



FACULTY  
PROTECTIONS  
TASK FORCE



# RESULTS OF CENSORSHIP/SELF- CENSORSHIP SURVEY

PREPARED BY THE FACULTY  
PROTECTIONS WORKING GROUP  
AND FACULTY SENATE OFFICE

RESULTS AS OF 02/01/2026

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This document contains an overview of the results from the Censorship/Self-Censorship Survey.

A February 2025 Faculty Senate survey revealed that at least half of the faculty who responded are "self-censoring" their instruction, that is, choosing not to teach particular topics or to have certain conversations with students. Additionally, many faculty are facing harassment and doxxing due to their research specialties and extra-mural speech.

In light of what we learned and the political challenges that have arisen in the past few months, SACUA and the Faculty Protections Working Group are gathering additional information from faculty about your experiences involving censorship of instruction, research, and extra-mural speech. These questions are intended to provide a snapshot of this moment to inform faculty governance: how can we advocate for faculty, what types of events can we offer, etc. Your participation will ensure that faculty governance and administrators are informed about the realities of scholarship and instruction on campus.

Please note that some questions were not presented to responders based on their answers to preceding questions. All questions were optional.

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## APPENDIX 1 ('OTHER' RESPONSES)

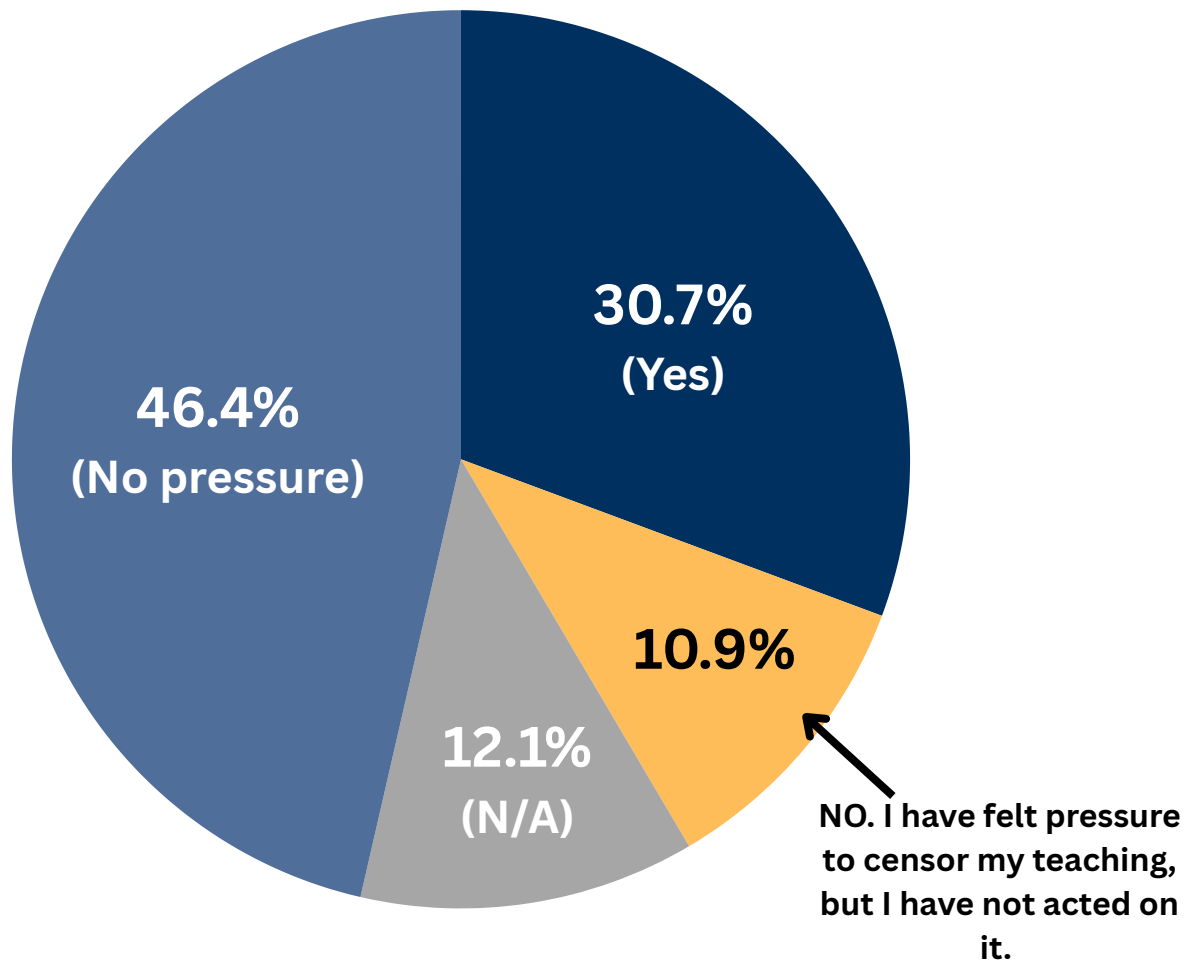
- All questions that had the option 'Other' and the personalized responses from participants are included in Appendix 1. Appendix 1 contains its own Table of Contents. 32



## APPENDIX 2 (WRITTEN RESPONSES)

- All questions that required written responses are included in Appendix 1. All responses are included. Appendix 2 contains its own Table of Contents. 47

**Question 1: Since January 2025 to present, have you self-censored your instruction or has your curriculum been censored?**



- YES. I've censored myself or I have been censored by others.
- NO. I have felt pressure to censor my teaching, but I have not acted on it.
- NO. I have not felt pressure to censor my teaching.
- N/A. This question is not applicable to me.

Of the 738 respondents, 342 did not feel pressure to censor or self-censor; 226 were censored or self-censored; 80 felt pressure to censor but did not do so; 89 noted that this question did not apply to them; and, 1 did not respond to the question.

## Question 2: What are the sizes of the classes you are censoring or being pressured to censor?

Class sizes	#
0-18 students	123
19-30 students	121
31-60 students	65
60+ students	79
No response	3
Other	7

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my teaching, but I have not acted on it** in *Question 1*. 306 people responded to this question.

“Other” responses are listed below:

- “My teaching is largely to providers of early childhood services in the community”;
- “Advising projects”;
- “All classes”;
- “They vary, since I’m a librarian/archivist/curator and work with many different professors’ classes”;
- “I have not yet done so”;
- “All times”; and
- “I am serving as an admin and not currently teaching”.

**Question 3: What are the primary reasons that you have felt pressure to self-censor, or what are the primary reasons your classes have been censored? (Please select all that apply)**

Reason for censorship	#
Fear due to general climate	225
Fear of student retaliation	160
Fear of receiving bad student evaluations	138
Fear that a student is recording classroom activities	138
Fear for job security	129
Fear of being doxxed on social media.	122
Fear of job security due to lack of tenure	94
Fear of damage to professional reputation	91
Fear for personal safety	83
Fear of University's new Institutional Neutrality policy	79
Pressure from external 3rd parties not related to the university	53
Pressure (or perceived pressure) from Central Administration	51
Fear of being FOIAed.	50
Pressure (or perceived pressure) from Chair/Dean/School	50
Pressure from outside organizations	47
Fear of new Title VI mandatory reporting	45
Fear for job security or safety due to immigration status	34
Other	34
Fear of losing research funding	21
Received threats	12

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my teaching, but I have not acted on it** in Question 1. 304 people responded to this question. "Other" responses are included in Appendix 1.

**Question 4: If you self-censored or were censored as an instructor, what were the classroom topics you avoided or restricted? Please select all that apply or share any other topics not included in the list.**

Topics of censorship	#
DEI	152
U.S Politics	142
Middle East/ Palestine/ Israel	118
Gender	112
Race/ Ethnicity	112
Social Justice/ Civil Rights	84
Trans and Gender-confirming Care	82
Immigration	65
Sexual Orientation	59
Personal Identity	44
Religion	38
Climate Change	32
Reproductive Care	30
Other	30
Vaccines	29
N/A. This question is not applicable to me.	23

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my teaching, but I have not acted on it** in Question 1. 298 people responded to this question. "Other" responses are included in Appendix 1.

**Question 5: Have you ever had to take action to ensure the safety of your students due to the subject matter of your course? (Please select all that apply)**

Actions taken	#
N/A. This question does not apply to me.	171
Limited recordings of class discussions	69
Restricted access to the syllabus	26
Obfuscated classroom location information	15
Other	11
Contacted DPSS	8
Moved classes to different locations	5
Cancelled class or courses	5
No	2

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my teaching, but I have not acted on it** in Question 1. 260 people responded to this question. "Other" responses are included in Appendix 1.

**Question 6: Have you ever had to take action to ensure the safety of yourself as the instructor due to the subject matter of your course? (Please select all that apply).**

Topics of censorship	#
Limiting conversation and discussion with students	103
Limiting subjects/topics/materials discussed taught...	102
N/A. This question is not applicable to me.	82
Closing/hiding social media accounts	68
Limiting personal information available online...	63
Contacting department chair or school dean	47
Increasing # of citations/ references for info you share	38
Contacting an attorney	20
Recording your classroom activities to have a document	20
Other	18
Contacting DPSS	17
Installing cameras/ home security at your home	16
Referring to the resources listed on the Provost's website	14
Removing your email address from your school's page...	13
Contacting university representative or ombuds	12
Stop serving as the instructor of a course	12
Contacting my union representative	9
Contacting the Faculty Senate or Faculty Senate Chair	8
Contacting my chapter of the AAUP	6
Contacting UM ITS to initiate website scrubbing services	6
Resigning or taking a leave of absence	3
Contacting the facultysupport@umich.edu team	2

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my teaching, but I have not acted on it** in Question 1. 266 people responded to this question. "Other" responses are included in Appendix 1.

## **Question 7: Is there anything else you would like to mention or ask about censorship and teaching? (May leave blank)**

*This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my teaching, but I have not acted on it** in Question 1. A few select excerpts have been included. All answers can be seen in Appendix Item 2.*

“Worth considering is the toll also of not censoring. There are many things that are part of the curriculum of my courses and discipline that under this administration now feel dangerous to teach. I continue to teach them, including in very large lecture courses, but I worry about my safety much more than I did in years past, as I'm lecturing, in my office hours, etc. I now have a button in my office that will initiate a very loud siren in case of an emergency. I've researched the cost of bulletproof vests. It sometimes feel hysterical, but also not at all.”

“Senior faculties, including the chair/dean, hold the power for the next promotion and some of them only look at the teaching evaluation. While there has been quite some documentation that teaching evaluations are positively related to grade distribution (e.g., more A's, and etc.) Due to the enrollment issues, instructors were pressured to change the grades or reopen for missing assignments, or administrator would change the grades on behalf to entertain students.”

“I'm not sure if it's the same as feeling censored, but I often just don't feel up to taking on topics that could lead to doxxing/harassment/unwanted attention because I don't expect meaningful support from the university or my teaching unit if that happened. It seems like a risk I would personally suffer. We have had students behave in threatening ways for reasons related to receiving poor grades, and generally, the response I see from our department is "here's the number for security and a handout about counselors on campus if you want to talk about it". Then the student is not meaningfully reprimanded or suspended. So I don't have a lot of faith that there would be any mechanisms in place to give useful support if I were doxxed by a student based on the content of a lecture.”

**Question 8: If you self-censored or had your instruction censored, what do you believe was the impact on your students' education? (May leave blank)**

*This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my teaching, but I have not acted on it** in Question 1. A few select excerpts have been included. All answers can be seen in Appendix Item 2.*

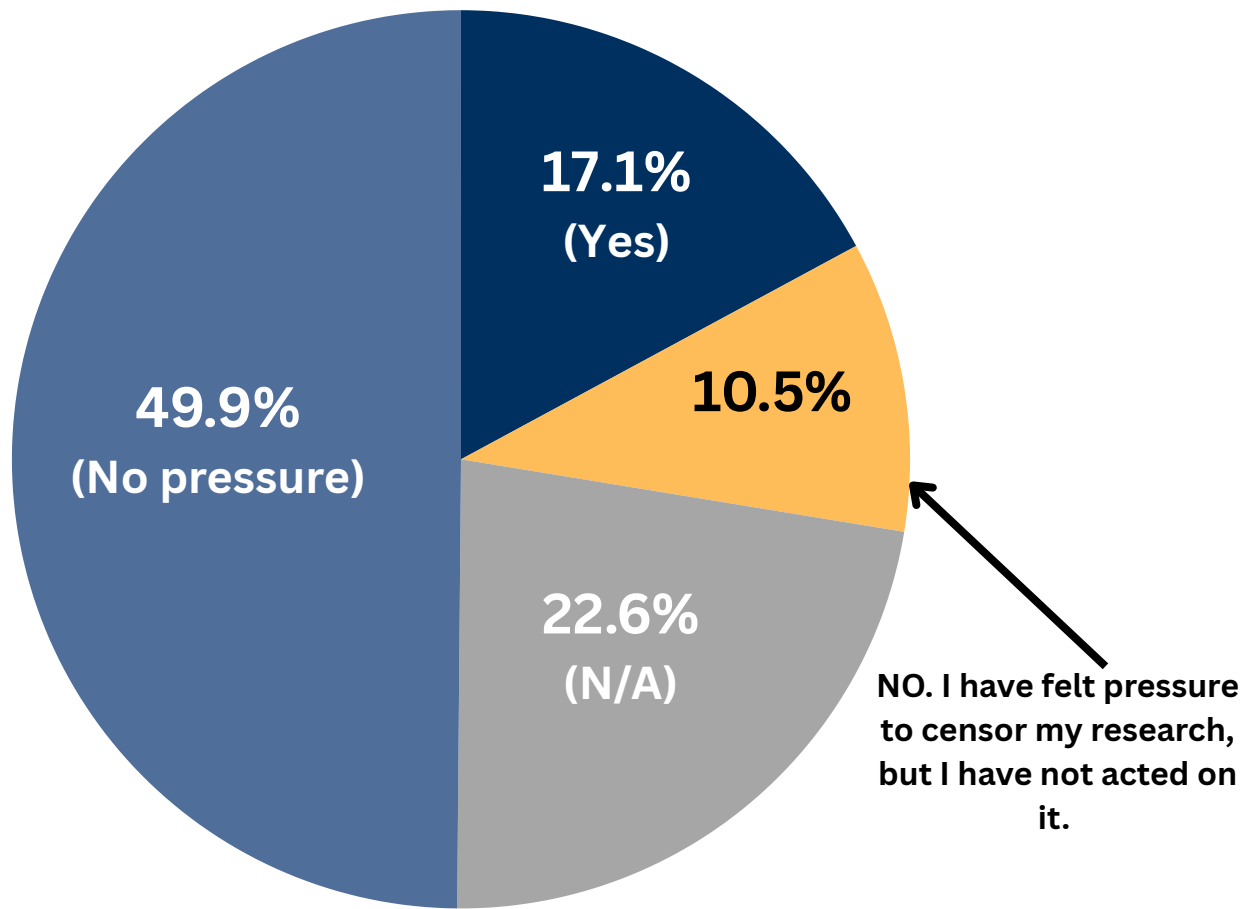
“Students have been less able to meaningfully grapple with complicated and nuanced ideas of their social world and instead have pre-existing ideas reinforced, expertise in areas of study are not acknowledged or are politicized and therefore questionable, creates even on a literacy level a climate of reading to confirm or find sources rather than a reading to engage with new material.”

“Students are prevented from hearing alternative perspectives. My goal is to teach them critical thinking that allows them to make constructive choices throughout their lives and as active citizens who contribute to society - regardless of the choice they make. By limiting what types of information a student has access to, we not only fail to teach critical thinking, but we are also putting up barriers to creativity and innovation. We limit what students can imagine. And I believe it's imagination that pushes social progress and change.”

“One concern I have is that it may become more "normal" for classes to avoid really sensitive topics. Classrooms are one of the best spaces to bring conflicting opinions out into dialogue and I am worried that there are fewer and fewer places to engage in good faith conversations around controversial topics.”

“I think it normalizes "neutrality" -- as if all ideas are created equal”

**Question 9: Since January 2025 to present, have you self-censored your research or has your research been censored?**



- YES. I've censored myself or I have been censored by others.
- NO. I have felt pressure to censor my research, but I have not acted on it.
- NO. I have not felt pressure to censor my research.
- N/A. This question is not applicable to me.

Of the 738 respondents, 367 did not feel pressure to censor or self-censor; 126 were censored or self-censored; 77 felt pressure to censor but did not do so; 166 noted that this question did not apply to them; and, 2 did not respond to the question.

**Question 10: What are the primary reasons that you have felt pressure to self-censor your research, or what are the primary reasons your research has been censored? (Please select all that apply)**

Reason for censorship	#
Fear due to general climate	111
Fear of losing research funding	87
Pressure from outside organizations	66
Fear of being doxxed on social media.	56
Fear for personal safety	52
Fear of damage to professional reputation	48
Fear for job security	45
Fear of job security due to lack of tenure	33
Pressure from external 3rd parties not related to the university	29
Fear of being FOIAed.	24
Other	24
Fear of University's new Institutional Neutrality policy	23
Pressure (or perceived pressure) from Central Administration	22
Fear of student retaliation	21
Fear for job security or safety due to immigration status	20
Pressure (or perceived pressure) from Chair/Dean/School	18
Fear of receiving bad student evaluations	14
Fear that a student is recording classroom activities	14
Fear of new Title VI mandatory reporting	12
Received threats	8

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my research, but I have not acted on it** in Question 9. 199 people responded to this question. "Other" responses are included in Appendix 1.

**Question 11: If you self-censored or have had your research censored what were the topics you avoided or restricted? Please select all that apply or share any other topics not included in the list.**

Topics of censorship	#
DEI	96
Race/ Ethnicity	77
Gender	68
Social Justice/ Civil Rights	55
Trans and Gender-confirming Care	45
U.S Politics	40
Middle East/ Palestine/ Israel	36
Immigration	30
Sexual Orientation	30
Other	28
Climate Change	21
Reproductive Care	17
Religion	14
N/A. This question is not applicable to me.	12
Vaccines	11

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my research, but I have not acted on it** in Question 9. 195 people responded to this question. "Other" responses are included in Appendix 1.

**Question 12: Have you ever had to take action to ensure the safety of yourself due to the subject matter of your research? (Please select all that apply).**

Topics of censorship	#
N/A. This question is not applicable to me.	54
Closing/hiding social media accounts	40
Limiting personal information available online...	32
Limiting conversation and discussion with students	32
Contacting department chair or school dean	20
Limiting subjects/topics/materials discussed taught...	19
Other	16
Increasing # of citations/ references for info you share	15
Contacting an attorney	15
Contacting DPSS	13
Installing cameras/ home security at your home	10
Removing your email address from your school's page...	6
Contacting university representative or ombuds	5
Referring to the resources listed on the Provost's website	4
Resigning or taking a leave of absence	3
Recording your classroom activities to have a document	3
Contacting the Faculty Senate or Faculty Senate Chair	3
Contacting my chapter of the AAUP	3
Stop serving as the instructor of a course	2
Contacting UM ITS to initiate website scrubbing services	2
Contacting the facultysupport@umich.edu team	1
Contacting my union representative	0

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my research, but I have not acted on it** in Question 9. 151 people responded to this question. "Other" responses are included in Appendix 1.

**Question 13: If you self-censored or had your research censored, what do you believe was the impact on your research? (May leave blank)**

*This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my research, but I have not acted on it** in Question 9. A few select excerpts have been included. All answers can be seen in Appendix Item 2.*

“I have self-censored and have been directly censored by program officers trying to protect our work. It led to us ignoring important equity and disparity questions.”

“I would like to be more critical of AI, as my research tends to show deleterious consequences of its use. But there are a lot of online actors that can initiate pile ons/brigading on social media. So I minimally publicize my work and try (perhaps too hard) to write in as balanced a way as possible.”

“Extremely policy relevant themes left untouched including mental health of college students from MENA background.”

“It is taking so much longer to write and submit things. I have to be more cautious and journals are either asking for more direct critique or less, so it's hard to navigate. As a person of color, a lot of white colleagues either overlook the different risks I face, or think I'm somehow stronger and more capable of handling them. Some also take opportunities to do research on marginalized groups without consulting their own colleagues in those groups or having any experience with those groups. So we lose opportunities for research while also not facing harassment. I also have lost opportunities due to being “unknown” as limiting my public presence is what has protected me. My citation counts could be higher, my invited opportunities could be higher, but I don't promote my work in order to stay safe.”

## **Question 14: Is there anything else you would like to mention or ask about censorship and research? (May leave blank)**

*This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my research, but I have not acted on it** in Question 9. A few select excerpts have been included. All answers can be seen in Appendix Item 2.*

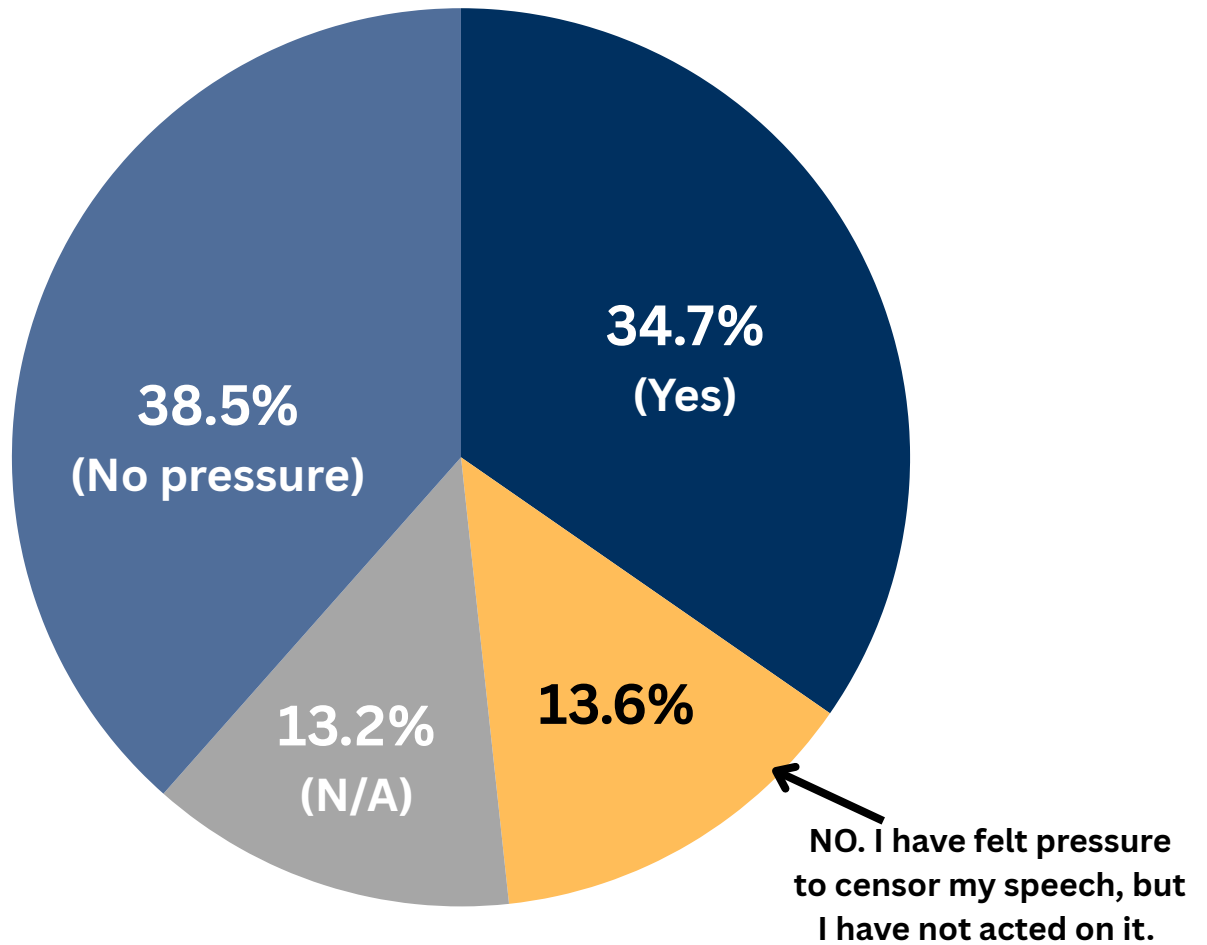
“Editing out 'words' and 'ideas' feels TERRIBLE. Hard to see how this is different than pre-war Nazi Germany and the book burning of those times. Being told to "delete DEI" or only name "two genders" is not only wrong, it leads to bad research, and reinforces barriers and distrust between the university research enterprise and the communities with which we do this work.”

“UM has not been supportive of faculty who conduct LGBTQ+ research. Colleagues of mine and I have not been able to get any internal funding despite excellent records of doing so in the past outside of the funding provided by IHPI. I feel like they are trying to erase mention of the University funding anything related to LGBTQ+ issues.”

“I have not self-censored in my conversations with students, but I do not teach in the classroom (do clinical supervision). I do self-censor what I share on social media due to fear of retaliation or "getting in trouble" at the University.”

“I am currently going up for tenure and while both my depts voted yes on my tenure file, I am extremely fearful that my tenure case will be denied at the upper levels of power (provost, president, regents).”

**Question 15: Since January 2025 to present, have you self-censored your extra-mural speech or has your speech been censored?**



- YES. I've censored myself or I have been censored by others.
- NO. I have felt pressure to censor my speech, but I have not acted on it.
- NO. I have not felt pressure to censor my speech.
- N/A. This question is not applicable to me.

Of the 738 respondents, 282 did not feel pressure to censor or self-censor; 254 were censored or self-censored; 100 felt pressure to censor but did not do so; 97 noted that this question did not apply to them; and, 5 did not respond to the question.

**Question 16: What are the primary reasons that you have felt pressure to self-censor your extra-mural speech, or what are the primary reasons your speech has been censored? (Please select all that apply)**

Reason for censorship	#
Fear due to general climate	222
Fear of being doxxed on social media.	149
Fear of damage to professional reputation	143
Fear for job security	138
Fear for personal safety	104
Fear of job security due to lack of tenure	85
Pressure from outside organizations	62
Fear of student retaliation	58
Fear of being FOIAed.	50
Pressure from external 3rd parties not related to the university	49
Fear of losing research funding	48
Fear of University's new Institutional Neutrality policy	47
Fear of receiving bad student evaluations	42
Fear for job security or safety due to immigration status	38
Pressure (or perceived pressure) from Central Administration	34
Pressure (or perceived pressure) from Chair/Dean/School	33
Other	28
Fear of new Title VI mandatory reporting	24
N/A: This question is not applicable to me.	18
Received threats	15

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my extra-mural speech, but I have not acted on it** in Question 15. 346 people responded to this question. "Other" responses are included in Appendix 1.

**Question 17: If you self-censored or have had your speech censored what were the topics you avoided or restricted? Please select all that apply or share any other topics not included in the list.**

Topics of censorship	#
U.S. Politics	185
DEI	175
Middle East/ Palestine/ Israel	150
Race/ Ethnicity	123
Immigration	119
Social Justice/ Civil Rights	119
Gender	117
Trans and Gender-confirming Care	108
Sexual Orientation	65
Reproductive Care	62
Religion	59
Climate Change	45
Vaccines	40
Other	25
N/A. This question is not applicable to me.	17

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my extra-mural speech, but I have not acted on it** in Question 15. 335 people responded to this question. "Other" responses are included in Appendix 1.

**Question 18: Have you ever had to take action to ensure the safety of yourself due to the subject matter of your extra-mural speech? (Please select all that apply).**

Topics of censorship	#
Closing/hiding social media accounts	103
N/A. This question is not applicable to me.	98
Limiting conversation and discussion with students	71
Limiting personal information available online...	50
Limiting subjects/topics/materials discussed taught...	30
Contacting an attorney	22
Contacting department chair or school dean	22
Installing cameras/ home security at your home	17
Increasing # of citations/ references for info you share	16
Other	12
Recording your classroom activities to have a document	8
Contacting DPSS	6
Removing your email address from your school's page...	6
Contacting the Faculty Senate or Faculty Senate Chair	5
Contacting university representative or ombuds	5
Contacting my union representative	4
Resigning or taking a leave of absence	4
Contacting my chapter of the AAUP	3
Contacting UM ITS to initiate website scrubbing services	3
Contacting the facultysupport@umich.edu team	2
Referring to the resources listed on the Provost's website	2
Stop serving as the instructor of a course	2

This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my extra-mural speech, but I have not acted on it** in Question 15. 276 people responded to this question. "Other" responses are included in Appendix 1.

## **Question 19: Is there anything else you would like to mention or ask about censorship and extra-mural speech? (May leave blank)**

*This question was only offered to participants who selected **YES. I've censored myself or I have been censored by others** or **NO. I have felt pressure to censor my extra-mural speech, but I have not acted on it** in Question 15. A few select excerpts have been included. All answers can be seen in Appendix Item 2.*

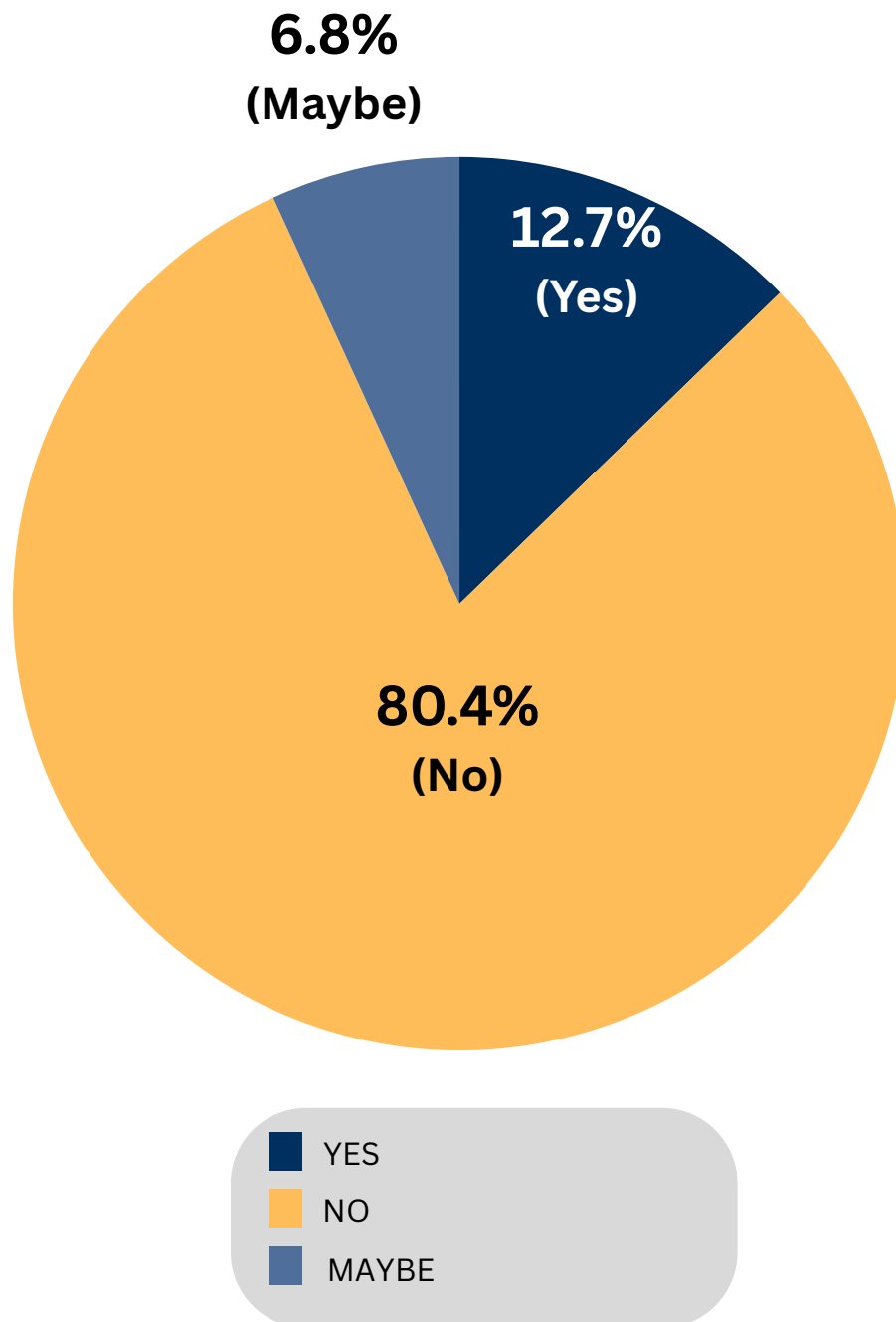
“In general, political discourse in the US has become so toxic that it seems unsafe, even foolhardy, to wade in with the kind of perspective a scholar can offer. Instead of adapting to these battleground conditions, many of us try to find platforms where open discussion and free inquiry are still viable. This amounts to self-censorship. Kind of like the smart kids staying away from the playground where the bullies hang out.”

“The Current Climate puts outside pressure on academic and personal freedom of speech. The University Caved under the previous president. I have hope that the new President, will back what is just and right.”

“Any personal feeling of censorship, which is minimal, arises from observing the federal government. In contrast, I feel the University of Michigan and the University of Michigan Dearborn are extraordinarily safe and inclusive institutions and I feel no need to alter my curriculum or behaviors inside or outside of the classroom. We have a wonderful campus, thank you. UM-D needs more visible student activities throughout the academic semesters.”

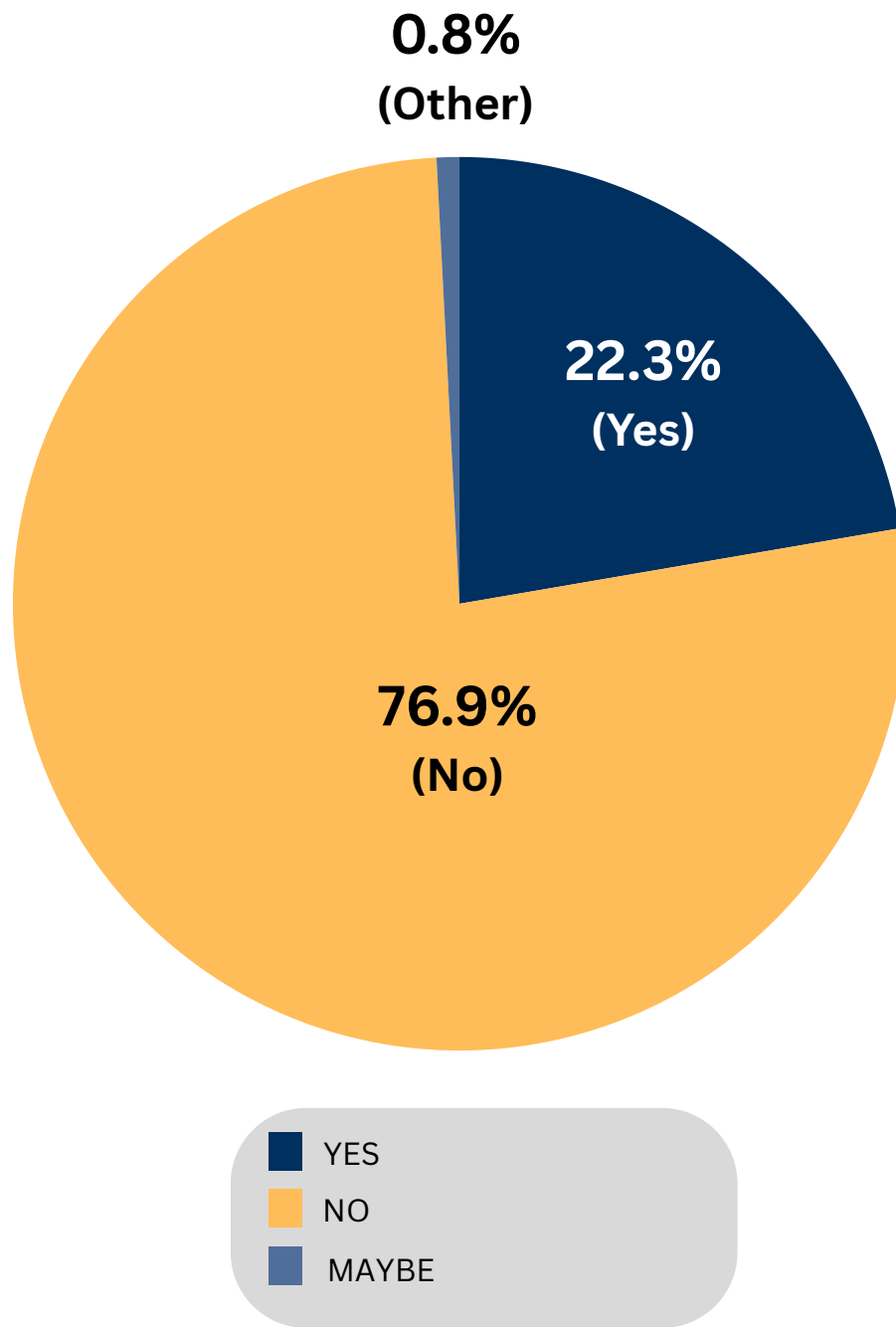
“A lot of peer pressure and intimidation against me comes from social media and other extramural forms of speech. It's often enough to voice a vaguely divergent opinion on a current topic to be branded a fascist, an enabler of fascism, or worse. I have also been intimidated and insulted on our department mailing list, and no one, absolutely no one, came to my aid. Not the department chair, none of our senate assembly members, not any AAUP representative.”

**Question 20: Have you ever been directed towards university resources regarding external threats/harassment or pressures to censor by your chair, dean, or the Provost?**



Of the 738 respondents, 587 have not been directed towards the external threats/harassment resources or pressures to censor; 93 have been directed towards the resources; 50 have maybe been directed. 8 did not respond.

**Question 21: Have you reviewed or used the resources listed on the Office of the Provost website: “Responding to Threats and Harassment of Faculty”?**



Of the 738 respondents, 562 have not reviewed the resources; 163 have reviewed the resources; 50 have maybe been directed. 6 had other responses, and 7 did not respond.

**Question 22: If you have taken any of the actions below in response to external threats and harassment, how helpful have you found them? (1 being extremely unhelpful and 5 being extremely helpful)**

<b>Resource</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
Made use of supportive measures provided by DPSS	22	8	12	8	15	547
Removed contact or location information from school website	14	8	16	10	13	543
Reported concerns to the ECRT	30	6	6	3	3	558
Sought support from department chair or school dean	40	23	30	19	23	482
Sought support from the University central administration	39	9	5	8	9	538
Made use of supportive measures provided by UM Information Technology Services (ITS)	16	10	12	10	5	550
Met with a school, college, or university ombuds	21	3	4	10	10	552
Consulted with a union representative	14	5	9	12	12	551

This question was offered to all 738 participants.

**Question 23: If you have used the resources listed on the Provost's website, have you found these resources to be helpful? Why/why not?**

*This question was only offered to respondents who selected **YES** to Question 21. A few select excerpts have been included. All answers can be seen in Appendix Item 2.*

“As a department chair, I have consulted these resources on behalf of my colleagues. In one case, suspicious strangers were visiting two different faculty members' courses. The response was immediate and, I think, helpful.”

“Not at all. Except for physical threats or those based on sex, age, or race they say there is no mechanism to investigate, adjudicate, or sanction despite that being said in their policy”

“Limiting my social media limits my research, community connection, and national profile (especially as I am trying to go up for full professor). Telling me to not walk alone at night (from DPSS) doesn't help when I teach online from home and am getting harassing things at my home address.”

“I am an LSA Collegiate Fellow and after our program was targeted by right-wing news media (and the NYT -- same difference, lol), the program offered us Optery, a service which scrubs our personal info from the internet. THAT was probably the most helpful thing.”

**Question 24: How useful did you find these resources and supports included on the Provost Office’s “Responding to Threats and harassment of Faculty”? (1 being extremely unhelpful and 5 being extremely helpful)**

Resource	1	2	3	4	5	N/A
Guide to Managing Threats and Harrassment	14	20	24	21	4	53
The facultysupport@umich.edu triage group for faculty protection	6	6	6	4	5	104
University of Michigan Difficult Dialogues Meet the Moment Initiative	16	10	7	10	4	87
“Checklist of What to Do” from the Office of the VP for Communications	14	13	18	12	7	72
External Resource: “University of Massachusetts Resources for Responding to Harassment of UMass Faculty for their Research, Teaching and Public Engagement	9	5	2	12	2	104
Other Resources: “U-M Faculty Threats and Harrassment Resources”	11	15	8	13	4	84
Statement of Support from U-M Provost	27	18	10	11	3	66
The materials collected as “Related U-M Articles and Reports”	9	10	3	5	3	102
Office of Public Affairs-- Media Tips	15	11	5	7	3	92

This question was only offered to participants who selected **YES** to Question 22.

**Question 25: Do you have any experiences you'd like to share? Do you have any suggestions on how the University could better support you in these situations?**

*This question was offered to ALL respondents. A few select excerpts have been included. All answers can be seen in Appendix Item 2.*

“The university should resist all attempts by outside parties to regulate the content of course syllabi. The university should resist all attempts to create internal bodies that regulate course syllabi. The university should reject neutrality policies that are designed specifically to support one side in areas of dispute. The university should defend free expression for its faculty, staff, and students. The university should allow open support and solidarity for Palestinians and should learn how to show concern for its Arab and Muslim students. The latter, in general, feel silenced and devalued. This feeling is a result of censorship and a cause for more of it. Not much will change until the university becomes a more welcoming place for Arabs, Muslims, and the many communities and interest groups (both on and off campus) that support their causes.”

“I wish I knew the extent to which certain students, especially graduate students, are facing incidents, and what kind of incidents. That is, I would like to be in a better position to be more aware, because my experiences are very mild. (I do not use any online text, so I am insulated.) I also have many avenues to consult. I feel rather protected. Is there a way we could have more clarity on ongoing situations? This survey should help a lot. Good survey.”

“All the U.S. is going through now is a deja vu moment for those of us who have moved away from their home countries to escape from dictatorship and to give their children a chance to live in a democratic country. I feel hopeless.”

# Appendix

# Appendix 1:

In the the survey, several questions allowed respondents to select “Other” in addition to the listed options. When participants chose “Other,” they could provide a customized response not captured by the predefined choices.

To ensure greater transparency and richer data analysis, Appendix 1 compiles all questions from the survey where the "Other:" option was available, along with the specific responses. This appendix serves as a comprehensive record of additional answers.

Please note that responses have been shared as written, so no edits to grammar, structure, or style have been made.

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**Question 3: What are the primary reasons that you have felt pressure to self-censor, or what are the primary reasons your classes have been censored? (Please select all that apply)**

- Fear for family members due to their immigration status
- I have been listed on Turning Point USA's Watchlist
- I am on Charlie Kirk's Professor Watchlist
- Pressure from my teaching peers
- Fear of saying anything that was non-woke
- Knowing that the university will side with an accusing student, not with me, and lack of faith they would support me.
- Immigration status
- GEO Union
- Prior inaction to prevent harassment in "better" times
- Concern that I could be deported because I am not an American citizen and am here on a visa
- Dragging by colleagues/SACUA (in the past, anyhow)
- Cancel-culture threats from extreme liberal colleagues
- Fear from colleagues in and outside of my department
- Concern about pushback from students that it not particularly relevant to my course material
- Fear as a transgender faculty member and that the university will not protect me
- Worried about geopolitical climate, potential issues with talking about diversity/inclusion/equity
- I have received anonymous threats of violence in the past (before 2025) for speaking out about racism, and do not want to experience that again
- Title IX Office
- Pressure from colleagues
- I teach political science. So, there's always a consideration of how certain materials will be received by students and how they will help/harm their education. In some ways, I have expanded what I've covered and been more direct about actions that have been taken to undermine democracy and other values that are supposed to underlie our government. However, in some cases, I've altered some of the learning resources to avoid being perceived as highly partisan even when those materials are objective, fact-driven. So, the concern is more about students shutting down because they read something that they view as partisan than it is about fear about my job or safety. Those concerns are still there, but I've gotta teach the truth.
- Fear that administration won't support my right to free speech
- The Regents!!! Also, while I have tenure, I have self-censored for fear that any public campaign against me would kill future professional prospects

- Most pressure is from the faculty, dean, administration. There is great pressure to comply to “their” way of thinking. I have actually been told to not use words (not offensive words) but other words (such as in a thesaurus list) because that is what is used now. Freedom of speech or ideas is not an expectation, ideas are fed to us. Whatever is happening in the government is the least of our worries. The danger is worse in our own environment- where we cannot voice our concerns because we will be censored and severely.
- Fear of job security due to being transgender whose work is about transgender people
- Department- internal pressure
- Because I chose NOT to censor my material, I was targeted by a title VI complaint and hostile students who harassed me all semester. It was extremely damaging to my mental and physical health and I will likely censor moving forward. I’m not gonna destroy myself for the sake of principle in this wholly unprincipled world we live in
- Abuse from OIE, “Office of Integrity Evisceration”
- The very categorical, but totally vague, rules on addressing election issues during an election year.
- Concern that I could be “flagged” and subject to greater scrutiny at the border, thanks to AI tools that make it feasible to “hunt” for faculty teaching topics perceived as “not in line with priorities”
- Fear from Department Head and CRLT.

**Question 4: If you self-censored or were censored as an instructor, what were the classroom topics you avoided or restricted? Please select all that apply or share any other topics not included in the list.**

- China
- Systemic Racism
- My non-conforming teaching practices
- Extremist groups, right-wing media, partisan media
- Classical and contemporary research and theory that did not express woke views
- [Empty]
- The medical school sent out required changes to any slides- cant' use "male" or "female", it has to be cis -gendered this that. Some of the requirements were not just onerous but absurd- basically eradicating women to appease trans-women? I know this is probably the opposite of what you're hoping to capture in the survey due to the very real fear of censorship and loss of civil liberties- but we have to take a hard look at ourselves and proceed in a way that protects speech for all- not just speech that we like because it is fashionable in the moment. And no, I'm not a hater of LGBTQ or transphobic or any other such thing- I believe very firmly in rights for all and civil liberties. And am glad the faculty senate is addressing this for faculty who have been threatened and doxxed. And, we have to be deliberate in how we proceed because our future liberties are at stake here.
- Impacts of current social climate on the output of our industry
- Any hesitation to critique socialism or the stakeholder view of companies
- Reverse discrimination. University policies, lip-service, and actions are misaligned
- Historical theories and topics
- Biological considerations at the genetic and organ level of sex which is inappropriate confounded by Mi practice of allowing gender to become the legal sex
- Trump administration environmental policies
- Border
- Virtually all of these topics are covered in my political science courses in one facet or another. So, all have been potentially impacted by the self-censoring. Some have been more directly impacted than others, but they all fall within the U.S. politics label.
- Covid
- Specific concerns related to current administration - like ex. orders
- I have reduced direct comparisons of political violence, regime type, and repression in the politics of the countries I teach with politics in the US.
- Pointed criticism of Trump during 2024 election cycle
- Misinformation / political polarization
- Pressure to adhere to "our shared values" when I might not share the same values as this group think,
- Sharing specific topics could reveal my identity
- Political tensions in third countries

- Pronouns; humor
- Guns
- The present-day relevance of the history of fascism.
- Anything that celebrates the accomplishments of Whites and Americans
- General
- Class and poverty (own experiences), Ukraine

**Question 5: Have you ever had to take action to ensure the safety of your students due to the subject matter of your course? (Please select all that apply)**

- I no longer do lecture capture for a course on US democracy
- Talked with class and GSIs about the panic button to lock the doors, seating strategically in the lecture hall in case there is an intrusion
- Didn't take attendance, so if asked by ICE about the presence of immigrant students, I will not be able to answer
- [Empty]
- Allowed students to do work online when ICE recruitment flyers were found in the classroom and they were participating in a job fair at the Dearborn campus
- Had to cancel sessions when minority of students objected to teaching texts on syllabus
- Talked with students and professors working with my library/archive/museum on a public scholarship project - we wanted students to get credit for their hard work, but also ensure they were safe from potential harassment the project could inspire from white supremacist or similar groups. In the end the students decided they wanted to be credited, but we felt it was important that they get the chance to decide for themselves.
- None of the above
- Regularly offered hybrid option for students afraid to come to campus due to increased ICE presence
- Put explicit warnings in the syllabus and other messaging
- Spoke to chair about threats. Attempted to have office number nonlisted at entrance

**Question 6: Have you ever had to take action to ensure the safety of yourself as the instructor due to the subject matter of your course? (Please select all that apply).**

- No
- No
- [Empty]
- Limited social media activity, including promoting my own work on topic areas targeted by Trump and certainly saying nothing about teaching or students at all
- I've done several of these under Biden in 2024 and was unprotected even when not teaching "controversial" topics. My identity was enough to elicit harassment. The policies don't matter under either administration.
- No aaup contact but it will not let me unclick box
- Received Title 9/6 complaint for teaching standard topics in my discipline; all students were interviewed for all of my courses in the last 3 years; no evidence of a violation was found but I was still called in for admontion and warning.
- I have taken out an additional \$2m professional liability policy to protect myself and my family.
- Confiscating students' phones at the beginning of class.
- Before 2025 contacted ecert, contacted the dean, contacted law enforcement
- None of these
- Advocating for policy on student recording.
- Limit conversation during faculty meetings, do not speak with dean, directors unless necessary, filed grievance with HR
- Revising keywords and other info on university web profile
- Moved all office hours to Zoom rather than in-person
- Embargoing all discussion of a current election.
- I haven't done any of these yet
- Considered resigning, considered leave of absence
- Be driven to work and picked up

**Question 10: What are the primary reasons that you have felt pressure to self-censor your research, or what are the primary reasons your research has been censored? (Please select all that apply)**

- N/A: This question is not applicable to me
- Fear of negative effects on project collaborators
- Pressure from other faculty to emphasize identity aspects (DEI/gender) in research
- Want to be able to change jobs, and fear it will prevent that.
- Pressure from immediate supervisor (below Chair position)
- I was placed on a watchlist due to my research and advocacy work
- NIH grant applications where scrubbed of terms and ideas that are now out of favor
- Fear of manuscript being rejected by journals
- Fear of saying non-woke things even when they are empirically supported facts
- Hostile reviewers of articles pursuing political agendas and objecting to truthful findings on these grounds, trying to change references, remove material, get articles retracted
- NIH will not fund research with a focus on health care disparities.
- Not receiving funding
- Cancelled international teaching travel to Mexico
- Fear and intimidation from colleagues in and outside my department
- Past history of threats before 2025
- Maybe not "fear of" but rather "unwillingness to deal with" - poor design of survey question
- Fear of losing funding specifically due to using "banned words" that are critical to my work.
- the NIH has explicitly made me change grants and made it clear that other grants are not welcome
- I should note that I've self-censored not because of the climate in the US but because some of the countries I work on are repressive and authoritarian and I've been warned to be careful.
- I perform OBGYN research in the area of substance use disorders and racial and socioeconomic disparities. Because of gov't requirements I've been asked to switch language in papers (ie 'women' instead of 'pregnant people')
- My research was censored by a private company that provided the data for my work. Midway through my project, the DUA between U-M and this company was amended to allow them to censor publications using their data, and they subsequently censored my research.
- The censorship has not been of my research per se, but rather my institutional leadership role (service/leadership) which provides research and programming to faculty across campus. We have been required by an associate provost to have our materials vetted by OCG. The feedback we have received (regarding word choices, content, etc.) has been presented more as "directives" rather than advice about "risk" (which is OGC's true purview).
- Fear of first author at other institution of bringing negative attention to her institution
- Chinese government

**Question 11: If you self-censored or have had your research censored what were the topics you avoided or restricted? Please select all that apply or share any other topics not included in the list.**

- COVID-19
- Kurdish Political Issues
- Not me per se, but I have heard examples of challenges of faculty colleagues who have documented ADA status but find the response of UM to be sub-optimal
- Harm reduction
- Freedom of choice and consciousness
- AI
- We have been told not to use the word COVID in our NIH-funded COVID research.
- I have censored the words I use when describing my research, like using differences instead of disparities. I also relied on sex at birth instead of constructs like gender or gender identity.
- All non woke topics
- Advancements in technology that uninformed people are afraid of and not interested in learning about
- The damage done by Title 9/6 and DEI programs to universities, including Michigan
- [Empty]
- International safety protocols

**Question 12: Have you ever had to take action to ensure the safety of yourself due to the subject matter of your research? (Please select all that apply).**

- Editing website
- No
- I limit engagement with the press and other public engagement
- Contacted heterodox academy and FIRE
- Used a service to remove my personal information across the internet
- Limiting meetings where I feel I'll have to keep myself censored or leave in a mental deficit. Even with "supportive" colleagues who aren't actually part of the groups receiving harassment (those who "feel" stressed and center themselves despite not having much real risk). There is no strength in numbers here and many of the "good" people would leave you to the wolves to protect themselves, even if they had the means to help. I also have a very bare faculty profile so I'm hard to find.
- Changing and pulling grant applications (or choosing not to apply), limiting recruitment for studies of trans individuals
- Cancelled international trip
- Stop being available to serve on editorial boards or as a reviewer
- This is just how we live in Dearborn. Self censor
- avoiding publishing on certain topics and/or pursuing certain grants
- I was harassed by colleagues in my own department due to ageism and misogyny.
- modifying the content of work and how it is described
- DEI rep
- I have not pursued publications or lines of research that I otherwise would have
- Contacting other experts in Chinese Studies for advice.

**Question 16: What are the primary reasons that you have felt pressure to self-censor your extra-mural speech, or what are the primary reasons your speech has been censored? (Please select all that apply)**

- Fear for retaliation against myself or my family (e.g., harrassment by government officials at the airport)
- Fear that it would have a negative impact on the people working in my lab, especially the two members of my lab who are international.
- I'm a citizen but I have family members who aren't and I worry about retaliation against them
- anti-semitic rhetoric from colleagues, students, and society
- Fear old Title 6 reporting ; fear of intellectual conformity ; fear for future of science
- Outside the University environment one needs to be careful or keep formerly benign political views to oneself given recent actions of the federal government. Unfortunate but true.
- Fear of offending colleagues by not adhering to "DEI" guidelines (whatever we are calling them now).
- Don't want to lose research funding that students and their families depend on
- concern for my children and family's well-being
- Past experiences with harassment and stalking behaviours as retribution for open speech
- My wife is a permanent resident, but not a citizen, and her country of origin is one of the ones targeted by the Trump Administration.
- I have felt pressure, but not acted upon it.
- Fear of the federal government
- Fear of retaliation towards my students
- As a clinician I feel fear of losing the position of a neutral agnostic face
- Before and after Jan 2025
- Pressure from the chair of the faculty senate to "toe the line" on his views of the middle east
- I received insulting emails about Palestine/Israel. Canary mission-like.
- Fear of walking on campus
- CPB when traveling
- I'm a US citizen, but I'm still nervous when traveling abroad for work and returning through US Customs.
- concern about maintaining my immigration status in the United States.
- I fear many of these things but do not--will not censor my extra-mural speech
- I'm currently conducting research that requires I travel internationally, and I worry about my access to travel internationally being revoked.
- I feel it is prudent. Also, I am smart enough to make a reasoned argument. Sometimes it is easy to be emotional.
- As a non-citizen, I have always been acutely aware that I am a guest here. As such, I do not take positions on American politics.

- Keeping peace among extended family
- Pressure from the groupthink, especially of the faculty senate, and especially the chair. He uses his position that is supposed to represent all of us to put forward only his point of view. This is what gives academics a bad name and enables the right wing to label us as woke or PC.

**Question 17: If you self-censored or have had your speech censored what were the topics you avoided or restricted? Please select all that apply or share any other topics not included in the list.**

- Everything
- Kurdish Issues
- Fear of saying non woke things about these
- gun violence
- International collaborations
- Health policy
- It seems like no topic is safe as anything might potentially be weaponized against me.
- Nutrition
- I have not self-censored
- FOIA harassment
- academic politics; the head of UM's PR personally tried to have an article of mine retracted (but was laughed at by my editor)
- outcomes related to veterans and how these relate to current practices and policies
- Administration's assault on rule of law and on democracy
- Covid
- I feel marginalized for being born Jewish
- Institution is very biased but unlike what you are suggesting. Many colleagues are only on one side of all issues.
- Critiques of capitalism
- Genocide of the Palestinians by Israel
- turned down media request to comment on Charlie Kirk situation
- The response to Charlie Kirk's murder
- In general, I feel any opinion, perspective, or viewpoint that does not mirror the majority institutional outrage has a strong potential to lead to ostracization.
- I don't engage in extramural speech, period.
- Anti-Semitism
- Most of the Senate and especially the chair only tolerate one point of view on this topic and mobilize students and other faculty in ways that intimidate faculty and students with other points of view.
- General

**Question 18: Have you ever had to take action to ensure the safety of yourself due to the subject matter of your extra-mural speech? (Please select all that apply).**

- All help I seek is private. I do not trust my administrators or colleagues and students that I do not know well.
- Speaking to the press anonymously
- [Empty]
- I limit my public persona
- stopped posting on social media
- Turned down requests for interviews with news media, opted not to post things on social media
- No
- none of the above
- I havent done any of the above, but I feel threatened
- Turned away community service
- Contacting the Faculty Senate Office or the Faculty Senate Chair is not an option as he only supports one point of view. Ironically, this is very Trumpian leadership, only supporting the faculty who support his point of view.
- I avoid talking about politics, religion, race, gender issues because my views align with more conservative values. Left leaning faculty and staff, on the otherhand, say horrible, hateful things without a filter and assume that because I work at UM that I must be a far left liberal, too.

# Appendix 2:

Appendix 2 compiles all free-form written responses provided by survey participants. These responses were submitted in open-ended questions, where respondents could freely express their thoughts, elaborate on their experiences, thoughts, and feedback.

Readers can refer to Appendix 2 to explore the full range of perspectives and insights shared by participants in their own words, which may highlight themes, concerns, or suggestions that are not evident from multiple-choice or structured questions alone.

Please note that responses have been shared as written, so no edits to grammar, structure, or style have been made.

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***Question 7: Is there anything else you would like to mention or ask about censorship and teaching? (May leave blank)***

- I was doxxed during my sabbatical last year, including getting a swastika made out of pride flags (I am queer, Jewish, and nonbinary) sent to my home address, in addition to many hateful emails, phone calls, and letters sent to my UM address.
- I think a lot of this is only indirectly related to teaching; I have had my office location doxxed and seen large twitter accounts call for my termination as a result of my public-facing writing. I am also on the Kirk list
- would love to attend a town hall about this
- I feel that if I express support for Israel or criticize Hamas that I am at risk of violence from students. I am also very hesitant to let it be known I am Jewish as I fear for my safety. I have found the faculty senate leadership to be dismissive of these concerns
- I work on the Dearborn campus where faculty have been pressured to teach online. There are no guard rails for limits on online teaching. We are told these classes "fill up first." Well, don't offer them. I regard a culture of online teaching on our campus as an insidious form of censorship. Our students from diverse backgrounds are not going to discuss their political views or any relevant subjective experience they might regard as threatening in this political climate in any online homework. The entire culture of too much online with diverse students suggests that those in power are invested in a weak student body. Students are aware of this dynamic. I don't think the culture is intentional but rather passive and subconscious, but should be benchmarked. Why are the most diverse students at the University of Michigan being herded into large online liberal arts classes during these difficult times? It's a quiet scandal.
- This survey appears to be biased by assuming that censorship is primarily due to the current president and policies. However, censorship also is longstanding owing to the intolerance and consequences of exploring positions that questioned the the activities of the 2020 - 2024 period that were aggressively supportive of DEI programs that advocated identity based policies over merit based policies. The policies requiring trigger warnings were unilaterally implemented even though it resulted in students being disadvantaged by not developing the ability to deal constructively with the real world.
- I have self-censored in the opposite direction from what you are likely looking for. I am a moderate and have self-censored on any topic that would demonstrate to my students that I am not a card-carrying Progressive - Israel/Palestine, racism in medicine, utility of DEI programs, etc.
- I find that students are self-censoring in addition to professors. The use of recording devices (even for SSD purposes) has a very chilling effect on open discussions. Students and professors should have the ability to openly and honestly debate topics without the fear of retribution. Further, professors may play devil's advocate in order to stimulate discussion. All of this may be taken out of context and inhibits the learning environment.
- Keep being told by all the people we've reported to that they just think we need to wait it out a little longer and to trust them.

- It is imperative that we as faculty feel that the university leadership "has our back" should there be a student or outside complaint related to our teaching/writing/speaking on particular subjects. If we are summarily called in to account for a classroom interaction or a lecture content, this has a chilling effect, even when done "off the record" or even when done with assurances. Not every faculty member will be able to continue teaching or speaking freely after being asked to visit with university admins in response to a student complaint. This means that university needs to be transparent about what is going on to the affected faculty member instead of dissimulating and pretending that this is business as usual.
- I have made steps to better conceal my trans identity for fear of retaliation or action against me
- I really don't think many in upper levels of leadership know what it's like to be in the undergraduate classroom.
- I want to add that I don't just censor willy nilly, I have re-framed some of how I approach issues around justice and equity. These values are still central to my teaching, but I can access these topics without referring to "DEI" as such.
- My fear is less for myself than for junior colleagues, LEO colleagues, students and staff. Actually had a Dean propose a "code of conduct" for the college executive committee to prevent faculty from raising concerns.
- With social media and others looking for certain groups of people, I have tried to remove specific information that can be traced back without proper channeling.
- In talking about tea dynamics, I stopped talking about gender and minority differences... and this was a decade ago when I got some strong negative comments from students.
- I'm not sure if it's the same as feeling censored, but I often just don't feel up to taking on topics that could lead to doxxing/harassment/unwanted attention because I don't expect meaningful support from the university or my teaching unit if that happened. It seems like a risk I would personally suffer.
- We have had students behave in threatening ways for reasons related to receiving poor grades, and generally, the response I see from our department is "here's the number for security and a handout about counselors on campus if you want to talk about it". Then the student is not meaningfully reprimanded or suspended. So I don't have a lot of faith that there would be any mechanisms in place to give useful support if I were doxxed by a student based on the content of a lecture.
- I want to be clear that I have not felt pressured by my school or unit to self censor in the classroom in any way. Rather, the unfolding national events last year was compounded by silence from U leadership, contributing to a climate of uncertainty that, combined with circulating reports of events on other campuses across the country. Within that context, I was particularly vigilant in scrutinizing classroom content. Questions about whether content covered in class might be used to threaten research funding, and the extent to which academic freedom within the classroom would be supported by the U were part of that climate. It contributed to a space in which I was particularly careful with statements in class, and at times chose to limit statements out of an abundance of caution. It also created teaching opportunities, for example, encouraging students to be meticulous in citing evidence in written assignments, and to conduct critical research to examine claims such as links between specific pain killers and autism. Leadership from the Faculty Senate and other units on campus has been critical in helping to navigate this climate.

- The most pointed recent instance was a student who was dissatisfied with his grade. After trying multiple angles to get his grade (already unrealistically high, given the work he had submitted) raised, he accused me in an angry tirade of anti-semitism, clearly thinking it would be his trump card. He threatened to complain to my chair and the Dean, and I know that he did complain to my chair, who backed me fully, and nothing further came of it. Clearly he thought that given the general climate on campus and the university's position on Israel-Palestine, that I would back down. I did not, and am very grateful for my chair's support, but am still angry that the administration created the conditions under which he felt empowered (encouraged?) to do what he did.
- Worth considering is the toll also of not censoring. There are many things that are part of the curriculum of my courses and discipline that under this administration now feel dangerous to teach. I continue to teach them, including in very large lecture courses, but I worry about my safety much more than I did in years past, as I'm lecturing, in my office hours, etc. I now have a button in my office that will initiate a very loud siren in case of an emergency. I've researched the cost of bulletproof vests. It sometimes feel hysterical, but also not at all.
- I wish the university would get an institutional subscription to DeleteMe as a baseline protection for faculty.
- I teach in the medical school. I have routinely had to censor my teaching because it did not meet students' standards of progressive thought. Among the issues that have generated students' complaints are their negative preconceptions about my field (psychiatry), objections to my mention of "free will" as a cognitive process, intolerance of my observation that police can be helpful or essential in certain mental health crises, accusations of incompetence for not teaching behavioral science as purely sociological, dismissal of my acknowledgement that productive activity is an appropriate measure of mental health, and complaints regarding well-documented issues with antisocial personality disorder. I have been unable to openly discuss my serious concerns about the poor foundational validity of current views of gender and especially about the lack of substantive research on invasive medical procedures (eg, sterilization) performed on children and vulnerable adults. My religious affiliation is openly attacked on campus and has generated demands by medical students that it be a matter of formal disclosure "so we can know which faculty we can trust.". These issues have generated not just negative comments but formal complaints of unprofessional behavior that were openly visible to peer faculty and in some cases the topic of unsecured messaging among the students. Although they have not resulted in formal action by the medical school, neither has the dean's office been particularly supportive or attempted to address inappropriate comments by students. On the contrary, students were invited to conduct a DEI critique of all lecturers' teaching materials prior to their presentation, also visible to all peer faculty. I received more comments than all other lecturers combined, all of it a critique of psychiatry, rather than bias in my presentation (it was wonderfully effective in helping me understand the source of students' misconceptions).

- Largely, I have only experienced a chilling effect. I have not personally been put at risk beyond that, but a widespread chilling effect impacts society as a whole. As instructors, we are called upon to help prepare our students for their next phase of life, whether it is continued academic studies or work in industry. We cannot do that if we do not feel safe to speak on all topics that may affect our students.
- If we engage in public facing scholarship (podcast, newspaper article) that is critical of the US or compares growing authoritarianism in the US with authoritarian countries elsewhere, will the UM administration support us if we get doxxed or threatened?
- I have replied mostly in terms of what I feel pressure around, not what I've actually done, but one of the difficulties is knowing for sure that one isn't inadvertently self-censoring more than one realizes.
- The attacks on professors are from the right AND left flanks, politicians, colleagues AND students. Stop shoving all of it down our throats and enforce our right to profess our expertise in the subjects we teach. This all boils down to academic freedom, and institutional neutrality (perhaps counterintuitively) will help us maintain it. We must remain a forum for ideas and their critics; the satisfaction of seeing one's cause/passion promoted is not the same as seeking truth.
- Refocus the institutional values on "academic excellence", rather than social-engineering.
- My censoring is all self-censoring, and it's not curriculum, it's examples/ offhand comments I used to make that were explicitly welcoming of gender non-conforming students, for ex, that I worry about introducing in a "Neutral" engineering course now.
- This was an issue prior to the trump admin - it has just swung to the right. CRLT was influential in facilitating workshops that pushed faculty to suppress "offensive" (read: conservative) speech/ideas for years (I share this as a democrat who believes in free exchange of ideas). The backlash was foreseeable.
- This is not a new situation for faculty of color. It's just affecting more than them and that's why it's getting more attention.
- Experienced a general sense of unease the entire semester, concerned that something similar to what has happened in Texas (instructor being fired at Texas A&M) or in Indiana or Florida would happen in Michigan.
- I have self-censored only; I have not received any instruction to censor my course material, but I recognize that some students may take action based on some topics I have included in the past
- The University, typical of most of higher education, is NOT a place of free discussion or sharing of ideas. If I were to discuss certain issues (some pertaining directly to my position and area of teaching and work), limiting the discussion only to factual information, I would find myself sitting with my director, or looking for a new position.
- It's difficult to continue be part of an organization that once embodied by beliefs about justice, fairness, diversity, equity, inclusion, and service but now is unwilling to speak out about injustice and fascism due to fear. Many individuals in our community and country are living in great fear each day - fear about their person safety, the safety of their families, their ability to live and work, their ability to access services and healthcare, their ability to access education. The University of Michigan has an institutional duty to stand against tyranny and fight for what is right but instead remains silent and creates policy and structural changes that contradict our core values and mission out of fear.

- The University action that leads most clearly to my fear for my intellectual freedom is the adjudication of the student protestors (pro-Palestinian). The denial of their free speech, the way policies have been amended to charge them, the way norms have been abandoned (the repeated overruling by the Deans of student life/students) all contribute to my sense that my right to academic freedom can be similarly undermined. To put it plainly: there is a direct connection between the treatment of students and my confidence in my academic freedom as a faculty member.
- self-censorship has been for topics both on the right and the left
- We went too far left. Now there is backlash that is not only bringing things to the other extreme but also damaging our civil liberties. Too bad we didn't just live and let live, and instead allowed the pronoun police to, well, police our speech. Now in the backlash, we have ICE destroying our communities, shooting unarmed protestors, and destroying the fabric of American life. Learn the lesson, please. Free speech for all. If you censor some, no one is safe.
- While I have not received any direct threats, my responses reflect a general fear of retaliation (by any combination of forces I can't really predict) for teaching what I have been hired to teach but doing so as a human with perspectives and biases shaped by my lived experiences. I think this is what students generally want out of a university education. The courses I teach are not, generally, those that would seem outwardly controversial in terms of subject, but the extreme and violent political climate make it hard to even know what "controversial" might mean. While I've never been much of a social media user, I've gone completely quiet on extra-mural speech, primarily due to the reactionary climate.
- There is a "thaw" as of late - but the orthodoxy remains and it is implied you are best to not derivate from it
- Self-censorship has been in terms of material covered and manner of presentation.
- As much as I worry about my own situation, I'm more concerned about GSIs.
- I haven't changed the course content, but even before 2025, I was still careful about how I explained certain topics. This wasn't due to censorship, but a reasonable recognition that there are diverse viewpoints in the classroom, and it benefits student learning to explicitly (and sincerely) acknowledge and make space for that. Since 2025, I am more attentive to the language in my syllabus to try and minimize it being flagged or taken out of context by outside parties
- Students aren't as open minded as in the past, and they aren't open to hearing objective data and facts that go against their subjective opinions.
- I feel I have excellent support from my Chair. I simply worry at student reaction as I teach classes that discuss policy
- I was disrespected and discredited by the UMD Title IX Office.
- With the removal of DEI and OHEI - we revamped multiple programs including our website to remove all mention of DEI. This was in direct response to the school's actions (closing OHEI) and with encouragement of department leadership to follow suit. All programs and teaching has been restructured to remove DEI.

- There are many "hot button" issues today. The question is whether we (faculty and students) can talk about them openly without fear of retribution.
- Temporary suspension of teaching and threatened with Title IX investigation which never took place when Title IX denied any investigation teaching privileges returned
- Obvious retaliatory conduct for which the administration claims there is no official body to investigate, adjudicate and sanction despite the statement in the faculty handbook and policy that the University would do exactly that in response to retaliatory conduct
- Students complaints about material that challenges their identity/beliefs have increased dramatically. This leads to self-censoring ,which increases my workload a lot. I have to consider each paper I assign and each example I use in class from multiple angles, trying to figure out if it will make some student feel uncomfortable to the point where they will file a complaint that will ultimately make it to the fed Dept of Education. Or alternatively, spend time thinking about how I can frame a potentially uncomfortable example in a way that will be less threatening to students.
- The general mission creep of ECRT's surveillance, overreach, and lack of standards, has a chilling effect in the classroom and impinges on academic freedom.
- When I was working on a project that examined antisemitism I felt some of the interest from university administration was disingenuous and stemmed from hope it might be useful as "proof" to the Trump administration that UM was not antisemitic, rather than genuine interest in or concern for the (very important) topic.
- The U community is quick to defend people advocating left-wing causes and ready to discredit, shun, attack people advocating what used to be considered middle-of-the-road thinking.
- I am one of two teachers of a course on fascist cinema. By design, the course is about the first half of the 20th century. For serendipitous reasons, I always have election years. Back in 2016, the daily relevance of the class was obvious to students. They desperately wanted to work through their thoughts about the history of fascism and connections to the rise of Donald Trump. Cognizant of the quite reasonable rules (laws?) against taking sides in an election, I went to my chair to advice about how to handle the situation. They had no idea what to say. So I went to the Dean. Same. So I went to the lawyers in the Dean's office, who specialize in speech issues. They also had no useful advice. In the end, I placed on embargo on the election, and rewrote my syllabus to open up the day after the election to discuss what had been going on (it was a memorable day; every bit as dark as the class after 9/11). I had no intention or desire to address Trump and MAGA in significant ways in the class. But I felt really bad that I couldn't help students think through the myriad connections between class and Life. It's just wrong. It's something they desperately wanted (and deserved). But I've placed the same election-semester embargo on the class. After talking to the lawyers, I am not sure there is any other way without risking losing my tenure.
- The university's actions under Biden have protected me from feeling as much pain and shock under Trump because I'd already adapted my expectations. It's less shocking now. (I do not support Trump or his policies, for clarity. I just wasn't living in the same utopia other colleagues think that they were prior).
- I think many of us with dual citizenship status or residents have deeper and wider range concerns about all of these things above. Unfortunately, no differentiation has been made between "us" and those with are native citizens. It is important to collect data on people with less privileged status to help them specifically.

- I am scared to teach the core principles and conceptual vocabulary of my discipline.
- Self-censorship may be too grand a label to cover the changes I have made, but it seems apt. I want to emphasize that none of the changes have resulted from pressure from the University or academic/administrative leadership. The changes have resulted more from the difficulty that students have with deciphering truth from fiction and partisanship from a critical analysis of issues. I still work actively to get students to overcome this limitation, but it has necessitated that I ease into some subject matter more cautiously than in the past and that I take extra time to scrub my learning resources to ensure they are the most objective I can find. In some ways, this is a normal part of the job, but it has taken on heightened importance, and the time spent on this heightened attention is time not spent on more productive teaching or research endeavors. And it is the result of the hyper-hostile, hyper-partisan political environment fostered by an oligopolistic media market that has abandoned media ethics and warped individuals' ability to think critically.
- I don't teach a particularly sensitive topic (CS) but given my immigration status I do feel an implicit pressure to not even joke about anything immigration related, hence why I've answered the way I have. My classes themselves haven't changed.
- Yes. We have a new Departmental policy that censors student creative work. Faculty is upset. Chair thinks it is fine. So we are at an "agree to disagree" moment.
- I started a Women of Vision and was told to change the name and not to have events or meetings
- I don't feel pressured by our particular institution - most of the pressure is from the outside and broader political climate - but I don't feel that my institution or leaders have my back, either.
- My chair is toeing the official neutrality line to the point where if one person reports feeling uncomfortable around people expressing political viewpoints, it's an issue that needs to be addressed by the faculty. Never mind that this stance is harmful to the vast majority of us who are being impacted in myriad ways by the current political environment, including our very profession as academics and scientists.
- I am conservative, and do not feel free to speak about any non-left wing positions in class or in faculty meetings (which is a bigger problem, because the students likely don't care anyhow).
- Censorship was for a number of years exacerbated by the politicization of the administration, some faculty, and some students who injected compelled speech in the form of diversity statements, DEI office control of job candidates, and compulsory "trainings" into the research and teaching of the university. This continues, with the added possible pressure of the new rules.
- Where can I get more information on censorship? I'm at the Dearborn campus, where many of the students are of Arab descent or are of the Muslim faith and are afraid to engage in discussion in a classroom.
- COB administration has routinely censored my speech and communication with students, even though my communication has never been derogatory or inappropriate.
- I have not directly had any negative experiences with the university or with students but feel more cautious about which topics I'm open to discussing in class, generally.

- I am currently on medical leave because the harassment I faced last semester caused me to have a nervous breakdown: I wasn't eating, wasn't sleeping, lost 20 lbs, and was having full on panic attacks at the thought of going back into the classroom in winter 2026. The student who was the primary harasser in my class ended up extorting me for an A in the classroom.
- senior faculties, including the chair/dean, hold the power for the next promotion and some of them only look at the teaching evaluation. While there has been quite some documentation that teaching evaluations are positively related to grade distribution (e.g., more A's, and etc.) Due to the enrollment issues, instructors were pressured to change the grades or reopen for missing assignments, or administrator would change the grades on behalf to entertain students.
- I refuse to be the face of events and project I am proud of and worked hard to organize out of fear of losing my job.
- I have never been directly pressured by anyone. The pressure I feel comes from the way I am interpreting various actions of leadership. For example, how the mission statement of our unit changed overnight to become very vague regarding our purpose - an "everyone" focus; how there has been little discussion in our unit about how we are responding to the changes in DEI, etc. It has felt like a blanket of silence has covered us when we were speaking out before. Also, as a lecturer I feel quite vulnerable when it comes to losing my job. Finally, given what happened in Texas AM, I realize that choices I make can impact leadership and I don't want to get anyone else in trouble.
- Threats from the Left are (almost) as pernicious as threats from the Right.
- There is incredible bias and stigma directed against Israel. For faculty who are Israeli or have a close connection to Israel, it is hard to be in spaces where a key component of our identities is taboo to be discussed.
- NA
- I do not feel at all confident that this university will support me if a student decides to report my curricular choices as too liberal/radical and therefore, on that basis, harmful or upsetting. For this reason I do not feel confident about offering a "Grand Challenges" core course, because I don't know how to engage the problems facing the world today without engaging in political claims, and UM has not created an environment where I can feel confident offering relevant material.
- Absolutely atrocious bullying of right wing faculty and staff, pervasive culture of fear driven by self-righteous ideologues empowered by biased leadership. Nauseating campus culture. Refusal to protect faculty being abused (when they don't have the right "demographics". Retaliation for speaking on record with reporters. This campus SUCKS!!!
- Unfortunately this has come from so many sources. The Trump administration silencing speech is extreme and egregious. But it is also true that the general environment on our campuses for the past 10 years or so has allowed the Trumpist backlash to take hold. Our campuses became much too concerned about being politically correct, and though that comes from a good place, it got out of hand and veered into censorship and creation of echo chambers. That was the perfect environment for the Trumpist madness to take hold and destroy our essential academic institutions.

- All your questions and the suggested time frame are trying to nudge me to blame the right in general and the current administration for interfering with my teaching, but my biggest problem for the past decade has been left-wing peer pressure from colleagues, students and staff. I'm not saying that the current administration is not a threat to universities, because it absolutely is, but you will not get a full picture through this survey. The worst time I have had in the classroom was during the pandemic and the GEO strikes both of which severely impacted my teaching and general mental state. And as much as I hate to say this, SACUA has been often part of the problem. I also notice that you bring up AAUP as a potential resource to ensure, but I avoid AAUP on campus at all cost.
- This university is anti-White, anti-European, anti-Semitic, and its faculty and staff are incredibly hostile police force. Some of the students are incredibly hostile.
- Leadership does not want to address ongoing systemic racism and acts against those of us who try to engage in discussion. This does not directly affect my teaching, however it does make for an extremely stressful work environment.
- Teaching psychology, particularly social psychology, and contextual influences on individual thoughts, feelings, motivations, and behaviors, becomes challenging when the political climate is one where there is lack of safety and the internal politics are the worst they've been in my almost 20 years of teaching here
- I'd like to point out that access needs for instructors who are disabled is a form of censorship. I am currently not teaching in my building because of safety and access issues.
- How can we better engage and equip students to be prepared to have instructors of color in the classroom and understand the importance that our identity plays into our existence and therefore our teaching.
- I am not confident the University would back me in an incident related to academic freedom or 1st Amendment
- The release of banned words was very detrimental. It was idiotic but would using them bring attention to you? Um still has not come forward about DEI on campus, there are still DEI officials (Asso chairs and deans) in place, we still have funding and programs for underrepresented people. Let's take the narrative and name them positively so we can direct actions toward them openly!
- Will UM back us if we are accused of something?
- Thank you for this important work of researching/surveying us on this.
- I also fear retaliation from fellow faculty including SACUA
- Self censorship has increased for years on
- This campus .
- One of my graduate students has been somewhat prominent in the campus Palestine protests and in the spying-on-students scandal paid for by the Regents, and both of us have received harassing emails from outside of UM based upon her activities. I supported her request to remove her photo from the departmental website and we've both limited the pathways to contact us on both public fora and in classroom materials.
- I don't trust the university to actually uphold instructors' right to free speech
- Less perspectives offered to dialog
- Now that the government has let go of their litigation, why can't we allow gender affirming care for peds patients.

- The limit of the survey is January 2025. I felt pressured in ideological conformism also before then. But you never had a survey for the DEI years.
- I feel like there may have been a necessary correction that I had to make in my teaching about DEI-related issues, but I also wonder if I've over-corrected at this point. Small gen ed classroom dynamics are kind of tense right now. Honestly I'm just trying to teach my classes and survive. I'm still giving theoretical and historical examples of things related to the issues mentioned, but I'm letting my students apply these ideas to current contexts as they see fit.
- I feel that I often have to not say what I think is the objective truth both in terms of gender roles and relationships as well as in terms of the political situation in Israel/Palestine.
- Coming from teaching as a graduate student at the University of Florida during the Stop WOKE Act, I am nervous similar measures will eventually be put in place to encourage students to report professors who teach topics related to DEI, race, gender, etc. I also have heard from PhD students in my department that they were targeted for presenting their work at an online conference and one in particular (an international student) feared deportation over political speech. Many feel unsafe teaching on these important topics, but most of us continue to do so.
- Self-censorship has occurred for my entire term of employment as I am politically conservative. These viewpoints are not welcome on campus.
- not yet
- Past and recent university-level administrative tactics vis-a-vis student protest against Israel's war against Gaza (e.g., the summer 2025 OSCR actions against student activists) also contribute to a perceived stricture on free speech and exchange of ideas.
- Conservative views are censored on campus, chilling open dialogue on important matters.
- this is not a new thing.

**Question 8: If you self-censored or had your instruction censored, what do you believe was the impact on your students' education? (May leave blank)**

- they are getting an education that is blind to/denies the reality of the world around them
- They did not get an authentic interaction with me.
- Students in my large lecture course are receiving a small percentage of the material I used to teach as compared to 2 years ago. This, of course, punishes those students who need it most. I am no longer comfortable teaching this course which means it will likely no longer be taught or taught infrequently by someone who is willing to water down the material. This is a loss for LSA, students, and my departments. But there is no other place to mark this loss except this survey. I fear all of this curriculum, which was once considered essential, will just vanish and no one will notice.
- I am scared to present both sides of issues. I am scared to cite Israeli investigators as. Think some students are so closed minded they will reflexively give me poor evaluations
- They cheat and regard learning as transactional. Their voices don't matter. Just want to keep their head down and go out in the world with a degree, likely in a technical field where their opinions on social matters are irrelevant.
- Students have a more restricted perspective of reality and how to arrive at a well informed decision.
- I think my students miss out on learning on a diversity of opinions related to race and racism in medicine.
- Students were robbed of the opportunity to discuss key relevant issues/expand their perspectives by engaging with views they disagree with.
- Our ability to teach freely is our students ability to learn freely. The university classroom is probably the last and only space in which the vast majority of our students will be able to learn about contentious subjects and issues and be given an opportunity to share their perspectives and learn from the perspectives of others. As such, the university classroom is absolutely vital to our democracy and to our freedom. If we lose our freedom there we have lost our freedom everywhere.
- Queer and lgbtq students are less aware of a enues of faculty support
- I think the answer is obvious. It is not good. And they are weary of all the threats as well
- Students feel there are things they cannot talk about. I think there is peer pressure plus the since that the university wants to avoid controversy at all costs.
- Students also feel they can't discuss issues openly since instructors are avoiding certain topics, while other students feel empowered to keep certain perspectives out of the classroom/ society.
- It weakens it.
- I think they lost something. But the State of Michigan lost that when they passed the Michigan Civil Rights Initiative (Proposal 2) in 2006.
- I think I addressed this in the previous paragraph
- I have tenure and do not self-censor much.
- reduced access to critical analytic thinking/instruction

- If I were to stop teaching nonbinary gender, systems of racial categorization, the origins and consequences of racism, and the like, I would not be teaching the key, foundational scholarship of my discipline. These are not political opinions. They are findings that come out of decades of rigorous research. So I would also be teaching students that the knowledge produced by science is less valuable than the rhetoric produced by politicians. I would fail to give them information and strategies based in scholarship that can help them evaluate and respond to misinformation in their surroundings.
- Diminished ability to engage in meaningful discussion about important issues and diminished awareness of the social impacts of the things we study. I also think it encourages them to self-censor, and contributes to a climate where people are scared to talk about certain topics out loud.
- I adjusted my lectures to address the faulty preconceptions of some students at the cost of about 10% of my total teaching time, hence less opportunity to explain and discuss other topics. In the case of transgender care, we are missing a critical opportunity to replace current advocacy-based models with rigorous studies on the etiology of gender dysphoria, the origins of our on-going epidemic, and comparative trials of treatments and outcomes.
- It creates an atmosphere at odds with free inquiry. Hopefully, there was value in what I did instead
- By not feeling safe to discuss DEI with my Engineering students, I do not believe I'm fully preparing them for their next chapter in industry or further academic studies. It was not a topic that took up a lot of time in my courses previously, but that context is an important component of an Engineering education.
- It's mostly because I don't want classroom discussion to get derailed. And so in some ways, it was good because my course wasn't interrupted by left or right wing students forcing the course to go away from the specifics of the course content. On the other hand, it limits the topics we can discuss. Which of course, is a problem.
- I would like to discuss more directly the similarities and differences between politics in the US and politics in those countries that are in my area of scholarly expertise. I used to do this without fear, now I discuss it more indirectly. I'm strongly committed to the use of comparison to recognize general patterns, always did this in the past, but now get the feeling that if I include the US, it will be considered out of my area of expertise (even though I read articles on US politics all the time).
- There is considerable potential for students to simply not learn really important aspects of my field. I am resisting, but it's a real danger especially if I have more students in the future simply refuse to read some material or be responsible for some knowledge.
- Students lost opportunities for being introduced to different perspectives and challenging ideas. They also missed out on lessons/activities connecting the topic of the course to the world around them (something students are always asking for).
- Lack of depth and nuances on topics
- Students have been less able to meaningfully grapple with complicated and nuanced ideas of their social world and instead have pre-existing ideas reinforced, expertise in areas of study are not acknowledged or are politicized and therefore questionable, creates even on a literacy level a climate of reading to confirm or find sources rather than a reading to engage with new material.

- Censorship encourages binary thought; black and white - not seeing solutions in the subtle gradients they express in real life. We must build critical thinkers to engage in meaningful change, not agenda-and-fear-driven provocation.
- When faculty censor their speech (in fear of retribution), or are clandestinely censored by ill-conceived "new values" or neo-liberal norms, students are indoctrinated and their growth trajectories morph, leading to detrimental long-term societal effects. Check the candid statement the former UM President (Santa J. Ono) made when he resigned in 2025. The truth is often "inconvenient", and only few are willing to pursue it. Most of us (including myself) are willing to put our heads down to avoid neo-liberal cancel-culture repercussions.
- I worry that I'm not making the explicit moves that might make conservative students uncomfortable, but I think college is a time for doing that. I'm also not making some moves that might make some students who feel Other in College of Engineering to feel more comfortable.
- Nobody changes their mind or learns from individuals with different political ideologies or values. Instead, students suppress those ideas among those with whom they disagree and seek out affirmation among like-minded individuals. Polarization is exacerbated and our democracy suffers.
- Negative
- Many of our students are privileged and get the bland version without being sensitized to the experiences and real affects of racism and other isms.
- As an expert in my field, and as an award-winning teacher, I should be able to select courses, topics, and examples that best affect student learning and education that meet course goals. Given the many factors I have selected above, I have had to choose new objects of analysis and limit some aspects of that analysis, which ultimately makes me spend unproductive time that I could be using on enhancing my teaching, not watering it down. Such censorship gives students a partial view of a subject, one shaped primarily by reactionary ideology and not demonstrable empirical and qualitative fact. I try to avoid this at all costs, but the consequences of reprisal occasionally make this the prudent strategy.
- Students and guest speakers seemed more open and willing to discuss controversial topics than I was.
- Self-censoring removes opportunities for students to fully appreciate the context in which health outcomes occur and thus may be more limited in applying knowledge in real-world settings.
- Critical thinking is a key component of the courses I teach, but not addressing certain issues means we don't get to practice critical thinking about concepts that are perhaps most culturally relevant to think critically about.
- My courses tend to attract more LGBTQIA+ students, partly because of the subject matter, partly because I think I have a reputation for including these students and their concerns when coming up with class material. I feel I can't be as frank, or as specifically welcoming anymore, and I feel this does hurt my students' education.
- I almost wanted to stop teaching medical students when I saw the instructions from the medical school that were policing our right to call women women, and females female. I'm very sorry for the faculty who are finding it impossible to teach important classes. We need to figure out how to protect all speech and ideas, not just the ones we like. That is the only way to protect our liberties.

- fear
- A watered down version of the topic at hand - or avoidance of a meaningful conversation
- I do think there is a value to professors being somewhat neutral to allow students to form their own opinions.
- Moderate
- I haven't stopped talking about anything, but I have had more open conversations with students about what different academic ranks and tenure mean.
- students do not get as rich an experience as they have in previous cohorts
- To be honest has been fairly minor (technical STEM-related courses), mainly avoiding getting too deep into certain topics or using certain keywords feels riskier, but overall I don't think it's changed the course material and student learning outcomes.
- The subject matter of my courses does not really intersect with anything that I feel inclined to censor but nevertheless I am aware on the need to be careful about speaking about certain topics.
- It is disheartening that links to policies or programs have been removed by our current US administration
- One concern I have is that it may become more "normal" for classes to avoid really sensitive topics. Classrooms are one of the best spaces to bring conflicting opinions out into dialogue and I am worried that there are fewer and fewer places to engage in good faith conversations around controversial topics.
- It has made my courses blander while attempting to be less controversial.
- Narrow understanding / exposure to illuminating content and critical inquiry
- DEI cannot be mentioned in teaching or in programming, so it is hard to show/discuss thoughtful intention to address health inequities or improving diversity within medicine. There is less intentional selection to diversify medicine at UMMS because of these changes which will impact our ability to train a diverse workforce to care for our diverse patient population.
- Students are prevented from hearing alternative perspectives. My goal is to teach them critical thinking that allows them to make constructive choices throughout their lives and as active citizens who contribute to society - regardless of the choice they make. By limiting what types of information a student has access to, we not only fail to teach critical thinking, but we are also putting up barriers to creativity and innovation. We limit what students can imagine. And I believe it's imagination that pushes social progress and change.
- I am more cautious in relating to students. I keep my office door shut when I am not expecting students. I share less information about class presence. This has meant fewer students know about and sign up for my class. And I have changed the ways I talk about race, gender, and social justice.
- Students will not talk about the issues. The silence is deafening. And I don't blame them. Imagine a student questioning the morality of children getting transgender services. Or noting that the war in Gaza could be over if Hamas gave up rather than just saying that Israel should give up. We need a university-wide reset.
- Terrible impact as discussions are guarded and not free and open, certain important subjects are eschewed. Political correctness run amuck, they do not receive a liberal arts education because of the illiberalism of the University in practice
- Office of general council enables and reinforces the censoring behavior

- I think the ability to speak freely is the gateway to reason. Without knowing all sides of an argument, we cannot draw a conclusion. It is difficult to hear things that sound vile to one's belief, but there is something comforting about knowing one's enemy. Silencing speech does not silence thought and beliefs, all that happens is stress grows under the surface and anger grows. This is not a happy place.
- Very little impact on the students, because I can choose different examples to illustrate class objectives.
- left them unaware of certain things but I offered the information that directed them to certain published material, which I hope they will go to, (but probably won't, unless already aware); so "aware" students will continue to expand, but those others will miss out on this learning opportunity
- N/A
- It puts an end to the myth that we provide / defend liberal education, where "liberal" means freedom of thought, not leftist thinking.
- Self censorship—students don't get as much detail or warmth from me. I don't self censor much if at all, although I know I should. I teach topics that are intersectional. But, students do miss out on the closeness and support they would have if I felt I were in a university where I wasn't disposable. I censor more around colleagues than students now and don't trust easily.
- Each time teaching is censure, the development of our students and their capacity to practice the profession they are studying are both halted.
- Students noticed that I was avoiding certain topics. Limiting scholarly expression.
- I think it normalizes "neutrality" -- as if all ideas are created equal
- The need to do it harms student learning. However, my practice has been to undertake the actions to improve the overall learning potential for my classes, given the environment.
- 
- To be clear, I am not backing away from core topics of importance, most of which have become controversial. In some cases, I'm leaning in even more. While I have always sought objective learning resources for this purpose, there are just some that, even though they are highly objective, are not well-received by students because of the environment.
- none--I soften some phrasings and avoid lecture capture, but I think that, while I have been stressed out, the students' education has not been negatively affected.
- We should be able to talk openly about the administration's effect on climate change and other very important topics. But, there is a fear of speaking out against this administration.
- It definitely has negative impacts because there are interesting and relevant topics I have to skip due to concerns about my personal immigration status and job security
- Mostly lose out on how I think the topic relates to other issues they may care about and life lessons. The material itself is pretty mathematical. So it only affects the examples.
- All of this has deeply damaged the education of graduate students since many classes have been disrupted and cancelled and some instructors replaced with others seen as having preferable demographic characteristics. Many students try desperately to continue their education despite these destructive practices

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- Freedom to teach, freedom of speech, and exchange of ideas are limited. Students are afraid to discuss or write about anything pertaining to them, their ideas, etc. because DEI no longer exists. At the Dearborn campus, some students have increased mental health challenges that result in high absenteeism, illness, dropping out, being unable to complete work for the semester.
- My courses are writing based so I focus on teaching those skills rather than
- I do not feel that they were able to fully engage with the material, did not allow themselves to think deeply about the topics, etc. For some of them I feel that they walked away even more entrenched in their bigotry. For others I feel that they probably felt enlightened about stuff they didn't know about but I cannot gauge if they actually comprehended or grappled with the material on an intellectual level or if they kept it surface level and in their feelings.
- students would learn less as instructors avoid touchy topics
- Yes, the critical perspectives that I would like them to gain competency and form educated arguments around are now limited.
- There is not as much open dialogue about harder issues
- Loss of useful content. Narrowing of topics presented. General retraction of efforts to avoid misrepresentation by the students leveraging "victimhood" for self-serving purposes. College administrators looking for "Old White Males" to demonstrate their power over.
- the censorship emanated from student complaints of a slide that showed an image of a protest (related to climate justice) which also happened to have a free palestine sign within the crowd... the complaint was communicated to my by my Dean. I no longer use that slide, but am concerned about the rapid expansion of topics and content that I feel likely to receive future pressure about...
- Less transparency in discussions.
- Less exposure to unpopular but educationally important points of view
- I am teaching a course next semester on a topic that will touch on contemporary political issues, and I plan not to teach material that I taught in the last iteration of the class, because I no longer feel safe teaching material that could seem overly "controversial" or "political." I am also considering hiding the course location for this reason.

- They are harmed and unprepared to enter the workforce
- The students did not receive all the information that they would need to make an informed decision.
- Arbitrary and capricious cancellation of my most popular class was brutal, students universally decried it as a poor decision.
- Deprivation from engaging with the realities of our times
- Obviously it harms their learning by limiting the exposure they get. Colleges are about being exposed to ideas we disagree with and working to understand each other and find common ground regardless of differences. Now, unfortunately, from the left and the right, it's a game of either you agree with me or you are the most evil thing in the world.
- Given I teach within a department that looks at social determinants of individual psychological development and overall well being, it is challenging to balance teaching in a meaningful way and worrying that doing so is going to clash with political views and lead to safety issues within the classroom, as well as within my professional environment.
- They do not get to engage in different views on a given subject...only the current culturally progressive accepted one at the university.
- They are missing out on documents that dramatically shifted labor practices in the field. I can only hope that they have or will come across them in class with someone else who feels more secure.
- We share resources in my building, so when I have to teach elsewhere, it limits the ability of my students to use these resources.
- I think it robbed students of the opportunity to see different experiences and understand that fair is not equal. It also prevented students from seeing the importance of underrepresented stories.
- I believe it creates an artificially anodyne space that is in danger of divorcing key disciplinary activities from the needs of society in the moment. Of course, rigidly "a-political" stances are inherently political, and usually consist of coerced silence to uphold the status quo. In a more extreme example, it traps us and our students in official administrative denial as a polity, such as in the case of state supported genocide.
- the ability to supplement with critical thinking with informative debate and to arrive at a more considered view as a result.
- Students receive incomplete information. There might also be a chilling effect in the classroom when students perceive a topic(s) is being curtailed or avoided.
- Lost values - we don't say things are supposed to be equitable.
- SELF-censorship limits the discussion and inhibits learning. Fear about discussion of topics leads to not discussing topics and learning other points of views. Limits development and critical thinking.
- Learning civil discourse, experiencing cognitive dissonance
- Students did not get to have a full fledged perspective on topics of current relevance regarding US national politics.
- Students lack the clear connection between unbiased science and vaccine safety, climate change, and environmental justice. They see these topics as having two equally valid sides, when in fact, objective science leads to specific conclusions (depending on each case, of course). The idea that everything should be up for debate diminishes the power of scientific inquiry in students' eyes. It is a significant loss.

- The censorship was very explicit, so students knew what I wanted to say even though I did not say it. My censorship is never planned in advance. It is a discussion-based class, and when certain topics come up, I have to choose my words carefully, but students understand the general ideas being discussed and why I may need to self-censor.
- I believe students have been deprived of a depth of discussion that can lead to meaningful understanding of issues related to our course material.
- To be clear, when I endorse self-censorship, it is more that I am offering multiple caveats and contextual information before I address a topic. For instance, I might say something like, "Research suggests XXX about children's perceptions of racism and bias in the classroom. Thus, regardless of one's own political beliefs, we need to consider how children perceive their environment environments." In the past, I would not have been so careful about how I framed the issue.
- It allows them to compartmentalized their education; it does not let them see broader connections between issues and themes and across time. It presents a false idea that knowledge is apolitical
- Negative effect
- students are not developing the critical skills to articulate their stances or take in opposing view points, process them, and have that impact how they position themselves on subjects
- Students are not getting the education they are paying for (and I am being paid for)
- Physicians must recognize that bias can contribute to disparities in health care
- I believe it makes us less authentic, and it also limits thought
- Narrowing of outlook and students' understanding of the world. Interesting that President James Duderstadt based his presidency on widening UM's global outlook. Now here we are, 40 years later, rolling back the principles for which he fought so strenuously.
- I have not yet self-censored, but I teach a 130 person class that covers many of the Trump targeted topics that would be impossible to teach if I were to censor or be censored, ie, a class that has been in the UM curriculum for 50+ years could no longer be taught
- lack of needed information about role of race, gender, gender identity, and other marginalized identities in order to best serve children and families as providers of care in communities; inadequate education about contexts and systems of oppression and marginalization; incomplete history and sociological /cultural awareness; less well educated citizenry
- Like I said above, a part of me wonders if this was a necessary correction to make. On the other hand I suspect that a good number of my students very much want to discuss these matters head-on, and they may be frustrated with me for not stating anything explicitly. It's not a fun time to be a teacher. Good thing I make a lot of money lol.
- Students lose out big in part because they miss the opportunity to understand that out in the real world people may hold different opinions -- they need to figure things out and chart a way forward even with folks who hold dissenting opinions.
- Yes, they will not become critical thinkers, we will not fulfill the mission of the university, society will be worse and weaker, this is crucial
- Transparency. Freedom of speech

- I believe students have been robbed of the opportunity for fully-orbed discussions of current issues. I feel there is only one viewpoint "allowed" on campus - the politically correct viewpoint - and this prevents students from learning how to have reasonable discourse with those who hold differing views. This misguided approach has played a role in creating the violent intolerance tearing our nation apart.
- if i did feel the pressure, it would definitely impact my students...
- Institutional neutrality has impacted the ability of the students and faculty in my unit to speak collectively although learning about organizational impact is an important part of their education.
- Not exposed to different perspectives
- Conservative students and faculty do not find a welcoming atmosphere and sense of belonging.

**Question 13: If you self-censored or had your research censored, what do you believe was the impact on your research? (May leave blank)**

- It has narrowed the topics we can focus on and affected the focus of the research based on funding
- Letting down the community, less publications, less opportunities for doc students
- none
- Students did not have the benefit of seeing different sides of issues.
- I don't write about all the things I think about and see
- I have self-censored and have been directly censored by program officers trying to protect our work. It led to us ignoring important equity and disparity questions.
- It didn't happen because there was no research left to conduct after removing the elements we were recommended to censor.
- Less publications
- Modest -- basically avoiding "trigger words" for the administration. But it is still censoring.
- It is merely delayed. I cannot be stopped from researching, it is my nature, but the writing is for the drawer for a while
- Less funding.
- I would like to be more critical of AI, as my research tends to show deleterious consequences of its use. But there are a lot of online actors that can initiate pile ons/brigading on social media. So I minimally publicize my work and try (perhaps too hard) to write in as balanced a way as possible.
- More stress and adverse effects on my health.
- 1. Federal funding that supported a summer intensive program for high school students focused on environmental health was canceled last year because the curriculum included material on environmental justice. This will impact the next generation of environmental researchers and decision makers.
- 2. Our team was asked to remove or edit public facing materials that provided plain language translation of scientific research for community and policy audiences, to remove words including climate change, environmental justice, health inequities, and racism or race-based segregation/ discrimination. This impacts community members and policy makers who rely on scientific research to inform personal and legislative decisions.
- 3. Our team revised a federal grant proposal to remove all of the words above, while attempting to retain the central focus of the work. Funding implications are uncertain, but it is clear that this work is not a current priority for federal funding - beyond research in which I am directly involved, there is likely a dampening effect for broad body of research on environmental impacts due to rising heat and heavy rain/flooding events, their uneven distribution across communities with varying racial, ethnic and socioeconomic characteristics, and implications for health, economic well being and political stability.

- I did not self-censor, but I did have to pay special attention to the content of a multi-author volume to be sure all contributors felt safe and free to express ideas and examine data that were potentially controversial.
- Not much
- Censorship and fear of censorship have diminished our ability to learn from prior mistakes - i.e., determine what seems to be working and what isn't working optimally.
- I was anticipating being funded by the federal government conduct research, but it was not funded at the last minute as DOGE cuts began, so that research will not happen now.
- Little.
- It required me to monitor very carefully how I connected my research findings to the affects of the current political and social climate.
- Had to alter race/ethnicity language in grants due to changes at NIH such that these grants would not have been funded.
- I had a grant terminated last year for DEI, and now I feel more limited in the types of research in which I can be funded. This has had profound impact on my ability to do the research I have been doing and decreases the ability to develop interventions and prevention strategies for the most vulnerable and marginalized populations.
- Domain of research eliminated
- I have taken a break from writing for publication while DEI is under attack from the current federal administration.
- Negative: I have a good project idea on trans identities in a specific culture, but I've put it on the back burner given the overall negative climate
- Has limited the scope of secondary analyses
- Moderate
- Cannot easily work on certain topics (e.g., mitigating the spread of misinformation) that might have had a positive societal impact.
- Problematic in grant writing
- Instead of just writing based purely on facts you ask what would they NOT want to hear
- Absolutely had an NSF grant application made worthless by being strongly encourage to pull the key words related to DEI out of it. Honestly it was a waste of 6 months+ of team effort to even submit the grant since there was no way with this administration that it would ever be funded.
- Limiting topics and numbers of submissions for journal publication.
- I am less interested in doing academic research

- Part of my research on China deals with government suppression of the arts. The increasing pressure over the last decade has completely changed the way I conduct research, both to avoid surveillance and use writing strategies that protect my sources. China revised its security law to consider sedition and treason charges for activities in foreign countries, and non-citizens have been detained while in the country. This fall, the government suppressed an event I was supposed to participate in, and I thought long and hard whether I should cancel a keynote at a Chinese university some months later. After consultations with other scholars, I decided to go. Nothing happened. However, I changed my speech to a more innocuous and safe theme. I also cancelled all the research activities I had arranged, and when conversations with local scholars and students edged into edgy topics I changed the subject. The foreign scholars at the conference did discuss the censorship situation, particularly regarding the event that had just been cancelled. But only on walks with all phones turned off. I believe all scholars of modern China are taking such precautions. I know more than one scholar who has decided never to return to China for the sake of their own safety and the safety of their research subjects.
- It is taking so much longer to write and submit things. I have to be more cautious and journals are either asking for more direct critique or less, so it's hard to navigate. As a person of color, a lot of white colleagues either overlook the different risks I face, or think I'm somehow stronger and more capable of handling them. Some also take opportunities to do research on marginalized groups without consulting their own colleagues in those groups or having any experience with those groups. So we lose opportunities for research while also not facing harassment. I also have lost opportunities due to being "unknown" as limiting my public presence is what has protected me. My citation counts could be higher, my invited opportunities could be higher, but I don't promote my work in order to stay safe.
- Each time our research is censored, the development of science is halted.
- I have suspended a project because funding avenues have closed
- I have largely abandoned a line of research - not exclusively because of this pressure, but it has been a major contributor
- It has significantly impacted the population that I care and serve due to the lack of knowledge to close gaps in health disparity.
- Researching in the area of climate change and environmental justice makes it difficult to find funding.
- Did not enter fields that were ideologically tinged.
- None, since I refused to be intimidated
- My book (on Palestine) was published in fall 2025. I have not received a single book talk invitation. Most peers have received many in the first year their book is out. I believe the climate in the US is such that my work may be perceived as too controversial and will not circulate as much as a result.
- 2 unpublished manuscripts when projects were already completed
- Grant was fully stopped; we now have to find new funding and change the way we talk about the project in order to do so.
- I had my grants cancelled due to the recent political climate
- It limits the content I publish, it is demoralizing, it is limiting my expertise to function within the field.

- Have not been able to focus on the real issues that need focus.
- I'm saying the same here as I did on teaching. Your survey is designed to identify threats to academic freedom coming from the right, which absolutely do exist, but the scope of the survey will not catch threats to academic freedom coming from the left. I regularly self-censor in my research because of fear of being labeled right wing and being ostracized and SACUA and AAUP are of absolutely no help at all. Sometimes you even make things worse.
- None so far because I just had to change wording in NIH grant documents to avoid mention of phrases and words that are "not aligned with administration priorities"
- So far it has fortunately been minimal as I've really only had to censor reporting documents (e.g., grant title, original specific aims, RPPR) to NIH. While it feels gross to do so I felt it was worth it to maintain funds that support a number of researchers and staff at UM. I have not yet been pressured to censor my research itself (a small blessing).
- Less authentic
- I run a center that was required by the university to remove all mentions of DEI from our public content. I consider that censorship of my work.
- Loss of funding opportunities
- We will not learn about wound healing in females versus males
- I managed to edit things without adverse effect on the quality of science
- On my actual research, none, but it has limited what colleagues at UM I have discussion with about my research.
- I fought back but this causes stress and lost time and resources
- minor
- Reduction in research funding
- Extremely policy relevant themes left untouched including mental health of college students from MENA background.
- I don't know that the research itself was impacted as the projects were done but I worry about the precedent and erasure of trans and minoritized patients in ongoing research.
- The research (mostly proposals) is less able to address the real world and therefore has the potential to be less impactful. I do not censor myself when writing manuscripts or presenting at conferences.
- It's no longer as inclusive as I want it to be.
- Slowed progress
- emotional stress
- I self-censored on an NSF application by removing all instances of the word "diversity" even though I was referring to diversity of land uses (not DEI).
- Yet to be determined, but we are limited in experiments we can currently perform
- It was devastating. I lost seven manuscripts, six of which had completed analyses and two of which had R&Rs from high-impact journals. I also had submitted a large R01 grant with the data which I was not able to resubmit or use in any way.
- Not written on topics within my expertise
- Open pursuit of research agenda and truth collides with political and social agendas

**Question 14: Is there anything else you would like to mention or ask about censorship and research? (May leave blank)**

- The university simply MUST create a form letter telling all external agitators to just fuck off (more politely, sure)
- There is a pervasive fear on campus among Jewish faculty, faculty of Israeli origin and those that support the right of Israel to exist. Class disruptions, shouting down of the president at the honors colloquium and other acts of intimidation are designed to make Jews feel not welcome here
- I have a proposal out about some matters on campus that I am a bit nervous about. A protest about ICE.
- I think that we need to be more honest and open about critiquing work of ALL colleagues. Bigotry of low expectations is one of the worst kinds of racism I have witnessed in academe and it has corroded how we treat each other and how we see each other's intellectual ability and scholarly production. It's affecting students, too, for whom we must model the best professional conduct. This hurts U-M as the R I institution and this must be corrected.
- Thanks for asking about this!
- Scholars at work in the Middle East know that their work is controversial. It has been for decades. Things are worse now. A serious discussion of genocide in Gaza, ethnic cleansing in the Occupied Territories, or anti-Palestinian policies in Israel and the U.S. immediately puts one in the danger zone you explore in this survey. It is quite clear to any scholar doing this work that UM is pro-Israel, pro-Zionist, and decidedly against self-determination for Palestinians. There is little hope, at present, that the university will support and protect (much less embrace) its students, faculty, and staff who advocate for Palestinian rights. Instead, it has actively suppressed them. Self-censorship is not the biggest problem under these conditions. The strong likelihood of censorship and harassment by others, including university administrators, is the more pressing reality.
- The list of research topics that you offered above is strongly biased toward those that would be censored by the political Right. My research is being censored by the Left. It does not appear that you even considered this possibility. Please consider your own bias when addressing this and other topics in the future.
- Since
- Colleague was harassed and intimidated by other colleagues in and outside of the department for refereed publications and is now planning to leave the university.
- If anything, the climate has served my research and teaching toward being more proactive about Palestine, race, and gender issues. As a tenured faculty, I feel like it's my responsibility to be more outspoken than ever.
- Honestly, I feel like I'm at the point where I'm going to continue with my research, and if something happens I'll manage it. It's a weird place to be, but I can't really think about it too much.

- It's not the fault of the university, but rather a highly unusual and disastrous federal government run by racist and fascist goons.
- I've changed language in proposals in responses to changes in RFP. I have an ongoing project funded by a foundation that's on a 'controversial' topic and we have had a series of conversations about dissemination. They have also removed the announcement and project description from the project website (I think with the intention of protecting the project, the foundation, and our project participants).
- I have not self-censored in my conversations with students, but I do not teach in the classroom (do clinical supervision). I do self-censor what I share on social media due to fear of retaliation or "getting in trouble" at the University.
- I'm cautious but have to live with myself, so I censor a bit but I don't change meanings or hide.
- a portion of my research involves disability (access technology for blind and visually impaired individuals). I write grant proposals differently, but otherwise have not suffered censorship or undertaken self-censorship.
- Yes. We have to self-sensor/leadership tried to stop our research involving rare diseases. Survival of individuals affected is no longer a priority and hence, research is no longer being supported.
- I had to pivot my research population because I know I would not get funded if I continue doing health equity research.
- I have never had fear of retribution from an administration until this one.
- I am currently going up for tenure and while both my depts voted yes on my tenure file, I am extremely fearful that my tenure case will be denied at the upper levels of power (provost, president, regents).
- UM has not been supportive of faculty who conduct LGBTQ+ research. Colleagues of mine and I have not been able to get any internal funding despite excellent records of doing so in the past outside of the funding provided by IHPI. I feel like they are trying to erase mention of the University funding anything related to LGBTQ+ issues.
- Bringing an extreme level of sensitivity and care to each and every word I submitted for publication. When going on an out-of-state research trip to archives by car, I seriously thought of changing the UM number plate on my car to a generic Michigan plate. I didn't in the end due to time but would have felt safer traveling if I had. At that point, it was the height of universities being under attack.
- First, I appreciate you all conducting this survey! While my experience is certainly an indictment of partisan meddling in what should be independent research I know I am still quite lucky given what others are being subjected to.
- I'm wildly disappointed in the University for their response to these issues and completely caving
- It would be good if university leadership clearly stated support of research and research topics that are currently targeted for censure.
- Academic freedom should protect me too even if you disagree with me.
- All censorship has so far come from DEI , Title 9/6, Advance not yet from new regime
- censorship is the antithesis of research
- Editing out 'words' and 'ideas' feels TERRIBLE. Hard to see how this is different than pre-war Nazi Germany and the book burning of those times. Being told to "delete DEI" or only name "two genders" is not only wrong, it leads to bad research, and reinforces barriers and distrust between the university research enterprise and the communities with which we do this work.
- Thank you for doing this. Important work!

**Question 19: Is there anything else you would like to mention or ask about censorship and extra-mural speech? (May leave blank)**

- Yes, I believe that there is censoring of conservative views on this campus. Unfortunately, there are faculty who think it's appropriate to censor speech they disagree with, calling it hate speech. IMHO this is the challenge today to academia: we have lost our way. We used to be a ground where people from different backgrounds could politely discuss different views but sadly this is not the case. I say this as an immigrant who came to the USA many years ago. It has gotten worse. We are turning out students who are unable to logically and critically assess issues but instead overly rely upon emotional arguments and are intolerant of those whose views differ than their own. Here is a test for this survey: will you make these comments available to the general campus or not?
- In general, political discourse in the US has become so toxic that it seems unsafe, even foolhardy, to wade in with the kind of perspective a scholar can offer. Instead of adapting to these battleground conditions, many of us try to find platforms where open discussion and free inquiry are still viable. This amounts to self-censorship. Kind of like the smart kids staying away from the playground where the bullies hang out.
- no
- how much variation is there across campus in 'soft-censoring' faculty? Different units? How about the new President? What is his attitude/policy going to be?
- I am retired so I took a "damn it" attitude regarding self censorship
- Defund the general counsel's office; tenure stream faculty must unionize, Regents do not feel bound by by-laws or SPG.
- NA
- I have two lab members who are international and who need to renew their visas. I don't want to cause them difficulties either renewing their visas or returning to the US after they visit their home countries.
- I write less and I write more carefully now
- I am worried about a podcast episode coming out next month.
- One of my research collaborators is on a watch list and as a result, everything we do gets hostile attention. We've had to restrict how people have access to our personal information.
- I have always been a political independent and my political and social views are about as close to the middle of the road as they could possibly be. Hence, everyone in Ann Arbor thinks I'm a reactionary, everyone in red states thinks I'm a commie. In the interest of maintaining important relationships, or avoiding pointless arguments in transient interactions, I spend a lot of time emulating Calvin Coolidge. That should not be mistaken for my not having strongly held views, but they are centrist and nuanced.
- The Current Climate puts outside pressure on academic and personal freedom of speech. The University Caved under the previous president. I have hope that the new President, will back what is just and right.

- I used to have a much more active social media presence, but don't anymore because it seems generally quite risky to publicly visible (in terms of handling online harassment and threats).
- I do not trust that the university will vigorously defend my academic freedom if my speech sparks controversy
- it's limited my participation in professional organizations
- e.g., I might have otherwise commented on current affairs on a public social media account, in ways that I wouldn't now
- sadly the faculty senate is also guilty of creating a culture where speech feels limited. Anti-semitic, anti-Israel and anti-Jewish language is somehow 'protected' as 'free' speech. The world is upside-down and hyper-liberalism/extreme right views are in line with one another.
- This was poisoned long before current moment since 2025
- Any personal feeling of censorship, which is minimal, arises from observing the federal government. In contrast, I feel the University of Michigan and the University of Michigan Dearborn are extraordinarily safe and inclusive institutions and I feel no need to alter my curriculum or behaviors inside or outside of the classroom. We have a wonderful campus, thank you. UM-D needs more visible student activities throughout the academic semesters.
- I have self-censored both *\_before\_* and *\_after\_* Jan. 2025, because of fears of retaliation (ranging from doxxing to being censured by colleagues) from *\_both\_* the right and the left. It is certainly the case that the current administration has made it dangerous to advocate for a number of left-leaning positions in a way that is completely unacceptable. It is equally true, however, that prior to 2025 the campus climate put you at peril of harassment and other unpleasant consequences if you were too loud in voicing more moderate or right-leaning views (e.g. that diversity and excellence are not the same thing, and that focusing too single-mindedly on diversity makes it difficult to maintain excellence -- at least, certainly, in the natural sciences). Although things have gotten worse in the past year in certain ways (e.g., there are more reasons to fear physical violence instead of "just" verbal harassment), we fundamentally have a problem of increasing polarization and breakdown of norms of tolerance and civility that stretches across the political spectrum and that has been growing since long before the 2024 election. I hope that in whatever response the Faculty Senate puts together, it will acknowledge as much.
- Much of this was an issue BEFORE 2025. Many of us on the "left" still suffered deeply under Biden. I learned to adapt prior to 2025.
- Being anti genocide when it comes to Gaza is just not accepted as being anti-genocide for any other part of the world would be.
- I do not have any social media accounts because I am certain I will be attacked
- I work in OB GYN and reproductive care and family planning remain legal in MI. More and more individuals are voicing their opinions on how this kind of care should be illegal. E.G. One older colleague outside of reproductive age went on to say, "If I had a fetus with down's syndrome I would not have aborted the fetus" right before the we were about to start a case where a termination was requested due to genetic anomaly and went on to discuss how wrong abortion was. I thought it was highly insensitive but did not contradict or redirect the colleague because I feared retaliation and being a minority was already feeling on the "wrong" side of this person.

- School leadership asked faculty not to comment on a particular news item
- I revised headings on my CV as well to re-contextualize my work
- I chose not to speak about DEI which I would have happily done in the past, but I did not feel comfortable given political climate.
- I think our regents cracking down on the protests post Oct 7th have had a chilling effect on Dearborn's campus. They could spend some time on our campus to catch the vibe that the real threat is to ideas and dialogue. U of M has a choke right now on opportunities to discuss, heal and reflect about global conflicts by keeping its regional campuses, and particularly Dearborn, under tight admin control--which includes promoting our chancellor to the interim presidency. That was an out of touch move, if the regents knew or cared about how global affairs effect educating and free speech. Again, I don't think decisions are conscious just convenient.
- Amount of stress related to openly speaking about genocide in Palestine was substantial.
- To some extent, I feel that my self-censorship has been a good thing. Withholding opinions that may give offense isn't always a bad thing.
- I didn't answer some of the last questions, as some of the choices are similar to a previous one, and this survey was getting too long.
- This is where faculty strike me as most vulnerable, due to a very well-organized right-wing hate machine
- I feel it is unwise to publicly express political views in opposition to University DEI programs or any political views critical of the Democratic party.
- I do worry that expressing my personal opinion outside of my work at the university will eventually affect my job security.
- Some of this censorship has come directly from members of the upper administration, including the provost and dean.
- This question is poorly written. Self censorship has been prevalent for years. It became far more intense in Jan 25, and from a different source.
- I try to be very careful with what I say.
- A lot of peer pressure and intimidation against me comes from social media and other extramural forms of speech. It's often enough to voice a vaguely divergent opinion on a current topic to be branded a fascist, an enabler of fascism, or worse. I have also been intimidated and insulted on our department mailing list, and no one, absolutely no one, came to my aid. Not the department chair, none of our senate assembly members, not any AAUP representative.
- Our campus does not value free speech nor do we have controversial invited speakers.
- Very neutral tone on the options. I have been threatened for not adhering to the general academic orthodoxy on science funding and on campus antisemitism. I have been repeatedly scolded that antisemitism is simply a justification for attacks on higher education, and not a real concern.
- Self censorship occurs due to forces on the right and the left
- We have all well seen how right wing agitators and the current federal government have weaponized bad faith claims of antisemitism to get people fired, threatened, etc and it is extremely disheartening to watch

- I think there are reasonable questions to ask and discuss about how much of a university's (or department's) effort and resources should focus on their core mission (e.g., medical research) and how much should focus on process (e.g. ensuring fairness in recruitment, retention, healthcare delivery). I do not know the "right" answer if there is one, but it does seem that there is at least a risk of focusing too much on process and not enough on core mission.
- n/a
- I hesitate to cite the work of some others publicly for fear of putting them at risk of being targeted.
- Indiana University, although certainly no beacon of light and truth given its right-leaning administration, is considering adopting the Chicago Principles. It would be nice if the new president helped disseminate a guiding document that protects free speech and intellectual curiosity and debate as universities should.
- Some of the topics of concern to me are not top priority issues in the US, but are directly related to my area studies focus. I try to appear more neutral than I am because I do not wish to go into polemics on social media with people holding hard convictions in that part of the world.
- I'm not sure this actually a problem since many academics present themselves as academics in extra mural speech which could damage their ability to be seen as impartial experts.
- Witch Hunt mentality on campus against anything other than left wing orthodoxy.
- I hate to admit it, but I have retreated from a lot of professional socializing activities because I don't know which groups may be harassed for liberal viewpoints, and I'm too exhausted to deal with the potential fallout. So rather than interacting, I tend to do more offline reading and personal writing (i.e., activities which keep my critical thinking relatively sharp but cannot be recorded or otherwise used as evidence of ideological opposition to the current federal administration and its supporters).
- The "right to free speech" isn't true in practice for non-citizens, because the ideal is not enforceable when an individual border agent at a port of entry can summarily revoke a visa, deny admission, etc. So while I applaud and appreciate SACUA's work to protect academic freedom and ensure the University upholds the protections afforded by tenure, the University does not control US immigration policy or enforcement.
- Having conservative views is not accepted by a significant number of colleagues, so I don't discuss these topics at/next work
- My department head is doing everything in her power to work against institutional neutrality. She, and several other faculty and staff, regularly and consistently deliberately break the U of M Regent's bylaw on institutional neutrality. They also have continued to do everything in their power to continue illegal DEI and immigration policies.

- I'm sure the aim of this survey is to gather evidence that left leaning speech is being censored at UM but it pales in comparison to how faculty, students, and staff who are conservative, moderate, or even libertarian have had to keep their heads low and their mouths shut out of fear of retribution. UM does not value free speech unless it is the far left kind. Case in point---the MLK speakers said some pretty outlandish things yesterday and there was no counter-point. Where was all the outrage when Clinton and Obama were deporting many more illegal immigrants, or droning enemies (even a US citizen) at will? It certainly was not a unifying message. UM does not welcome non-left dialog, and especially, Republicans, period. As a white male who believes in equal justice for all, I feel as if I always have a target on my back. I hear the words "Nazi", "Fascist", "imminent threat" and "threat to democracy" being used very loosely without evidence. Can we just get along?
- I have declined signing nationally circulated petitions out of concern for the above

**Question 23: If you have used the resources listed on the Provost's website, have you found these resources to be helpful? Why/why not?**

- Limiting my social media limits my research, community connection, and national profile (especially as I am trying to go up for full professor). Telling me to not walk alone at night (from DPSS) doesn't help when I teach online from home and am getting harassing things at my home address.
- yes, always good to be informed
- I am an LSA Collegiate Fellow and after our program was targeted by right-wing news media (and the NYT -- same difference, lol), the program offered us Optery, a service which scrubs our personal info from the internet. THAT was probably the most helpful thing.
- No. What a joke. It's a culture of keeping people down who are a threat. No one at the top wants to listen. They want it.
- No. Haven't used.
- Doing this work to protect research on top of the demands to PRODUCE research feels useless.
- No, did not have a need.
- Not terribly, because I do not think they provide meaningful protection or advice from, e.g., FOIA.
- They are pretty common sense suggestions. They are not super helpful in an emergency situation or times of intense pressure.
- As a department chair, I have consulted these resources on behalf of my colleagues. In one case, suspicious strangers were visiting two different faculty members' courses. The response was immediate and, I think, helpful.
- N/a
- N/A
- Yes.
- No
- n/a
- Not at all
- Except for physical threats or those based on sex, age, or race they say there is no mechanism to investigate, adjudicate, or sanction despite that being said in their policy
- yes, helpful to have the information. But I am skeptical of the actual function, effectiveness of offices listed
- No. The administration doesn't care, campus safety makes harassment worse, and the rules do not apply. They will do illegal things that I do not want to challenge because it's too much time and energy and I want to keep my job.
- had not sought to access Provost website
- No.
- I have not used these resources.
- ECRT is a complete joke. What a disgrace. It is solely designed to protect the institution and treats victims as guilty until proven innocent.
- I was alerted to the availability of the DeleteMe program, which was helpful. But I had to pay for it myself.

- I have not used these resources
- NA
- There is no help for a white male conservative on this campus. NONE. ZERO. And they think it is funny.
- I looked at the website a while ago and don't remember much.
- N/A
- I reviewed the resources listed on the Provost's website and found them helpful. They helped give me a framework to address both specific and general issues.
- Moderately helpful
- Informational. Reinforced/validated knowledge already possessed.
- so far, no
- It's the discussion of what to do in advance that is lacking at every level of the org. I don't want help recovering, I want guidance on what I can do to promote these values in teaching.
- NA
- My use of these resources has been through the leadership team in my department and not because of my personal experiences. (I'm in MY class)—although I experienced some of these things at a previous institution
- I've read over them and not had to specifically use them. I've found resources elsewhere and at other schools more useful, ie, more pointed and specific about what to do when you're being threatened (I don't want to have a dialogue at that point, I want to know what protection, if any, the U will offer).

**Question 25: Do you have any experiences you'd like to share? Do you have any suggestions on how the University could better support you in these situations?**

- none
- Do SOMETHING to protect trans faculty, because we are NOT ok.
- N/A
- As said earlier, U-M must adopt a policy of automatically dismissing external complaints about political or politicized speech with a form letter (that is clearly recognizable as a form letter). We need a culture where the institution has our back, without question, and no matter what regents or administrators think privately.
- none
- no
- None
- No
- Even the email from the Chair of the Faculty Senate with the link to this survey displays a strong ideological perspective and does not seem that interested in varying perspectives on the matters at interest. Of course the new president's record is not above criticism, but why is that criticism only welcomed when it is in regards to a perceived lack of support for the DEI office, and not for his previous support for affirmative action? Why is it assumed that championship of liberal education is synonymous with support for a DEI office? My personal opinion is that there are liberal and illiberal flavors to both sides of debates on both of those issues...but I am not certain the Chair of the Faculty Senate sees it as so, nor that he would welcome debate on those topics.
- they could grow a spine and vociferously stand behind their faculty! they could also fast-track a faculty union.
- My sense is that some colleagues are lowering their profiles or curtailing commentary on public affairs due to concerns about potential implications for their ability to get government funding. I am not aware of any pressures from administration in this vein, but I have also not seen the kind of affirmative support for free expression and principles of merit-based funding that I would like to see from the University of Michigan.
- no
- N/A
- A faculty colleague threatened (both inside and outside of class) by a student in mental health crisis shared with me great anxiety and stress that LSA undergraduate deans were more concerned about the student's rights than the well-being of the class and the instructor.
- N/A
- Na
- n.a.
- N/a
- UM leaders could tell us and show us that they support us, even from student complaints about faculty. The danger I face is from students going to national news sources to complain that I am teaching material that they find objectionable. I do not think I would be supported at any level and therefore have stopped teaching about many issues that are important to students' lives.
- None. I'm interested in what others are experiencing though.
- No
- The chair of the faculty senate should seek to represent and care about all faculty, not just those who agree with him
- Leaders to look at the big picture of our student body, including Dearborn, and be amazed and grateful how peaceful it really has been. But it's not good. Just shows that the university is on board with a watered down education for some.
- N/A
- Neutral behavior by faculty and administrators to allow students to tech their own opinion
- I have said this several times before, but I think the Senate is extremely politicized and makes those of us who are not 100% on board with all Progressive policies extremely uncomfortable.
- N/A - most experiences have been related to anxiety around getting my green card approved and maintaining my status. The effect of self-censorship has been diffuse but very clear in comparison to how I used to speak/act/engage in activist and public spaces.
- More active communications from leaders and deans. We have heard literally nothing from our new Dean (medical school)

- The university needs to have an honest conversation about recording devices and the posting of classroom recordings to sites such as Canvas. While recordings may provide some benefit to students, we need to consider whether that benefit outweighs the chilling effect that they have on classroom discussions.
- N/A
- The University administration should educate themselves about the levels of threats and harassment directed toward those support Palestinian freedom--not just within academia but at large--and understand the lengthy history of these attacks. They speak about vague 'threats and harassment' but without being intellectually honest (with themselves and with us) about the which topics are being censored or impacted by these attacks. Of course, this would require university administrators to have integrity and act bravely in the face of fear, so I'm not holding my breath.
- Have been intimidated so many times by so many people, in so many visible ways, with no one ever saying "stop that" to the person being a bully. Maybe if folks would stop silently letting it all play out it would better. Change the rules of decorum so that bullies don't continue doing their thing and citing the rules to "prove" they have not been cruel to the person. Are there not supposed to be smart, enterprising people with doctorates here who ought to have figured this out a long time ago? You need to support people and stop pretending for sake of decorum that nothing is happening.
- None
- Generally, a sense of support and clarity especially as concerns protections for research and boundaries between work and extramural activities.
- The best way for the university to support me in such situations is to reiterate at every level of the leadership an explicit commitment to academic freedom and to our ability to teach as we choose in our areas of expertise.
- Any guarantee of safety for trans faculty and staff would be most welcome
- Knowing that the institution will support the faculty and have our backs, and not "feed us to the wolves," would be helpful.
- No
- Not prohibit protesting on campus--the silencing effect of that over the last two years has been far reaching.
- No
- The times I have tried to reach out to staff and chairs (excepting the current one) 2016 on these issues, they have all but laughed at me, so this survey confirms that I was not alone this whole time
- Not at this time.
- I think this survey could have been better constructed. What does self-censorship refer to exactly? People are often moderating their language and topics of discussion based on many factors. I would say I have often thought better of broaching certain topics both before and after January 2025, though I wouldn't consider these self-censorship. Rather, they are what to me seem to be common-sense self-editing. For instance, I have no reason to bring up the situation in Gaza in my teaching, but I've often thought about referencing it in class but of course I don't because it would be unnecessarily picking a potentially inflammatory topic when many others would suffice or none would be needed. I would not consider that censorship, but your study doesn't make that obvious.
- The university does not care about faculty, students and staff. Administrators seem to follow suit or keep their own heads down. It's a corporation masquerading as a non-profit.
- sign of the times. not sure we can do more if it's top down decision making
- No
- "Faculty should not use their influence in the classroom in the political context.
- The university should be a safe space for all
- This was not the case in the past
- Jews were threatened, Israeli supporters were intimidated
- "
- No
- 0
- I wish communications from the Faculty Senate Chair were more supportive of all faculty rather than showing concern only for those faculty members whose views align with the dominant left-wing ideologies of the majority.
- No

- when students behave in ways that put their classmates and faculty at risk (doxxing, online harassment, threatening to show up at houses) there need to be clear consequences. if there is no clear code of conduct for how members of the community need to behave, it really does not matter how many flyers I get about talking to therapists or making my social media private.
- They do nothing to protect faculty from being harassed by students and their parents so anything is better than what they're doing now.
- "I think there's an astonishing myopia at U-M concerning the harassment and, often daily (speaking from my experience), disrespect and callousness toward older faculty by and of younger colleagues and graduate students. The same goes for staff members, who are the backbone of our departments and the college.
- There's also widespread misogyny combined with racism against older women, all women, including those who are considered or read as ""white."" While we must combat racism, let's not forget other forms of discrimination that are adjacent to it/intersect with it, for we often miss them. Thinking, erroneously and in ways that shame intellectuals, that only ""certain kinds of people"" are capable of discrimination, is wrong and reflects our corrosive, on-line drivel-driven political culture.
- "
- .
- Departmental expectations on research ought to include considerations for these restrictions on research -- which might appear in subtler ways than we anticipate.
- Not at this time.
- This survey excludes service and leadership work. The censorship and pressure I have experienced has not been of my teaching, research, or extramural speech, but rather in my institutional leadership role, in a unit that provides research and programming to faculty across campus. We have been required by an associate provost to have our materials vetted by OCG. The feedback we have received (regarding word choices, content, etc.) has been presented more as "directives" rather than advice about "risk" (which is OGC's true purview). Efforts to reduce "risk" from the top down has had a negative impact on our ability to deliver evidence-based recommendations and information in our programs.
- I refrain from political opinion even in lecture classes like Rights and Races, thinking I do not wish to insult students. Also I don't think the classroom is the place to voice overtly political opinions even if my remarks on race are cutting and deep.
- Talks by members of central administration provided for faculty were helpful. A more active presence of those resources might be helpful.
- Make it clear that the university has values that precede and are more important than money. Students see rich people acting as bullies, and they have digested the "lesson" that they can do the same.
- There is little discussion about this in my department, I feel alone in navigating this
- no
- The University should be clearer about how it will protect faculty, physically and otherwise, and whether it encourages us to continue to teach our curricula.
- I would like the university to have an institutional DeleteMe account. And I would like all faculty to be given clear guidance on FOIA requirements and best FOIA practices, as well as a clear policy from the administration about the legal position it takes on what should/should not be shared under Michigan's FOIA.
- N/a
- I do not believe censorship is an issue at the university. The university should maintain an academic environment that encourages discussion while preventing hate speech against any minority, including Blacks, Jews, Indians, Indigenous, and others.
- Stronger and more cohesive messaging and actions from leadership
- It causes me great moral distress to agree with anything associated with the current presidential administration, but I concur that academia has surrendered its principles of intellectual freedom and intellectual rigor in favor of strictly enforced advocacy-based agendas and indefensible model-based systems. This includes excessive compromise in its merit-based admissions, grading, hiring, and promotion decisions, as well as failure to ask the hard, essential questions about transgender expression and care. Although the Administration's reason for authorizing the HHS Report on this topic was strictly political, the report itself is a rigorously objective document that deserves our attention and implementation, yet we disparage it without reading it and dismiss it solely due to political bias. The university needs a forum to safely and objectively correct this.
- None

- The university should restore faculty participation in disciplinary matters
- The University could best help all of us if it refuses to capitulate to the demands coming from Washington. No censorship deal just to get research monies. Stand up for instructors and free speech from and for everyone.
- No
- NA
- No
- I don't know. But this is a pretty terrible survey. You should have talked with someone who designs surveys.
- The university should take an official stance that neutrality requires empirical investigation of the nature and effects of social forces, including race, class and gender.
- The university encourages us at times to make our scholarship more accessible to the public. I'd just like to know that the university will support me if I write public facing pieces that discuss growing authoritarianism in the US and compare it with other countries.
- The university should resist all attempts by outside parties to regulate the content of course syllabi. The university should resist all attempts to create internal bodies that regulate course syllabi. The university should reject neutrality policies that are designed specifically to support one side in areas of dispute. The university should defend free expression for its faculty, staff, and students. The university should allow open support and solidarity for Palestinians and should learn how to show concern for its Arab and Muslim students. The latter, in general, feel silenced and devalued. This feeling is a result of censorship and a cause for more of it. Not much will change until the university becomes a more welcoming place for Arabs, Muslims, and the many communities and interest groups (both on and off campus) that support their causes.
- n/a
- The central administration has lost absolutely all of my trust (and I used to have a lot of it); only signs of really sustained, committed, passionate change there will make a difference. I do not believe a word that they in general (and at this point the Provost in particular) says, and obviously the previous president was profoundly untrustworthy in every way.
- Although I have not changed my instruction so far, I have a slight concern regarding the course that I plan to teach for the first time in W27. Currently, I plan to cover topics including the government's efforts to create a standard language as part of the nation's modernization, gendered speech, dialects, and the power relationships between dialects in a non-European language. Although the course does not directly address DEI issues in the US, it will most likely touch on some aspects of DEI. It is hard to navigate the conversation itself, and I am not worried about the department's reaction, but I am concerned about how the choice of the topics might be treated by the higher administration and the university.
- None come to mind!
- The University should take a much more affirmative stance publicly supporting and defending faculty from harassment, whether from external organizations or politicians or from students collaborating with or inspired by these external actors. Additionally, the University should offer resources to faculty to help them defend themselves, for example by paying for services to scrub the internet or providing funds for legal support (not the University's attorneys, who may have different interests).
- I'm fortunate to not be facing such pressures given bipartisan support for my domain of research and teaching, and have no feedback on the state of related resources.
- Microaggressions, gaslighting, and the exercise of soft power create a toxic environment in classrooms and across the university. Because these practices are subtle, cumulative, and often informal, they rarely meet the high evidentiary threshold required for administrative intervention or the initiation of an ECRT investigation. When concerns are raised, they are frequently met with denial, minimization, or reframing, which further undermines the credibility of those affected. As a result, reporting is experienced not as a source of protection but as a potential threat—to one's career, professional standing, and freedom of speech—making self-censorship appear safer than institutional recourse. Those who experience harm are left isolated and hopeless, with no meaningful mechanism to hold university administration accountable for inaction. This dynamic perpetuates a system in which harm remains unaddressed, trust in institutional processes erodes, and the gap widens between the university's stated commitments to equity and the lived realities of faculty and students.
- Your answer
- University is doing a pretty good job of keeping faculty informed (if the faculty pay attention to email communication)
- n/a

- this is not an issue
- Several things: 1) The long emails that are sent from the faculty senate are absolutely useless. You should realize that while your emails might have gotten you an "A" as an undergraduate, you're no longer an undergraduate. Emails should be a succinct 3-4 paragraphs long and focus on items important to all faculty -- not just be a podium for your own personal pontification. You can get away with this with students, as they are stuck with you and have to listen to you. But I bet <5% of faculty (most emeritus) read your update and roll their eyes. 2) Try addressing issues that are important to faculty daily lives For example, a fancy resolution welcoming the new president is the epitome of uselessness. Big deal. He probably doesn't care either And finally, 3) It is sad to see the faculty senate squander its potential by always gravitating toward subjects that are a basis for pontification, and not addressing real issues of importance to faculty. You have the ability to work with administration to improve our lives and instead you just act like somebody asked you to write a NY Times editorial. They didn't ask you, and most of us don't want to read your try at it because you can.
- n/a
- no
- Not at this time
- No
- None.
- No
- I have not felt any pressure to self-censor, and I have not lived in constant fear as some faculty members claim to be.
- None
- Provide assurance of legal counsel in the event of any individual investigation.
- Na
- Any self-censoring I do is because the loud voices in my department don't welcome dissent that doesn't align with their point of view
- None
- Not at this time
- no experiences to share at this time
- I really hope for an academic environment that is transparent and emphasizes a scientific approach to advancing knowledge while acknowledging our inherent limitations and biases and avoiding overt political agendas.
- no
- I have not encountered censorship or have any colleagues that had any censorship experiences.
- none
- At the end of the day, for faculty in the medical school, we are required to obtain funding from outside sources to support our labs and advance our careers. The University can provide "support" for us in the form of a few small-scale resources, sympathetic emails, conducting surveys, etc... but these are mostly hallow efforts. I know that I will not be immediately fired for publishing on unpopular topics or submitting grants that are not funded based on the whims of program staff. However, doing unpopular work (or work that's perceived as critical of current policies) directly impacts my likelihood of obtaining future funding. There is no way that foundations our other outside sources can make-up for the lost support from Federal funders. Unless the University is willing to directly invest in job security for me (as a tenured faculty member) and members of my research staff, the things I care about most are directly threatened by potential to lose Federal funding. Thus, I will need to self-censor to ensure that I can continue to have a position over time - even if it means I can no longer study certain topics or publish specific findings.
- Not at this time
- N/A
- no
- No
- None
- No
- None
- None
- None
- N/A
- My personal experience is that the university protects itself at the expense of the faculty in general or any particular faculty member. The resources and trainings serve mainly to immunize the university from responsibility if a faculty member is targeted from inside or outside the

university for exercising free speech. There is no effort to defend the rights of a faculty member since we are seen as replaceable units.

- No
- If Derek Peterson is claiming to represent the faculty, it has to be all of us, not just the ones that support his point of view. Like Trump, he is chair only for those that he agrees with. He uses his position to send out global emails that are completely biased. That is one reason why so many faculty find the senate to be useless.
- Would like to see deeper engagement by provosts office on this topic and clearer support for faculty that is proactive and systemic rather than responsive given it is aligned with academic freedom, the work of the university, and our jobs themselves as teachers and researchers
- While I feel supported by my chair, and (less so) my college's dean, at this point, I have little confident that the upper administration is interested in anything other than avoiding legal entanglements, protecting the university's financial situation, and making problems (i.e., the problems of its paying customers, the students) go away.
- Losing Santa Ono was very fortunate. Craven leadership does little to make the University feel supported.
- No
- Not applicable
- No
- No
- None
- Accosted in my office by a student angry about not allowing unionization activities to occur in an active biosafety level 2+ laboratory. It was threatening. Received no support from the university other than possibly DPS talking to the student who apparently has a record of such activities.
- no.
- N/A
- no
- I have often felt strong pressure in the past to censor my personal view and be very careful what I say about abortion or how DEI was being interpreted and implemented. In the past year I still feel that pressure but, because the new administration's views on some issues are closer to my views than previous administrations, I feel a bit less pressure. The university has a long way to go to truly promote a culture of free speech. In many forums, faculty who hold the majority view feel free to strongly advocate for their opinions while those of us with minority views stay silent.
- N/A
- N/A
- no
- no
- There was censorship under the last administration (the same pressures to never challenge anything DEI lest one be disciplined - many examples of people losing their jobs over it), now the censorship is driven by other motives. The issue is academia censors itself based on the narrative of the day - solutions need to not see this as a new issue but realize it's been an issue for decades (albeit it is of greater magnitude now than ever before),
- I hope the University conducts itself in a way that will make us feel proud ten or twenty years from now. Let's be on the right side of history, please.
- Institutional neutrality should not be demonized. It protects faculty and administration from outside interference by keeping the \*institution\* neutral, so faculty can pursue their own studies and establish their own viewpoints and opinions. It protects faculty.
- NA
- Let's take seriously the non-discrimination laws across the academic activities spectrum, stop social-engineering experiments and backdoor admissions/appointments of unqualified applicants (students, staff, fellows, faculty). Focus on global, fair and sustainable academic-excellence, and in support of the UM core mission: "To serve the people of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge, art, and academic values, and in developing leaders and citizens who will challenge the present and enrich the future."
- Just a note: since I am teaching in the Natural Sciences, the topics that I teach are less prone to censorship due to outside pressure. My response is therefore not particularly helpful.
- n/a
- no
- n/a
- N/A

- I was stalked by a former student back in 2017 from another college I was teaching at (outside of UMICH), and when I started here, I told my discipline rep, department head and the head of campus police at that time. I remember them being very supportive and helpful. They took it seriously and didn't brush off the issue.
- Yes, I do have a suggestion. Let's stop wasting precious and constrained university resources on encouraging a campus-wide victim mentality and instead invest those resources (including the time spent on this silly survey) on the actual education of students.
- No
- I've had lab members who were outside the US be afraid that they won't be let back into the country.
- No
- A session on personal safety in an era of AI would be helpful on how to be mindful of the external situations.
- Encourage a climate where people recognize that simply asking a question about X topic is not the same as taking a position or attempting to proselytize.
- Although I have not experienced any University related external censorship, I do choose to tread lightly with certain topics around my students. I do not do this out of any fear of retaliation. Instead, I do it to avoid distraction from our content or the tasks at hand. And for me, this form self-censorship is rare.
- No
- Though I was privileged to be able to answer truthfully that I personally have not been pressured in any of these ways, I know colleagues and students who have been doxxed, threatened, and harassed for expressing their beliefs, sharing their research, or simply existing (in the cases of Palestinians and undocumented folks on our campus). These are dangerous times, and the Regents, past university President, and Provost have not made me feel like they have the desire or backbone to protect the most vulnerable members of our community. Our campus is still reeling from the firing of 21 DEI staff in a single day, and I believe the university could more openly offer protections for staff and support of their involvement in the new staff union. I know multiple staff members who are still too scared to join the union for fear of the administration's retaliation against them.
- No
- xx
- Much of my concern is my perceived fear of overstepping or having policies changed suddenly due to external political pressure and then being incriminated for the extra-mural work or classroom topics
- I don't ask for help. It hasn't mattered in the past; not sure why it would be different now or in the future.
- I have received harassing email due to being quoted related to my area of expertise in the news (immigration). I did not feel particularly threatened, but it was uncomfortable. When I mentioned it to a few people on campus (and looked up a few resources), the only option seemed to be removing my email address from my faculty profile, which didn't seem particularly practical (although I've been considering it as a preventative measure). I'm not sure what I would've preferred or what to suggest. Perhaps it would be worth some sort of official reporting/documentation mechanism to have a record of these sorts of incidents (optional/voluntary), sort of like a "bad Johns" list, but I'm not sure that would be useful either. I've already worked on removing my personal/home information from the internet due to the nature of my research, but it would be great if UM would offer this as a free service for faculty (perhaps we do have access to something like this--some of the questions indicated this may be the case--but if so, I don't believe it has been clearly communicated to faculty).
- My department uses non-official, non FOIA'ble slack channel for departmental communication. I find this to be highly inappropriate and borderline unethical.
- Na
- (No; I am fortunate not to have experiences with censorship yet.)
- I think this is important, but it is also important to recognize that prior to 2025, UM was hostile to non-conforming (e.g. conservative) political positions. As you approach this issue, I would urge you to not go back the way it was.
- no
- I once got a letter from someone that was labeled to the wonderful professor and the sender said I had ruined their career but I did not recognize name. Admin found student was in IOE as Ph.D. student previously and I never had a single IOE student in one of my classes for at least 20 years

- The University could be outspoken in its support of academic freedom, even when expressing unpopular but evidence-based judgements, and could abolish the Neutrality policy which every thinking person recognizes as a way that the University tries to have its cake and eat it too-- dangle individual faculty members as exemplars of enlightened, academic reason while shielding itself from taking any politically unpopular yet ethically just position. It's a policy of leading from behind, and it suggests that it is better to hide than to disagree, engage in dialogue, and come to a solution.
- no
- n/a
- NA
- I experienced harassment as unit leader from faculty members who felt our unit was not doing enough regarding institutional and international matters.
- N/A
- n/a
- no
- No.
- No
- University is doing good job
- No
- I teach physics and keep politics out of the classroom. If students ask me about political issues outside the classroom, however, I share my views, which are far to the right of most U-M faculty, that is, right in the mainstream of American opinion. I don't offer my opinions to students uninvited, but when invited, I speak frankly.
- no
- I do not wish to share my experience
- when individuals are representing the University there should absolutely be neutrality
- no
- NA
- I don't believe the University would actually support my free speech, so I'm not even going to bother.
- I feel there are more problems with pressure to suppress conservative ideals than liberal ideals on UM campus
- No
- No
- n/a
- No
- No
- I feel general unease but nothing specific partially because my discipline is somewhat removed from politics/social issues.
- I have not felt any threats. UMD is a multi-cultural university, and I have not faced any issues.
- Have not (yet) experienced harassment
- No
- --
- Nothing to share.
- N/A
- I have suggestions at this time.
- n/a
- I have recently had students express dislike for course readings on the basis that they were "too secular" (e.g., based on evolutionary theory, including evolutionary biology and psychology). Perhaps some students are arriving at the institution without an understanding of how scholarly knowledge is predicated and validated on empirical methods with restraint per unverifiable ways of knowing (e.g., religion). In a cultural climate where the purpose of college is often articulated as a means to an end, such as getting a job, it could be helpful to ensure that all students understand the purposeful limitations of validity for the knowledge that is produced and circulated in academia.
- no
- No
- We are seeing the systemic dismantling of high education and limiting of access to high education for those without privilege. The University of Michigan needs to align itself with other institutions of high learning to lead the fight against this.

- The most important thing the university can do is provide due process to students. While the OGC may note that everything they have done is to the letter of the law (as in university SPG), the way norms have been flouted these last few years is the problem. In not following the spirit of free speech on campus (unless, it seems, a known racist is making antisemitic remarks as happened in January 2026), they undermine the confidence in academic freedom. The two cannot be separated: free speech from academic freedom; and student processes from faculty.
- No
- The university should work harder to protect faculty from harassment via emails. I get so much random hate mail.
- The Office of General Counsel sending representatives to faculty meetings, supposedly to talk about academic freedom, turned into a discussion of how we should limit the statements to the subjects in the department's research area, which was directly and significantly chilling. When asked whether issues related to DEI in the field's history were fair game for us to teach, the representative did not respond. This made it clear that the university administration may not have our backs if a legitimate pedagogical issue arose in our class and drew backlash. General Counsel Lynch himself, in a meeting with a handful of faculty, also strongly implied in a meeting that the level to which the administration will "go to bat" to protect faculty speech is subject to the whims of leadership, himself included.
- Given the topics that I teach and geographic areas, I am not as subject to hot-button issues as many others in my department.
- n/a
- n/a
- Bottom line: I don't feel safe teaching my classes the way I would like to, doing the research I want to, or being who I am
- School and department support censorship. Retaliation occurs when serious concerns are raised.
- Free speech for all, even speech we don't like.
- Occasionally, the topics (DEI and Vaccines) are intrinsic to our work as faculty, for example, I teach nursing courses and these are foundational concepts/topics. Even just a bit of guidance as to how these topics can or should be addressed. I stay factual in my content, but one never knows how this is going to be received.
- None.
- No
- N/A
- no
- We need a leader who combines courage, justice, wisdom, and a long-term vision.
- Leadership must show some integrity: stop with the "both-sides"-ism that treats white supremacy, misogyny, homophobia, and settler-colonialism as abstract topics whose validity is to be debated, protect students' right to protest, and stop the rot of our university giving over the corporate logic and influence.
- I have been relatively spared direct censorship in my area of work (clinical medicine). I have the luxury of focusing on clinical care, patients and their needs, learners. I don't feel at all constrained in what I can teach/speak about to learners.
- No
- not sure
- A statement from the new president confirming the university's commitment to free speech and inquiry, along with clear guidelines outlining when the university will support faculty, including by providing legal counsel, would go a long way.
- n/a
- no
- Everyone wants to be heard... Dialog seems like the only way we are going to move forward
- My research and teaching focus on local government, planning, and law. While very mindful of what's happening at the national level (and to a lesser extent at the state level), I've not felt pressure from the UM administration, my colleagues, or students to censor my thinking or teaching on those topics in any way.
- n/a
- no
- The coordinator of a core course sought to remove a speaker from the curriculum because the coordinator found the speaker had made anti-trans comments, according to her. I pushed back and implied if we looked hard at every speaker we use in classes everyone could find something problematic. The coordinator shared he has a trans student and I told her she was behaving like an activist. We spoke off line and she implied she was speaking from fear, not activism, as a

student in a prior course complained about a random pic on screen that did not show diversity. The student raised such a fuss the coordinator felt her job was threatened by the DEI people if she did not comply. She was teaching in fear. A trivial picture that was unrelated to curriculum was now putting her career in jeopardy. She taught for decades. She retired soon after. Who could blame her?

- I'm not really sure what more the University could do. I am extremely frustrated by UM's DEI debacle last year and I wish we had more clarity on why the university chose the actions it did during that time
- N/A
- University needs to maintain strong stance on academic freedom in face of federal pressure.
- no
- No
- No.
- Stronger statements about commitment to academic freedom.
- No
- Be clear on policies and create ways of anonymously asking questions
- I feel more pressure -- and indeed feel that I'm taking a risk by saying so on this form, even though it's ostensibly anonymous -- to self-censor from fellow faculty than from the administration. That the Faculty Senate has nothing to say about targeted harassment/"cancelling" of faculty and students by fellow faculty or graduate students for "wrong" political thought/speech has a chilling effect on this campus; please look in the mirror.
- No
- "I have shared an example already. The issue is that with politics affecting healthcare so much, I am not sure when a request for support will change into grounds for dismissal because one has different views on a subject as compared to the political leaders. There are two racist experiences that I do want to bring up, though I am not sure how they can be dealt with:
- A colleague was mentioning how some other places in America and Europe are ""overrun"" with immigrants and how lucky we are to live in MI.
- A patient was overheard saying ""Why cant this hospital hire a white doctor"" after meeting with their doctor who was Asian.
- I think in the first case, some degree of tolerance to different cultures could be encouraged, although the University cannot change inherent values of individuals. In the second case, I think some action could be taken by patient relations. "
- No
- no
- This survey makes it seem like the University is engaged in censorship practices and it's just not true. The Faculty Senate needs to focus on actual issues that Faculty face (like declining salaries, perceived worth, and declining sense of right and wrong- it's not just about everyone being right all the time, there needs to be a re-calibration that there is a moral right and moral wrong).
- Funding support for important research that doesn't align with current administration's goals simply because these are worthwhile topics. Play the long game. Others in the country cannot work on these topics, when things change again, Umich researchers can be well-positioned to secure funding on these important topics, giving a competitive advantage over others where these lines of research are being snuffed out.
- Our unit leadership has been inconsistent and inclined toward capitulation, as has the university leadership. It's incredibly discouraging. Rather than being offered support and protection, we are asked to change course titles, syllabi, office names...
- I have not personally experienced any issues, but have reviewed information in case I or someone else needs it.
- While I have not had experiences here - it should be noted that I am not teaching faculty - so my experience is going to be very different. I believe that we are living through the worst times I can remember. Or anyone can remember for that matter.
- No, this is not a problem
- NA
- no
- -
- I haven't actually had any experiences here to share -- it's just a feeling that I need to be careful about broaching certain topics that are not part of the content of anything I am teaching but which I still feel a need to be careful about.
- no suggestions
- nothing to share

- No
  - N/A
  - I fear we won't unless and until our US Administration is changed
  - Not really. Things are ok at UM-F despite the unstable national/international situation.
  - I think it is worth considering backing off the misguided notion that a classroom can be "apolitical." Stating our own biases openly and acknowledging that everyone has them can help overcome the (erroneous) notion that there are truly "neutral" positions. When fascism is clearly on the rise, "neutrality" favors the fascists or at least normalizes their positions as though they were as valid as any other.
  - No
  - NA
  - I believe I cannot fully explain to students full descriptive course content due to censoring.
  - More clarity and concrete actions by the university will make faculty feel safer!
  - The Title IX Office repeatedly took the angry words of a couple of students over mine, other students, and faculty colleagues. This Office should be objective and fair rather than having a strong political bias.
  - N/A
  - All the U.S. is going through now is a deja vu moment for those of us who have moved away from their home countries to escape from dictatorship and to give their children a chance to live in a democratic country. I feel hopeless.
  - The profound sense I've gotten is that the university as an entity is willing to sacrifice some students or faculty in order to preserve itself politically; the best support that could be given is changed behaviour and principled, steadfast support for even the students and faculty whose speech is inconvenient from a reputational or public relations standpoint.
  - n/a
  - As far as I understand, it is unclear to which extent as faculty members we are allowed to make negative comments on the university of Michigan to outsiders. I have been sanctioned by my department chair for doing so a while ago.
  - Open and honest discussions of what to do and how we as faculty are actually protected in practice.
  - None
  - Thank you for gathering this information. An America where people are not able to speak their minds, challenge ideas, and grow in understanding is similar to other countries where you will be arrested for these things. Thank you for protecting academic freedom.
  - Not for now.
  - University should be more open in defending its values.
  - N/A
  - "During my years at the university, I have often felt constrained by what I experienced as an atmosphere of ideological conformity. At times, certain initiatives and expectations seemed to encourage self-censorship rather than open, honest dialogue. Expressing viewpoints that differed from the prevailing ""progressive"" narrative could feel risky, and I came to believe that genuine intellectual diversity was not welcome.
- 
- Recent events have made it clear that many of the assumptions guiding campus culture are now being questioned. I find that encouraging, because healthy institutions depend on the ability to reflect critically on their own practices. Movements and belief systems, however well-intentioned, can lose perspective when they become insulated from challenge.
- 
- Universities, and especially humanists and social scientists, should be places where difficult questions are examined openly and without fear. Yet too often they resemble closed systems that resist self-examination. Real progress requires the humility to pause, reconsider, and acknowledge when well-meaning progressive efforts become cancerous
- 
- I hope that this moment leads to more thoughtful reflection and a renewed commitment to genuine dialogue. If some of those who have felt secure in the dominant progressive culture are

now experiencing discomfort, perhaps that discomfort can become an opportunity for empathy and for rebuilding a more balanced, humane academic community."

- N/A
- "A student in my Race and Ethnicity class ""Greek American Culture"" exhibited behavior that was harmful to at least one more student, to me, and likely to himself. The first indication of trouble was when he began repeatedly stalking another student in the class, whom he knew from outside class, and would not stop when she asked him to. At the same time the student came to my office hours to complain about the content of the class, which included reading Jeffrey Eugenides' Middlesex, the epic family story of an intersex narrator. After the class ended, the student began sending me messages anonymously using series of different email addresses. They accused me of allowing students to laugh at him, something (which never happened) and stalking him-- something I could not have known about. These escalated into accusations that I was harrassing him, and then accusations against the department for supporting me. My behavior in the class was reviewed. The stalking of the other student escalated into stalking her around her home, leading to local police to issue a restraining order. DPSS eventually issued the same for me when invstigation showed that the series of messages were coming from the same person. After the restraining order was issued (no student contact with me), the student started sending anonymous messages to my husband. (He knew both of us through contact in the larger Greek community). In a final message to him, the student accused my husband and me of harming him and bringing him to the brink of suicide. When I forwarded this to campus police, they engaged emergency mental health services, and ensured the student received appropriate care and evaluation. The student took a leave of absence, then returned and began harassing me again. I contacted DPSS and those threats ended, for now at least.
- "
- When I was put on a watchlist, I wasn't sure how serious to take things. I did not receive any helpful information from my director, who seemed not to take the threat serious. The dean did provide some information to me, but Ray Hall from DPS was the most helpful. I did consult with some colleagues on other campuses, but mostly tried to ignore things. Since being placed on the watchlist, I have made public comments about Mass Deportation and Health on the local news and community settings. My spouse has accompanied me out of concern for my safety.
- na
- It might be helpful if the University could set expectations for faculty and staff. Give examples of points of view that some students or society might have that are censored here for our own internal politics. And then state that the University expects discussions on these topics from all points of view without fear of retirbution.
- Self-censorship is often silent, subtle, and under the radar. Thank you for conducting this survey to shed light on this manifestation of a hostile climate to academic freedom.
- "They should set up an outside board that can investigate, adjudicate, and sanction's for retaliation outside of sec, age, and race
- Especially since that many times the retaliation comes from within ( the department, the deans office, or elsewhere in the administration) and now there is no accountability
- Office of general council eschews such accountability as they see it a making the University vulnerable to lawsuits and they function to protect the university NOT to do what is right"
- .
- n/a
- n/a
- no
- The recommendations in the report "Responding to Threats and Harassment..." linked under "Related UM Articles and Reports" is quite good. I believe the provost selected the members and her right hand woman Christine Gerdes was on the committee. Despite all this, most of the recommendations have not been implemented. Why not?
- I have not experienced any form of harassment.
- I wish I knew the extent to which certain students, especially graduate students, are facing incidents, and what kind of incidents. That is, I would like to be in a better position to be more aware, because my experiences are very mild. (I do not use any online text, so I am insulated.) I also have many avenues to consult. I feel rather protected. Is there a way we could have more clarity on ongoing situations? This survey should help a lot. Good survey.
- none
- It would be comforting to have a university policy explicitly state that tenured and non-tenured faculty can not be fired for opinions expressed outside of their role in the university. I would feel

much safer participating in protests against the injustices of the current federal regime if this were the case.

- n/a
- Completely anonymous reporting and supporting tools
- N/A
- I feel very well supported on campus, thank you.
- No.
- One of my colleagues was doxxed and had to transition to teaching online. I get the impression that he was not happy with university resources and is potentially planning to leave the institution for that reason. I will say our students were concerned about coming to other classes in the department in person. Our department and our dean provided support and it did make a difference- but I wonder if there didn't need to be a protocol that should of just been activated. Rather than the department needing to make requests of folks and wait for a response.
- none
- I have nothing to add but must type an answer so I can submit my survey.
- "I worry about University libraries/archives/museums falling through the cracks; LACs are union/non-tenured faculty, but are less likely to engage in classroom teaching than in activities like collection development, informal/non-classroom instruction, creation of exhibits, interactions with the general public, and collection description/metadata creation.
  
- Cultural heritage institutions (especially libraries) are facing increased scrutiny and censorship attempts. I worry that the academic freedom of \*cultural heritage institutions at universities\* may fall through the cracks, since much of the discussion I have seen so far has been around either university professors' research and teaching (as here), or public/K-12 libraries. There are academic libraries and archives in other states that have been forced to stop projects designed to re-describe material more inclusively, for example, often based on laws that were initially written to stifle \*public\* libraries' work but which were then interpreted as applying to academia also. I want to make sure the university is attuned to these potential issues as well."
- Pay for DeleteMe for faculty who are concerned about their personal information being available online
- N/A
- No
- nothing to share at this time
- no
- N/A
- N/A
- I want to also state that self-censorship might also include not signing a publicly visible letter from SACUA or other organization for whatever reason... even if a person personally supports the initiative.
- No.
- no
- I do not.
- NO
- The University itself is often the culprit in these situations.
- n/a
- no
- I put a lot of n/a because vague disapproval from around me hasn't turned into actual threats that are actionable, so I don't know how useful the actions would/will be.
- My experiences have not happened within the university, but with family. I don't know how the university can help in this situation.
- I doubt it's possible, but clarity regarding election year speech would be nice.
- none
- Thank you!
- They could follow their own rules, request faculty input for admin hires, hire from within for positions of power, and treat faculty equitably in terms of pay and support and what "counts", and protect faculty who they use and abuse them for media attention.
- Support international members of U-M.
- No
- I don't have any personal experiences with the subject matter of this survey.

- no
  - The ombundman might be the best org to approach and should be highlighted.
  - My experience with DPSS involved concerned a disgruntled student and is largely unrelated to events since January 2025.
  - I don't think the University can help much. My issues are about surviving in a changing political climate.
  - No specific experiences - had not been generally aware of available resources; just keeping my head down.
  - no
  - N/A
  - no
  - My experience as a long-time tenured faculty member at U-M who holds a moderate conservative viewpoint on social, political and fiscal issues is that our institution is not inclusive with respect to my viewpoint. Quite the opposite. The rhetoric that comes from organizations such as the faculty senate is openly hostile to people who do not hold liberal, progressive, and/or far left beliefs. We would be a better institution if we were truly inclusive and supported belonging for all, including those who hold moderate or conservative beliefs and values. It also seems that it is the people at either end of the belief spectrum who too often speak the loudest and control the conversation, and yet the moderates have a great deal in common and our institution would be a better place if we openly supported them. Let's make choices as an institution to support unity rather than division. Right now we support division while claiming to be inclusive.
  - No
  - I feel like if Regents are putting pressure on the administration, the Senate should address that.
  - A parent didn't like the political cartoon on the t-shirt I was wearing -- apparently the student went home and told her about it. She then tried to have me formally disciplined at every level of the university hierarchy, until it was finally kicked down to my department chair. Who had the parent come into the office to meet with him and told her that he would reprimand me. That happened here. At UM.
  - "Re: question about extra-mural speech. I have never been active on social media. So, I have not had to alter my social media speech. However, if I were active, I would probably feel compelled to limit my speech out of fear of others latching onto something I say, twisting it, and causing grief.
- 
- "
  - N/A
  - "1). I am very aware of and fear attracting unwanted attention to UM because other schools have been targeted
  - 2). Our dept does censor student work (but given external threats faculty are reluctant to say too much)
  - 3). A faculty in our dept had to flee to Canada because he received threats. It was a case of mistaken identity."
  - n/a
  - None
  - Being "not tenured" (Research Faculty) is treated as a handicap in my immediate environment with the leadership saying, without any shame, that they are here to support only the development of physician scientists. That is a new level of harassment towards research faculty, particularly females, which is implicit on the fact that such leaders only engage in "development" of male physician scientists.
  - Na
  - no
  - None
  - no
  - no
  - No
  - No
  - I have helped other faculty do one or two of these things.
  - No. I feel supported by university
  - -
  - Support faculty and get rid of the "neutrality" bullshit
  - No suggestions as I have very little hope that anything will improve.

- none
- N/A
- None
- I was censored PRIOR to January 2025 for questioning DEI and other discriminatory practices widely employed by this university before 2025.
- I find the timing of this survey ironic. The peak of the need to self-censor was between 2020-2024. During that time, faculty who questioned anything connected to DEI were threatened, harrassed, shamed, and humiliated. The university published a substantial report documenting those issues,. Now the Chair of the Faculty Senate thinks there is an issue?
- The number of students recording classes (audio especially, but video as well) is alarming. This needs to be addressed at an institutional level, individual faculty cannot manage it on their own.
- I'm not sure what the University could do at this point other than make it clear to students that some kinds of objections will not be tolerated even if otherwise healthy disagreement occurs.
- n/a
- na
- no
- I hope the incoming president will take a strong stance on academic freedom and protecting faculty (and students and staff). And stand up to efforts to suppress speech and limit what we can teach.
- Thank you!
- no
- no
- n/a
- None
- Overall the speech climate at Michigan feels vastly improved compared to previous years.
- no
- We need opinion diversity in this university and unfortunately faculty senate is not at all helping in this direction.
- No
- no
- No
- No
- n/a
- Universities should not cave to external pressures, even when facing the potential loss of revenue.
- No
- "One category that doesn't fit this survey is committee work, advocacy, and communications within the academic unit, where active censorship from unit and university administration are occurring. and self censorship happens because of that.
- **When the Provost opens the MLK Day praising MLK Jr and then talking down peaceful student protests that are disruptive and defiant to a modicum of polite society that doesn't acknowledge the financial investment of the University in a genocide, and continues to prosecute and limit the academic career options of students convicted of protest, that contributes to a culture of oppression and censorship. ""You can protest, but you have to do it politely, respectfully, without causing anyone distress.""**
- **When the Library administration hires Healy+, the very same firm that created DPSS, to come up with a non-policing approach for responding to problems among patrons in the Library, gets a police-friendly recommendation from said consultants, and then says any other solution, including hiring social workers, or involving the School of Social Work, to come up with alternatives, is not worth pursuing because the University wants DPSS front and center in responding to any situation like the Regents' and President's own police force, that creates a culture of oppression and censorship. Bring up non-policing alternatives and Library administration responds with anger and hostility about employees being divisive and seeking only to cause problems.**

- When ITS focuses on AI adoption without any critique of the usage and learning to think critically about ways usage of AI re-centers known biases, or doesn't address the circumstances involving how the AI data sets were gathered without permission or compensation to those whose data they illegally scraped... or doesn't address the many, well documented environmental harms that data centers cause on communities and instead pushes a misrepresentative agenda for a data surveillance center with Los Alamos in Ypsilanti... and has directors and deans squash all dissent and discussion about why AI might not be a great thing to get caught up... that creates a culture of oppression, censorship, and self-censorship. My own director talks up AI and doesn't like any critique of it, so I withhold my criticisms because I'm not being positive, I'm focusing only on the \_potential\_ negatives, what about the potential good it could do, that has yet to be demonstrated as beneficial in a cost-efficient way.
- Yes, censorship and self-censorship are happening in the everyday operations of the University, in addition to instruction and research endeavors.<sup>9</sup>
- I'm not sure
- no
- No
- I never have experiences of any interest to anyone. A tale is quickly told, but deeds are slow. My life is dull and unexciting to anyone besides myself.
- Not at this time
- n/a
- no
- I understand my chair needs to take a certain public stance of neutrality. That does not mean that we, the faculty, need to repeatedly hear this at faculty meetings, or that we are responsible for someone's discomfort when we discuss our current political reality.
- no
- I had an instructor in my library session leave an anonymous note saying that I was stereotyping the South as being more racist than the North when this is not what I said at all. We were talking about book banning and censorship in Texas (where I'm originally from). As an ex-library worker in public libraries in Texas, this was a common problem. Patrons wanting to get books banned regularly. I also mentioned to students about the racist bias that Gen AI can have, such as a Black man being compared to a primate erroneously on Facebook. As a person of color, I really felt like this instructor was trying to sabotage me. They did not speak up during the session, and that would have been a great way to clear the air and talk this out but instead they left that anonymous review. My supervisor (a white woman) didn't even ask me what happened before telling me to "maybe not do that." Needless to say, my blood was boiling. I felt so unsupported and awful for months. Academia feels like it exists solely to keep people like me out.
- Need to improve the survey quality. Censorship is a big topic and without a basis or reference, it is unclear what is being asked. From my perspective, self-censorship is a norm for organizations and society.
- I think the University could offer more grants to support the areas where federal fundings have been cut.
- I don't know
- NA, thanks for the survey
- No
- no
- Need to have more communication in smaller groups in our department.
- I think that self-censoring is much more common among students than among faculty. Liberal students have told me that they have self-censored. But my impression from talking with a lot of students is that self-censoring has been far more common among conservative students.
- no
- no
- none
- NO
- n/a
- The University should stop putting political pressure of any sort on faculty: No more trainings, no more interventions of any sort in curriculum, no campus wide political declarations from the

university level; no political messages sent out from official or departmental accounts.

- None
- I teach undergrad courses on contentious topics; my two courses are titled "America in Decline: from the Kennedys to the Kardashians," and "Terrorism, Torture and Violence." When the Provost sent out a memo to all faculty asking us not to bring our own views and interpretations into the classroom, I messaged her attaching my course syllabi and noting that given the subject matter of my classes, I cannot do what she recommended. She replied and said of course she understood why I would not do so since this was a social sciences course. I interpreted that response as acknowledging that the social sciences and humanities faculty were capable of making apt interpretations on their own without her intervention; her message targeted not us, but science, engineering, natural sciences faculty that did not usually discuss the society they live in during their scientific lectures.
- N/A
- The higher administration could be bolder in verbally condemning external threats toward particular forms of speech, to repressive measures toward universities by the federal government, and the injustices perpetrated in our Michigan communities.
- No.
- When I attended a meeting regarding media exposure hosted by the UM, I was instructed to avoid any delicate matters when I was represented as a professor at the UM. I didn't feel it was right. I think that I should be able to say something as a person who happens to work for the university.
- The current president not only doesn't prioritize higher education, but actually seems to disregard its importance. However, I believe that university education is very important. I hope that not only professors, but also lecturers will have their job security ensured.
- I am an African-American Filipina who was born in Detroit. I was stopped by police on the way to campus last semester when there was heavy police presence on the streets of Detroit and Dearborn, police appeared to be targeting certain drivers. Everything related to the car was up to date. I had my passport, birth certificate, and driver's license. They didn't tell me why they stopped me when I asked them. After everything checked out, they told me "You looked like you were on the phone" when I was shifting gears. My phone was in my briefcase in the trunk of the car. I don't have any suggestions at this time.
- Could more openly commit to free speech and limit actions that suppress speech ie canceling student elections
- no
- No.
- Yes - please email me to discuss further: harrism@umich.edu
- The university should support their faculty, no matter what position they take on issues.
- Not at this time.
- No
- N/A
- None
- I have been saddened by the presence of certain threatening documents on bulletin boards approved for student use. While I support their right to make false statements that are ahistorical in nature, those flyers did make me feel less safe in my work environment
- The university has to take positions in support of academic freedom
- No
- The university needs to stop coddling fascists and needs to start disciplining students who harass faculty. Unless these students face consequences for their actions, this harassment and intimidation and toxic environment will only get worse. I asked the dean of students to come to my class to remind the students of the rights and responsibilities policy and she REFUSED. She is just another faculty-traitor taking in a bloated administrator salary and standing by while students eat faculty alive. Shame on U of M.
- no thanks, but appreciate the high-level interest
- Being T/TT has no union, I am not sure how much trust I can put in institution's help and/or resources, especially some pressures are actually from the administrators (department chair/associate dean/dean/provost , etc.)
- No
- I have an amazing project that touches on US politics but I am afraid to take credit for it or be the public figure leading the project. Looking for way this can still be recognized towards my tenure aspirations
- Just to reiterate that no one has asked me to censor anything, and we are told to keep teaching as we had been. The pressure I feel is due to uncertainty about the actual effects of speaking out

and whether my actions will put my unit at risk for funding loss, etc. I don't want to harm any of my peers or our leadership - trying to stay of the radar

- No
- not at this time
- NO
- Embrace and defend free speech.
- "To be accused is to be found guilty" is the overarching ethos of the University and the College. It is time for this to be changed.
- NA
- No
- I don't have specific suggestions about these circumstances.
- None at the moment.
- n/a
- No
- The chair of the faculty senate sends out content that further stigmatizes Israeli and Zionist faculty. This is antithetical to the representative nature of the position and ought to stop.
- I strongly urge the University to better secure the buildings on campus by requiring IDs to access indoor facilities.
- No
- none
- N/A
- NA
- NA
- none at this time
- No
- no
- No.
- N/A
- I teach Middle East. I was once reported to the university maliciously by a student who claimed, fantastically, that I had made light of the Holocaust. The TAs backed me up. But it resulted in a meeting with the chair and vice chair. I have received numerous harassing emails, including death threats, and a recent threat to burn the Qur'an publicly on campus. I've also been harassed on social media.
- n/a
- No thank you
- In my opinion, the climate at the UM leans strongly in the liberal direction. Thus, individuals like myself, who lean conservative, have been self-censoring on and near campus for decades. Thus, my liberal colleagues are now experiencing what I have experienced for my entire 30+ year academic career. Yes, self censoring is not good and I dislike it, but neither side of the political spectrum has a monopoly narrow-mindedness and poor behavior. Therefore, I keep my feelings to myself on campus so that I can enjoy what is otherwise a really nice faculty position at a great institution.
- Please see my previous aforementioned comments. Thank you.
- NA
- No, but thank you.
- No
- No
- NA
- no
- I have declined to comment (when specifically requested to do so) with regard to a student's fitness for certain school graduation awards out of fear of being FOIAed and those comments being framed as purely politically motivated (where the student held opposing political beliefs to me, but my comments regarding their fitness for certain awards was wholly unrelated to their political beliefs and entirely based on their academic performance and effort in my course.
- This isn't a very well-designed survey... it really turns on a highly under-defined term of "self-censorship". Relative to what? I try to speak carefully and not unduly provoke, e.g., students who might disagree with me. Is that self-censorship or being polite? Ditto my selection of topics for class. Self-censorship relative to... what?
- After Covid first happened in 2020, I felt very censored however over the last year, I have felt less censored. I think we need to keep our political beliefs out of the classroom unless it's a degree program that involves politics.

- not arresting, prosecuting, or expelling student protesters would be a good start
- No.
- It would be good if we could learn from other organizations and the threats they have faced--eg. the paper from the student at Oklahoma keeps being debated on its (lack of) academic merit. It doesn't matter; it was a bait attack to get the trans TA fired, which is what happened. We should be ready to treat transparent attempts to interfere with the pedagogical mission of the university simply on a student's political identity as just that--attempts to interfere with the pedagogical mission of the university.
- I simply feel I have to be extra careful about my classroom comments and reactions.
- na
- About fifteen years ago, there was an offensive anonymous letter attacking my ethnic origin left on the table which I use when lecturing. I did not take it very seriously but reported to the Dean and campus police. They both followed up with offers of support. I did not consider taking extra safety measures to be necessary and nothing followed. A few years later, I had a student of African American background who consistently interrupted my lectures in ancient history with a viewpoint that every single innovation in human civilization originated from Africa. When I brought to his attention that not every idea that he brought up will stand up to academic peer review scrutiny, the discussion went into him changing me with white supremacism. (I am actually from MENA). In the end, the chair of the department found a solution whereby the student could not attend my classes in person but could take the tests. I was happy with this arrangement, and the student passed the course. The test results were good enough for a passing grade, and I think I graded him fairly. He did not complain about the final grade. These are the two issues which I remember during exactly 20 years of teaching at UM. Most of the time, it has - as made clear above - self censorship to avoid any possible problems.
- We should look into strengthening academic freedom policies, promoting shared governance, securing tenure, and providing legal/advocacy resources and support (like legal support if it is ever needed).
- You could do your jobs, actually be balanced? Remove the culture of fear? Actually investigate ideologically motivated abuse rather than encouraging it? As someone who has been repeatedly "investigated" / "Re-educated" by OIE/ECRT/Whatever they rebrand their garbage to, over a half dozen times, all false, with their "smear but never clear" methods, defaming me to colleagues and students, but when I approach them with ACTUAL malfeasance, with evidence, they say "Sorry, we won't help you" and I ask why since the only difference is this time there are facts and I am a white male. They declined to comment. Silence speaks THUNDEROUSLY... don't you think?
- I think U is doing a good job so far
- no
- The University should protect Professors from any threats against their freedom of speech
- I think the university should adopt the norm of Chatham House rules in the classroom; that is, it is part of the code of conduct that speech within the classroom is presumed to be private and not shared outside the classroom (unless it is speech that requires reporting to a specific office). Harvard has this policy.
- Push to lobby state FOIA law to exempt U
- To fight the Trumpist assault on our academic institutions, we have to realize that there was some rot in our foundations that those people took advantage of. We need to correct that going forward, while also being fearless in pushing back on the unprecedented suppression of free speech and academic freedom that this administration has brought about.
- No suggestions.
- none
- I've found the University to be especially helpful in navigating what are complex political circumstances. The University has been more supportive than some of my colleagues. Of course, the federal government's erratic, targeted, and unlawful treatment of the academy has been disruptive to me, my colleagues, and the University as a whole.
- none.
- Within reviewing academic performance process there is no attention to the field of research of faculty that are highly difficult to navigate and expose faculty to further hardship.
- As clinical faculty I have not experienced pressure to censor myself.
- The recent events regarding the deanship at the University of Arkansas School of Law are chilling. It would be helpful for the university to make a statement reaffirming its commitment to faculty governance, resisting political pressure in hiring decisions, etc., even if the university doesn't comment on the Arkansas decision directly.
- no suggestions

- The self-censorship I experienced was actually prior to recent political changes in the U.S., as I'm in the half of the population whose rights were systematically disregarded (at best) by most universities until they were forced to treat us fairly. The current concerns among academic progressives would have far greater credibility if they sought to protect the entire political spectrum (at least the mainstream right and center, not just the left...).
- I appreciated Interim Pres Grasso's statement that he would support faculty against backlash.
- The University desperately needs to better protect LGBTQ+ faculty members and those that conduct LGBTQ+ research. I feel like we have been thrown under the bus by the University. I have been a academic for three decades across two Universities and have never felt so unsupported! At this point, I would discourage any LGBTQ+ person who plans to be open and conduct LGBTQ+ research to stay far away from the University of Michigan!
- na
- No. Best wishes!
- no
- -
- I've tried to speak up at times and highlight some of the problems I and others face in regard to left-wing peer pressure, and the result is almost always ostracism and sometimes open intimidation.
- I am lucky to work in a supportive unit, and to work on topics that have (not yet) become the topic of coordinated harassment campaigns. But stories of others that are not so lucky are widespread, and as someone who studies online environments, I don't think most of my colleagues are at all prepared for what happens when the coordinated harassment campaign comes for you
- no
- n/a
- Not at this time
- A student filed a complaint about me for being "unprofessional" by "not supporting our government" to my dean when I shared, with another student, outside of class, facts about current events after being asked by them to explain what was happening.
- Require the recording of every faculty meeting for violations mentioned in this survey. Have an independent auditor evaluate those recordings for said violations of institutional neutrality as well as other federal laws being broken. You'll be astonished.
- NA
- n/a
- Policies should be clear and protective and widely and regularly circulated within the university community.
- I will admit that the topics of my research and teaching are not among those that are being censored in the current climate. So, I have not been directly affected. I have felt pressure to censor my extramural speech, particularly related to DEI and international students. But I have decided to continue speaking up on social media and elsewhere about these topics because I think it is important for those of us who can to keep speaking up.
- Nothing at this time.
- n/a
- n/a
- When I was first attacked by outside groups and individuals, I spoke to some in the administration about my sense that the university itself, as well as higher education in general, were under assault and that this was likely to get worse. That was a few years ago, and it has indeed gotten much worse-- more than I even anticipated, but the writing on the wall was extremely troubling even then. Now the federal government is carrying out a very intense and focused campaign, using the levers that are available to it, to get control over higher education and decapitate the autonomy of US universities. In the face of this, it seems to me that most universities -- including this one-- have tried to protect themselves as much as possible by acceding to some of the demands (for example, the hasty elimination of DEI here), and by trying to accommodate the administration in various ways (by paying fees, such as Columbia, or by accepting assorted policies on hiring or what can be taught (Columbia again was the poster child) or by surrendering information, such as the UC system turning over names of faculty and students. Harvard has stood out for its opposition-- which of course Harvard can better afford than most. But it is a sad day when I'm rooting for Harvard holding the line, while other institutions have caved. I think we'd all be better off with some kind of united response from all of the major institutions of higher education facing these assaults cooperatively rather than being picked off one at a time. I realize that the administration and regents have to protect UM as much as they can, but the lesson of this period is that doing this individually, or as individual institutions, is a losing proposition. To

paraphrase Ben Franklin (or what he is supposed to have said), if we don't hang together we will likely hang separately. UM, UC, Virginia, Columbia, Harvard, Cornell, Penn, Chicago, George Mason et al-- should be hanging together to defend against this unprecedented attack (at least in the US - I'm not talking about Hungary, Russia, Nazi Germany, North Korea, et al) on the value and the process of higher education.

- no
- Additional campus-wide resources should be made available to non-citizen faculty through an informational or Q&A panel (via email), as they constitute one of the most vulnerable groups within the faculty community.
- No
- No but thank you for doing this survey
- The University needs to proactively stand up to fascism.
- After hearing about colleagues' experiences, I removed identifying professional info from social media and made sure I had not inadvertently published my home address. I appreciate information about helpful actions to take to protect ourselves and support/protect our colleagues. I know there has been some information given via email and I may have missed it. I don't feel particularly targeted but having colleagues and neighbors throughout the university community being targeted is anxiety provoking.
- No.
- I hope the data collected is shared with the new president ASAP
- No. Thank you!
- No
- N/A
- The climate at the university is hostile to conservatives. I am looking to change professions and leave the echo chamber. The university environment has turned my passion into distain for this field.
- No
- I'm afraid to answer.
- No.
- Stay strong and resolute - do not bend our values to present or future whims.
- I really hadn't considered the emotional weight of making the CV changes until I typed them in this survey. That might be some help that folks would appreciate, since frankly it feels shameful to recontextualize one's work out of fear, even though we do it plenty of other times to advocate for the relevance of our work and to market our projects.
- not at this time
- The lack of timely responses from Facilities regarding the safety and functionality of the Stearns building- which impacts the learning of all who take class there, is exceptionally disturbing. Enough talk about replacing this building "in the near future"- do something now.
- the more the institution as a whole can craftily and strongly stand against the current administration's policies, the better
- no
- N/A
- I would love to see a more visibly balanced approach to real-time responses to matters that impact the university from faculty representatives. To even say this aloud (or to write it) seems like a risk.
- I wonder what it would be like to have freshman and transfer students take a DEI training to learn about biases and how to be more comfortable with having instructors of different races. The majority of students are wonderful. But there is still a small group of students who could benefit from learning about the biases they carry from having mostly white instructors throughout their high school experiences.
- The u has become appallingly corporate. I've been bullied for years including physical domination, pushing, and unwanted physical contact, and there is "nothing to be done about it." I spoke out publicly about racism, and was left hanging out to dry by the institution. I'm grateful for the faculty senate's efforts, and their ethical engagement, but I have no hope that this institution can reverse course and become a place where academic freedom and free speech are a bedrock for the education offered here.
- No
- The University must not cave under threat of retaliation by government or other entities. Our freedom to teach, express and debate our views, and stand up for justice and equality should not be impinged by University policy or messaging.
- choose not to share

- Thanks for this survey!
- Fortunately, given the nature of my research, censorship has not been a problem.
- I was offered and accepted a complimentary account with Optery, a data removal service, presumably because I'm an LSA Collegiate Fellow. My social media presence disappeared when I became a parent years ago, so I don't know how helpful it really is, and I don't worry too much about doxxing, though I teach multiple courses obviously dealing with "gender ideology". I know such courses are banned, for example at Texas A&M. I haven't changed a thing about these courses, and haven't felt pressured to, but I have colleagues for whom their safety and security is a major issue, and they do have to censor themselves. Considering the way the "University" governance is not being shared, and they have been openly hostile to our students by installing surveillance cameras, overhauling OSCR, stonewalling our GEO in negotiations, etc. I have very little faith in the Regents and even our new president to have a backbone and stand up for academic freedom. It would be nice if they made a statement supporting freedom of speech and of research, but even that would be too strong a move for them, attracting too much attention.
- n/a
- No.
- no
- No
- No comments
- No
- no
- The day that DOGE showed up at one of my funders, I lost access to a Facebook group that members of my community frequently use to communicate. Other colleagues did not encounter this problem.
- na
- Lead us! What should we be doing? Not listening to talks by academics on MLK day. Act!
- No
- no
- I is a good idea to educate new chairs on how to deal with the department faculty specially senior faculty.
- .
- No
- no
- n/a
- no notes
- nothing specific
- Not applicable
- No
- Not at present.
- nothing more to add
- .
- no
- I wish we would strenuously state that students are here to discover and learn, not to have their existing beliefs reinforced! Learning and growth often require discomfort. I want this to be a primary part of our university culture.
- --
- Regents were also involved
- Have easily accessible confidential consultation services for campus members who have concerns.
- This is a complicated question, and I do not have any good suggestions. I will say that we need to be mindful of what instructors can say and whether it advances student knowledge or is merely venting in the classroom. And the university can deal with each instance accordingly.
- We had to change slides and training material due to federal funding source. It was less authentic because of it.
- None.
- No.
- No
- not at this time
- I'm not sure
- Hold Fox News and those outlets propagating false information accountable.
- No

- While we should be extremely vigilant concerning censorship by administration or government in our research and scholarship. I would like to point out that I can see why conservative voices feel threatened on our campus too. Rather than protecting everyone from each other, we should engage more in respectful debate. How about inviting a reasonable conservative voice to speak at the "Freedom of Speech" lectures? I think this would send a powerful statement to the campus and beyond. Perhaps David French? I am sure some people feel uncomfortable expressing themselves on our campus. That is too bad. See also <https://www.thefire.org/defending-your-rights/academic-freedom>
- No
- NA
- In a situation that I would describe as completely unrelated to the current political situation, I have been threatened by an outside person. University threat assessment was very helpful and supportive. In another situation, a staff person was reported to the university because of a completely innocuous comment they made on line following Charlie Kirk's murder. The university sent the complaint to the unit, and it got sent on to several other people. At each stage, it was clear that there was no violation of university policy and no need for an investigation, but the university had no policy (or courage) to stop pushing the information on to someone closer and closer to the individual staff person.
- So far I have been able to teach, research, and say whatever I want. I hope that this freedom of expression continues.
- n/a
- I teach in the school of Art & Design, which is generally a very welcoming place to marginalized people, but I self-censor when talking about historical art & design precedents that were created in a dangerous political climate for those individuals making the work for fear that I'll be misconstrued of always comparing the problems of the past to the problems of today.
- N/A
- no
- no
- I think university leadership should send a clear message that "DEI" is not illegal and that research, teaching, programming and other activities related to "DEI" are not only allowed but are valued and seen as important at our university.
- No
- Follow policies along the faculty governance tradition.
- Na
- No
- Basic problem is that student/colleague complaints are funneled anonymously through department leadership. Only solution would be for a stronger U policy on freedom of speech, and less about "climate" and "comfort" levels which are back-door policies to enforce passive conformity.
- I feel that people who are Jewish should not feel threatened. I also think that people that support Israel should not be threatened
- no
- none at this time
- n/a
- none
- No
- I wish SACUA worked to bring people together instead of instead of holding a specific and limited view and only pursuing only that view. SACUA used to have legitimacy. Professors Modrak and Peterson and destroyed that and continue to do so.
- The University should avoid and eliminate all attempts to promote encourage or require faculty and graduate students to adopt any political position. There should be no signals sent that certain arguments are incorrect, simply because they violate someone else's politics. Departments should not be told who to hire by any external agency, including self appointed DEI officers. Science and other fields should self regulate. Classroom should be free of political objections to readings based on the identity or demographic characteristics of the authors of those pieces, all other arguments are fair game, however, but there should be an ethics of science and knowledge production that students are taught that has to do with avoiding ad hominem attacks, plagiarism, and all violations of academic freedom.
- It often feels like the university is only trying to protect itself (from lawsuits or losing funding) or protect students and has little concern about protecting the faculty, particularly marginalized faculty. (Ie women of color)

- none
- I've shared them elsewhere
- none that I'm comfortable sharing
- None at the moment. I am trying to be more neutral with political speech in conversations around students or with colleagues (e.g. listen to their side even if I don't agree) so I don't lose my religion (ha!)
- no
- N/A
- NA
- .
- None.
- None
- No
- No
- If the university of michigan wants to be a top institution, it should put it's patients, students, and faculty first. Gender confirming care should be resumed. How are we recruit the best and the brightest if we maintain ignorant policies.
- None
- None to share
- no
- N/A
- no. Trust is not there. See the example of the mandatory travel policy. "Mandatory"? When it is not even competitive. That was an awful decision.
- No comment
- no
- No
- Support free discourse of ideas
- If anything, I've only gotten more belligerent since Trump took office a second time
- Let's return to our core-principles with honesty, integrity, and transparency.
- Past actions (punishing protesting students to regental fanfare, withdrawing gender affirming care, not suing over all the grant cancellations, other confidential situations I've seen where the faculty member has been thrown under the bus) have shown that the top level admin will not support faculty if it's difficult to do so, over whole areas of topics, even when there's a strong legal argument for it. The next best thing to having done the right thing then is to do the right thing the next time, and in a way that we can all see. I'm not hopeful, however. I have the name and number of an attorney handy and I will get my own lawyer in a heartbeat and assume the university will never protect me. Everyone I've talked to feels pretty similar.
- no
- not sure
- n/a
- a good climate here overall
- I'm a lecturer in a small, social justice focused unit, with leadership that actively supports and vocally proclaims our commitment to liberatory/justice-focused theory, practice, and pedagogy. I don't doubt that the pressures of censorship will reach us at some point, but, for a few reasons (no research, low profile, limited or no outside funding, etc) we have been more protected than most for the time being. So, I hope that we can support folks who are being more directly targeted, such that they can continue doing their important work.
- na
- University administration/leaders: please continue to listen to faculty, staff, students. This is an evolving, ever-shifting set of circumstances. Please listen, please offer space just to listen, please stay curious about us; please lean in, witness, and support. Thank you for this opportunity to share our experiences via this survey!
- "I have not taken any of the actions listed in the previous questions because taking action is evidence of an issue. As a non-US citizen, I cannot afford to take the risk of any action that may raise suspicions about my honest take on everything happening around us.
- "
- none
- Nothing
- None. I don't think this applies well to the Surgery Department where I work in the Medical School
- Honestly, U-M has fostered a far better atmosphere for teaching and learning than my previous institution in Ohio. I think U-M's commitment to faculty independence is one of the greatest

strengths of the school.

- Would have been great if the university had stood up for DEI and for providing gender affirming care to youth. Doesn't help when the institution fails to live its values. I am extremely disappointed in UM.
- no
- N/A
- have not experienced
- Unrelated to the censorship focus of this survey, I had a personal stalking situation, prior to 2025, that included abusive things sent to my campus work place while I was in a position of leadership. I had wonderful and prompt support from DPS and from UM general counsel (as well as the Ann Arbor Women's Center) in resolving this situation.
- N/A
- I would like more advocacy, less CYA from the university in defense of their faculty
- Sometimes I will get a hostile email after I've done a media interview, but this has been rare.
- I feel that the institution would be supportive of topics in which I am a subject matter expert and do not feel censored in that respect. I am thoughtful about the way in which I share private opinions on social media (even though my accounts have always been private) on topics I am not an expert because I don't really trust any large institution subject to gov't funding and societal pressure to protect individuals in that respect even if resources are provided.
- leadership from provost and president with specific acknowledgement for those of us without tenure
- I don't know. There is a double-bind right now where teachers cannot do anything right. I'm sensing frustration and resistance from all sides. When you have a toxic leader at the very top (Trump), eventually everything will become toxic all the way down. I'm not sure anything can be done at the moment.
- no
- No
- no
- NA
- no
- N/A
- UM needs to re-allow a climate of openness. Right now identifying and peacefully speaking out about any issue that has to do with human rights abuses in Palestine/Israel is automatically flagged as domestic terrorism and 'antisemitic' behavior [even though the term does not make sense given the definition of 'semitic']. It is painfully embarrassing to observe a institution of UM's stature so blatantly pander to rich donors. Might does not make right. Much of this came from the past president but also from specific regents who still hold office and who used the university to push through their personal agendas.
- A PI on a grant that I'm a co-I on was asked by the project officer to remove certain DEI related words from the renewal application. They discussed alternative wording that would not flag a "DEI review". The actual work that's proposed and that will be done won't change at all. Unless the University wants to take over federal funding, I don't think there's anything that the University could do to support us.
- My only suggestion would be that the university reminds faculty to use good judgement and to avoid speech inside and outside of the classroom that could alienate or cause discomfort to students and/or community partners who have opposing views.
- Public statement to faculty, students and staff supporting freedom of speech and freedom to teach
- No
- I think that the university must better protect it's most vulnerable populations, like graduate students, especially graduate student instructors, international graduate students, trans graduate students, etc. I also wish the university would drop the charges against student protestors, stop firing staff for engaging in protests, remove the institutional neutrality clause, stop increasing security measures that surveil students and faculty, and offer more resources for students terrified of ICE.
- n/a
- No
- No
- The university should support research and encourage faculty to speak about what they know through their scholarship, which is what academic freedom is about. Some individuals use their privilege as faculty members (discretionary use of time, captive audience) to indulge in activism

and politics way beyond what their expertise is about. Using university resources to support those people does not seem like good stewardship to me. Those people can use their freedom of expression to advocate for what they care about without using their university role or resources (just as we all do with party politics during elections).

- UM is too passive in this climate... it would be good to unify with other colleges and stand up for who we are. There is strength in numbers.
- Given the current political climate, allowing students to record professors ultimately endangers us. Rather than this being commonplace, I believe this should be the extreme exception.
- The School of public health has been silent or is ignoring the threats to faculty. The interim leadership is ineffective and disinterested
- N/A
- NA
- The University should protect freedom of speech and promote this as a value - this extends to invited guests as well as faculty and student speech.
- no
- N/A
- By making sure that students and faculty alike are supported in voicing their views without fear of backlash by the university/ other members of the university. Also by making sure that peaceful protests by students against certain policies of the university or the government are not selectively targeted
- No
- I am faculty at UM-Flint. I have not heard of issues with faculty on our campus.
- More FASCCO or mental health-type options.
- While the federal government and the university approach DEI from opposing viewpoints, both employ similarly heavy-handed methods. In each case, enforcement mechanisms and consequences for non-compliance are effectively indistinguishable.
- All of the information in this document is extremely helpful as well to show what support is there. I have learned a lot just taking this survey-- that is very timely with some worries that I am starting to have.
- I am aware that some other faculty have really curtailed their social media presence due to fear of retribution.
- N/A
- no
- There is a general and longstanding expectation in my department that personal stances on issues should not be discussed in class or with students.
- n/a
- No
- reducing the power of the board of regents and increasing the power of faculty governance
- Threats of retaliation from within the organization have been the most significant. This limits the ability to honestly provide feedback within the organization.
- "I composed something I want to submit here but then I deleted it. I was too afraid to hit submit. This is not because of the University environment. Rather, because of the powers beyond the university. Freedom of speech!
- NA
- N/A
- No experiences to report
- Not at this time
- I am in a field that is not inherently political (medicine) but am also doing work that is actively in Democratic politics. I have felt subtle pressure to self-censor, particularly on social media, from my department, but have not acted on it. I am in a position where I feel financially I could resign and find other employment without difficulty, given I am in a very high demand field. I also feel as a US citizen I have first amendment rights to free speech, and have spent a long time at Michigan, remembering a time when civil protest was an integral part of this institution, and refuse to participate in the retreat from it.
- The university has been reticent to post general statements of support (x is a recognized scholar in their field and we maintain their right to speak freely on matters of public concern) for scholars who are targeted by external harassment, even when the scholars request these statements. Other peer institutions have implemented best practices along these lines (ex. University of Illinois).
- For my situation, my mentors and supervisors supported me and took the issue to the Dean, who compensated me and my colleague for our lost research expenses, and promised to fix the issue

going forward. However, I still experienced a huge loss of productivity that I am still recovering from. With the Dean's support, I sought an extension to the deadline to switch from the tenure track to the clinical track on my tenure clock, however, the Provost's office denied our request and said they would only consider an extension to that deadline if and when I needed it (I am still a year away from doing so).

- Revoke institutional neutrality. Renew and restore DEI-related offices and open more lines of funding for them. Explicitly stand behind DEIAJ values not just in our teaching but in our research and service. Fully support our community members who were/are protesting for Palestinian rights. Respect students', staff's, and faculty's right to protest.
- NA
- I don't even understand what you are asking about. If we faculty are developing our own curriculum, are you asking whether we censor ourselves? This is very confusing.
- The Report of the Advisory Comm ...on Freedom of Expression (Sept 2024) tells a story of broad scale self censorship at U Michigan. Unless you plan to take that report seriously, as well as the existential threat posed by the current President, then you have not taken the problem of censorship at the university seriously.
- Not a safe place for conservative views from faculty and students
- N/A
- For a long time, the forces of censorship and coercion have come from activist colleagues in the academy. Currently, it is most visible that it is coming from activists outside the academy and from government action.
- Not at this time
- no
- Not for me, but I think there is considerable room for improvement in how UM supports faculty and staff with ADA status so that they can prosper and prevail on their career ladder at UM (e.g., tenure, promotion, advancement, etc.)