



ADVANCE PROGRAM

UNIVERSITY OF MICHIGAN

Workplace Climate Experiences of Faculty with Disabilities

U-M ADVANCE Program

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Executive Summary

Context

Previous scholars have demonstrated that faculty with disabilities in academic environments face a variety of challenges related to discrimination, workload equity, belonging, resource availability, and accommodations ([Dolan, 2023](#); [Evans et al., 2017](#); [Gierdowski, 2020](#); [Mitchell, 2015](#); [Shigaki et al., 2012](#)). Consistent with national literature, University of Michigan (U-M) faculty have also shared barriers related to non-apparent disabilities, such as medical conditions and mental health challenges ([ADVANCE Program, 2020](#); [Koo & Harris, 2024](#); [Marquis et al., 2023](#)). There are a variety of groups at U-M focusing on faculty with disabilities, including the Disability Justice Network, U-M Council for Disability Concerns, and Disability Culture at U-M (DC@U-M). The creation of the Disability Justice Network in particular aims to “create a safe space for individuals with disabilities to come together,” including to talk and share resources ([Koo & Harris, 2024](#)).

While the [ADVANCE Program’s Campus-Wide Climate surveys](#) have previously reported on climate experiences by gender and race/ethnicity, rank, and discipline, these surveys have not historically examined how climate experiences may be unique for faculty with a disability. The current report expands on previous ADVANCE reports on Campus-Wide Climate surveys, focusing on climate experiences for disabled faculty compared to faculty who are not disabled at U-M. The current report also includes data from [ADVANCE Department Climate Assessments](#) (DCAs) from 2023-2025, which are climate assessments of units across the U-M campus. While DCAs occur throughout the academic term, and only reflect the responses of units who chose to opt into a DCA, the Campus-Wide Climate survey occurs every five years and is administered to all U-M faculty. This report examines workplace climate experiences for all U-M faculty who identify as disabled (including tenure-track faculty, clinical faculty, research faculty, and lecturer faculty). It is important to note that the questions in the ADVANCE Campus-Wide Climate surveys and DCAs examined for this report do not focus specifically on disability in the workplace and/or ways in which having a disability interacts with or influences workplace experiences. Instead, survey questions address broad aspects of workplace experiences. A report focused on the workplace experiences for all tenure-track faculty at U-M is available on the [U-M ADVANCE website](#).

Defining Disability and Inclusive Terminology

In this report, we define disability broadly and inclusively, encompassing any condition — officially diagnosed or not — that could at times make job-relevant tasks difficult. This aligns with the definition in the [2023 ADVANCE Campus-Wide Climate survey](#), where faculty were invited to self-identify across a wide range of disability categories, including physical and mobility impairments, chronic illnesses, brain or spinal cord injuries, vision or hearing disabilities, mental health conditions, cognitive or learning disabilities, and other visible or non-apparent disabilities. Our definition of disability generally aligns with [the definition of disability according to the Americans with Disabilities Act \(ADA\)](#)¹ at the time this report was written.

¹ The ADA defines a person with a disability as someone who has a physical or mental impairment that substantially limits one or more major life activities, or has a history or record of an impairment (such as cancer that is in remission), or is regarded as having such an impairment by others even if the individual does not actually have a disability (such as a person who has scars from a severe burn that does not limit any major life activity). This is a legal definition, not a medical or social justice-related definition. Retrieve at: <https://adata.org/factsheet/ada-definitions>

Our terminology used in the report, including phrases such as “faculty with disabilities,” “disabled faculty,” and “faculty who report at least one disability,” is intentionally chosen to reflect both the diversity and self-identification of the U-M faculty community. We switch between terms to honor the language preferences of different faculty members.

Methodology and Data Sources

We used a mixed-methods analysis in this report. We examined perceptions of faculty with disabilities compared to faculty without disabilities on close-ended items assessing several dimensions of faculty experience in the workplace, including personal leadership engagement, workload equity, experiences of discrimination, interpersonal relationships and social belonging, general well-being, academic belonging (epistemic exclusion/inclusion), and additional workplace experiences. To provide more nuanced information about dimensions of workplace experiences, we examined open-ended data from multiple ADVANCE surveys, including the 2023 Campus-Wide Climate survey and Department Climate Assessments conducted across multiple U-M units from Fall 2023 to Winter 2025. Respondents at each time point represent different samples of faculty and were not necessarily the same individuals across surveys.

Six Key Findings

1. Discrimination was the most frequently reported concern for disabled faculty in this analysis. Close-ended results indicated that a significantly larger percentage of faculty with disabilities reported experiencing job-related discrimination across multiple areas (e.g., salary, hiring, teaching) compared to non-disabled faculty. In addition, disabled faculty reported hearing insensitive or disparaging comments about women, racial/ethnic minorities, people who identify as LGBTQIA+, people from other countries, and people with disabilities more frequently compared to non-disabled faculty. A significantly larger percentage of disabled faculty also reported experiencing unwanted or uninvited sexual attention compared to non-disabled faculty.

In addition, within open-ended comments, discrimination was the most frequently reported theme. Faculty reported experiencing discrimination related to gender, race-ethnicity, socioeconomic status, age, caregiver status, LGBTQIA+ identity, as well as track and rank, and, for some, multiple types of discrimination. Other faculty described insensitive/disparaging comments, and some faculty shared how experiencing discrimination affected their psychological safety, well-being, and sense of value/respect in their department.

2. Personal leadership experiences and perspectives about current leadership varied for disabled faculty. A larger percentage of faculty with disabilities reported feeling excluded from important decision-making committees compared with non-disabled faculty within close-ended responses. However, faculty with disabilities reported equal willingness to take on time-consuming service compared to faculty without disabilities. These varied findings were echoed in open-ended comments describing current leadership. Faculty with disabilities reported both leadership support from department chairs and concerns about leaders at the department, school/college, and university levels. Faculty described how leadership concerns (e.g., lack of trust, psychosocial safety concerns) inhibited belonging in their departments.

3. Workload equity was a concern for faculty with disabilities. Faculty with disabilities reported significantly less satisfaction with their teaching load compared to faculty without disabilities within close-ended responses. Open-ended comments from disabled faculty aligned with these findings, with faculty reporting feeling overworked and grappling with additional workload due to hidden (“invisible”) service. There were no significant differences among faculty with and without disabilities with reported mentoring load for undergraduate and graduate students.

4. Disabled faculty reported varied experiences of social belonging and more negative experiences of academic belonging.² Faculty with disabilities reported lower social belonging in their department/unit as well as lower satisfaction with social interaction compared to non-disabled faculty within close-ended survey items. Open-ended comments provided both supportive experiences for belonging, including personal conversations and recognition of contributions, as well as experiences that inhibited belonging, including lack of support or respect from leaders and a lack of community. Disabled faculty reported significantly higher perceptions of epistemic exclusion³ compared to non-disabled faculty. Feelings of epistemic exclusion also emerged in open-ended data across faculty tracks for disabled faculty.

5. Close- and open-ended responses indicated general well-being concerns, including psychological and physical safety concerns for disabled faculty. Disabled faculty reported higher psychological safety concerns (such as feeling under scrutiny by their colleagues) compared to non-disabled faculty within close-ended responses. Additionally, disabled faculty reported more frequent physical safety concerns compared to non-disabled faculty. Faculty with disabilities reported avoiding several locations more than faculty without disabilities, such as campus at night, campus buildings, parking lots, and secluded areas. Open-ended comments aligned with the close-ended comments and provide more nuances, describing concerns related to psychological safety, as well as an overwhelming mental or emotional load.

6. Related to perceptions of accessibility, overall climate was rated more negatively by disabled faculty; satisfaction with workplace space varied. Faculty with disabilities reported similar satisfaction with the amount of office space and location compared to faculty without disabilities within close-ended responses. However, regarding the amount of research and laboratory space and creative design and performance space, faculty with disabilities reported lower satisfaction compared to faculty without disabilities. Additionally, compared to faculty without disabilities, faculty with disabilities were less satisfied with their department/unit climate, and rated the department/unit climate as more ableist and more inaccessible.

Recommendations

We offer the following recommendations for campus leaders to promote a more positive climate for disabled faculty:

- In line with faculty and student advocacy, the university could establish a [disability culture center on campus](#).
- Department chairs and deans can regularly assess climate and culture through climate surveys of units, such as [ADVANCE Department Climate Assessments](#), which protect the confidentiality of participants and inform organizational change. Unit leaders can work toward [building trust](#), [proactively addressing tension](#), and [soliciting feedback](#), such as through 360 reviews.
- Unit leaders can promote ways to [build community in the hybrid workplace](#).
- Department chairs could employ strategies from [Equity-Minded Faculty Workloads](#), the American Council on Education's guide to conducting an equity review of workload within the department. Unit leaders can also be mindful of [fair distribution of labor](#) within the department.

² *Social belonging* focuses on the quality of a person's perceived social experiences and connectedness to others and *academic belonging* focuses on a person's perceived ability to succeed in their academic field (Good et al., 2012; Lawrie et al., 2025).

³ *Epistemic exclusion* is the marginalization of scholarship through devaluation, skepticism, and lack of support.

Introduction

This report serves as a companion to the [2023 Campus-Wide Report 1](#) (ADVANCE, 2024), which focused on the experiences of tenure-track faculty at the University of Michigan (U-M). The present report expands the scope to examine the workplace climate for all faculty at U-M — including tenure-track, clinical, research, and lecturer — who self-identified as having at least one disability.

The primary purpose of this report is to deepen institutional understanding of the experiences of faculty with disabilities, with the aim of informing more equitable policies and practices across the university. Our main themes and areas of focus include personal leadership engagement, workload equity, experiences of discrimination, social belonging, academic belonging, general well-being, and perceptions of accessibility.

We ground our analysis in both quantitative and qualitative data sources, mainly drawing from the 2023 Campus-Wide Climate Survey, supplemented with open-ended responses from disabled faculty in Department Climate Assessments conducted between 2023 and 2025. Together, these sources provide a multi-faceted view of the professional lives and workplace experiences of faculty with disabilities at U-M.

Defining Disability and Inclusive Terminology

As of 2026, [the ADA defines a person with a disability](#) as someone who has a physical or mental impairment that substantially limits one or more major life activities, or has a history or record of an impairment (such as cancer that is in remission), or is regarded as having such an impairment by others even if the individual does not actually have a disability (such as a person who has scars from a severe burn that does not limit any major life activity). This is a legal definition, not a medical or social justice-related definition. Within the U-M context, the Disability Equity Office and the Equity, Civil Rights, and Title IX Office (ECRT) applies the ADA's broad definition of disability within university policies.

In the current report, following the definition in the 2023 Campus-Wide Climate survey, disability is defined broadly and inclusively, encompassing any condition or experience, whether officially diagnosed or not, that could at times make job-relevant tasks difficult. Faculty were invited to self-identify across a wide range of categories, including physical and mobility impairments, chronic illnesses, brain or spinal cord injuries, vision or hearing disabilities, mental health conditions, cognitive or learning disabilities, and other visible or invisible disabilities. Our definition of disability generally aligns with the definition of disability according to the ADA at the time this report was written.

Our terminology used in the report, including phrases such as “faculty with disabilities,” “disabled faculty,” and “faculty who report at least one disability,” is intentionally chosen to reflect both the diversity and self-identification of the U-M faculty community. We recognize that faculty have different preferences for this terminology, and we use a variety of terms interchangeably to reflect and respect the diversity of U-M faculty preferences.

Limitations and Acknowledgements

Through this report, we strive to amplify the voices and needs of disabled faculty at U-M, while acknowledging the limitations of our data and the ongoing work required to create an inclusive academic environment.

It is important to note that information about disability status in this report is based on voluntary self-disclosure by faculty respondents in the 2023 Campus-Wide Climate survey. As such, the data presented here do not capture the full population of disabled faculty at U-M, and we recognize and acknowledge that many may choose not to disclose their status due to uncertainty, concerns about privacy, stigma, or other factors. Similarly, our findings do not necessarily represent all experiences within the disability community or the entire faculty population.

Literature Review

Despite increased focus on diversity and inclusion in higher education, faculty with disabilities remain underrepresented and marginalized in academic environments. Accurate data about the prevalence of disability is limited because reporting individuals' disability identity relies on individuals' self-disclosure of disability status, but estimates suggest that only about 4% of faculty identify as disabled, with some institutions, like UC Berkeley, reporting figures as low as 1.5% ([The Chronicle of Higher Ed, 2017](#); [Inside Higher Ed, 2022](#)). Broader surveys that include faculty and staff suggest prevalence may reach 15%, but do not distinguish faculty specifically (Shigaki et al., 2012). These estimations are in stark contrast to approximately 27% of the general U.S. population that identifies as having a disability ([CDC, 2025](#)), reflecting both underreporting and systemic barriers to access and inclusion. Underreporting is fueled by stigma, fear of discrimination, and institutional cultures that discourage disclosure ([Brown & Leigh, 2018](#); [Dolmage, 2017](#)), hindering access to accommodations and participation in inclusion initiatives.

Scholars have examined how discrimination and bias shape the lived experiences of disabled faculty. A study on faculty with disabilities revealed that approximately 20% of surveyed disabled faculty reported direct harassment due to disability, and 26% have experienced some form of discrimination ([Shigaki et al., 2012](#)). Faculty with invisible or psychological disabilities often report heightened scrutiny, ableist assumptions about competence, and institutional resistance to accommodations ([Castro et al., 2024](#); [Evans et al., 2017](#); [Gierdowski, 2020](#)). Lindsay and Fuentes (2022) noted that many disabled faculty endure years-long delays to receive support, while others avoid disclosure altogether due to fear of career consequences ([Dolan, 2023](#)). For example, one study found that 25% of non-disclosing faculty feared negative tenure impacts, and 22% feared social exclusion ([Price et al., 2017](#)). Discrimination at the intersection of gender, race, and disability, particularly among women of color with disabilities, remains severely under-researched ([Mitchell, 2015](#)).

The academic culture of hyper-productivity further marginalizes disabled faculty, creating inequities in workload distribution, evaluation, and career progression. Faculty members often report difficulty keeping pace with institutional expectations, risking promotions or even employment due to disability-related constraints ([Dolan, 2023](#)). Medak-Saltzman et al. (2022) argue that the tenure clock is shaped by ableist and colonial time structures that prioritize constant productivity, linear progress, and uninterrupted labor. These structures assume a normative abled body and disregard cyclical, flexible, or recuperative rhythms of work, and disadvantage those with chronic illness or access needs whose productivities may fluctuate. Furthermore, disabled faculty disproportionately carry service burdens, such as mentoring and advocacy, which often go unrecognized in promotion processes ([Nichols, 2022](#); [Price et al., 2017](#)).

Studies have also found that social and academic belonging present challenges for faculty with disabilities. Disabled faculty frequently report isolation, lack of support from peers and supervisors, and tokenization within departments ([Olsen et al., 2020](#)). One study found that only 29% of surveyed disabled faculty reported feeling supported by colleagues and just 25% by supervisors ([Price et al., 2017](#)). Lack of support and isolation related to their disability affected faculty's sense of well-being, extending to epistemic inclusion ([Waterfield et al., 2018](#)). One study found that disabled faculty found their scholarship marginalized within traditional academic paradigms, undermining their sense of belonging in academia ([Waterfield et al., 2018](#)).

Despite legal protections under the ADA, many faculty across the country report poor familiarity with available accommodations and experience decentralized or opaque processes ([Price et al., 2017](#)). Gierdowski ([2020](#)) found that nearly half of disabled faculty rated their technology support as mediocre or poor. In STEM fields, physical lab infrastructure have often excluded disabled scientists from full participation, with inaccessible equipment and inflexible design relegating some to passive observer roles ([Cooper et al., 2019](#)). These structural gaps have highlighted the pressing need for more proactive, inclusive, and universally-designed academic environments⁴ ([Ferguson et al., 2019](#)).

U-M Context

At the university-wide level, the [Equity, Civil Rights & Title IX Office \(ECRT\)](#) houses the Disability Equity Office, which by 2023 had become the primary coordinating body for disability inclusion, access, and [employment-based workplace support](#) for faculty, staff, students, and visitors across all campuses (i.e., Ann Arbor, Dearborn, and Flint). Under the federally mandated ADA and Section 504 of the Rehabilitation Act of 1973, the institution [commits to providing "reasonable accommodations"](#) to qualified individuals with disabilities through an [interactive accommodation request process](#).

In parallel, beginning in 2024, U-M publicly launched the [Digital Accessibility Strategic Initiative](#) (after release of the DOJ's revised Title II rule in April 2024) to align all digital content (i.e., websites, courseware, documents, and apps) with the Web Content Accessibility Guidelines (WCAG 2.1 AA). The [timeline for this initiative](#) includes FY24 (Build Foundations), FY25 (Enable Change & Take Action), and FY26 (Lead & Improve) in order to meet the compliance deadline of April 24, 2026 for large public universities.

For inclusive research and scholarship, the Office of the Provost has launched the [Disability Scholarship Initiative](#) to support faculty/staff research that explores disability-related scholarship and fosters inclusive practice across teaching, service, and research.

At the college, school, and department levels, units have implemented localized practices and supports aligned with the institutional framework tailored to their own context. For example, faculty and staff within the College of Literature, Sciences, and the Arts are guided through the accommodations process via a dedicated "[Disability Accommodations](#)" webpage (launched in 2023), highlighting the interactive process between the unit, individual, and central office. Within the College of Engineering, [the "Culture of Accessibility" team](#) (launched in late 2022/early 2023) is advancing an action plan to embed accessibility into teaching and research, and supports faculty, staff, and students in proactively removing barriers. The [Services for Students with Disabilities \(SSD\)](#) supports instructors via their accommodation system, and provides

⁴ "Universally designed academic environments" refers to spaces (i.e., physical, digital, social, and instructional) that are intentionally built from the start to accommodate a wide range of potential users, including but not limited to those with disabilities.

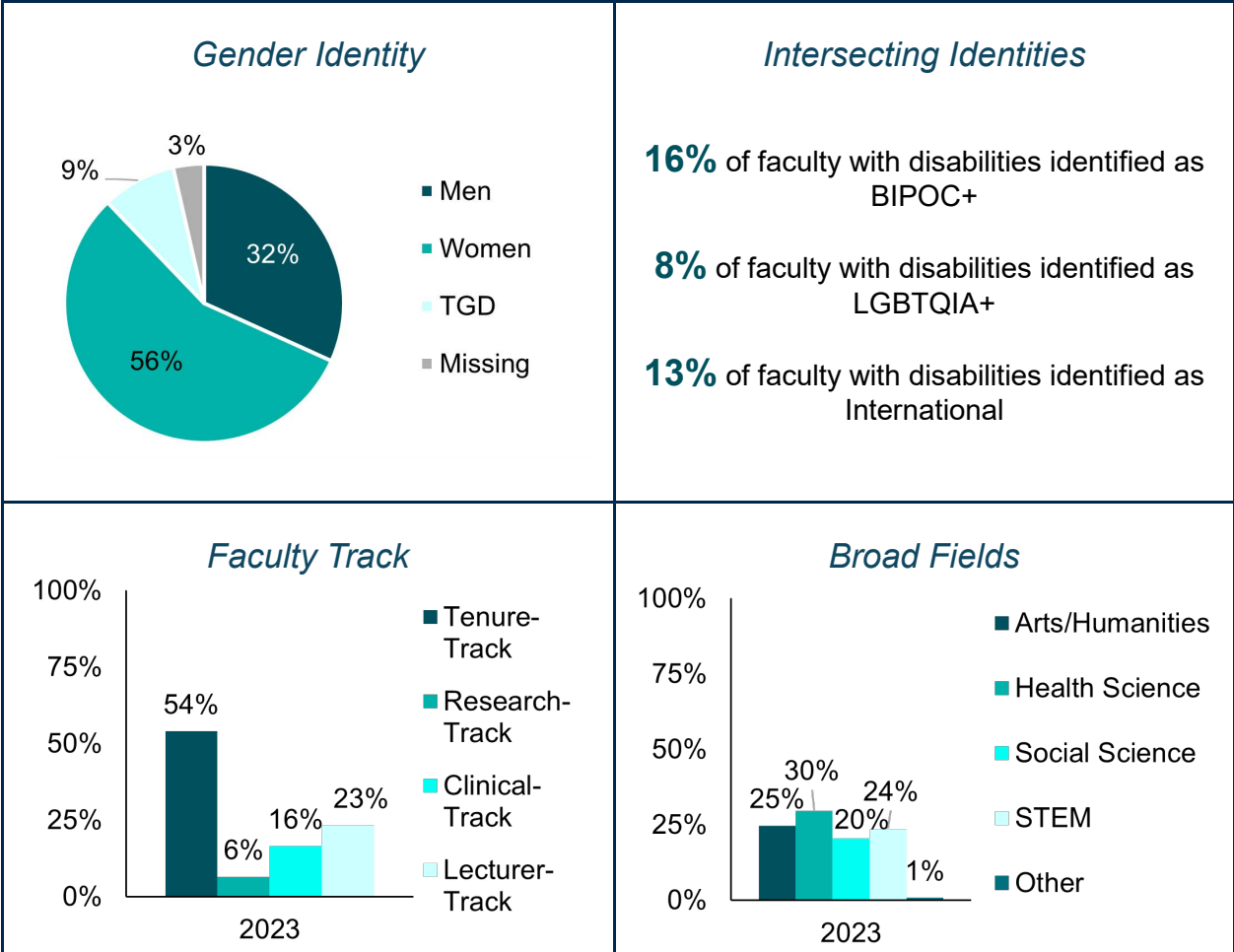
teaching-specific guidance for designing accessible online/hybrid courses ([“Students with Disabilities & Digital Accessibility”](#)).

Building on the current literature and key themes that shape the workplace climate for disabled faculty, this report examines the following areas to investigate the lived experiences of disabled faculty at U-M:

1. Personal Leadership Engagement
2. Workload Equity
3. Experiences of Discrimination
4. Social Belonging
5. Academic Belonging
6. General Well-Being
7. Perceptions of Accessibility

Survey Respondent Demographics

Faculty who identified as having at least one disability in the 2023 Campus-Wide Climate survey (n = 280)



BIPOC+ (Black, Indigenous, People of Color): BIPOC includes respondents who identified as a historically underrepresented minority (URM) and Asian/Asian American. The “+” signifies the addition of Arab/Middle Eastern/North African (AMENA) to this group. URM faculty included individuals who self-identify as African American/Black, Hispanic/Latino/a/x, Native American/Alaskan Native, and Native Hawaiian/Pacific Islander. For individuals who self-identified with two or more races, where further details were available, URM also includes those individuals who self-identified with at least one of the categories considered URM.

TGD (Transgender and gender-diverse): people have a gender identity that different from the sex they were assigned at birth.

LGBTQIA+: LGBTQIA+ include respondents who self-identify as lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other identities not explicitly mentioned.

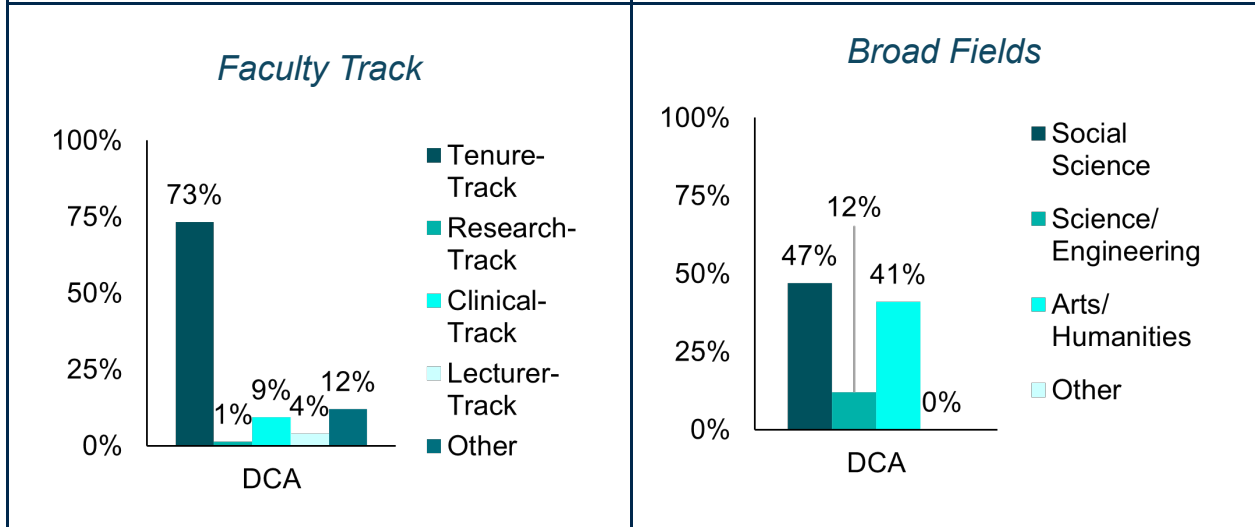
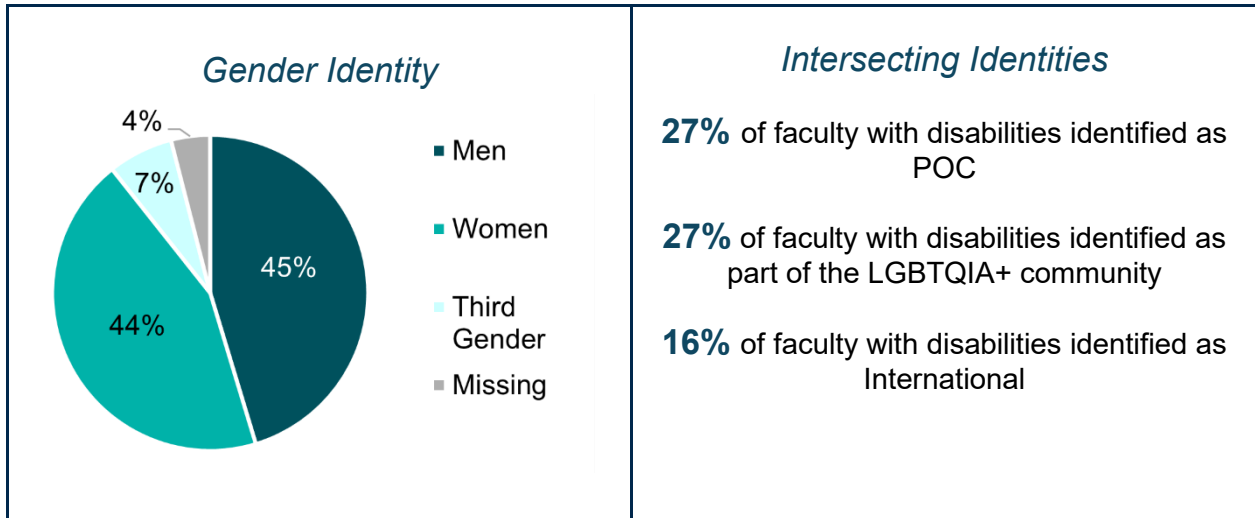
International: Faculty were considered international if they were born and received their undergraduate degrees outside of the US, Puerto Rico, or US Island area.

Broad fields: Those who reported interdisciplinary fields or reported self-defined fields that didn’t fit neatly into established categories were grouped as "other."

Faculty track: The 2023 Campus-Wide Climate survey surveyed tenure track faculty, clinical track faculty, research track faculty, and lecturer faculty.

Missing: This includes faculty who did not respond or selected they preferred not to answer the question.

Faculty who identified as having at least one disability in the Department Climate Assessments (DCAs) 2023-2025 (n = 75)



People of Color (POC): includes respondents who do not identify as White.

Third Gender: includes people who identified as non-binary.

LGBTQIA+: LGBTQIA+ include respondents who self-identify being part of the LGBTQIA+ community.

International: Faculty were considered international if they were born and received their undergraduate degrees outside of the US, Puerto Rico, or US Island area.

Broad fields: In department climate assessments, the broad field information was recoded to match categories in the 2023 Campus-Wide survey.

Faculty track: Faculty track includes tenure track, clinical track and research track. In addition, the department climate assessments surveyed people who have a primary appointment in other tracks (e.g., postdoctoral fellow).

Missing: This includes faculty who did not respond or selected they preferred not to answer the question.

Analysis Strategies

Theoretical Approaches

Given the multiple ways of understanding disability ([Nachman & Brown, 2024](#)), our analytic approaches were informed by the social model for disability studies, more dynamic theories of disability (e.g., Crip theory⁵), as well as our discussion with faculty and staff consultants.

The “social model of disability” argues that instead of viewing disability as an individual impairment, the cause of disability is in the social, environmental, and attitudinal barriers that restrict individuals’ full participation in society ([Oliver, 1983](#)). Oliver ([1983](#)) emphasized that disability is socially produced through inaccessible facilities, discriminatory attitudes, inflexible job descriptions, and lack of policy inclusion. In consultation with faculty and staff, we selected topics in this report that reflect the daily experiences of faculty, considering the importance of resources, perceptions of exclusion/inclusion, and satisfaction with different aspects of academic work.

Following consultation with faculty and staff, we examined experiences of disabled faculty and non-disabled faculty. Our aim in including these comparisons is not to promote a binary of disability but rather to recognize the multiple areas in which differences exist for disabled faculty compared to non-disabled faculty.

In addition, after consultation with faculty, we chose to include additional data from Department Climate Assessments (DCAs)⁶ from 2023-2025 to supplement 2023 Campus-Wide Climate survey data. Drawing from Crip theory and critical theoretical perspectives of disability ([Abes & Wallace, 2018](#); [Nachman & Brown, 2024](#); [Peña et al., 2016](#)), we recognize the fluidity of disability and that not all faculty with disabilities may have identified as having a disability in our surveys. While the DCA data is limited to specific schools and colleges on campus, we recognize the importance of including as many perspectives and experiences as possible, accounting for the variation in how people identify as disabled at different time points and the range of disabilities that people identify as holding. We also acknowledge that the focus of this study is about faculty experiences broadly and not about understanding disabled ways of knowing, living, and working with academic life. Future studies should explicitly explore the lived experiences of faculty with disabilities.

Intersectional Consideration

Intersectionality is a concept introduced by Crenshaw ([1989](#)) and further developed by Collins ([2009](#)), referring to the ways in which multiple, overlapping social identities (such as race, ethnicity, gender and sexual orientation) and systems of oppression (e.g., white supremacy and patriarchy) intersect to shape individuals’ experiences of privilege and oppression. While intersectionality has become a key framework for understanding how overlapping social structures shape lived experiences, this report does not conduct an intersectional analysis in a methodological sense. Our study did not disaggregate the disabled faculty group by race, gender, or other identity categories. This is because the number of total disabled faculty respondents was small, and some item-level response rates were very low (i.e., fewer than six

⁵ Stemming from Queer Theory, feminist theory, and feminist disability studies, Crip Theory deconstructs the binary between disabled and able-bodied, and critically examines ableist structures in society ([Karlsson & Rydström, 2023](#)).

⁶ DCAs are climate assessments of units across the U-M campus. While DCAs occur throughout the academic term, and only reflect the responses of units who chose to engage with a DCA, the Campus-Wide Climate survey occurs every five years and is administered to all U-M faculty.

responses per item). Such small cell sizes limit statistical power and reliability. Instead, we focused on broad climate experiences as reported by disabled and non-disabled faculty.

However, we recognize that faculty with disabilities may hold multiple, intersecting identities, such as race, gender, nationality, and LGBTQIA+ identity, which can shape their workplace experiences in distinct ways. This was evident in some of the open-ended comments, where respondents reflected on how overlapping aspects of their identities influenced their experiences of inclusion, discrimination, and/or belonging. While these intersectional dynamics were not the primary focus of our analysis, we acknowledge their importance and encourage future research to further explore how intersecting identities affect the workplace climate perceptions of faculty with disabilities.

Quantitative Methods

To explore the experiences of disabled faculty, we conducted comparisons between disabled faculty and non-disabled faculty using responses collected from the 2023 Campus-Wide Climate survey. We reported descriptive statistics and highlighted meaningful patterns in the data. Some survey items included a time range and these are reported in the figure titles.

Comparisons were conducted only when there were at least six disabled faculty respondents in each group to ensure adequate sample size and greater statistical reliability. Due to the data from disabled faculty and non-disabled faculty having unequal group sizes and unequal variances, we used Welch's t-test to compare faculty experiences on ordinal outcomes. For binary outcomes⁷ (i.e., Yes/No responses), we used chi-square tests to compare proportions. To support interpretation, we visualized comparisons with bar charts showing both disabled faculty and non-disabled faculty responses, and we supplemented these visuals with tables that report statistical test results. Significance levels are denoted using the following notation: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). For more details about statistics, degrees of freedom, p -values, and effect sizes, please see [the Appendix](#).

To visualize findings across groups, we included figures to examine the key domains, and we reported the total number of respondents (n) above the bars for each group in each figure. For figures that contain percentages, exact counts of respondents who answered "yes" are listed in the accompanying text when relevant.

Qualitative Methods

To expand on disabled faculty members' experiences, we compiled open-ended responses from multiple datasets, including the 2023 Campus-Wide Climate survey^a and the aggregate DCA^b dataset, which includes assessments conducted between 2023 and 2025. The footnotes^{ab} will be used throughout the report to indicate the data source of qualitative themes.

We qualitatively analyzed open-ended data through a deductive coding process. We developed a codebook corresponding to the seven core areas listed in the introduction, and we added additional codes as they emerged from the data. We coded open-ended responses descriptively to prevent any bias from interpretation of the data. From these codes, we elucidated themes which provided context for the quantitative analyses that precede the qualitative summaries throughout the report. We reported themes when there were at least five responses for a given

⁷ In the 2023 Campus-Wide Climate survey, for questions with response options "Yes," "No," and "Maybe/I don't know," we grouped "Yes" and "Maybe/I don't know" together as one category and treated "No" as a separate category for binary analysis.

^a Refers to the 2023 Campus-Wide Climate survey.

^b Refers to Department Climate Assessments conducted between 2023 and 2025. Climate assessment respondents could opt in to have their responses included in the aggregate DCA dataset.

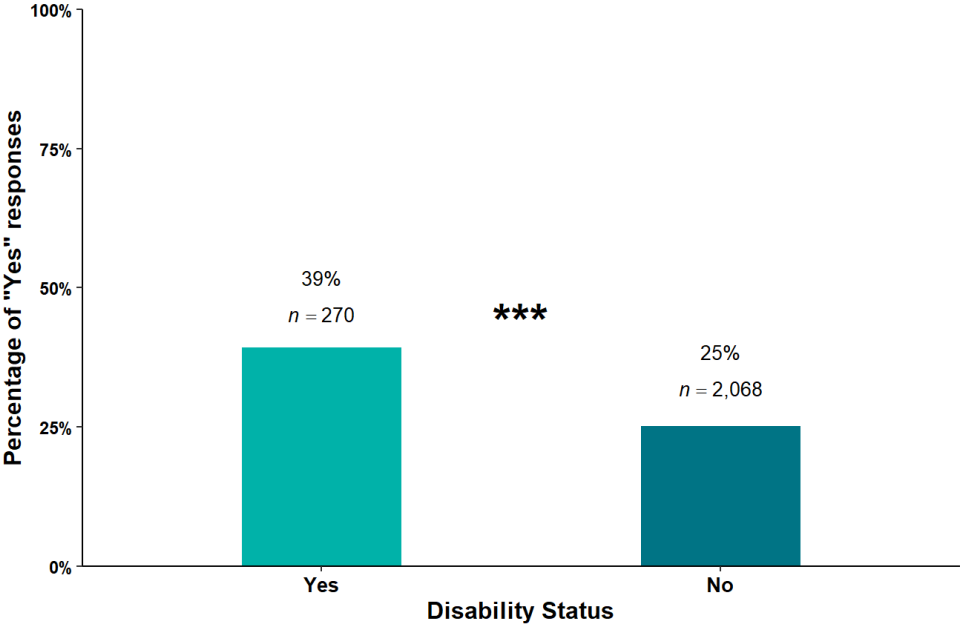
code across data sources. Some responses were assigned more than one code. We reported frequencies in the text for the overall themes and indicated the number of responses represented (see [Table A10](#) in the Appendix for a full list of qualitative codes and frequencies). In some cases, there were fewer than five comments related to a given core area, so the qualitative summary was omitted.

A list of open-ended questions can be found in [Table A9](#) in the Appendix. We compared themes across datasets, which allowed for triangulation of data. Using multiple datasets and methods served as validation strategies for this qualitative analysis while ensuring that there were at least five responses in one or both data sources.

In alignment with informed consent protocols, we paraphrased all open-ended comments in this report to protect participant confidentiality.

Personal Leadership Engagement

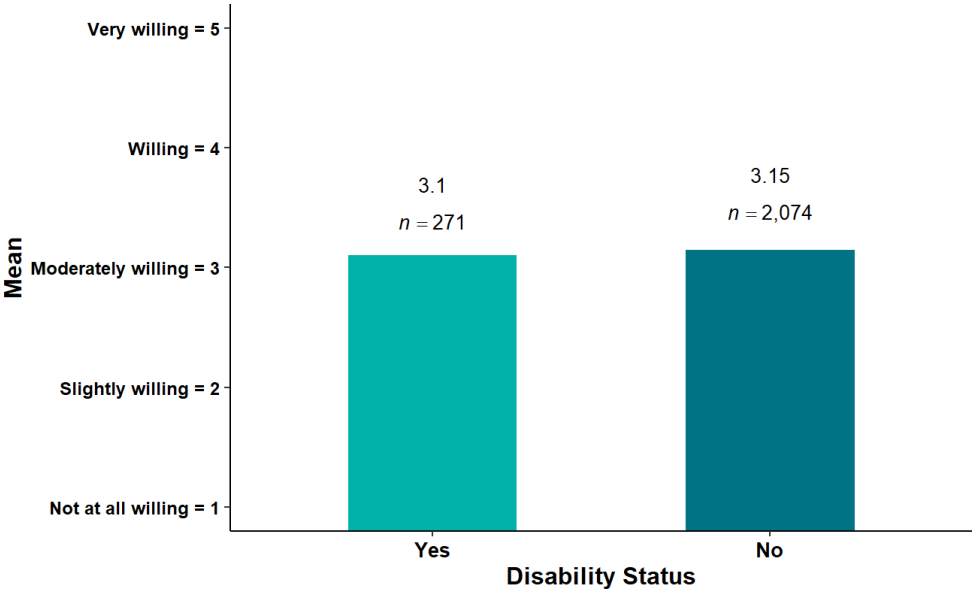
Figure 1. Percentage of faculty who felt excluded from important decision-making committees within their department or college.



Among the disabled faculty respondents, 39% ($n = 105/270$) reported feeling excluded from important decision-making committees within their department or college.

Compared to non-disabled faculty (25%, $n = 517/2,068$), a larger percentage of faculty with disabilities reported feeling excluded from important decision-making committees.

Figure 2. Faculty's willingness to take on time-consuming service tasks.

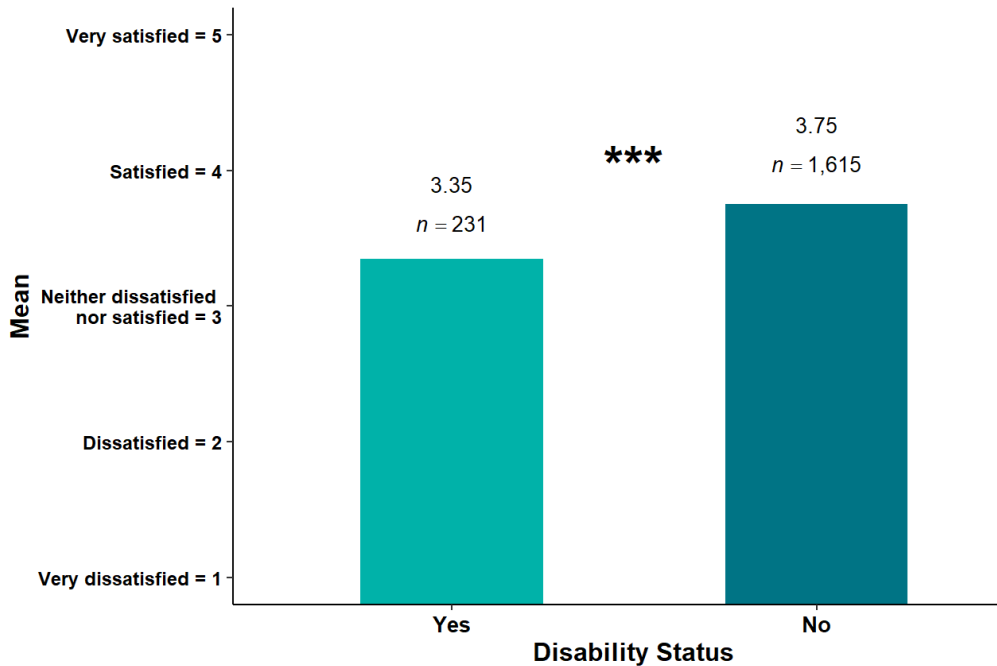


Faculty respondents indicated moderate willingness to take on time-consuming services.

There was no significant difference between disabled faculty and non-disabled faculty's willingness to take on time-consuming services.

Workload Equity

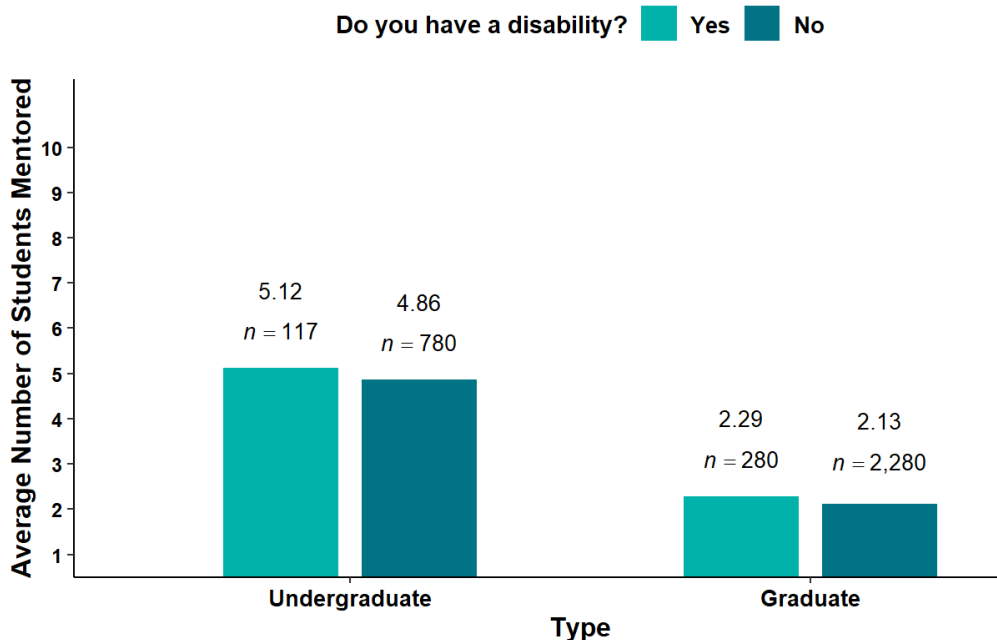
Figure 3. Average faculty satisfaction with their teaching load.



On average, disabled faculty reported feeling neither dissatisfied nor satisfied with their teaching load.

Compared to non-disabled faculty, faculty with disabilities reported significantly less satisfaction with their teaching load.

Figure 4. Average faculty primary advising/mentoring load.



On average, disabled faculty reported serving as primary mentor or advisor to five undergraduate students and two graduate students.

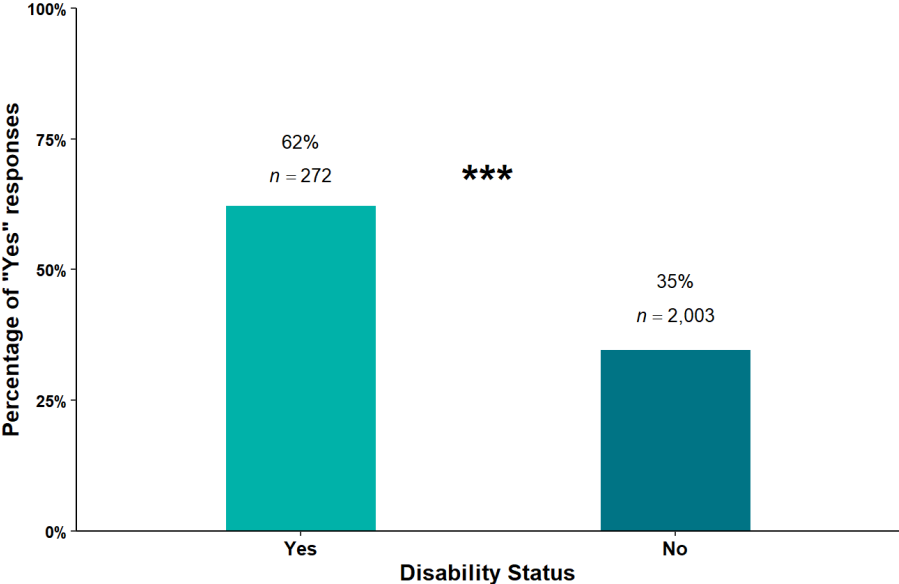
There was no significant difference between the reported average number of students mentored by disabled and non-disabled faculty.

Qualitative Summary:

Some faculty with disabilities reported feeling **overworked** ($n = 19$),^{ab} with some clinical faculty describing increased workloads due to covering for colleagues or combatting understaffing of clinical faculty and support staff. Some of these faculty members described an overwhelming service load and remarked that heavy workloads prevented them from attending unit social events. A few faculty with disabilities described an additional workload due to **invisible service** (e.g., providing emotional support to students, unofficial mentoring, and helping colleagues navigate experiences of marginalization; $n = 5$).^{ab} A subset of these faculty members discussed increased workloads due to diversity equity, and inclusion work or that their workload is not commensurate with pay.

Experiences of Discrimination

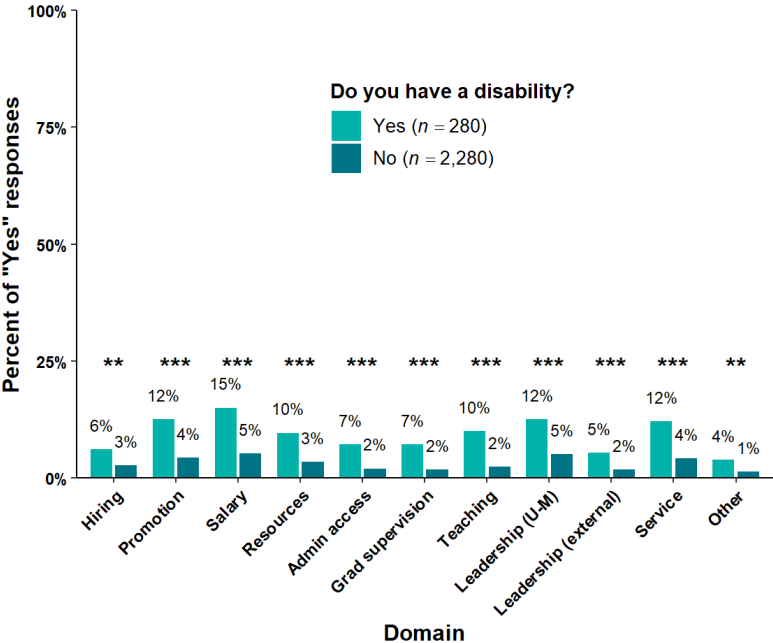
Figure 5. Percent of faculty reported experiencing discrimination at U-M in the last 12 months.



Sixty-two percent ($n = 169/272$) of disabled faculty reported experiencing discrimination at U-M. Over one-third of non-disabled faculty ($n = 701/2,003$) reported experiencing discrimination at U-M.

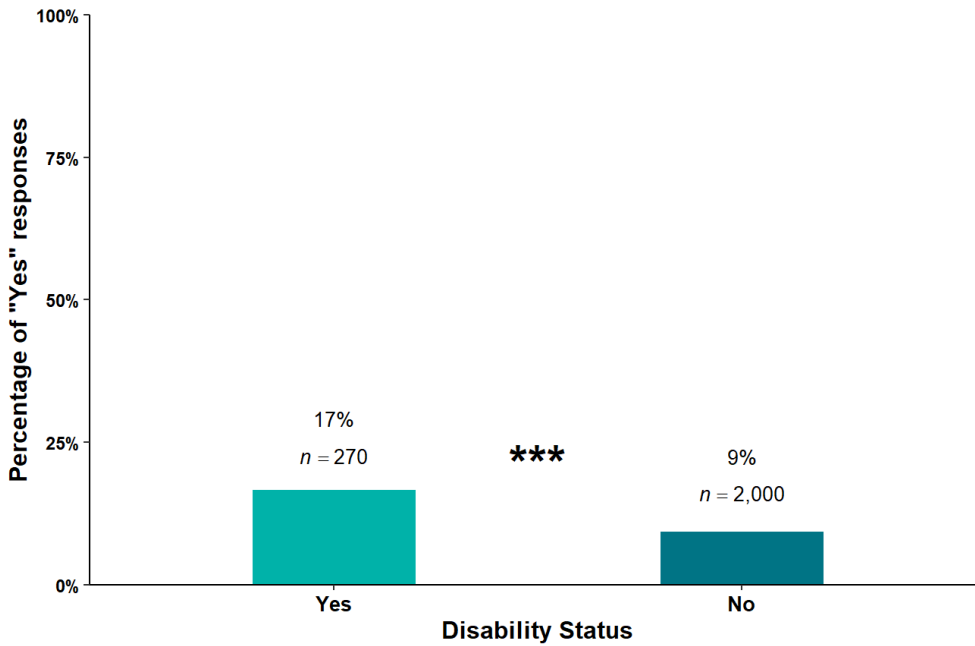
Compared to non-disabled faculty, a significantly larger percentage of disabled faculty reported experiencing discrimination at U-M.

Figure 6. Percent of faculty who reported experiencing job-related discrimination at U-M within the last 12 months.



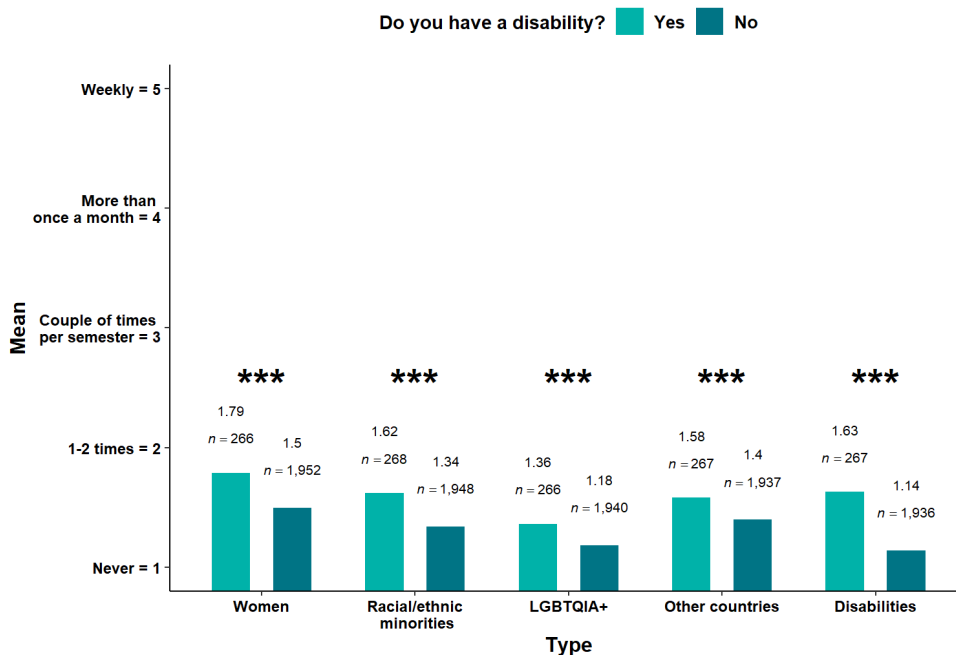
Across all job domains in 2023, compared to non-disabled faculty, a significantly larger percentage of disabled faculty reported experiencing job-related discrimination at U-M (e.g., 15% disabled faculty reported experiencing discrimination related to salary, $n = 42/280$).

Figure 7. Percentage of faculty who experienced any unwanted and uninvited sexual attention, within the past 5 years.



Compared to non-disabled faculty, a significantly larger percentage of disabled faculty (17%, $n = 46/270$) reported experiencing uninvited or unwanted sexual attention within the past 5 years.

Figure 8. Average frequency of faculty hearing insensitive or disparaging comments made by other faculty regarding women, racial/ethnic minorities, LGBTQIA+ identity, individuals from other countries, and disability status within the last 12 months at U-M.



On average, disabled faculty reported hearing insensitive or disparaging comments about all groups nearly 1-2 times within the last 12 months at U-M.

Compared to non-disabled faculty, faculty with disabilities reported hearing insensitive or disparaging comments significantly more frequently within the last 12 months at U-M.

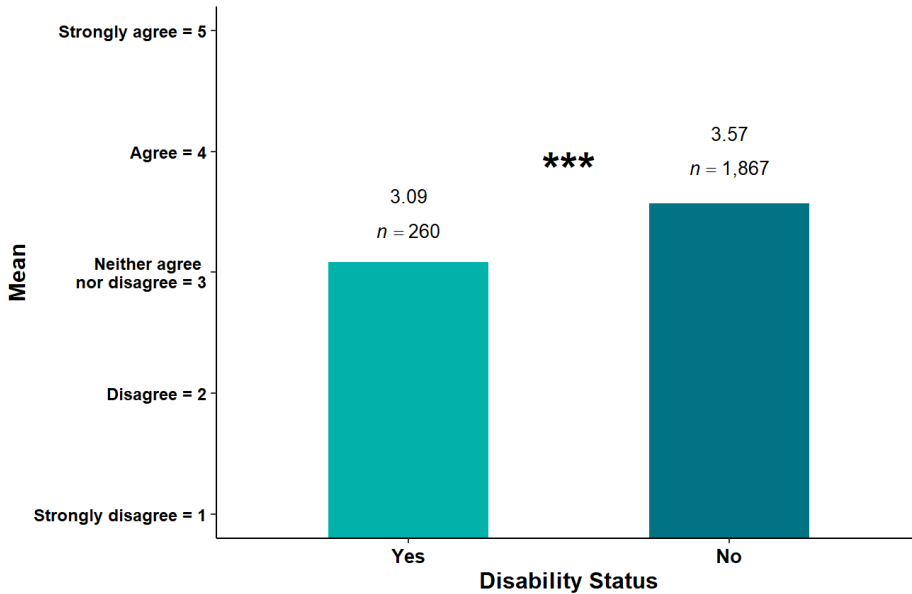
Qualitative Summary:

Many faculty members reported witnessing or experiencing various forms of **discrimination** in their respective departments, and at the University of Michigan overall. These comments ($n = 97$)^{ab} discussed both subtle (e.g., microaggressions, condescending attitudes, assumptions of inferiority) and overt (e.g., being passed over for opportunities, harassment, exclusion from an application process because of personal identity) discrimination. Some comments included multiple types of discrimination in a single response.

The most frequently reported forms of discrimination were by track ($n = 26$),^{ab} gender ($n = 15$),^{ab} race/ethnicity ($n = 12$),^{ab} socioeconomic status ($n = 6$),^{ab} age ($n = 6$),^{ab} general unspecified discrimination ($n = 6$),^{ab} LGBTQIA+ identity ($n = 5$),^{ab} rank ($n = 5$),^{ab} and caregiver status ($n = 5$).^{ab} All responses describing discrimination by track were about lecturer, clinical, and research faculty tracks. These responses described the perceived impact of discrimination on faculty members' compensation, inclusion, and sense of value in their respective departments. For example, lecturer faculty with disabilities reported perceptions of exclusion from decision-making in their units and perceived devaluation of their work. Additionally, some of these faculty members reported perceived impacts on their psychological safety, well-being, and sense of value/respect in their departments. A few faculty with disabilities also reported hearing **insensitive or disparaging comments** about themselves or others ($n = 5$).^{ab} These comments, which described bullying from superiors or colleagues, may have negative implications for department members' psychosocial safety.

Social Belonging

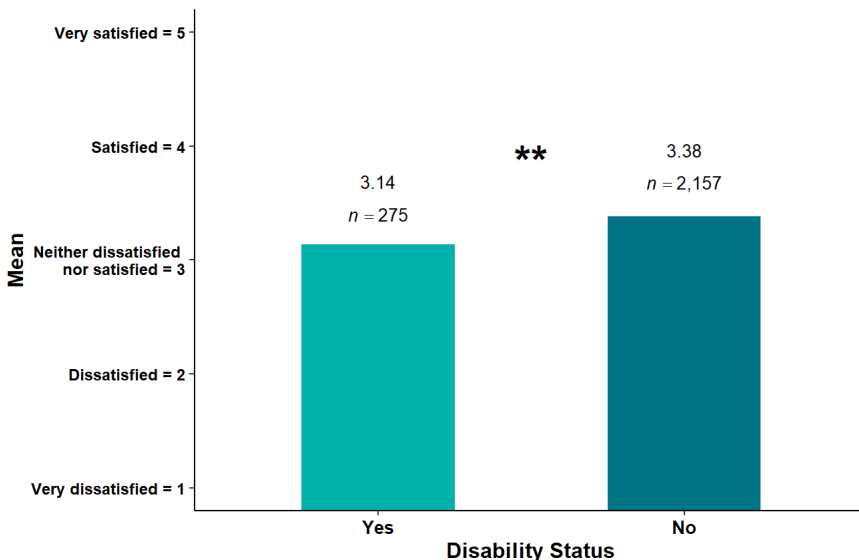
Figure 9. Average faculty reported agreement on feeling social belonging in their department/unit over the past 12 months.



On average, disabled faculty neither agreed nor disagreed that they felt social belonging⁸ in their department/unit.

Compared to non-disabled faculty, faculty with disabilities reported significantly lower feelings of social belonging in their department/unit.

Figure 10. Average faculty satisfaction with the amount of social interaction with members of their department/unit.



In 2023, disabled faculty were neither dissatisfied nor satisfied with the amount of social interaction with members of their department/unit.

Compared to non-disabled faculty, faculty with disabilities reported significantly lower satisfaction with social interaction in their department/unit.

⁸ Social belonging examined faculty perceptions of being valued, respected, and feelings of social belonging in their department/unit, using a scale of six items (e.g., “I feel I belong in my department/unit”). See more details in [Table A8](#) in the Appendix.

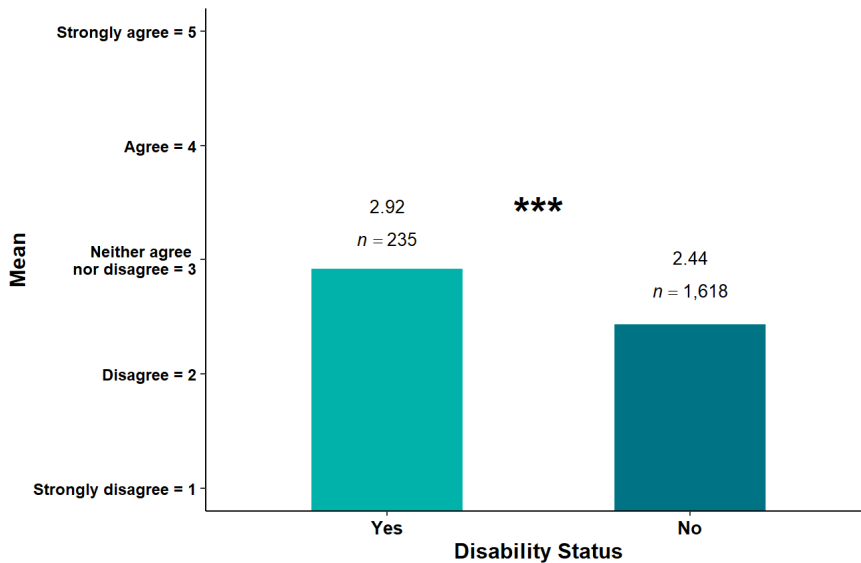
Qualitative Summary:

Some faculty members with disabilities reported a perceived sense of **belonging** ($n = 24$)^{ab} in their departments. These faculty described a collegial work environment with supportive colleagues. Many faculty with disabilities shared that **social interaction** ($n = 35$)^{ab} including informal personal conversations, contributed to their sense of belonging. Several reported **general inclusion** in their departments ($n = 7$)^b which entailed having ideas or opinions considered in faculty meetings or departmental decision making. Several shared that **recognition** of their professional contributions ($n = 6$)^b supported their sense of belonging in their departments.

Conversely, some faculty with disabilities shared that a lack of genuine support or respect from colleagues and leaders, as well as a lack of community or professional collaboration, contributed to a perceived **lack of belonging** in their respective departments ($n = 21$)^{ab}. Similarly, a few faculty members with disabilities reported feelings of **isolation or loneliness** ($n = 5$)^a. Some faculty with disabilities also described a perceived **lack of value or respect** ($n = 13$)^{ab} in their departments for their research or teaching contributions, the majority of whom were clinical or lecturer faculty. Some faculty with disabilities described perceptions of **general exclusion** in their departments ($n = 14$)^{ab} which encompassed feeling ignored in meetings or excluded from decision making or opportunities. Several faculty with disabilities reported a **lack of social interaction** ($n = 8$)^b with few describing exclusion from social activities.

Academic Belonging

Figure 11. Average Faculty reported feelings of epistemic exclusion



For epistemic exclusion,¹⁰ higher scores indicate higher reported feelings of epistemic exclusion.

On average, disabled faculty neither agreed nor disagreed about feelings of epistemic exclusion. Compared to non-disabled faculty, faculty with disabilities reported significantly higher feelings of epistemic exclusion.

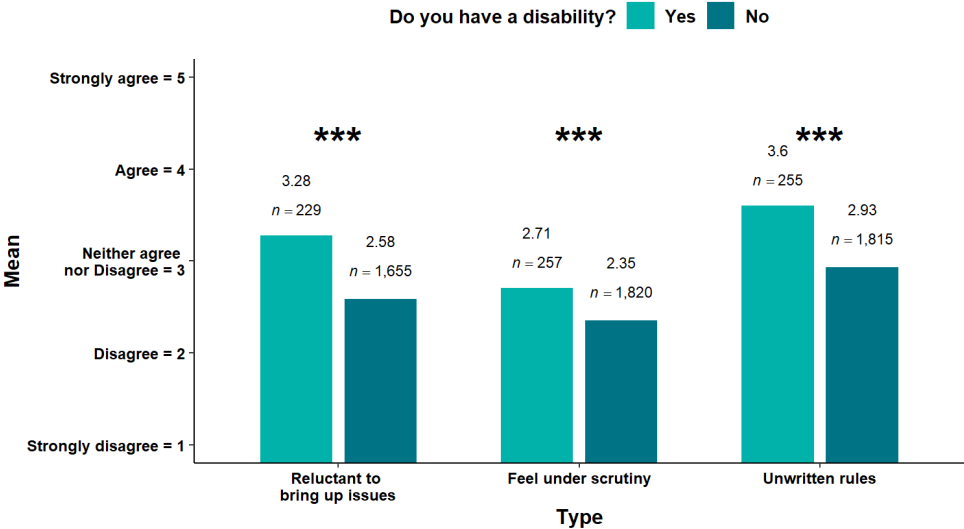
Qualitative Summary:

Several faculty with disabilities reported experiences of **epistemic exclusion** ($n = 15$)^{ab} in their respective departments. Some of these faculty members described the devaluation of certain areas of study or perceptions that department leadership held elitist attitudes regarding their research area, track, or where they earned their highest professional degree. For some of these faculty members, experiences of epistemic exclusion impacted their sense of belonging in their respective departments. These faculty members represented

¹⁰ Epistemic exclusion is the marginalization of scholarship through devaluation, skepticism, and lack of support. See more in the literature review section. Epistemic exclusion was assessed using a scale of six items that examined faculty perceptions about their research interests being valued by their colleagues and feeling pressure to change their research agenda to fit in or be promoted (e.g., “I feel pressured to change my research agenda in order to fit in”). See more details on [Table A8](#) in the Appendix.

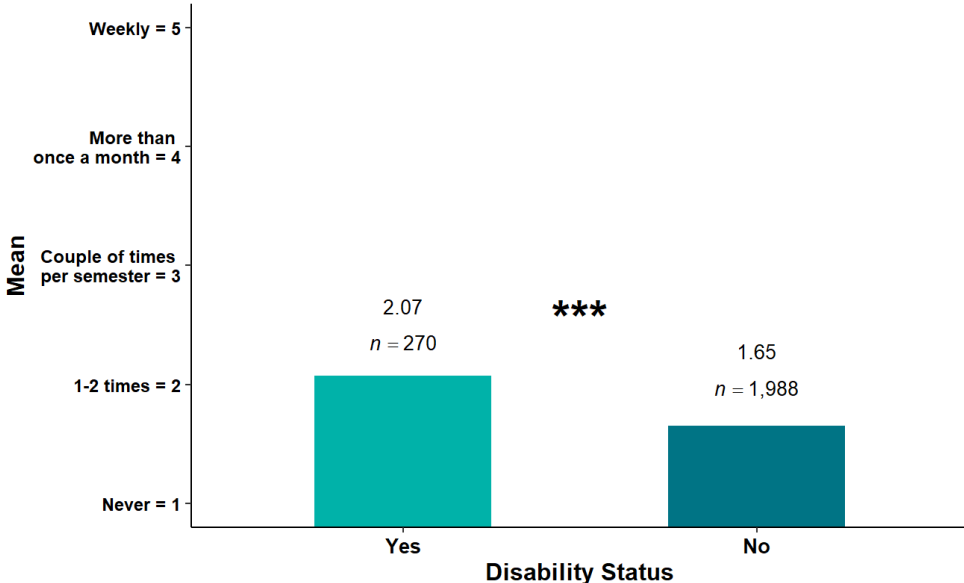
General Well-being

Figure 12. Average faculty agreement about psychological safety concerns.



Compared to non-disabled faculty, faculty with disabilities reported significantly stronger agreement that they were reluctant to bring up issues that concern them for fear it would affect their promotion or tenure, and reported significantly higher agreement that they felt under scrutiny by colleagues. In addition, compared to non-disabled faculty, faculty with disabilities reported significantly stronger agreement that they felt the presence of unwritten rules concerning how one is expected to interact with colleagues in their unit.

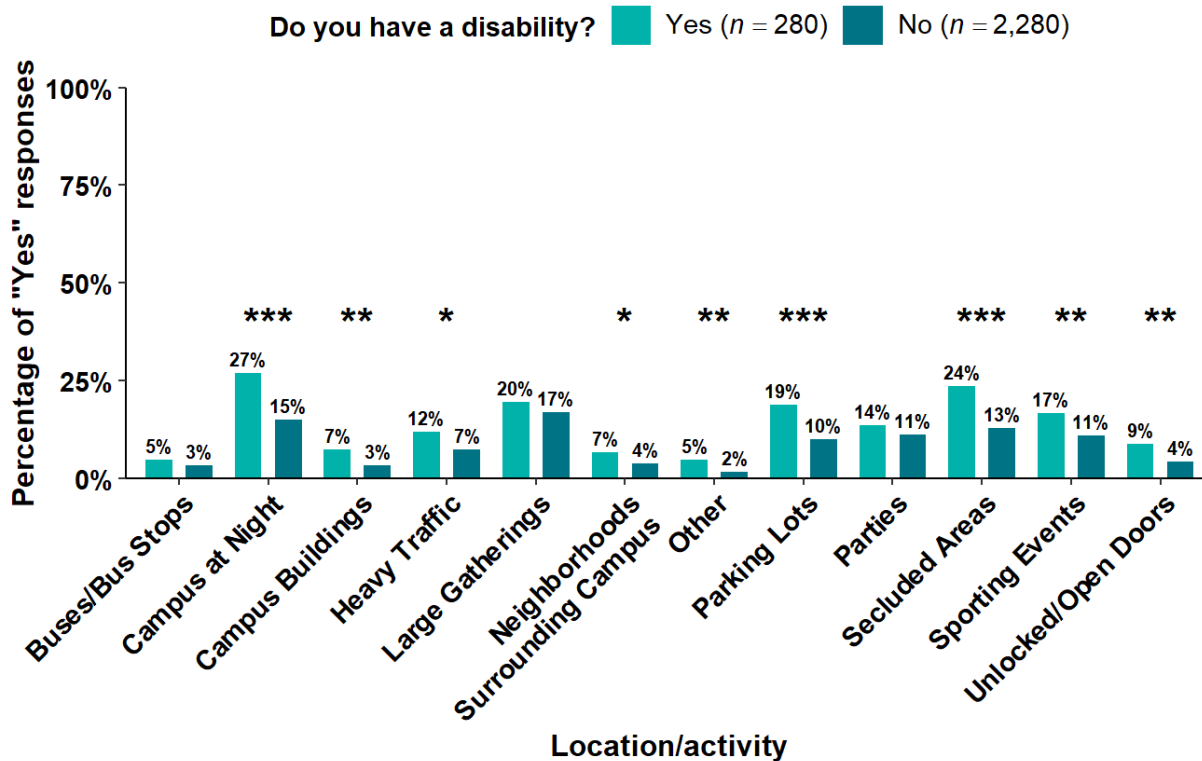
Figure 13. Average frequency of faculty being concerned about physical safety around U-M workplace in the past 12 months, excluding concerns due to contagions.



On average, disabled faculty reported being concerned about physical safety in the workplace 1-2 times during the past 12 months.

Compared to non-disabled faculty, faculty with disabilities reported significantly more frequent concerns about physical safety in workplace during the past 12 months.

Figure 14. Percentage of faculty who avoided locations or activities at U-M due to fear for physical safety, excluding fear of contagions, in the past 12 months.



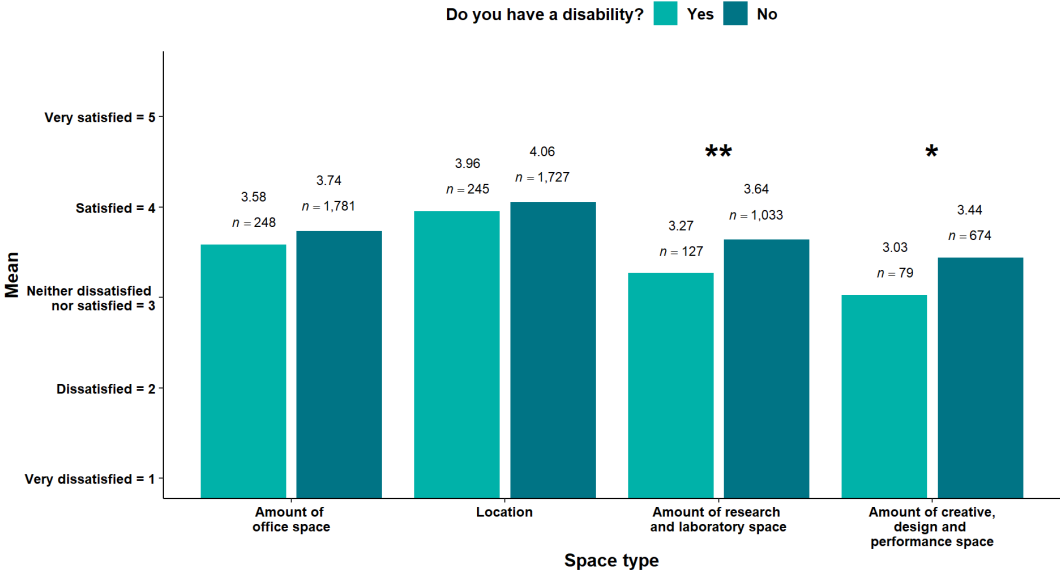
Compared to non-disabled faculty, a significantly larger percentage of disabled faculty reported that they avoided locations or activities such as campus at night (27%, $n = 75/280$), parking lots (19%, $n = 53/280$), secluded areas (24%, $n = 67/280$), and sporting events (17%, $n = 47/280$) due to a fear for physical safety. Being on campus at night was the most frequently avoided activity among disabled faculty.

Qualitative Summary:

Faculty with disabilities described several factors influencing their well-being. Some discussed broader **psychosocial safety concerns** ($n = 26$),^{ab} such as the presence of bad actors and bullies. A few of these faculty members also indicated a lack of support from leaders at the department and school/college levels to combat these issues. Some faculty with disabilities reported **psychological safety concerns** ($n = 18$),^{ab} sharing experiences like a reluctance to bring up complaints due to a concern for retaliation or a lack of transparency in department policies or decisions. Some of these faculty members also indicated that unclear promotion criteria negatively impacted their psychological safety in their departments. A few faculty with disabilities described experiencing an overwhelming **mental or emotional load** ($n = 5$)^{ab} due to a lack of support, the psychological strain of invisible service, or overwork.

Perceptions of Accessibility

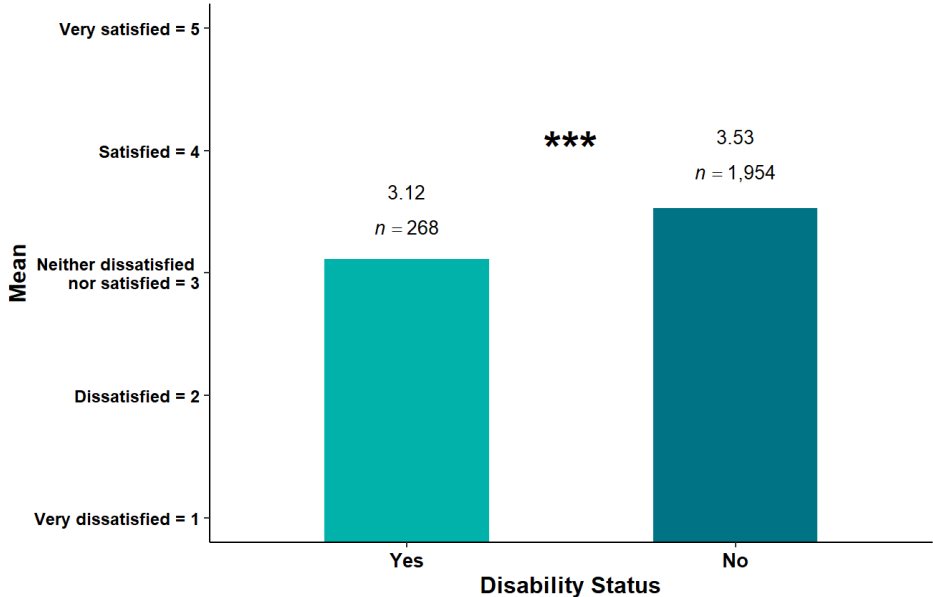
Figure 15. Faculty satisfaction with workspaces.



On average, faculty with disabilities reported satisfaction with the amount of office space and their office location. They had neutral attitudes toward the amount of research and laboratory space and amount of creative design and performance space at U-M.

Compared to non-disabled faculty, faculty with disabilities reported significantly lower satisfaction with the amount of research and laboratory space and creative design and performance space.

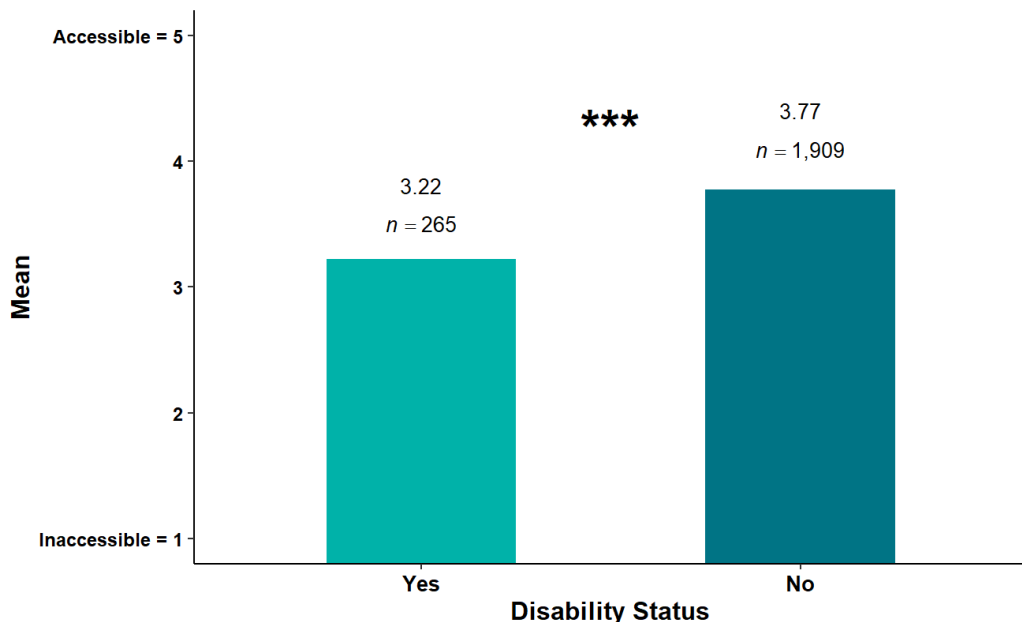
Figure 16. Faculty satisfaction with climate/environment that they experienced within their primary department/unit over the past 12 months.



Faculty with disabilities on average reported that they were neither dissatisfied nor satisfied with the climate/environment within their department/unit.

Compared to non-disabled faculty, faculty with disabilities reported significantly less satisfaction with their department/unit climate.

Figure 17. Faculty rating of department/unit – inaccessible-accessible.

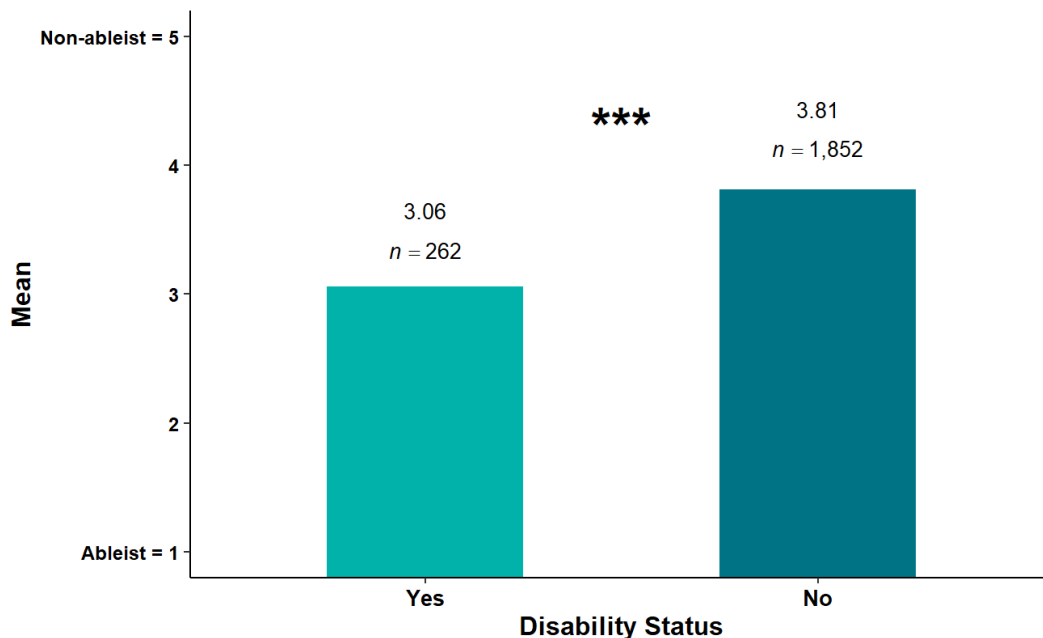


Faculty were asked to rate several different aspects of department climate, including their perceptions of accessibility and ableism.

On average, faculty with disabilities were neutral about whether their department/unit is accessible.

Compared to non-disabled faculty, faculty with disabilities rated their department/unit as significantly less accessible.

Figure 18. Faculty rating of department/unit – ableist-non-ableist.



On average, faculty with disabilities were neutral about whether their department/unit is ableist.

Compared to non-disabled faculty, faculty with disabilities rated their department/unit as significantly more ableist.

Additional Qualitative Themes

Additional themes emerged from disabled faculty's open-ended comments. These themes did not correspond to close-ended items and were not related to the seven key domains of this report. However, these themes were prevalent in disabled faculty's open-ended responses and are reported below.

Perceptions of current leadership

Several faculty with disabilities reported **leadership support** ($n = 11$)^b from their department chair, with some sharing perceptions of support and trust in these relationships. Conversely, some faculty members expressed **leadership concerns** ($n = 23$),^{ab} including a lack of active support or protection from leaders at the department, school/college, and university levels in general. A few of these faculty members also reported a lack of transparency in decision making. Some of these faculty members described a lack of trust or psychosocial safety concerns that inhibited their sense of belonging in their respective departments.

Salary/compensation concerns

Some faculty with disabilities reported **concerns with salary or compensation** ($n = 25$).^{ab} These faculty members, representing all faculty tracks, discussed feeling underpaid given their workload and/or area of study. Some of these faculty members also reported concerns with funding based on faculty track, including clinical, research, and lecturer faculty.

Diversity, Equity, & Inclusion (DEI) concerns

Some faculty with disabilities described **concerns with DEI initiatives** at U-M ($n = 15$).^{11 ab} These faculty members reported concerns that DEI efforts at the University of Michigan had too strong of a focus compared to other scholarly endeavors, and that discrimination against or exclusion of majority groups was not addressed. These faculty members also shared comments outlining perceptions of exclusion or ineffectiveness. For example, these comments described perceived exclusion of particular identity groups from DEI efforts. A few faculty with disabilities also described a **lack of actionable DEI events** ($n = 5$)^b in their respective departments, stating that their departments' DEI events were not useful in practice.

¹¹ At the time of the Campus-Wide Climate survey data collection in February 2023, there was a university-wide DEI 2.0 plan. These DEI efforts were discontinued in March 2025 in accordance with a university directive.

Discussion

Discrimination was the most frequently reported concern for disabled faculty in this analysis.

Our close-ended results indicated that a significantly larger percentage of faculty with disabilities reported experiencing job-related discrimination across multiple areas (e.g., salary, hiring, teaching) compared to non-disabled faculty. In addition, within close-ended responses, disabled faculty reporting hearing insensitive or disparaging comments about women, racial/ethnic minorities, LGBTQIA+ people, people from other countries, and people with disabilities more frequently compared to non-disabled faculty. A significantly larger percentage of disabled faculty reported experiencing unwanted or uninvited sexual attention compared to non-disabled faculty within close-ended responses. Within open-ended comments, discrimination was the most frequently reported theme. This theme included reports of discrimination based on a variety of identities, including gender, race-ethnicity, socioeconomic status, age, caregiver status, LGBTQIA+ identity, as well as track and rank, and, for some, multiple types of discrimination. As some faculty shared how experiencing discrimination affected their psychological safety, well-being, and sense of value/respect in their department, this is an important area for future department and university-wide efforts. Within open-ended comments, the fact that discrimination based on track was the most frequent type of discrimination suggests the need to support faculty across tracks and, in particular, non-tenure-track faculty, who may be less likely to disclose their disability due to concerns with job security ([Dolan, 2023](#)). Given that faculty reported discrimination that is both witnessed and experienced in open-ended comments, this broader category could benefit from more attention within individual schools/colleges and/or departments to further understand the sources and specific experiences of discrimination.

Personal leadership experiences and perspectives about current leadership varied for disabled faculty.

Given the importance of leadership – both in terms of perceptions about current leadership and opportunities to become a leader – for retention of faculty at U-M ([ADVANCE Program, 2020; 2024](#)), continued focus on leadership is especially important. Related to personal leadership experiences, within close-ended responses, a significantly larger percentage of faculty with disabilities reported feeling excluded from important decision-making committees compared to non-disabled faculty. However, faculty with disabilities reported equal willingness to take on time-consuming service tasks compared to faculty without disabilities in close-ended responses. These varied findings were echoed in open-ended comments describing current leadership. Faculty with disabilities reported both leadership support from department chairs and leadership concerns about leaders at the school/college and university levels in open-ended responses. Related to leadership concerns, faculty described how a lack of trust and psychosocial safety concerns inhibited belonging in their departments in open-ended responses.

As leaders play important roles in building climate in their respective units, finding ways to continue to promote strong leadership at both the department and school/college levels, and addressing concerns with leadership, is especially important for faculty retention ([ADVANCE Program, 2020](#)). Current leaders can employ a wide variety of strategies to be effective in their positions, including focusing on ways to build trust, such as showing their humanity, working to build positive relationships, showing good judgment/expertise, and being consistent ([Leberecht, 2017; Zenger & Folkman, 2022](#)). Units should consider providing resources to support faculty interested in becoming future leaders through U-M leadership and/or executive coaching

programs, and identifying senior leaders who can support leadership potential ([Kezar et al., 2007](#)).

Workload equity was a concern for faculty with disabilities.

Workload equity has important implications for faculty success and retention ([Settles et al., 2021](#); [O'Meara et al., 2021](#)). Faculty workloads have increased since the COVID-19 pandemic and inequities in workload can negatively impact productivity, promotion, and, ultimately, retention ([O'Meara et al., 2021](#)). Faculty holding marginalized identities may engage in more unseen (“invisible”) service activities than their peers, which may not be valued or recognized by school/college or department leadership and can limit time spent on areas included in formal reviews for promotion and tenure (e.g., scholarship, teaching; [Settles et al., 2021](#)). Additionally, the hyper-productive academic culture can be especially challenging for faculty with chronic illness ([Evans et al., 2024](#)). Within close-ended responses, faculty with disabilities reported significantly less satisfaction with their teaching load compared to faculty without disabilities. Open-ended comments from disabled faculty aligned with these findings, with faculty reporting feeling overworked as well as managing an additional workload due to invisible service. These findings highlight challenges with workload equity that have broad implications for faculty career trajectories.

Disabled faculty reported varied experiences of social belonging and more negative experiences of academic belonging.

Within close-ended survey items, faculty with disabilities reported lower social belonging in their department/unit as well as lower satisfaction with social interactions compared to non-disabled faculty. Open-ended comments provided both supportive experiences for belonging as well as experiences that inhibited belonging. Personal conversations, general inclusion, and recognition of contributions generally supported positive social experiences and contributed to belonging whereas a lack of support or respect from leaders and lack of community or professional collaboration inhibited belonging. Within close-ended responses related to academic belonging ([Good et al., 2012](#); [Lawrie et al., 2025](#); [Tinto, 1993](#)), disabled faculty reported significantly higher perceptions of epistemic exclusion compared to non-disabled faculty. Feelings of epistemic exclusion also emerged in open-ended data across faculty tracks for disabled faculty. These more negative perceptions of social relationships and belonging align with previous studies about the experiences of disabled faculty ([Dolan, 2023](#); [Inglehart et al., 2025](#); [McKenzie & Khan, 2023](#)). Faculty experiences in both the larger academic community and at U-M overall highlight the importance of feeling like the greater community appreciates and embraces faculty with disabilities, as well as feeling connection within the disabled community ([Burke, 2021](#); [Koo & Harris, 2024](#); [Marquis et al., 2023](#)). Taken together, these findings underscore the importance of academic and social connections for positive workplace experiences.

Close- and open-ended responses indicated general well-being concerns, including psychological and physical safety concerns for disabled faculty.

Within close-ended responses, disabled faculty reported higher psychological safety concerns (such as feeling under scrutiny by their colleagues) compared to non-disabled faculty. Additionally, within close-ended responses, disabled faculty reported more frequent physical safety concerns compared to non-disabled faculty. Faculty with disabilities also reported avoiding several locations more than faculty without disabilities, such as campus at night, campus buildings, parking lots, and secluded areas. Open-ended comments provided more nuance, describing concerns related to psychological safety, as well as an overwhelming mental or emotional load. In general, given the timing of the 2023 Campus-Wide Climate survey following the COVID-19 pandemic, faculty broadly experienced mental and physical health concerns, stress, burnout, and distraction ([Tugend, 2020](#); [Zambrana et al., 2021](#)), which highlights the importance of paying attention to existing structures that support psychosocial

safety, psychological safety, and mental health. It is important to note that while no comments explicitly described how disability connects to psychosocial or physical safety concerns, general concerns related to feeling under scrutiny by colleagues are common for disabled faculty ([Dolan, 2023](#)).

Related to perceptions of accessibility, overall climate was rated more negatively by disabled faculty; satisfaction with workplace space varied.

Within close-ended responses, faculty with disabilities reported similar satisfaction with amount of office space and location compared to faculty without disabilities. However, regarding the amount of research and laboratory space and amount of creative design and performance space, faculty with disabilities reported lower satisfaction compared to faculty without disabilities. Additionally, compared to faculty without disabilities, faculty with disabilities were less satisfied with their department/unit climate, and rated the department/unit climate as more ableist and more inaccessible. These findings were consistent with other studies that have found that faculty with disabilities have reported more negative perceptions of institutional climate ([Ingelhardt et al., 2024](#)) and do not feel like their basic needs are met in their work environment ([Abulela et al., 2025](#)). The varied findings about workplace spaces around campus would benefit from future research to understand why these different patterns emerged. Additionally, satisfaction with classrooms was not included as an option for faculty to review; classroom space can present particular challenges for faculty with disabilities in terms of physical accessibility and formal and informal communication with students ([Koo & Harris, 2024](#); [Tidwell, 2004](#)).

Future work is needed to understand more about disability identity within the workplace.

It is important to note that questions in ADVANCE climate assessments ask about the workplace climate broadly and do not focus on disability identity within the workplace. The trends that we observe in this report are common challenges for faculty across U-M, including concerns about leadership, climate, workload inequities, and salary ([ADVANCE Program, 2020](#); [2024](#)). Within open-ended comments in this report, faculty generally did not discuss their disability identity. Additionally, other dimensions of identity, including track, rank, gender, race-ethnicity, and caregiver status also emerged as perceived reasons for discrimination and exclusion. Given the complexity of intersectional identities and ways in which faculty experience power dynamics and hierarchies in their daily work, it is not surprising that faculty described other dimensions of identity besides their disability. While faculty did not directly address experiences of disability in open-ended comments, the more negative experiences for faculty with disabilities across most close-ended questions compared to their peers about a variety of workplace experiences aligns with existing research about faculty with disabilities ([Abulela et al., 2025](#); [Dolan, 2023](#); [Ingelhardt et al., 2025](#)). Our results highlight that future research should focus specifically on disability identity and workplace experiences, including disabled faculty who hold multiple marginalized identities. This kind of research could inform additional policies, practices, and recommendations to create workplace climates that support all members of the community.

Recommendations

We offer the following recommendations for campus leaders to promote a more positive climate for disabled faculty:

- In line with faculty and student advocacy, the university could establish a [disability culture center on campus](#).
- Department chairs and deans can regularly assess climate and culture through climate surveys of units, such as [ADVANCE Department Climate Assessments](#), which protect the confidentiality of participants and inform organizational change. Unit leaders can work toward [building trust](#), [proactively addressing tension](#), and [soliciting feedback](#), such as through 360 reviews.
- Unit leaders can promote ways to [build community in the hybrid workplace](#).
- Unit leaders can be mindful of [fair distribution of labor](#) within the department. Department chairs could employ strategies from [Equity-Minded Faculty Workloads](#), the American Council on Education's guide to conducting an equity review of workload within the department. Examples of this work include focusing on:
 - Transparency – create a faculty work/activity dashboard for departments or schools/colleges.
 - Clarity – create specific guidelines for appropriate amounts of teaching and service for different ranks.
 - Accountability – restructure and reduce committees, determining if all committees are needed and creating requirements for each.

U-M Programs & Resources

University efforts could also focus on 1) supporting and/or strengthening existing initiatives on campus designed to support faculty with disabilities, and 2) regularly evaluating the effectiveness of services and programs offered by the university. Below are some of the groups, programs, services, and resources operating on campus as of April 2026.

- [Culture of Accessibility team in the College of Engineering](#)
- [Digital Inquiry, Speculation, Collaboration, and Optimism \(DISCO\) Network Research Initiative](#)
- Disability Culture at University of Michigan (DC@U-M)
- [Disability Equity Office within the Equity, Civil Rights, and Title IX Office at U-M](#)
- Disability Justice Network
- [Disability Navigators Program](#)
- [Faculty and Staff Counseling and Consultation Office \(FASCCO\)](#)
- [Office of the Provost's Disability Scholarship Initiative](#)
- [U-M Council for Disability Concerns](#)
- [U-M Faculty Ombuds](#)
- [U-M Work Connections](#)

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ADVANCE PROGRAM

UNIVERSITY OF MICHIGAN

Appendix: Workplace Climate Experiences of Faculty with Disabilities

Methodology

To examine disabled faculty experiences at U-M, we conducted comparisons using data from the 2023 Campus-Wide Climate survey. The analysis focused on comparing the lived academic experiences at U-M among faculty with and without disabilities. In this Appendix, we include comparison tables presenting faculty responses in 2023 by disability status. These tables provide a detailed overview of how disabilities relate to faculty experience and workplace climate.

We used Welch's t-test, which accounts for unequal variances and sample sizes. We report the test statistic (t), degrees of freedom (df), p-value (p), and Cohen's d (d) as the measure of effect size. For binary outcome variables, we conducted chi-square tests, reporting the chi-square statistic (χ^2), degrees of freedom (df), p-value (p), and Cramér's V (v) as the effect size. This approach allows us to assess both statistical significance and the practical magnitude of observed differences between groups of faculty.

Statistical significance is denoted using asterisks in the tables: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). We also note marginal trends where p values fall between .05 and .10, using the symbol "†" to indicate these near-significant findings. These trends may suggest emerging patterns that warrant further attention, even if they do not meet conventional thresholds for significance.

Additionally, the appendix includes the 2023 Campus-Wide Climate survey items used in this analysis. These materials specify the question wording, response scales, and valid response counts. For all tables, the reported valid response counts (n) is the total number of respondents in each group who answered the question in the survey. Open-ended responses were also collected and are referenced from the 2023 Campus-Wide Climate survey and Department Climate Assessments conducted between 2023 and 2025. These qualitative data provide valuable context for interpreting patterns observed in the quantitative analyses.

Statistical Comparison of Faculty Experience in 2023 by Disability Status

Table A1

Personal Leadership Engagement

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Leadership Exclusion: Do you feel you have been excluded from serving on important decision-making department, unit-level, or college committees?	Chi-square test	23.36	1	< .001 ***	0.10	39% (n = 270)	25% (n = 2,068)
Willingness to Take on Service: How willing are you to take on time-consuming service tasks (e.g., chairing an important committee)?	Welch's t test	-0.55	342.72	.581	0.04	3.1 (n = 271)	3.15 (n = 2,074)

Table A2

Workload Equity

Variable	Test	Statistic	df	p	Effect Size	Mean	
						Faculty with disabilities	Faculty without disabilities
Satisfaction with Teaching Load: How satisfied are you with your teaching load?	Welch's t test	-5.15	282.31	< .001 ***	0.38	3.35 (n = 231)	3.75 (n = 1,615)

Variable	Test	Statistic	df	p	Effect Size	Mean	
						Faculty with disabilities	Faculty without disabilities
Mentoring Load: The number of undergraduate students you currently serve as an advisor/mentor to and your specific role.	Welch's t test	0.25	168.04	.801	-0.02	5.12 (n = 117)	4.86 (n = 780)
Mentoring Load: The number of graduate students you currently serve as an advisor/mentor to and your specific role.	Welch's t test	0.51	420.61	.611	-0.03	2.29 (n = 280)	2.13 (n = 2,280)

Table A3
Experiences of Discrimination

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Experiences of Discrimination: Have you experienced discrimination at U-M in the last 12 months?	Chi-square test	75.67	1	< .001 ***	0.18	62% (n = 272)	35% (n = 2,003)
Job-Related Discrimination: Hiring - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	8.97	1	.003**	0.06	6% (n = 280)	3% (n = 2,280)

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Job-Related Discrimination: Promotion - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	31.83	1	< .001 ***	0.11	12% (n = 280)	4% (n = 2,280)
Job-Related Discrimination: Salary - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	39.42	1	< .001 ***	0.12	15% (n = 280)	5% (n = 2,280)
Job-Related Discrimination: Space/equipment, Other Resources - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	23.54	1	< .001 ***	0.10	10% (n = 280)	3% (n = 2,280)
Job-Related Discrimination: Access to Administrative Staff - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	24.08	1	< .001 ***	0.10	7% (n = 280)	2% (n = 2,280)
Job-Related Discrimination: Graduate Student or Resident/Fellow Assignments - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	27.45	1	< .001 ***	0.10	7% (n = 280)	2% (n = 2,280)
Job-Related Discrimination: Teaching Assignments - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	43.38	1	< .001 ***	0.13	10% (n = 280)	2% (n = 2,280)

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Job-Related Discrimination: Leadership Opportunities (internal to U-M) - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	23.80	1	< .001***	0.10	12% (n = 280)	5% (n = 2,280)
Job-Related Discrimination: Leadership Opportunities (external to U-M) - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	13.15	1	< .001***	0.07	5% (n = 280)	2% (n = 2,280)
Job-Related Discrimination: Service Expectations - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	31.51	1	< .001***	0.11	12% (n = 280)	4% (n = 2,280)
Job-Related Discrimination: Other - Have you experienced job-related discrimination at U-M within the last 12 months?	Chi-square test	9.21	1	.002**	0.06	4% (n = 280)	1% (n = 2,280)
Unwanted Sexual Attention: Within the past 5 years, have you experienced any unwanted and uninvited sexual attention?	Chi-square test	13.57	1	< .001***	0.08	17% (n = 270)	9% (n = 2,000)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about women made by faculty?	Welch's t test	4.40	310.58	< .001***	-0.31	1.79 (n = 266)	1.5 (n = 1,952)

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about racial/ethnic minorities made by faculty?	Welch's t test	4.75	306.09	< .001***	-0.34	1.62 (n = 268)	1.34 (n = 1,948)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people who are LGBTQIA+ made by faculty?	Welch's t test	4.06	306.75	< .001***	-0.29	1.36 (n = 266)	1.18 (n = 1,940)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people from other countries made by faculty?	Welch's t test	3.40	320.43	< .001***	-0.24	1.58 (n = 267)	1.4 (n = 1,937)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people with disabilities made by faculty?	Welch's t test	8.10	283.39	< .001***	-0.64	1.63 (n = 267)	1.14 (n = 1,936)

Table A4
Social Belonging

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Social Belonging: Measure interpersonal relationships, sense of belonging, and overall well-being through perceptions of value, inclusion, respect, community, and equity in the department/unit.	Welch's t test	-6.89	312.40	< .001 ***	0.48	3.09 (n = 260)	3.57 (n = 1,867)
Satisfaction with Social Interaction: Satisfaction with the amount of social interaction with members of my department/unit.	Welch's t test	-3.13	334.40	.002**	0.21	3.14 (n = 275)	3.38 (n = 2,157)

Table A5
Academic Belonging

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Epistemic Exclusion: Measure comfort in discussing performance, perceived value of research interests, collegial engagement, and pressures to conform or work harder for legitimacy and career advancement.	Welch's t test	7.38	282.52	< .001 ***	-0.55	2.92 (n = 235)	2.44 (n = 1,618)

Table A6
General Well-being

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Psychological Safety Concerns: I am/was reluctant to bring up issues that concern me for fear it will/would affect my promotion/tenure.	Welch's t test	7.21	285.37	< .001 ***	-0.52	3.28 (n = 229)	2.58 (n = 1,655)
Psychological Safety Concerns: I constantly feel under scrutiny by my colleagues.	Welch's t test	3.99	312.32	< .001 ***	-0.28	2.71 (n = 257)	2.35 (n = 1,820)
Psychological Safety Concerns: There are many unwritten rules concerning how one is expected to interact with colleagues in my unit.	Welch's t test	7.92	331.15	< .001 ***	-0.53	3.6 (n = 255)	2.93 (n = 1,815)
Physical Safety Concerns: In the past 12 months, how often have you been concerned about your physical safety around your U-M workplace, excluding concerns due to contagions?	Welch's t test	5.33	313.36	< .001 ***	-0.38	2.07 (n = 270)	1.65 (n = 1,988)
Avoidance Due to Safety Concern: in the past 12 months: Buses/Bus Stops.	Chi-square test	1.28	1	0.258	0.02	5% (n = 280)	3% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Campus at Night.	Chi-square test	24.35	1	< .001 ***	0.1	27% (n = 280)	15% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Campus Buildings.	Chi-square test	10.54	1	.001**	0.07	7% (n = 280)	3% (n = 2,280)

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Avoidance Due to Safety Concern: in the past 12 months: Heavy Traffic.	Chi-square test	6.25	1	.012*	0.05	12% (n = 280)	7% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Large Gatherings.	Chi-square test	0.95	1	0.331	0.02	20% (n = 280)	17% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Neighborhoods Surrounding Campus.	Chi-square test	4.57	1	.033*	0.04	7% (n = 280)	4% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Other.	Chi-square test	9.27	1	.002**	0.06	5% (n = 280)	2% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Parking Lots.	Chi-square test	17.94	1	< .001 ***	0.09	19% (n = 280)	10% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Parties.	Chi-square test	1.11	1	0.291	0.02	14% (n = 280)	11% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Secluded Areas.	Chi-square test	21.32	1	< .001 ***	0.1	24% (n = 280)	13% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Sporting Events.	Chi-square test	7.01	1	.008**	0.06	17% (n = 280)	11% (n = 2,280)
Avoidance Due to Safety Concern: in the past 12 months: Unlocked/Open Doors.	Chi-square test	9.45	1	.002**	0.06	9% (n = 280)	4% (n = 2,280)

Table A7
Perceptions of Accessibility

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						Faculty with disabilities	Faculty without disabilities
Satisfaction with Workplace Space at Department: Amount of office space.	Welch's t test	-1.76	313.20	.079 [†]	0.12	3.58 (n = 248)	3.74 (n = 1,781)
Satisfaction with Workplace Space at Department: Location.	Welch's t test	-1.42	300.60	.158	0.10	3.96 (n = 245)	4.06 (n = 1,727)
Satisfaction with Workplace Space at Department: Amount of research and laboratory space.	Welch's t test	3.18	151.98	.002**	0.31	3.27 (n = 127)	3.64 (n = 1,033)
Satisfaction with Workplace Space at Department: Amount of creative design and performance space.	Welch's t test	-2.57	91.47	.012*	0.32	3.03 (n = 79)	3.44 (n = 674)
Satisfaction with Department/Unit Climate: How satisfied are you with the climate/environment within your department/unit over the past 12 months?	Welch's t test	-5.34	332.53	< .001 ***	0.36	3.12 (n = 268)	3.53 (n = 1,954)
Rating of Inaccessible/Accessible Climate.	Welch's t test	-7.36	335.35	< .001 ***	0.49	3.22 (n = 265)	3.77 (n = 1,909)
Rating of Ableist/Non-Ableist Climate.	Welch's t test	-8.68	317.40	< .001 ***	0.61	3.06 (n = 262)	3.81 (n = 1,852)

Survey Instruments and Measurement Scales

Table A8

Survey Questionnaire: Items and Measurement Details

Topic	Survey Items	Response Code	Faculty with Disabilities	Faculty without Disabilities
Leadership Engagement	Leadership Exclusion Do you feel you have been excluded from serving on important decision-making department, unit-level, or college committees?	0 = No 1 = Yes	<i>n</i> = 270	<i>n</i> = 2,068
	Willingness to Take on Service How willing are you to take on time-consuming service tasks (e.g., chairing an important committee)?	1 = Not at all willing 2 = Slightly Willing 3 = Moderately Willing 4 = Willing 5 = Very Willing	<i>n</i> = 271	<i>n</i> = 2,074
Workload Equity	Satisfaction with Teaching Load How satisfied are you with your teaching load?	1 = Very Dissatisfied 2 = Dissatisfied 3 = Neither Dissatisfied nor Satisfied 4 = Satisfied 5 = Very Satisfied	<i>n</i> = 231	<i>n</i> = 1,615
	Mentoring Load For each group, please specify the number of students you currently serve as a primary advisor/mentor to: <ul style="list-style-type: none"> • Undergraduate students • Graduate students (including master/professional, and doctoral students) 	Number	<i>n</i> = 117 <i>n</i> = 280	<i>n</i> = 780 <i>n</i> = 2,280
Experiences of Discrimination	Experiences of Discrimination Have you experienced discrimination at U-M in the last 12 months?	0 = No 1 = Yes/ Maybe/ I don't know	<i>n</i> = 272	<i>n</i> = 2,003

Topic	Survey Items	Response Code	Faculty with Disabilities	Faculty without Disabilities
	<p>Job-Related Discrimination Please indicate the JOB-RELATED DISCRIMINATION you experienced at U-M within the last 12 months.</p> <ul style="list-style-type: none"> • Hiring • Promotion • Salary • Space/equipment, other resources • Access to administrative staff • Graduate student or resident/fellow assignments • Teaching assignments • Leadership opportunities (internal to U-M) • Leadership opportunities (external to U-M) • Service expectations • Other 	0 = No 1 = Yes ¹¹	<i>n</i> = 280	<i>n</i> = 2,280
	<p>Unwanted Sexual Attention Within the past 5 years, have you experienced any unwanted and uninvited sexual attention?</p>	0 = No 1 = Yes/ Maybe/ I don't know	<i>n</i> = 270	<i>n</i> = 2,000
	<p>Insensitive or Disparaging Comments How often have you overheard an insensitive or disparaging comment about [.....] made by faculty?</p> <ul style="list-style-type: none"> • Women • People who are LGBTQIA+ • Racial/ethnic minority • People who are from other countries • People with disabilities 	1 = Never 2 = 1-2 times 3 = Couple of times per semester 4 = More than once a month 5 = Weekly	<i>n</i> = 266 <i>n</i> = 268 <i>n</i> = 266 <i>n</i> = 267 <i>n</i> = 267	<i>n</i> = 1,952 <i>n</i> = 1,948 <i>n</i> = 1,940 <i>n</i> = 1,937 <i>n</i> = 1,936

¹¹ We recoded job-discrimination to include any discrimination based on race/ethnicity, gender, LGBTQIA+, disability status, religious affiliation, appointment track, and discipline/field.

Topic	Survey Items	Response Code	Faculty with Disabilities	Faculty without Disabilities
Social Belonging	Social Belonging¹² <ul style="list-style-type: none"> • I feel valued as an individual in my department/unit. • I feel I belong in my department/unit. • I have considered leaving my department/unit because I felt isolated or unwelcomed (reverse coded). • I have found one or more communities or groups where I feel I belong in my department/unit. • I am treated with respect in my department/unit. • I have to work harder than others to be valued equally in my department/unit (reverse coded). 	1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree	n = 260	n = 1,867
	Satisfaction with Social Interaction Amount of social interaction with members of my department/unit	1 = Very Dissatisfied 2 = Dissatisfied 3 = Neither Dissatisfied nor Satisfied 4 = Satisfied 5 = Very Satisfied	n = 275	n = 2,157

¹² We constructed a six-item scale that measured Social Belonging. We conducted a factor analysis that indicated that the items loaded on a single factor. In addition, a strong Cronbach's alpha (.80) indicated good internal consistency supporting the use of these items as a cohesive scale.

Topic	Survey Items	Response Code	Faculty with Disabilities	Faculty without Disabilities
Academic Belonging	Epistemic Exclusion¹³ <ul style="list-style-type: none"> I am comfortable asking questions about performance expectations (reverse coded). My colleagues solicit my opinions about their research ideas and problems. My research interests are valued by my colleagues (reverse coded). I feel pressured to change my research agenda in order to fit in. I feel/felt pressured to change my research agenda to make tenure/be promoted (reverse coded). My colleagues have lower expectations of me than of other faculty. I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar. 	1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree	<i>n</i> = 235	<i>n</i> = 1,618
General Well-being	Psychological Safety Concerns <ul style="list-style-type: none"> I am/was reluctant to bring up issues that concern me for fear it will/would affect my promotion/tenure I constantly feel under scrutiny by my colleagues There are many unwritten rules concerning how one is expected to interact with colleagues in my unit 	1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree	<i>n</i> = 229 <i>n</i> = 257 <i>n</i> = 255	<i>n</i> = 1,655 <i>n</i> = 1,820 <i>n</i> = 1,815

¹³ We constructed a seven-item scale that measured Epistemic Exclusion. We conducted a factor analysis that indicated that the items loaded on a single factor. In addition, a strong Cronbach's alpha (.83 in 2023) indicated good internal consistency supporting the use of these items as a cohesive scale.

Topic	Survey Items	Response Code	Faculty with Disabilities	Faculty without Disabilities
	<p>Frequency of Physical Safety Concerns In the past 12 months, how often have you been concerned about your physical safety around your U-M workplace, excluding concerns due to contagions?</p>	1 = Never 2 = Seldom (1-2 times per year) 3 = Sometimes (Couple of times per semester) 4 = Often (More than once a month) 5 = Very Often (Weekly)	<i>n</i> = 270	<i>n</i> = 1,988
	<p>Avoidance due to Safety Concerns In the past 12 months, which of the following have you AVOIDED at U-M due to fear for your PHYSICAL SAFETY, excluding fear of contagions? (Please check all that apply)</p> <ul style="list-style-type: none"> • Sporting events • Parties or other social gatherings • Secluded areas on campus • Campus buildings • Buses or bus stops • Parking lots or garages • Other (Please specify) • Campus at night • Large gatherings in general • Heavy vehicle traffic • Unlocked/Open doors • Neighborhoods or other areas surrounding campus 	0 = No 1 = Yes	<i>n</i> = 280	<i>n</i> = 2,280

Topic	Survey Items	Response Code	Faculty with Disabilities	Faculty without Disabilities
Perceptions of Accessibility	Satisfaction with Workplace Space at Department <ul style="list-style-type: none"> • Amount of office space • Amount of research/laboratory space • Amount of creative/design/performance space • Location 	1 = Very Dissatisfied 2 = Dissatisfied 3 = Neither Dissatisfied nor Satisfied 4 = Satisfied 5 = Very Satisfied	<i>n</i> = 248 <i>n</i> = 127 <i>n</i> = 79 <i>n</i> = 245	<i>n</i> = 1,781 <i>n</i> = 1,033 <i>n</i> = 674 <i>n</i> = 1,727
	Satisfaction with Department/Unit Climate How satisfied or dissatisfied are you with the climate/environment that you have experienced within YOUR PRIMARY DEPARTMENT/UNIT over the past 12 months?		<i>n</i> = 268	<i>n</i> = 1,954
	Rating of Accessible Climate Accessible: Rate department/unit climate.	1 Inaccessible 2 3 4 5 Accessible	<i>n</i> = 265	<i>n</i> = 1,909
	Rating of Ableist Climate Non-ableist: Rate department/unit climate.	1 Ableist 2 3 4 5 Non-ableist	<i>n</i> = 262	<i>n</i> = 1,852

Table A9*Open-ended Questions and Valid Response Counts*

Data Source	Open-ended Question	Valid Response Count for Faculty with Disabilities
DCA	What supports your sense of belonging in your department?	40
	What inhibits your sense of belonging in your department?	44
	Please describe your most important concern about the climate in your department.	47
	Please describe one thing that <u>you would not change</u> about the climate in your department.	39
	Please share any final thoughts for this survey (optional).	22
	Have you participated in DEI-related activities (e.g., talks, seminars, workshops, etc.) in your department? If yes, please share more about your perspectives about your department-led DEI activities (e.g., events, talks, seminars, workshops) as well as informal activities (e.g., conversations with colleagues) within your department.	19
	You selected that you have not engaged in DEI activities (e.g., talks, seminars, workshops, etc.) in your department. Please share why you have not engaged in DEI activities.	5
CW 2023	Please share any other thoughts, comments, or suggestions that you may have about the topics covered in this survey.	105

Qualitative Analysis

Table A10

Qualitative Codebook and Response Frequencies

Key Domain	Codes	Definition	CW23	DCA	Theme Frequency
Interpersonal Relationships/ Social Belonging (n = 133)	Social interaction	Describes the existence of social interaction in one's unit.	✓	✓	35
	Belonging	Describes a sense of belonging in a participant's unit, school/college, or U-M overall, including working in a supportive or collegial environment.	✓	✓	24
	Lack of belonging	Describes aspects of one's experience at U-M or in one's department that inhibit one's sense of belonging, including a lack of support or respect or general job dissatisfaction.	✓	✓	21
	General exclusion in department	Describes general exclusion in one's department, including exclusion from decision making.	✓	✓	14
	Lack of value or respect	Describes the devaluing or lack of respect for one's research or teaching contributions in one's unit.	✓	✓	13
	Lack of social interaction	Describes the absence of social interaction in one's unit; includes exclusion from social activities.		✓	8
	General inclusion in department	Describes general inclusion in one's department, including recognition of ideas or inclusion in decision making.		✓	7
	Recognition	Describes recognition of professional contributions in one's department.		✓	6
	Isolation or loneliness	Describes a lack of social interaction or relationships in one's unit, or exclusion from social interaction or relationships.	✓		5

Key Domain	Codes	Definition	CW23	DCA	Theme Frequency
Experience of Discrimination (n = 102)	Discrimination - track	Describes witnessed/experienced discrimination on the basis of track.	✓	✓	26
	Discrimination - gender	Describes witnessed/experienced discrimination on the basis of gender or sex.	✓	✓	15
	Discrimination - race/ethnicity	Describes witnessed/experienced discrimination on the basis of race/ethnicity.	✓	✓	12
	Discrimination - other	Describes witnessed/experienced discrimination on the basis of other specific forms of discrimination not otherwise coded.	✓	✓	11
	Discrimination - age	Describes witnessed/experienced discrimination on the basis of age.	✓	✓	6
	Discrimination – general, unspecified	Describes general experiences of discrimination or witnessed discrimination.	✓	✓	6
	Discrimination - socioeconomic status (elitism)	Describes witnessed/experienced discrimination on the basis of socioeconomic status; also describes elitism.	✓	✓	6
	Discrimination – caregiver status	Describes witnessed/experienced discrimination of caregivers.	✓	✓	5
	Discrimination - LGBTQIA+	Describes witnessed/experienced discrimination on the basis of LGBTQIA+ identity.	✓	✓	5
	Discrimination - rank	Describes witnessed/experienced discrimination on the basis of rank.	✓	✓	5

Key Domain	Codes	Definition	CW23	DCA	Theme Frequency
	Insensitive or disparaging comments	Describes insensitive or disparaging comments, bullying, or gossip about a participant or one's colleague(s).	✓	✓	5
Additional Qualitative Themes (n = 79)	Salary/compensation	Describes concerns or issues with salary or compensation.	✓	✓	25
	Leadership concerns	Describes leadership concerns, including a lack of professional or personal support from one's leaders (e.g., department chairs and deans).	✓	✓	22
	Concerns with DEI initiatives	Describes concerns with the level of focus on DEI efforts at U-M; concerns for the ineffectiveness of these efforts; or concerns for the exclusion of majority groups.	✓	✓	15
	Leadership support	Describes professional or personal support from one's leaders, including department chairs and deans.		✓	11
	Lack of actionable DEI events	Describes a lack of meaningful DEI events in one's unit or concerns that these events were not meaningful in practice.		✓	5
General Well-being (n = 49)	Psychosocial safety concern	Describes generally unsafe social working conditions and a lack of trust or transparency.	✓	✓	26
	Psychological safety concern	Within the umbrella of psychosocial safety concern, pertains specifically to a reluctance to raise issues due to a concern for retaliation; also describes unclear promotion criteria.	✓	✓	18

Key Domain	Codes	Definition	CW23	DCA	Theme Frequency
	Mental or emotional load	Describes one's mental or emotional load due to invisible service work or other workplace stressors.	✓	✓	5
Workload Equity (<i>n</i> = 24)	Overworked	Describes feeling overworked with an overwhelming workload consisting of teaching, research, and service work.	✓	✓	19
	Invisible service	Describes service tasks that are not formally outlined in one's role, including but not limited to providing emotional support to students, unofficial mentoring, and helping colleagues navigate experiences of marginalization.	✓	✓	5
Academic Belonging (Epistemic Exclusion) (<i>n</i> = 15)	Epistemic exclusion	Describes scholarly isolation due to a devaluation of one's research area or educational background.	✓	✓	15