isolated or unwelcomed	23.5	-	-	-	-	-	-	-
I am treated with respect in my department	79.4	-	85.7	-	-	-	-	-
I feel others don't value my opinions in my department	14.7	-	-	-	-	-	-	-
My department is a place where I am able to perform up to my full potential	70.6	-	78.6	-	-	-	-	-
I have opportunities in my department for academic success that are similar to those of my peers	82.4	-	71.4	-	-	-	-	-
I have found one or more communities or groups where I feel I belong in my department	73.5	-	84.6	-	-	-	-	-
There is too much emphasis put on issues of diversity, equity, and inclusion here in my department	-	-	-	-	-	-	-	-
My department provides sufficient programs and resources to foster the success of a diverse student body	58.8	-	61.5	-	-	-	-	-
I have to work harder than others to be valued equally in my department	-	-	-	-	-	-	-	-
My experience in my department has had a positive influence on my academic growth	82.4	-	76.9	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



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The next few survey questions focused on graduate and professional students' interactions with others, and personal experiences with discriminatory events in the past 12 months in their department within the school/college.

Students first considered the characteristics of individuals in their **department within the school/college** with whom they interact in a meaningful way on a regular basis.

**Table 78: Frequency of Interactions with Diverse People in Department in the Past 12 Months Among Graduate/Professional Students by Total and School/College (% Responses)**

<i>Meaningful interaction with people...</i>	U-M Graduate/Professional Students			SMTD Graduate/Professional		
	Never	Seldom/Sometimes	Often/Very Often	Never	Seldom/Sometimes	Often/Very Often
...whose religious beliefs are different than your own	2.4	26.9	70.6	-	27.3	69.1
...whose political opinions are different from your own	9.2	59	31.8	-	69.1	23.6
...who are immigrants or from an immigrant family	4.5	37.7	57.8	9.1	41.8	49.1
...who are of a different nationality than your own	1.1	21.2	77.7	-	23.6	76.4
...who are of a different race or ethnicity than your own	0.9	17.6	81.5	-	25.5	74.5
...whose gender is different than your own	1.1	16.6	82.3	-	20	80
...whose sexual orientation is different than your own	6.7	39.2	54.1	-	29.1	67.3
...who are from a different social class	2.6	40.7	56.8	-	41.8	56.4
...who have physical or other observable disabilities	30.8	58.9	10.3	32.7	54.5	12.7
...who have learning, psychological, or other disabilities that are not readily apparent	21.6	58	20.4	25.5	56.4	18.2



The survey asked graduate/professional students to respond to questions concerning whether they have personally felt or experienced some form of discrimination in their **department within the school/college** during the past 12 months.

**Table 79: Felt Discrimination in Department in the Past 12 Months Among Graduate/Professional Students by Total and School/College (% Responses)**

	U-M Graduate/Professional Students	SMTD Graduate/Professional
Yes	12.7	14.5
No	87.3	85.5

**Table 80: Felt Discrimination in Department in the Past 12 Months Among Graduate/Professional Students in SMTD by Gender & Race/Ethnicity (% Responses)**

	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Yes	18.8	-	14.7	-
No	81.2	90.9	85.3	85.7

**Table 81: Felt Discrimination in Department in the Past 12 Months Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Responses)**

	White	African Am/Black	Asian Am/Asian	Hispanic/ Latino/a	Native Am/ AK Native	Mid East/N African	More Than One	Other Race/ Ethnicity
Yes	14.7	-	-	-	-	-	-	-
No	85.3	-	92.3	-	-	-	-	-

*\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native*



Graduate/professional students were then asked to indicate one or more specific discriminatory events they personally have experienced in their **department within the school/college** over the past 12 months.

**Table 82: Frequency of Experiencing One or More Discriminatory Events in Department Among Graduate/Professional Students in SMTD by Total and School/College (% Responses)**

<i>Over the past 12 months, I have been discriminated against for my...</i>	<b>U-M Graduate/Professional Students</b>	<b>SMTD Graduate/Professional</b>
Ability or disability status	3.8	-
Racial or ethnic identity	13.9	14.5
Sex	13.6	24.1
Sexual orientation	3.3	-
Gender identity or gender expression	5.3	11.1
Veteran status	0.5	-
Marital status	5.1	10.9
National origin	9.2	9.1
Age	7.9	-
Religion	6.5	-
Height or weight	5.1	9.1
Political orientation	9.2	-
Social class	10	12.7
Mental health status	7.3	9.1



**Table 83: Frequency of Experiencing One or More Discriminatory Events in Department Among Graduate/Professional Students in SMTD by Gender & Race/Ethnicity (% Responses)**

<i>Over the past 12 months, I have been discriminated against for my...</i>	Gender		Race/Ethnicity	
	Female	Male	White	Non-White
Ability or disability status	-	-	-	-
Racial or ethnic identity	18.8	-	-	38.1
Sex	37.5	-	24.2	23.8
Sexual orientation	-	-	-	-
Gender identity or gender expression	-	-	-	-
Veteran status	-	-	-	-
Marital status	-	-	-	-
National origin	-	-	-	-
Age	-	-	-	-
Religion	-	-	-	-
Height or weight	-	-	-	-
Political orientation	-	-	-	-
Social class	-	-	-	-
Mental health status	-	-	-	-



**Table 84: Frequency of Experiencing One or More Discriminatory Events in Department Among Graduate/Professional Students in SMTD by Race/Ethnicity\* (% Responses)**

<i>Over the past 12 months, I have been discriminated against for my...</i>	White	African Am/Black	Asian Am/Asian	Hispanic/Latino/a	Native Am/AK Native	Mid East/N African	More Than One	Other Race/Ethnicity
Ability or disability status	-	-	-	-	-	-	-	-
Racial or ethnic identity	-	-	38.5	-	-	-	-	-
Sex	24.2	-	-	-	-	-	-	-
Sexual orientation	-	-	-	-	-	-	-	-
Gender identity or gender expression	-	-	-	-	-	-	-	-
Veteran status	-	-	-	-	-	-	-	-
Marital status	-	-	-	-	-	-	-	-
National origin	-	-	-	-	-	-	-	-
Age	-	-	-	-	-	-	-	-
Religion	-	-	-	-	-	-	-	-
Height or weight	-	-	-	-	-	-	-	-
Political orientation	-	-	-	-	-	-	-	-
Social class	-	-	-	-	-	-	-	-
Mental health status	-	-	-	-	-	-	-	-

\*Am=American; Asian Am/Asian total includes Asian American/Asian, Native Hawaiian and Pacific Islander; AK Native=Alaskan Native



## USE OF FINDINGS AND 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 student experiences surrounding diversity, equity, and inclusion. Further analyses of survey results may be conducted to inform the work of U-M Ann Arbor schools and colleges 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.

## 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 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 10 years. Their communications, staff training, processes and quality inspections all focus on minimizing disclosure risk. SoundRocket agreed to be held to all standards prescribed by the U-M Ann Arbor IRB to protect respondents before, during, and after the study.

After the participant list was provided to SoundRocket, no U-M Ann Arbor employee ever came into contact with any identifying information on any potential survey respondent in a way that would allow them to link survey response to 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.

## DEI RESOURCES

The U-M All Student Climate Study is one component of the five-year campus wide plan to foster and strengthen Diversity, Equity, and Inclusion (DEI) 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 2017 All Student Campus Climate Survey, please contact the Office of Diversity, Equity, and Inclusion via email at [umdeiplan@umich.edu](mailto:umdeiplan@umich.edu). For questions about the study methodology, to engage in an independent data collection effort to add context to this report, or to further explore DEI or other topics of interest to your specific group, please contact SoundRocket via email at [info@soundrocket.com](mailto:info@soundrocket.com), or by phone at 734-527-2151.