Faculty, Staff and Student Campus Climate Survey on Diversity, Equity and Inclusion

2022 Report

UNIVERSITY OF MICHIGAN-DEARBORN

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Introduction

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

The UM-Dearborn Campus Climate Survey on Diversity, Equity and Inclusion (DEI) was designed as a census of students, faculty, and staff at the UM-Dearborn campus. While some questions included in the survey related to the overall UM-Dearborn community, the main study objective was to provide respondents with the opportunity to share their perspectives, opinions, and experiences associated with DEI topics as they relate to UM-Dearborn overall, as well as the areas where members of the community spend most of their time. The unit level varied by population, where staff and faculty were generally asked about their department; and students were generally asked about either their school/college or about UM-Dearborn overall.

UM-Dearborn's first DEI survey, also conducted by SoundRocket, took place in 2017 and institution level reports were produced in early 2018.

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

With five years passing since the initial DEI census at UM-Dearborn, the questionnaire and data collection in the 2022 study and were designed and implemented with the intent to provide the University of Michigan-Dearborn a snapshot of where things are at today.

Defining the Population

This report summarizes the study results for the student, faculty and staff populations at UM-Dearborn overall. Participants were included based on the following criteria:

- **Students:** Enrolled part and full-time as of December 1, 2021
- **Faculty:** Employed as of December 1, 2021
- **Staff:** Employed as of December 1, 2021

Only enrolled students and permanent employees were eligible to be invited to complete the survey; no temporary employees were invited to participate. All eligible participants must be 18 years of age or older.

Use of Results & Next Steps

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

This report is widely available to the UM-Dearborn community. This also will be an opportunity to secure more granular insights from community members regarding their lived experiences with DEI.

Methods

The UM-Dearborn Campus Climate Survey was conducted in the Winter 2022 term as a complex designed study with two primary goals:

1. Give all UM-Dearborn enrolled students and permanently employed staff and faculty a voice to communicate their experiences related to DEI at the UM-Dearborn campus.
2. Provide the UM-Dearborn administration and campus community with scientifically defensible institution level estimates of the campus climate.

To accomplish these goals, a survey was designed and administered as a census to **all students, staff, and faculty,** using protocols designed to increase participation and maximize the quality of the data collected (such as incentives and calling). This protocol was designed to meet both of the previous goals.

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

Sample Design

SoundRocket and the Equity, Civil Rights and Title IX Office (ECRT) collaborated with the relevant units on campus to acquire up to date and accurate lists of students, staff, and faculty at UM-Dearborn.

For the student population, the collaboration included the UM-Dearborn Registrar, who generated a list of all students (undergraduate and graduate) who were enrolled at UM-Dearborn. There was no limit set for the number of current credit hours, whether enrollment was in a traditional or primarily online program, or any other criteria except that they must have been enrolled on the specified date. The file was generated and provided to SoundRocket to represent all eligible enrolled students as of December 1, 2021.

For the staff and faculty populations, the collaboration was with Human Resources, which generated a list of all staff and faculty at the UM-Dearborn campus. The file was generated and provided to SoundRocket to represent all eligible employees as of December 1, 2021. Only permanent employees are eligible to be invited to complete the survey; no temporary employees were invited to participate. All eligible participants must be 18 years of age or older.

Where duplicates were identified between the employee and student files, the participant was included as a student, except when the participant was a full-time staff member at the time they became a student, in which the participant was included as a faculty or staff member, as appropriate.

Questionnaire

The 2022 UM-Dearborn Campus Climate Survey was based on the questionnaire used in the 2017 survey. The instrument was modified with a few key goals in mind:

- Maintain some ability to compare between the 2017 and 2022 surveys.
- Introduction of new items related to health, wellness, and understanding the impact of COVID-19 on the community.

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

Within the questionnaire, all unit-specific questions were tailored for specific populations in the same way that they were in the 2017 survey. **Students were asked to share their experiences either about their school/college or UM-Dearborn overall. Staff and faculty were asked to share their experiences with their department and/or unit.**

Part I: Demographics
- Questions to capture participant demographics, including age, gender identity, race/ethnicity, religious affiliation, sexual orientation, disability status, military service, citizenship, and employment status.

Part II: Perceptions of Satisfaction & Climate Aspects
- Satisfaction with current climate overall and within the unit.
- Experiences with dimensions related to campus climate.
- Experiences in the past 12 months:
  - With meaningful DEI interactions on campus.
  - Feelings of being discriminated against.
  - With specific discriminatory events.

Part III: DEI Perceptions & Experiences, and COVID-19 Impact
- DEI specific perceptions and experiences within the department/unit (faculty and staff) or campus overall (students) in the past 12 months.
- Students *only* were also asked about:
  - Feelings of being listened to inside and out of classroom settings.
  - Feelings of being valued outside of the classroom.
- Overall mental health, sleep and wellbeing.
- Impact of COVID-19 on multiple areas of life.

Data Collection

The 2022 UM-Dearborn Campus Climate Survey census was administered as an online web survey. The survey was optimized so that it could be completed successfully on mobile devices and tablets, as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey —if the system detected that a mobile-sized screen was in use, it automatically adjusted the view to accommodate the device.

All participants were invited to participate directly with email communications sent from SoundRocket to the UM-Dearborn provided email address. The protocol for the census survey included:

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

A second stage non-response (NR) analysis and phone interviewer effort followed. This effort included 100% of non-responders who were Male Staff, Black Staff, Asian Staff, Black Students, and Asian Students.

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

Data collection formally launched on January 19, 2022 and was closed on April 8, 2022. All outbound contacts were completed as of approximately February 10, 2022.

Participant Incentives

To encourage participation, all eligible participants – regardless of whether they participated in the survey, to ensure consistency with Michigan law — were entered into a random drawing to win one of twenty $50 prizes. These prizes could be redeemed as gift cards or donated to the United Way for Southeastern Michigan. Prizes were awarded in May 2022.

Final Dispositions & Response Rates

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

Final Study Dispositions

Survey dispositions were defined as follows:

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

Response Rates

Response rates for the UM-Dearborn Campus Climate Survey were calculated as follows:

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

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

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

During preparation for, and during data collection, data collection individuals who were not eligible to participate in the study were identified. This may be the result of duplicates (same individual included twice) or individuals who were not 18 years of age as of the eligibility date (December 1, 2021). When ineligible cases are identified, they are recorded as such and are not included in further data collection. Table A shows the total counts of participants who were ***invited and eligible*** to participate, along with rates of response and completion for UM-Dearborn overall and by participant group.

Table A: UM-Dearborn DEI Response & Completion Rates

	Invited & Eligible	Partial Responses	Completed Responses	Response Rate	Completion Rate
Total	9337	390	1917	24.7%	83.1%
Students	8331	353	1403	21.1%	79.9%
Faculty	544	23	232	46.9%	91.0%
Staff	462	14	282	64.2%	95.3%

Confidentiality

To ensure the success of this survey, given the sensitive nature of several of the questions, a key element of the study design was to limit direct access between UM-Dearborn administration and students, staff, and faculty who were being surveyed. Integral to this effort was the use of an independent contractor (SoundRocket) for data collection efforts, which provided a firewall between respondents' identity and their survey responses. Consistent with standard practices for large data collections such as this, SoundRocket was required to use encryption technologies (including SSL for all web-based interfaces) and adhere to strict guidelines to maintain data security and confidentiality.

SoundRocket has been collecting sensitive data from university populations for over 17 years. Their communications, staff training, processes and quality processes all focus on minimizing disclosure risk.

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

These protections and policies did not prohibit individuals who chose to engage with UM-Dearborn personnel concerning the survey on their own. It is possible that some participants may have connected with UM-Dearborn DEI office staff during the course of the data collection effort about this survey on their own, sometimes self-disclosing their participation (or non-participation) in the survey. However, these disclosures could not be tied back to survey data or reporting provided to the UM-Dearborn for analysis and interpretation.

How to Read this Report

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

Data Types (% and Means)

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

1. Data presented in the tables in this report are primarily displayed as percentages (%), rounded to the nearest single decimal place.
2. Where no % is indicated (such as in Table I-1 under the Age demographic), the values represent a mean statistic. Means were also rounded to the nearest single decimal place.

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

Sample Size & Item Missing Data

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

Self-Reported Data

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

Data Suppression Rules

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

The following suppression rules were followed for this report:

Demographic Data (Part I) Suppression	General Cell Suppression (Parts II & III)
Any cell within the demographic tables (all tables in Part I of this report) representing fewer than 10 responses was suppressed.	Any cell in the remainder of the report (Parts II and III) where the data represents fewer than 5 responses was suppressed.

Students

Part I: Demographics

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

This table correlates to Table 3 in the 2017 DEI Student Report.

Table I-1: Selected Student Demographics

	Students
Age	
Average (years)	24.2 *(1693)*
Gender Identity	
Woman	54.2% *(880)*
Man	42.7% *(694)*
Transgender/Gender Non-conforming/Other[1]	3.1% *(50)*
Race/Ethnicity[2]	
African American/Black	8.7% *(140)*
Asian American/Asian/Pacific Islander	19.1% *(306)*
Hispanic/Latino/a	4.6% *(74)*
Middle Eastern/North African	16.3% *(261)*
Native American/Alaskan Native	— *(–)*
White	40.8% *(655)*
More Than One Race/Ethnicity	8.3% *(134)*
Other Race/Ethnicity	2.1% *(33)*
Religious Affiliation	
Christian	35.7% *(565)*
Jewish	— *(–)*
Muslim	22.9% *(362)*
Dharmic Traditions	10.3% *(163)*
Other Religious Affiliation	3.9% *(62)*
Agnostic/Atheist	18.0% *(285)*
None	8.8% *(139)*
U.S. Born[5]	
Yes	72.5% *(1161)*
Disability[4]	
Yes, I have a disability	8.0% *(128)*
Sexual Orientation	
Heterosexual	68.3% *(1048)*
LBGQA+[3]	31.7% *(487)*

1: This category for gender included participants who identified as Transgender/Gender Non-Conforming, participants who indicated that their preferred response was not listed, and participants who selected multiple gender categories. Additional details for UM-Dearborn overall are included in Tables I-3.
2: Race/Ethnicity was asked as a select all that apply question. Responders who selected multiple categories are represented here as "More Than One Race/Ethnicity."
3: Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.
4: Disability represents an answer of "Yes, I have a disability" to the question, "Do you have a disability?"
5: U.S. Born represents an answer of "Yes" to the question, "Were you born in the United States, Puerto Rico, a U.S. Island area, or born abroad of U.S. citizen parent.

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

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

There is no comparable table in the 2017 DEI Student Report.

The following data represents the distribution of the BIPOC categories for all UM-Dearborn and for students.

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

	UM-Dearborn Overall	UM-Dearborn Students
BIPOC	51.7% *(1101)*	59.2% *(951)*
White	48.3% *(1030)*	40.8% *(655)*

Transgender/Gender Non-Conforming Population Details

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

We have included some data tables for UM-Dearborn students overall. This will allow the campus community to have a general understanding for how gender identity is currently being expressed at UM-Dearborn.

There is no comparable table in the 2017 DEI Student Report.

Table I-3: UM-Dearborn Student Detailed Breakout of Response to the Main Gender Identity Question

	All Students
Man	43.0% *(701)*
Woman	54.5% *(888)*
Transgender/Gender Non-Conforming	0.9% *(15)*
Preferred response not listed	0.9% *(15)*

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

Students

Part II: Perceptions of Satisfaction & Climate Experiences

Satisfaction with Campus Climate at UM-Dearborn Campus Overall

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

These tables correlate to Tables 4 and 5 in the 2017 DEI Student Report.

Table II-1a: Student Satisfaction with UM-Dearborn Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Dissatisfied/Very Dissatisfied	14.3% (223)	12.5% (107)	16.0% (105)	21.7% (10)	13.3% (84)	14.6% (134)
Neutral	28.4% (444)	28.2% (241)	28.8% (189)	30.4% (14)	28.0% (177)	28.8% (265)
Very Satisfied/Satisfied	57.3% (895)	59.3% (507)	55.3% (363)	47.8% (22)	58.7% (371)	56.6% (520)

Table II-1b: Student Satisfaction with UM-Dearborn Campus Climate by Detailed Race

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Dissatisfied/Very Dissatisfied	13.3% (84)	15.1% (21)	11.4% (34)	12.7% (9)	— (–)	15.0% (37)	19.1% (25)	26.7% (8)
Neutral	28.0% (177)	31.7% (44)	25.8% (77)	21.1% (15)	— (–)	35.8% (88)	25.2% (33)	26.7% (8)
Very Satisfied/Satisfied	58.7% (371)	53.2% (74)	62.9% (188)	66.2% (47)	— (–)	49.2% (121)	55.7% (73)	46.7% (14)

Table II-1c: Student Satisfaction with UM-Dearborn Campus Climate by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Dissatisfied/Very Dissatisfied	14.6% (68)	14.4% (40)	10.1% (18)	15.4% (96)
Neutral	30.6% (143)	28.4% (79)	28.7% (51)	26.6% (166)
Very Satisfied/Satisfied	54.8% (256)	57.2% (159)	61.2% (109)	58.1% (363)

Dimensions of UM-Dearborn Campus Climate

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

These tables correlate to Table 6 in the 2017 DEI Student Report.

Table II-2: Student Dimensions of Climate (Mean Ratings)*

Hostile	4.1	**Friendly**
Racist	4.2	**Non-Racist**
Homogenous	4.1	**Diverse**
Disrespectful	4.2	**Respectful**
Contentious	3.5	**Collegial**
Sexist	4	**Non-Sexist**
Individualistic	3.4	**Collaborative**
Competitive	3.4	**Cooperative**
Homophobic	4.1	**Queer Positive**
Unsupportive	4	**Supportive**
Ageist	3.9	**Non-Ageist**
Unwelcoming	4.1	**Welcoming**
Elitist	3.4	**Non-Elitist**
Transphobic	4	**Trans Positive**

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

General & DEI Climate Factors

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which variables are associated (shared variance is indicated by correlation coefficients). The two factors we used are: (1) General Climate Elements, and (2) DEI Climate Elements. The variables that make up each of the factors are:

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

In the following two tables, we present the collapsed Factors as an analytic unit. Factors are created by calculating the mean score for all responses provided for each item within each factor. Only individuals who responded to all included items were included in these analyses.

These tables correlate to Tables 7 and 8 in the 2017 DEI Student Report.

Table II-3a: Student Dimensions of Factors

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Factor 1 Average	3.8 *(1512)*	3.9 *(829)*	3.8 *(633)*	3.5 *(46)*	3.8 *(618)*	3.8 *(885)*
Factor 2 Average	4.0 *(1499)*	4.1 *(824)*	4.0 *(626)*	3.7 *(46)*	4.2 *(614)*	4.0 *(876)*

Table II-3b: Student Dimensions of Factors by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Factor 1 Average	3.8 *(618)*	3.7 *(137)*	3.9 *(286)*	3.9 *(69)*	— *(–)*	3.8 *(235)*	3.7 *(126)*	3.6 *(29)*
Factor 2 Average	4.2 *(614)*	3.8 *(135)*	4.0 *(280)*	4.0 *(69)*	— *(–)*	4.0 *(235)*	4.1 *(126)*	3.7 *(28)*

Table II-3c: Student Dimensions of Factors by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Factor 1 Average	3.8 *(455)*	3.9 *(266)*	3.9 *(173)*	3.8 *(604)*
Factor 2 Average	4.0 *(453)*	4.1 *(265)*	4.1 *(172)*	4.0 *(595)*

DEI Experiences & Perceptions

Students were asked to respond to a series of questions about various aspects, experiences, and perceptions of studying at UM-Dearborn. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). Tables II-4 series show combined responses for "Agree" plus "Strongly Agree" (4 + 5) ratings.

Students were all asked to consider their experiences within the past 12 months.

These tables correlate to Table 13 and 14 in the 2017 DEI Student Report.

Table II-4a: Student Agreement with Statements About DEI Specific Climate

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
I feel valued as an individual at UM-Dearborn	**58.6%** *(862)*	**61.4%** *(495)*	**55.4%** *(342)*	**51.1%** *(23)*	**54.5%** *(330)*	**61.8%** *(530)*
I feel I belong at UM-Dearborn	**60.6%** *(893)*	**62.3%** *(503)*	**59.3%** *(366)*	**46.7%** *(21)*	**56.3%** *(341)*	**63.9%** *(548)*
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	**72.7%** *(1068)*	**74.8%** *(602)*	**71.4%** *(439)*	**55.6%** *(25)*	**74.5%** *(450)*	**71.7%** *(614)*
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	**13.8%** *(203)*	**13.3%** *(107)*	**14.4%** *(89)*	**15.6%** *(7)*	**14.0%** *(85)*	**13.6%** *(116)*
I am treated with respect at UM-Dearborn	**80.9%** *(1187)*	**82.9%** *(668)*	**78.8%** *(482)*	**73.9%** *(34)*	**82.5%** *(500)*	**80.0%** *(682)*
I feel others don't value my opinions at UM-Dearborn	**11.5%** *(169)*	**11.2%** *(90)*	**11.6%** *(71)*	**15.2%** *(7)*	**11.6%** *(70)*	**11.1%** *(95)*
UM-Dearborn is a place where I am able to perform up to my full potential	**63.1%** *(925)*	**67.5%** *(543)*	**58.7%** *(358)*	**47.8%** *(22)*	**63.8%** *(385)*	**62.8%** *(536)*
I have opportunities at UM-Dearborn for academic success that are similar to those of my peers	**73.4%** *(1075)*	**75.3%** *(606)*	**71.3%** *(435)*	**65.2%** *(30)*	**79.1%** *(478)*	**69.2%** *(590)*
I have found one or more communities or groups where I feel I belong at UM-Dearborn	**39.7%** *(579)*	**40.2%** *(323)*	**38.4%** *(233)*	**48.9%** *(22)*	**36.6%** *(219)*	**41.8%** *(356)*
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	**21.0%** *(303)*	**15.4%** *(122)*	**28.7%** *(173)*	**15.6%** *(7)*	**20.9%** *(124)*	**20.8%** *(175)*
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse student body	**62.8%** *(914)*	**64.5%** *(518)*	**61.1%** *(369)*	**55.6%** *(25)*	**64.2%** *(383)*	**61.9%** *(526)*
I have to work harder than others to be valued equally at UM-Dearborn	**18.7%** *(272)*	**19.2%** *(154)*	**17.7%** *(107)*	**22.2%** *(10)*	**12.0%** *(72)*	**23.3%** *(198)*
My experience at UM-Dearborn has had a positive influence on my academic growth	**70.6%** *(1028)*	**72.1%** *(580)*	**68.4%** *(415)*	**70.5%** *(31)*	**71.1%** *(426)*	**70.2%** *(597)*

Table II-4b: Student Agreement with Statements About DEI Specific Climate by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
I feel valued as an individual at UM-Dearborn	54.5% *(330)*	50.7% *(68)*	70.4% *(195)*	73.1% *(49)*	— *(−)*	60.2% *(136)*	53.3% *(65)*	50.0% *(14)*
I feel I belong at UM-Dearborn	56.3% *(341)*	56.7% *(76)*	72.2% *(200)*	62.7% *(42)*	— *(−)*	64.2% *(145)*	54.9% *(67)*	53.6% *(15)*
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	74.5% *(450)*	63.4% *(85)*	74.7% *(207)*	73.1% *(49)*	— *(−)*	72.9% *(164)*	72.1% *(88)*	64.3% *(18)*
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	14.0% *(85)*	14.9% *(20)*	12.3% *(34)*	13.4% *(9)*	— *(−)*	12.9% *(29)*	16.4% *(20)*	— *(−)*
I am treated with respect at UM-Dearborn	82.5% *(500)*	73.9% *(99)*	81.7% *(227)*	86.6% *(58)*	— *(−)*	79.4% *(177)*	81.5% *(97)*	72.4% *(21)*
I feel others don't value my opinions at UM-Dearborn	11.6% *(70)*	10.4% *(14)*	11.2% *(31)*	9.0% *(6)*	— *(−)*	9.9% *(22)*	14.3% *(17)*	17.2% *(5)*
UM-Dearborn is a place where I am able to perform up to my full potential	63.8% *(385)*	64.2% *(86)*	61.3% *(171)*	82.1% *(55)*	— *(−)*	59.9% *(133)*	63.9% *(76)*	41.4% *(12)*
I have opportunities at UM-Dearborn for academic success that are similar to those of my peers	79.1% *(478)*	66.4% *(89)*	68.5% *(191)*	72.7% *(48)*	— *(−)*	69.4% *(154)*	75.6% *(90)*	51.7% *(15)*
I have found one or more communities or groups where I feel I belong at UM-Dearborn	36.6% *(219)*	32.6% *(43)*	52.0% *(142)*	32.4% *(22)*	— *(−)*	43.5% *(97)*	36.3% *(45)*	25.0% *(7)*
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	20.9% *(124)*	6.2% *(8)*	26.5% *(72)*	21.2% *(14)*	— *(−)*	21.5% *(47)*	18.5% *(23)*	39.3% *(11)*
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse student body	64.2% *(383)*	54.2% *(71)*	65.3% *(179)*	70.6% *(48)*	— *(−)*	62.6% *(139)*	59.7% *(74)*	46.4% *(13)*
I have to work harder than others to be valued equally at UM-Dearborn	12.0% *(72)*	30.3% *(40)*	25.2% *(69)*	19.4% *(13)*	— *(−)*	20.7% *(46)*	16.9% *(21)*	28.6% *(8)*
My experience at UM-Dearborn has had a positive influence on my academic growth	71.1% *(426)*	66.7% *(88)*	75.1% *(205)*	85.3% *(58)*	— *(−)*	66.2% *(147)*	62.9% *(78)*	71.4% *(20)*

Table II-4c: Student Agreement with Statements About DEI Specific Climate by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
I feel valued as an individual at UM-Dearborn	**56.2%** *(252)*	**63.6%** *(168)*	**60.2%** *(100)*	**57.3%** *(333)*
I feel I belong at UM-Dearborn	**59.8%** *(268)*	**64.0%** *(169)*	**60.8%** *(101)*	**60.5%** *(352)*
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	**73.4%** *(328)*	**75.5%** *(200)*	**72.1%** *(119)*	**71.3%** *(413)*
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	**15.4%** *(69)*	**13.2%** *(35)*	**10.3%** *(17)*	**13.9%** *(81)*
I am treated with respect at UM-Dearborn	**82.6%** *(369)*	**83.1%** *(217)*	**77.0%** *(127)*	**79.6%** *(463)*
I feel others don't value my opinions at UM-Dearborn	**11.0%** *(49)*	**11.9%** *(31)*	**8.5%** *(14)*	**12.9%** *(75)*
UM-Dearborn is a place where I am able to perform up to my full potential	**63.5%** *(283)*	**68.8%** *(179)*	**70.3%** *(116)*	**58.0%** *(337)*
I have opportunities at UM-Dearborn for academic success that are similar to those of my peers	**75.8%** *(339)*	**73.4%** *(190)*	**75.2%** *(124)*	**71.1%** *(413)*
I have found one or more communities or groups where I feel I belong at UM-Dearborn	**38.1%** *(169)*	**33.5%** *(88)*	**37.8%** *(62)*	**44.4%** *(255)*
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	**14.1%** *(62)*	**23.6%** *(61)*	**19.1%** *(31)*	**25.8%** *(147)*
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse student body	**60.9%** *(270)*	**64.6%** *(170)*	**70.7%** *(116)*	**60.9%** *(349)*
I have to work harder than others to be valued equally at UM-Dearborn	**17.8%** *(79)*	**19.4%** *(51)*	**20.2%** *(33)*	**18.8%** *(108)*
My experience at UM-Dearborn has had a positive influence on my academic growth	**69.1%** *(307)*	**71.5%** *(188)*	**72.0%** *(118)*	**70.5%** *(404)*

Meaningful DEI Interactions

A few survey questions directly focused on interactions with others. Students considered the characteristics of individuals at UM-Dearborn with whom they interact in a meaningful way on a regular basis.

This table correlates to Table 15 in the 2017 DEI Student Report.

Table II-5: Student Frequency of Interactions with Diverse People in the Past 12 Months

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	**5.4%** *(75)*	**29.9%** *(417)*	**64.7%** *(903)*
…whose political opinions are different from your own	**10.3%** *(143)*	**52.5%** *(730)*	**37.2%** *(518)*
…who are immigrants or from an immigrant family	**7.4%** *(103)*	**38.2%** *(535)*	**54.4%** *(761)*
…who are of a different nationality than your own	**4.4%** *(62)*	**26.5%** *(370)*	**69.0%** *(963)*
…who are of a different race or ethnicity than your own	**3.3%** *(46)*	**24.2%** *(338)*	**72.6%** *(1015)*
…whose gender is different than your own	**4.9%** *(69)*	**29.3%** *(409)*	**65.8%** *(920)*
…whose sexual orientation is different than your own	**13.3%** *(185)*	**50.7%** *(704)*	**36.0%** *(499)*
…who are from a different social class	**7.2%** *(100)*	**44.2%** *(615)*	**48.6%** *(676)*
…who have physical or other observable disabilities	**24.6%** *(342)*	**59.9%** *(834)*	**15.5%** *(216)*
…who have learning, psychological, or other disabilities that are not readily apparent	**19.6%** *(272)*	**61.8%** *(857)*	**18.6%** *(258)*

Racial/Ethnic Composition of Prior Communities & Schools

After responding to questions thinking about the UM-Dearborn campus as a whole, the next few items inquired about students' communities prior to attending UM-Dearborn, with questions addressing the racial/ethnic composition of the community in which they grew up, and the composition of the school they graduated from.

These tables correlate to Tables 16 – 19 in the 2017 DEI Student Report.

Table II-6a: Student Racial/Ethnic Composition of Previous Community

How would you describe the racial/ethnic composition of the community where you grew up?	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
All or nearly all people of my race/ethnicity	22.3% (313)	23.0% (179)	21.8% (127)	14.3% (6)	24.6% (144)	20.7% (168)
Mostly people of my race/ethnicity	29.9% (420)	27.8% (216)	32.9% (192)	28.6% (12)	37.0% (217)	24.8% (201)
Half my race/ethnicity and half people of other races/ethn	24.9% (350)	26.3% (204)	22.8% (133)	28.6% (12)	27.0% (158)	23.4% (190)
Mostly people of other races/ethnicities	13.7% (192)	12.7% (99)	14.6% (85)	19.0% (8)	8.2% (48)	17.5% (142)
All or nearly all people of other races/ethnicities	9.2% (129)	10.2% (79)	7.9% (46)	— (–)	3.2% (19)	13.6% (110)

Table II-6b: Student Racial/Ethnic Composition of Previous Community by Detailed Race/Ethnicity

How would you describe the racial/ethnic composition of the community where you grew up?	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
All or nearly all people of my race/ethnicity	24.6% (144)	27.3% (35)	20.9% (54)	20.6% (13)	— (–)	19.4% (42)	14.5% (17)	26.9% (7)
Mostly people of my race/ethnicity	37.0% (217)	28.9% (37)	20.2% (52)	17.5% (11)	— (–)	31.9% (69)	23.9% (28)	— (–)
Half my race/ethnicity and half people of other races/ethn	27.0% (158)	13.3% (17)	19.4% (50)	33.3% (21)	— (–)	27.8% (60)	29.1% (34)	26.9% (7)
Mostly people of other races/ethnicities	8.2% (48)	19.5% (25)	20.9% (54)	15.9% (10)	— (–)	11.6% (25)	17.9% (21)	23.1% (6)
All or nearly all people of other races/ethnicities	3.2% (19)	10.9% (14)	18.6% (48)	12.7% (8)	— (–)	9.3% (20)	14.5% (17)	— (–)

Table II-6c: Student Racial/Ethnic Composition of Previous Community by Area of Enrollment

How would you describe the racial/ethnic composition of the community where you grew up?	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
All or nearly all people of my race/ethnicity	22.0% (96)	22.4% (55)	24.1% (38)	21.6% (119)
Mostly people of my race/ethnicity	31.2% (136)	29.3% (72)	26.6% (42)	30.1% (166)
Half my race/ethnicity and half people of other races/ethn	25.9% (113)	27.6% (68)	27.2% (43)	22.8% (126)
Mostly people of other races/ethnicities	12.2% (53)	12.2% (30)	12.0% (19)	15.8% (87)
All or nearly all people of other races/ethnicities	8.7% (38)	8.5% (21)	10.1% (16)	9.8% (54)

Table II-6d: Student Racial/Ethnic Composition of Previous School

How would you describe the racial/ethnic composition of the school that you graduated from prior to attending UM-Dearborn?	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
All or nearly all people of my race/ethnicity	15.1% (209)	15.3% (117)	15.1% (87)	— (–)	16.0% (93)	14.4% (115)
Mostly people of my race/ethnicity	22.6% (313)	20.0% (153)	26.0% (150)	23.8% (10)	29.7% (173)	17.4% (139)
Half my race/ethnicity and half people of other races/ethn	29.8% (414)	30.0% (230)	29.1% (168)	35.7% (15)	37.5% (218)	24.2% (193)
Mostly people of other races/ethnicities	21.1% (293)	21.1% (162)	20.9% (121)	23.8% (10)	12.2% (71)	27.4% (219)
All or nearly all people of other races/ethnicities	11.5% (159)	13.6% (104)	9.0% (52)	— (–)	4.6% (27)	16.5% (132)

Table II-6e: Student Racial/Ethnic Composition of Previous School by Detailed Race/Ethnicity

How would you describe the racial/ethnic composition of the school that you graduated from prior to attending UM-Dearborn?	White	African Amer/Black	Asian Amer/Asian	Hispanic/Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
All or nearly all people of my race/ethnicity	16.0% (93)	16.5% (21)	16.7% (42)	14.5% (9)	— (–)	10.8% (23)	13.9% (16)	— (–)
Mostly people of my race/ethnicity	29.7% (173)	15.0% (19)	9.9% (25)	14.5% (9)	— (–)	29.2% (62)	19.1% (22)	— (–)
Half my race/ethnicity and half people of other races/ethn	37.5% (218)	21.3% (27)	16.7% (42)	16.1% (10)	— (–)	34.4% (73)	27.8% (32)	29.6% (8)
Mostly people of other races/ethnicities	12.2% (71)	26.8% (34)	36.9% (93)	32.3% (20)	— (–)	15.1% (32)	27.8% (32)	29.6% (8)
All or nearly all people of other races/ethnicities	4.6% (27)	20.5% (26)	19.8% (50)	22.6% (14)	— (–)	10.4% (22)	11.3% (13)	22.2% (6)

Table II-6f: Student Racial/Ethnic Composition of Previous School by Area of Enrollment

How would you describe the racial/ethnic composition of the school that you graduated from prior to attending UM-Dearborn?	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
All or nearly all people of my race/ethnicity	13.9% (60)	13.4% (33)	15.6% (24)	16.4% (89)
Mostly people of my race/ethnicity	23.4% (101)	21.5% (53)	23.4% (36)	22.4% (122)
Half my race/ethnicity and half people of other races/ethn	31.3% (135)	31.6% (78)	31.2% (48)	27.4% (149)
Mostly people of other races/ethnicities	18.6% (80)	19.8% (49)	21.4% (33)	23.5% (128)
All or nearly all people of other races/ethnicities	12.8% (55)	13.8% (34)	8.4% (13)	10.3% (56)

Felt Discrimination in Past 12 Months

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

These tables correlate to Table 20 and 21 in the 2017 DEI Student Report.

Table II-7a: Students Feeling Discriminated Against in the Past 12 Months

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Yes	7.3% *(103)*	7.5% *(58)*	6.3% *(37)*	15.9% *(7)*	5.6% *(33)*	8.1% *(66)*

Table II-7b: Students Feeling Discriminated Against in the Past 12 Months by Detailed Race

	White	African Amer/Black	Asian Amer/Asian	Hispanic / Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Yes	5.6% *(33)*	15.6% *(20)*	6.5% *(17)*	— *(–)*	— *(–)*	5.5% *(12)*	7.8% *(9)*	18.5% *(5)*

Table II-7c: Students Feeling Discriminated Against in the Past 12 Months by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Yes	7.1% *(31)*	8.0% *(20)*	7.0% *(11)*	7.2% *(40)*

Specific Discriminatory Events Experienced

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

Table series II-8 identifies the proportion of students at UM-Dearborn overall who reported feeling some discrimination and who identified one or more specific discriminatory events. The remaining tables in the Table II-8 series detail the breakout by gender and race/ethnicity of those who have felt discriminated against and who identified one or more specific discriminatory events among UM-Dearborn students. Students were asked to indicate if they had experienced events "Never", "1-2 times", or "3 or more times". For this report, we have collapsed all reports of "1-2 times" and "3 or more times" into a reported discriminatory event.

These tables correlate to Table 22 and 23 in the 2017 DEI Student Report.

Table II-8a: Student Type of Discriminatory Event Experienced at UM-Dearborn

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Ability or disability status	3.5% (48)	3.5% (27)	2.1% (12)	20.9% (9)	3.6% (21)	3.4% (27)
Racial or ethnic identity	9.6% (134)	10.7% (83)	8.4% (48)	— (–)	4.6% (27)	13.1% (105)
Sex	7.5% (105)	9.7% (75)	3.8% (22)	18.6% (8)	8.1% (47)	7.1% (57)
Sexual orientation	2.3% (32)	1.4% (11)	2.4% (14)	16.3% (7)	2.9% (17)	1.9% (15)
Gender identity or gender expression	3.5% (48)	2.7% (21)	2.4% (14)	30.2% (13)	3.4% (20)	3.5% (28)
Veteran status	0.6% (9)	— (–)	0.9% (5)	— (–)	— (–)	0.7% (6)
Marital status	1.4% (19)	1.3% (10)	1.6% (9)	— (–)	— (–)	1.7% (14)
National origin	6.3% (87)	6.1% (47)	6.8% (39)	— (–)	2.2% (13)	9.2% (74)
Age	6.0% (84)	6.7% (52)	4.7% (27)	11.6% (5)	5.2% (30)	6.6% (53)
Religion	7.2% (100)	7.0% (54)	7.0% (40)	11.6% (5)	6.7% (39)	7.5% (60)
Height or weight	6.9% (96)	6.1% (47)	7.9% (45)	— (–)	7.6% (44)	6.5% (52)
Political orientation	9.5% (132)	7.8% (60)	11.2% (64)	16.3% (7)	12.6% (73)	7.2% (58)
Social class or Socioeconomic Status	6.8% (94)	6.6% (51)	6.5% (37)	14.0% (6)	6.6% (38)	6.9% (55)
Mental Health status	7.0% (97)	8.2% (63)	4.5% (26)	18.6% (8)	7.1% (41)	6.8% (55)

Table II-8b: Student Type of Discriminatory Event Experienced by Collapsed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Ability or disability status	3.6% (21)	— (–)	2.4% (6)	— (–)	— (–)	3.3% (7)	6.1% (7)	— (–)
Racial or ethnic identity	4.6% (27)	25.0% (32)	13.5% (34)	9.5% (6)	— (–)	7.9% (17)	10.5% (12)	— (–)
Sex	8.1% (47)	9.4% (12)	6.3% (16)	7.9% (5)	— (–)	3.7% (8)	11.4% (13)	— (–)
Sexual orientation	2.9% (17)	— (–)	2.4% (6)	— (–)	— (–)	— (–)	— (–)	— (–)
Gender identity or gender expression	3.4% (20)	— (–)	4.3% (11)	— (–)	— (–)	3.3% (7)	5.3% (6)	— (–)
Veteran status	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)
Marital status	— (–)	— (–)	2.7% (7)	— (–)	— (–)	— (–)	— (–)	— (–)
National origin	2.2% (13)	11.8% (15)	13.4% (34)	— (–)	— (–)	6.0% (13)	4.4% (5)	— (–)
Age	5.2% (30)	10.2% (13)	4.7% (12)	7.9% (5)	— (–)	5.1% (11)	7.0% (8)	— (–)
Religion	6.7% (39)	4.0% (5)	8.3% (21)	— (–)	— (–)	9.8% (21)	7.9% (9)	— (–)
Height or weight	7.6% (44)	4.7% (6)	8.2% (21)	— (–)	— (–)	6.1% (13)	7.9% (9)	— (–)
Political orientation	12.6% (73)	— (–)	6.3% (16)	— (–)	— (–)	5.6% (12)	15.8% (18)	18.5% (5)
Social class or Socioeconomic Status	6.6% (38)	6.3% (8)	7.1% (18)	— (–)	— (–)	5.1% (11)	10.5% (12)	— (–)
Mental Health status	7.1% (41)	5.5% (7)	6.7% (17)	— (–)	— (–)	5.1% (11)	11.4% (13)	— (–)

Table II-8c: Student Type of Discriminatory Event Experienced by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Ability or disability status	5.3% *(23)*	— *(−)*	— *(−)*	3.3% *(18)*
Racial or ethnic identity	8.7% *(38)*	11.3% *(28)*	9.6% *(15)*	9.6% *(52)*
Sex	7.8% *(34)*	6.9% *(17)*	6.4% *(10)*	7.9% *(43)*
Sexual orientation	3.0% *(13)*	— *(−)*	— *(−)*	2.6% *(14)*
Gender identity or gender expression	4.8% *(21)*	— *(−)*	— *(−)*	3.9% *(21)*
Veteran status	— *(−)*	— *(−)*	— *(−)*	— *(−)*
Marital status	1.2% *(5)*	— *(−)*	— *(−)*	1.8% *(10)*
National origin	4.9% *(21)*	4.9% *(12)*	5.2% *(8)*	8.3% *(45)*
Age	6.2% *(27)*	8.5% *(21)*	4.5% *(7)*	5.2% *(28)*
Religion	7.4% *(32)*	6.5% *(16)*	5.8% *(9)*	7.9% *(43)*
Height or weight	5.8% *(25)*	7.3% *(18)*	7.1% *(11)*	7.7% *(42)*
Political orientation	9.0% *(39)*	10.2% *(25)*	8.3% *(13)*	9.9% *(54)*
Social class or Socioeconomic Status	6.5% *(28)*	6.1% *(15)*	9.6% *(15)*	6.6% *(36)*
Mental Health status	7.4% *(32)*	6.5% *(16)*	8.3% *(13)*	6.6% *(36)*

Students

Part III: DEI Perceptions & Experiences, and COVID-19 Impact

Perceptions & Experiences Of Classroom Aspects

After responding to questions thinking about the UM-Dearborn campus as a whole, students were instructed to respond to a few questions relating to their experiences in classrooms and classroom settings, interactions with faculty, staff and administrators, and – lastly – their perceptions about how fairly they feel they are treated in different campus settings.

These tables correlate to Tables 24-27 in the 2017 DEI Student Report.

Table III-1a: Student Levels of Agreement with Statements About Classroom Aspects

In my classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.), I feel listened to by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Faculty instructors	74.0% (1017)	74.7% (572)	74.0% (416)	65.9% (29)	75.8% (433)	73.0% (580)
Student instructors (e.g., GSIs, TAs, etc.)	63.8% (873)	63.5% (483)	65.1% (365)	56.8% (25)	62.1% (351)	65.2% (518)
Other students	72.3% (992)	72.0% (549)	73.0% (411)	70.5% (31)	75.4% (430)	70.1% (556)
Staff instructors	66.4% (912)	67.5% (516)	65.0% (366)	68.2% (30)	65.6% (373)	67.4% (536)

Table III-1b: Student Levels of Agreement with Statements About Classroom Aspects by Detailed Race/Ethnicity

In my classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.), I feel listened to by:	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Faculty instructors	75.8% (433)	72.2% (91)	76.4% (191)	76.2% (48)	— (–)	68.2% (144)	74.6% (85)	66.7% (18)
Student instructors (e.g., GSIs, TAs, etc.)	62.1% (351)	60.3% (76)	68.1% (171)	75.8% (47)	— (–)	67.0% (142)	56.6% (64)	55.6% (15)
Other students	75.4% (430)	63.5% (80)	68.4% (171)	74.6% (47)	— (–)	73.5% (155)	74.3% (84)	59.3% (16)
Staff instructors	65.6% (373)	72.2% (91)	66.9% (168)	71.4% (45)	— (–)	65.6% (139)	66.4% (75)	55.6% (15)

Table III-1c: Student Levels of Agreement with Statements About Classroom Aspects by Area of Enrollment

In my classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.), I feel listened to by:	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Faculty instructors	76.2% *(329)*	74.9% *(182)*	76.3% *(116)*	70.8% *(379)*
Student instructors (e.g., GSIs, TAs, etc.)	62.0% *(266)*	57.3% *(138)*	59.9% *(91)*	69.0% *(369)*
Other students	70.8% *(305)*	74.1% *(180)*	77.6% *(118)*	71.3% *(381)*
Staff instructors	67.2% *(289)*	68.7% *(167)*	68.0% *(104)*	64.1% *(343)*

Table III-1d: Student Levels of Agreement with Statements About Outside Classroom Aspects

In spaces outside the classroom, I feel valued by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Faculty instructors	60.9% *(829)*	62.6% *(475)*	59.1% *(330)*	55.8% *(24)*	57.5% *(324)*	63.6% *(503)*
Other faculty members	57.2% *(776)*	58.5% *(443)*	55.7% *(309)*	55.8% *(24)*	54.6% *(306)*	59.3% *(468)*
Student instructors (e.g., GSIs, TAs, etc.)	56.2% *(761)*	56.7% *(428)*	55.9% *(309)*	55.8% *(24)*	53.8% *(300)*	58.3% *(459)*
Other students	67.4% *(912)*	68.7% *(518)*	65.6% *(364)*	67.4% *(29)*	69.2% *(386)*	66.1% *(521)*
Staff members	59.4% *(805)*	61.5% *(465)*	57.1% *(317)*	53.5% *(23)*	56.8% *(318)*	61.4% *(484)*
University administrators	50.7% *(687)*	53.4% *(403)*	48.9% *(272)*	27.9% *(12)*	43.5% *(243)*	56.0% *(442)*
Other university mentors/advisors	55.7% *(756)*	58.4% *(442)*	53.3% *(296)*	41.9% *(18)*	51.2% *(286)*	59.2% *(468)*

Table III-1e: Student Levels of Agreement with Statements About Outside Classroom Aspects by Detailed Race/Ethnicity

In spaces outside the classroom, I feel valued by:	White	African Amer/Black	Asian Amer/Asian	Hispanic / Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Faculty instructors	57.5% *(324)*	61.1% *(77)*	69.6% *(174)*	69.4% *(43)*	— *(−)*	60.5% *(127)*	54.9% *(62)*	63.0% *(17)*
Other faculty members	54.6% *(306)*	56.3% *(71)*	65.2% *(163)*	67.2% *(41)*	— *(−)*	56.7% *(119)*	50.4% *(57)*	53.8% *(14)*
Student instructors (e.g., GSIs, TAs, etc.)	53.8% *(300)*	55.2% *(69)*	61.8% *(154)*	60.7% *(37)*	— *(−)*	60.3% *(126)*	50.4% *(57)*	51.9% *(14)*
Other students	69.2% *(386)*	57.9% *(73)*	66.7% *(166)*	72.6% *(45)*	— *(−)*	68.6% *(144)*	66.4% *(75)*	60.0% *(15)*
Staff members	56.8% *(318)*	56.3% *(71)*	64.8% *(160)*	72.1% *(44)*	— *(−)*	61.6% *(130)*	55.8% *(63)*	48.1% *(13)*
University administrators	43.5% *(243)*	54.8% *(69)*	60.0% *(150)*	72.1% *(44)*	— *(−)*	55.9% *(118)*	42.0% *(47)*	42.3% *(11)*
Other university mentors/advisors	51.2% *(286)*	60.3% *(76)*	61.2% *(153)*	67.7% *(42)*	— *(−)*	58.3% *(123)*	50.9% *(57)*	53.8% *(14)*

Table III-1f: Student Levels of Agreement with Statements About Outside Classroom Aspects by Area of Enrollment

In spaces outside the classroom, I feel valued by:	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Faculty instructors	64.1% *(273)*	64.7% *(156)*	58.3% *(88)*	57.9% *(308)*
Other faculty members	58.5% *(248)*	57.9% *(139)*	55.6% *(84)*	56.2% *(298)*
Student instructors (e.g., GSIs, TAs, etc.)	55.1% *(233)*	53.3% *(128)*	54.3% *(82)*	59.5% *(314)*
Other students	65.8% *(279)*	70.2% *(170)*	68.7% *(103)*	67.4% *(355)*
Staff members	61.0% *(260)*	61.4% *(148)*	58.9% *(89)*	57.3% *(302)*
University administrators	48.7% *(206)*	56.4% *(136)*	51.0% *(77)*	49.7% *(263)*
Other university mentors/advisors	54.4% *(231)*	62.8% *(152)*	61.6% *(93)*	52.1% *(275)*

Table III-1g: Student Levels of Agreement with Statements About Campus Aspects

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
I am treated fairly and equitably on campus in general	80.7% *(1100)*	81.2% *(616)*	80.7% *(451)*	76.7% *(33)*	83.3% *(469)*	79.3% *(628)*
I am treated fairly and equitably in classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.)	83.2% *(1130)*	83.5% *(632)*	83.5% *(466)*	78.0% *(32)*	86.6% *(486)*	81.1% *(640)*
I am treated fairly and equitably in out-of-classroom spaces (e.g., workshops, co-curricular offerings, etc.).	76.0% *(1019)*	77.8% *(581)*	74.0% *(407)*	75.6% *(31)*	75.9% *(420)*	76.4% *(595)*

Table III-1h: Student Levels of Agreement with Statements About Campus Aspects by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
I am treated fairly and equitably on campus in general	83.3% (469)	74.8% (95)	80.8% (202)	85.2% (52)	— (−)	80.7% (171)	78.6% (88)	66.7% (18)
I am treated fairly and equitably in classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.)	86.6% (486)	75.4% (95)	82.4% (206)	83.3% (50)	— (−)	82.0% (173)	83.9% (94)	74.1% (20)
I am treated fairly and equitably in out-of-classroom spaces (e.g., workshops, co-curricular offerings, etc.).	75.9% (420)	71.0% (88)	76.7% (188)	85.2% (52)	— (−)	79.9% (167)	74.8% (83)	57.7% (15)

Table III-1i: Student Levels of Agreement with Statements About Campus Aspects by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
I am treated fairly and equitably on campus in general	81.5% (348)	82.2% (198)	80.9% (123)	79.5% (422)
I am treated fairly and equitably in classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.)	82.5% (350)	83.8% (202)	83.4% (126)	83.2% (441)
I am treated fairly and equitably in out-of-classroom spaces (e.g., workshops, co-curricular offerings, etc.).	78.3% (328)	75.4% (181)	75.3% (110)	75.0% (392)

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Wellbeing of Students

Overall student wellbeing can be correlated with being in a supportive and strong DEI climate. Questions were added to the 2022 survey to capture overall physical health, mental health, and sleep health for our students. Students were also asked to reflect on their life satisfaction. The specific questions and question wording is presented before each series of data tables.

There are no comparable tables from the 2017 DEI Student Report for all the following sections in Wellbeing of Students.

Overall Mental Health

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

Table III-2a: Student Report of Overall Mental Health

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Excellent/Very Good	33.3% (453)	28.8% (218)	40.5% (227)	14.3% (6)	28.4% (159)	36.5% (290)
Good	31.2% (425)	31.0% (235)	32.0% (179)	26.2% (11)	31.4% (176)	31.1% (247)
Fair	25.1% (342)	29.4% (223)	18.8% (105)	33.3% (14)	29.6% (166)	22.0% (175)
Poor	10.4% (142)	10.8% (82)	8.8% (49)	26.2% (11)	10.5% (59)	10.3% (82)

Table III-2b: Student Report of Overall Mental Health by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Excellent/Very Good	28.4% (159)	34.4% (44)	44.8% (112)	43.5% (27)	— (–)	33.6% (71)	21.2% (24)	37.0% (10)
Good	31.4% (176)	26.6% (34)	33.2% (83)	21.0% (13)	— (–)	31.8% (67)	36.3% (41)	29.6% (8)
Fair	29.6% (166)	30.5% (39)	14.4% (36)	30.6% (19)	— (–)	18.5% (39)	31.0% (35)	25.9% (7)
Poor	10.5% (59)	8.6% (11)	7.6% (19)	— (–)	— (–)	16.1% (34)	11.5% (13)	— (–)

Table III-2c: Student Report of Overall Mental Health by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Excellent/Very Good	25.2% (107)	36.0% (87)	27.0% (41)	40.6% (216)
Good	30.9% (131)	33.9% (82)	42.8% (65)	26.3% (140)
Fair	29.2% (124)	24.0% (58)	23.7% (36)	22.9% (122)
Poor	14.6% (62)	6.2% (15)	6.6% (10)	10.2% (54)

Overall Sleep in the Past Month

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

Table III-3a: Student Report of Sleep Health

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Excellent/Very Good	21.6% *(293)*	18.9% *(143)*	26.2% *(146)*	— *(−)*	19.7% *(110)*	23.0% *(182)*
Good	28.1% *(382)*	26.9% *(204)*	29.6% *(165)*	29.3% *(12)*	27.8% *(155)*	28.2% *(224)*
Fair	29.8% *(405)*	30.5% *(231)*	28.7% *(160)*	34.1% *(14)*	31.6% *(176)*	28.5% *(226)*
Poor	20.5% *(278)*	23.6% *(179)*	15.6% *(87)*	29.3% *(12)*	20.8% *(116)*	20.3% *(161)*

Table III-3b: Student Report of Sleep Health by Detailed Race/Ethnicity

	White	African Amer/Black	Asian Amer/Asian	Hispanic /Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Excellent/Very Good	19.7% *(110)*	16.5% *(21)*	32.0% *(80)*	17.7% *(11)*	— *(−)*	19.9% *(42)*	15.9% *(18)*	29.6% *(8)*
Good	27.8% *(155)*	18.1% *(23)*	38.0% *(95)*	27.4% *(17)*	— *(−)*	25.1% *(53)*	25.7% *(29)*	25.9% *(7)*
Fair	31.6% *(176)*	38.6% *(49)*	18.8% *(47)*	32.3% *(20)*	— *(−)*	33.6% *(71)*	27.4% *(31)*	29.6% *(8)*
Poor	20.8% *(116)*	26.8% *(34)*	11.2% *(28)*	22.6% *(14)*	— *(−)*	21.3% *(45)*	31.0% *(35)*	— *(−)*

Table III-3c: Student Report of Sleep Health by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Excellent/Very Good	15.6% *(66)*	24.0% *(58)*	19.7% *(30)*	26.1% *(138)*
Good	25.5% *(108)*	29.8% *(72)*	28.9% *(44)*	28.7% *(152)*
Fair	34.0% *(144)*	29.8% *(72)*	32.2% *(49)*	25.5% *(135)*
Poor	24.8% *(105)*	16.5% *(40)*	19.1% *(29)*	19.7% *(104)*

Overall Life Satisfaction

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

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

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
I am satisfied with my life.	62.2% (842)	62.9% (474)	62.4% (348)	43.9% (18)	62.9% (350)	61.6% (487)
What I do in my life is worthwhile.	68.2% (924)	69.1% (520)	68.1% (380)	53.7% (22)	66.9% (372)	68.9% (544)

Table III-4b: Student Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
I am satisfied with my life.	62.9% (350)	58.3% (74)	64.4% (161)	70.0% (42)	— (–)	62.1% (131)	54.5% (61)	55.6% (15)
What I do in my life is worthwhile.	66.9% (372)	73.2% (93)	68.3% (170)	65.6% (40)	— (–)	70.1% (148)	66.1% (74)	63.0% (17)

Table III-4c: Student Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
I am satisfied with my life.	53.6% (226)	70.8% (170)	71.5% (108)	62.4% (330)
What I do in my life is worthwhile.	62.1% (262)	71.4% (172)	75.5% (114)	69.1% (365)

Adverse Effects of COVID-19 Among Students

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

There are no comparable tables from the 2017 DEI Student Report for all the following sections in Adverse Effects of COVID-19 Among Students.

COVID-19 Impact: My Own Physical Health

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

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	34.9% (472)	31.4% (236)	40.0% (223)	26.2% (11)	36.3% (202)	33.6% (265)
Somewhat affected	47.6% (644)	51.1% (384)	43.1% (240)	47.6% (20)	50.4% (281)	45.9% (362)
Affected a great deal	17.5% (237)	17.6% (132)	16.9% (94)	26.2% (11)	13.3% (74)	20.4% (161)

Table III-5b: Student COVID-19 Adverse Effect (My Own Physical Health) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	36.3% (202)	30.7% (39)	40.2% (100)	32.8% (20)	— (–)	29.5% (62)	32.1% (36)	30.8% (8)
Somewhat affected	50.4% (281)	48.8% (62)	41.0% (102)	50.8% (31)	— (–)	49.5% (104)	43.8% (49)	42.3% (11)
Affected a great deal	13.3% (74)	20.5% (26)	18.9% (47)	16.4% (10)	— (–)	21.0% (44)	24.1% (27)	26.9% (7)

Table III-5c: Student COVID-19 Adverse Effect (My Own Physical Health) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	32.4% (136)	36.8% (89)	27.8% (42)	37.9% (200)
Somewhat affected	48.6% (204)	48.8% (118)	52.3% (79)	44.9% (237)
Affected a great deal	19.0% (80)	14.5% (35)	19.9% (30)	17.2% (91)

COVID-19 Impact: My Own Mental Health

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

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	21.1% (285)	15.2% (114)	29.3% (163)	16.7% (7)	17.0% (95)	23.8% (187)
Somewhat affected	44.3% (599)	46.4% (349)	41.7% (232)	40.5% (17)	45.5% (254)	43.3% (341)
Affected a great deal	34.7% (469)	38.4% (289)	29.1% (162)	42.9% (18)	37.5% (209)	32.9% (259)

Table III-6b: Student COVID-19 Adverse Effect (My Own Mental Health) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	17.0% (95)	19.7% (25)	29.4% (73)	19.7% (12)	— (–)	20.5% (43)	21.4% (24)	34.6% (9)
Somewhat affected	45.5% (254)	41.7% (53)	47.2% (117)	50.8% (31)	— (–)	43.8% (92)	33.9% (38)	30.8% (8)
Affected a great deal	37.5% (209)	38.6% (49)	23.4% (58)	29.5% (18)	— (–)	35.7% (75)	44.6% (50)	34.6% (9)

Table III-6c: Student COVID-19 Adverse Effect (My Own Mental Health) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	14.8% (62)	24.0% (58)	13.9% (21)	26.7% (141)
Somewhat affected	44.3% (186)	48.3% (117)	45.7% (69)	41.7% (220)
Affected a great deal	41.0% (172)	27.7% (67)	40.4% (61)	31.6% (167)

COVID-19 Impact: Health of Loved One

Table III-7a: Student COVID-19 Adverse Effect (Health of a Loved One)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	29.0% (392)	26.6% (200)	33.3% (185)	14.3% (6)	29.3% (163)	29.0% (228)
Somewhat affected	43.5% (588)	44.2% (332)	43.0% (239)	40.5% (17)	46.5% (259)	41.3% (325)
Affected a great deal	27.5% (371)	29.2% (219)	23.7% (132)	45.2% (19)	24.2% (135)	29.6% (233)

Table III-7b: Student COVID-19 Adverse Effect (Health of a Loved One) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	29.3% (163)	28.6% (36)	37.8% (94)	26.7% (16)	— (–)	22.4% (47)	26.8% (30)	19.2% (5)
Somewhat affected	46.5% (259)	37.3% (47)	36.5% (91)	48.3% (29)	— (–)	48.1% (101)	39.3% (44)	46.2% (12)
Affected a great deal	24.2% (135)	34.1% (43)	25.7% (64)	25.0% (15)	— (–)	29.5% (62)	33.9% (38)	34.6% (9)

Table III-7c: Student COVID-19 Adverse Effect (Health of a Loved One) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	25.2% (106)	30.7% (74)	24.0% (36)	33.0% (174)
Somewhat affected	46.2% (194)	43.6% (105)	48.0% (72)	40.3% (213)
Affected a great deal	28.6% (120)	25.7% (62)	28.0% (42)	26.7% (141)

COVID-19 Impact: Ability to Maintain Social Relationships

Table III-8a: Student COVID-19 Adverse Effect (Ability to Maintain Social Relationships)

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	22.1% (299)	20.0% (150)	25.3% (141)	16.7% (7)	20.6% (115)	23.2% (182)
Somewhat affected	43.3% (585)	44.8% (336)	42.7% (238)	23.8% (10)	45.4% (253)	41.7% (328)
Affected a great deal	34.6% (467)	35.2% (264)	32.0% (178)	59.5% (25)	33.9% (189)	35.1% (276)

Table III-8b: Student COVID-19 Adverse Effect (Ability to Maintain Social Relationships) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	20.6% (115)	23.0% (29)	23.0% (57)	19.7% (12)	— (–)	23.8% (50)	23.2% (26)	23.1% (6)
Somewhat affected	45.4% (253)	40.5% (51)	48.8% (121)	50.8% (31)	— (–)	37.1% (78)	32.1% (36)	38.5% (10)
Affected a great deal	33.9% (189)	36.5% (46)	28.2% (70)	29.5% (18)	— (–)	39.0% (82)	44.6% (50)	38.5% (10)

Table III-8c: Student COVID-19 Adverse Effect (Ability to Maintain Social Relationships) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	18.8% (79)	25.2% (61)	20.5% (31)	23.8% (125)
Somewhat affected	41.7% (175)	45.5% (110)	44.4% (67)	43.2% (227)
Affected a great deal	39.5% (166)	29.3% (71)	35.1% (53)	33.1% (174)

COVID-19 Impact: My Financial Situation

Table III-9a: Student COVID-19 Adverse Effect (My Financial Situation)

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	34.4% *(466)*	29.7% *(223)*	41.5% *(231)*	26.2% *(11)*	42.4% *(236)*	28.9% *(228)*
Somewhat affected	35.3% *(478)*	37.0% *(278)*	33.4% *(186)*	33.3% *(14)*	34.3% *(191)*	36.0% *(284)*
Affected a great deal	30.2% *(409)*	33.4% *(251)*	25.1% *(140)*	40.5% *(17)*	23.3% *(130)*	35.0% *(276)*

Table III-9b: Student COVID-19 Adverse Effect (My Financial Situation) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	42.4% *(236)*	20.5% *(26)*	34.9% *(87)*	23.0% *(14)*	— *(–)*	24.3% *(51)*	33.9% *(38)*	38.5% *(10)*
Somewhat affected	34.3% *(191)*	30.7% *(39)*	41.0% *(102)*	39.3% *(24)*	— *(–)*	37.6% *(79)*	31.2% *(35)*	19.2% *(5)*
Affected a great deal	23.3% *(130)*	48.8% *(62)*	24.1% *(60)*	37.7% *(23)*	— *(–)*	38.1% *(80)*	34.8% *(39)*	42.3% *(11)*

Table III-9c: Student COVID-19 Adverse Effect (My Financial Situation) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	30.7% *(129)*	37.2% *(90)*	27.8% *(42)*	37.5% *(198)*
Somewhat affected	32.4% *(136)*	38.0% *(92)*	42.4% *(64)*	34.5% *(182)*
Affected a great deal	36.9% *(155)*	24.8% *(60)*	29.8% *(45)*	28.0% *(148)*

COVID-19 Impact: My Housing Situation

Table III-10a: Student COVID-19 Adverse Effect (My Housing Situation)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Not at all affected	66.8% *(902)*	64.3% *(482)*	69.8% *(389)*	71.4% *(30)*	75.4% *(419)*	60.9% *(479)*
Somewhat affected	21.0% *(284)*	22.5% *(169)*	19.2% *(107)*	16.7% *(7)*	16.0% *(89)*	24.5% *(193)*
Affected a great deal	12.2% *(165)*	13.2% *(99)*	11.0% *(61)*	11.9% *(5)*	8.6% *(48)*	14.6% *(115)*

Table III-10b: Student COVID-19 Adverse Effect (My Housing Situation) by Detailed Race/Ethnicity

	White	African Amer/Black	Asian Amer/Asian	Hispanic /Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Not at all affected	75.4% *(419)*	57.5% *(73)*	55.8% *(139)*	62.3% *(38)*	— *(–)*	63.8% *(134)*	71.4% *(80)*	52.0% *(13)*
Somewhat affected	16.0% *(89)*	19.7% *(25)*	31.3% *(78)*	26.2% *(16)*	— *(–)*	24.8% *(52)*	13.4% *(15)*	24.0% *(6)*
Affected a great deal	8.6% *(48)*	22.8% *(29)*	12.9% *(32)*	11.5% *(7)*	— *(–)*	11.4% *(24)*	15.2% *(17)*	24.0% *(6)*

Table III-10c: Student COVID-19 Adverse Effect (My Housing Situation) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	64.7% *(271)*	70.7% *(171)*	68.7% *(103)*	66.1% *(349)*
Somewhat affected	20.5% *(86)*	19.8% *(48)*	20.7% *(31)*	22.0% *(116)*
Affected a great deal	14.8% *(62)*	9.5% *(23)*	10.7% *(16)*	11.9% *(63)*

COVID-19 Impact: My Work or Academic Performance

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

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	25.2% (340)	21.2% (158)	30.9% (172)	21.4% (9)	27.1% (150)	24.1% (189)
Somewhat affected	43.8% (590)	47.3% (353)	39.0% (217)	45.2% (19)	45.7% (253)	42.4% (333)
Affected a great deal	31.0% (417)	31.6% (236)	30.0% (167)	33.3% (14)	27.3% (151)	33.5% (263)

Table III-11b: Student COVID-19 Adverse Effect (My Work or Academic Performance) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	27.1% (150)	17.3% (22)	32.7% (81)	28.3% (17)	— (–)	16.3% (34)	24.1% (27)	30.8% (8)
Somewhat affected	45.7% (253)	43.3% (55)	42.7% (106)	40.0% (24)	— (–)	47.8% (100)	34.8% (39)	23.1% (6)
Affected a great deal	27.3% (151)	39.4% (50)	24.6% (61)	31.7% (19)	— (–)	35.9% (75)	41.1% (46)	46.2% (12)

Table III-11c: Student COVID-19 Adverse Effect (My Work or Academic Performance) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	19.6% (82)	30.4% (73)	21.3% (32)	28.3% (149)
Somewhat affected	43.5% (182)	44.6% (107)	52.0% (78)	41.4% (218)
Affected a great deal	36.8% (154)	25.0% (60)	26.7% (40)	30.4% (160)

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

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

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	80.3% (1082)	80.4% (603)	80.5% (447)	75.6% (31)	87.7% (487)	75.2% (590)
Somewhat affected	14.5% (195)	14.4% (108)	14.2% (79)	17.1% (7)	8.8% (49)	18.3% (144)
Affected a great deal	5.3% (71)	5.2% (39)	5.2% (29)	— (−)	3.4% (19)	6.5% (51)

Table III-12b: Student COVID-19 Adverse Effect (Discrimination Related to One or More of My Identities) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	87.7% (487)	68.5% (87)	74.1% (183)	75.0% (45)	— (−)	78.6% (165)	79.5% (89)	69.2% (18)
Somewhat affected	8.8% (49)	22.8% (29)	20.2% (50)	21.7% (13)	— (−)	15.2% (32)	15.2% (17)	— (−)
Affected a great deal	3.4% (19)	8.7% (11)	5.7% (14)	— (−)	— (−)	6.2% (13)	5.4% (6)	19.2% (5)

Table III-12c: Student COVID-19 Adverse Effect (Discrimination Related to One or More of My Identities) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	81.9% (343)	78.8% (190)	80.8% (122)	79.4% (417)
Somewhat affected	13.4% (56)	16.6% (40)	13.9% (21)	14.5% (76)
Affected a great deal	4.8% (20)	4.6% (11)	5.3% (8)	6.1% (32)

COVID-19 Impact: Food Insecurity in the Past 12 Months

Table III-13a: Student COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Yes	10.2% (138)	11.3% (85)	8.2% (46)	17.1% (7)	7.2% (40)	12.2% (96)

Table III-13b: Student COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Yes	7.2% (40)	18.8% (24)	10.8% (27)	13.1% (8)	— (–)	9.6% (20)	10.7% (12)	— (–)

Table III-13c: Student COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months) by Area of Enrollment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Yes	12.2% (51)	7.9% (19)	9.2% (14)	10.0% (53)

Faculty

Part I: Demographics

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

This table correlates to Table 3 in the 2017 DEI Faculty Report.

Table I-1: Selected Faculty Demographics

	Faculty
Age	
Average (years)	50.7 *(235)*
Gender Identity	
Woman	47.6% *(117)*
Man	50.4% *(124)*
Transgender/Gender Non-conforming/Other[1]	— *(–)*
Race/Ethnicity[2]	
African American/Black	— *(–)*
Asian American/Asian/Pacific Islander	18.1% *(43)*
Hispanic/Latino/a	— *(–)*
Middle Eastern/North African	4.6% *(11)*
Native American/Alaskan Native	— *(–)*
White	64.7% *(154)*
More Than One Race/Ethnicity	4.6% *(11)*
Other Race/Ethnicity	— *(–)*
Religious Affiliation	
Christian	42.1% *(98)*
Jewish	— *(–)*
Muslim	8.2% *(19)*
Dharmic Traditions	6.0% *(14)*
Other Religious Affiliation	6.0% *(14)*
Agnostic/Atheist	24.5% *(57)*
None	12.0% *(28)*
U.S. Born[5]	
Yes	62.2% *(150)*
Disability[4]	
Yes, I have a disability	6.2% *(15)*
Sexual Orientation	
Heterosexual	80.4% *(185)*
LBGQA+[3]	19.6% *(45)*
Education	
High school/GED	— *(–)*
Associate's	— *(–)*
Bachelor's	— *(–)*
Post-Graduate	99.2% *(238)*

1: This category for gender included participants who identified as Transgender/Gender Non-Conforming, participants who indicated that their preferred response was not listed, and participants who selected multiple gender categories. Additional details for UM-Dearborn overall are included in Tables I-3.
2: Race/Ethnicity was asked as a select all that apply question. Responders who selected multiple categories are represented here as "More Than One Race/Ethnicity."
3: Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.
4: Disability represents an answer of "Yes, I have a disability" to the question, "Do you have a disability?"
5: U.S. Born represents an answer of "Yes" to the question, "Were you born in the United States, Puerto Rico, a U.S. Island area, or born abroad of U.S. citizen parent.

2022 UM-Dearborn Campus Climate Survey Report

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

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

There is no comparable table in the 2017 DEI Faculty Report.

The following data represents the distribution of the BIPOC categories for all UM-Dearborn and for faculty.

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

	UM-Dearborn Overall	UM-Dearborn Faculty
BIPOC	51.7% *(1101)*	35.3% *(84)*
White	48.3% *(1030)*	64.7% *(154)*

Transgender/Gender Non-Conforming Population Details

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

We have included some data tables for UM-Dearborn faculty overall. This will allow the campus community overall to have a general understanding for how gender identity is currently being expressed at UM-Dearborn.

There is no comparable table in the 2017 DEI Faculty Report.

Table I-3: UM-Dearborn Faculty Detailed Breakout of Response to the Main Gender Identity Question

	Faculty
Man	50.8% *(126)*
Woman	47.2% *(117)*
Transgender/Gender Non-Conforming	— *(−)*
Preferred response not listed	— *(−)*

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

Faculty

Part II: Perceptions of Satisfaction & Climate Experiences

Satisfaction with Campus Climate at UM-Dearborn Campus Overall

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

These tables correlate to Tables 4 and 5 in the 2017 DEI Faculty Report.

Table II-1a: Faculty Satisfaction with UM-Dearborn Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	25.4% (60)	31.3% (36)	19.0% (22)	— (–)	25.0% (38)	21.1% (16)
Neutral	22.0% (52)	20.0% (23)	23.3% (27)	— (–)	23.7% (36)	19.7% (15)
Very Satisfied/Satisfied	52.5% (124)	48.7% (56)	57.8% (67)	— (–)	51.3% (78)	59.2% (45)

Table II-1b: Faculty Satisfaction with UM-Dearborn Campus Climate by Detailed Race

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Dissatisfied/Very Dissatisfied	25.0% (38)	— (–)	23.1% (9)	— (–)	— (–)	— (–)	— (–)	— (–)
Neutral	23.7% (36)	— (–)	23.1% (9)	— (–)	— (–)	— (–)	— (–)	— (–)
Very Satisfied/Satisfied	51.3% (78)	87.5% (7)	53.8% (21)	— (–)	— (–)	72.7% (8)	60.0% (6)	— (–)

Table II-1c: Faculty Satisfaction with UM-Dearborn Campus Climate by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Dissatisfied/Very Dissatisfied	28.8% (40)	20.7% (6)	— (–)	16.2% (6)
Neutral	23.0% (32)	24.1% (7)	— (–)	— (–)
Very Satisfied/Satisfied	48.2% (67)	55.2% (16)	66.7% (12)	73.0% (27)

Dimensions of UM-Dearborn Campus Climate

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

These tables correlate to Table 6 in the 2017 DEI Faculty Report.

Table II-2: Faculty Dimensions of Climate (Mean Ratings)*

Negative	Rating	Positive
Hostile	3.8	Friendly
Racist	3.8	Non-Racist
Homogenous	3.8	Diverse
Disrespectful	3.7	Respectful
Contentious	3.4	Collegial
Sexist	3.5	Non-Sexist
Individualistic	3	Collaborative
Competitive	3.3	Cooperative
Homophobic	4	Queer Positive
Unsupportive	3.4	Supportive
Ageist	3.4	Non-Ageist
Unwelcoming	3.7	Welcoming
Elitist	3.5	Non-Elitist
Transphobic	3.9	Trans Positive

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

General & DEI Climate Factors

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which variables are associated (shared variance is indicated by correlation coefficients). The two factors we used are: (1) General Climate Elements, and (2) DEI Climate Elements. The variables that make up each of the factors are:

Factor 1 General Climate Elements
Hostile/Friendly
Disrespectful/Respectful
Contentious/Collegial
Individualistic/Collaborative
Competitive/Cooperative
Unsupportive/Supportive
Unwelcoming/Welcoming
Ageist/Non-Ageist

Factor 2 DEI Climate Elements
Racist/Non-Racist
Homogenous/Diverse
Sexist/Non-Sexist
Homophobic/Queer Positive
Elitist/Non-Elitist
Transphobic/Trans Positive

In the following two tables, we present the collapsed Factors as an analytic unit. Factors are created by calculating the mean score for all responses provided for each item within each factor. Only individuals who responded to all included items were included in these analyses.

These tables correlate to Tables 7 and 8 in the 2017 DEI Faculty Report.

Table II-3a: Faculty Dimensions of Factors Overall

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Factor 1 Average	3.5 *(233)*	3.4 *(112)*	3.6 *(116)*	— *(–)*	3.5 *(150)*	3.6 *(75)*
Factor 2 Average	3.7 *(227)*	3.6 *(110)*	3.9 *(112)*	— *(–)*	3.8 *(148)*	3.7 *(71)*

Table II-3b: Faculty Dimensions of Factors by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Factor 1 Average	3.5 *(150)*	4.1 *(8)*	3.5 *(39)*	— *(–)*	— *(–)*	3.8 *(10)*	3.5 *(10)*	— *(–)*
Factor 2 Average	3.8 *(148)*	4.0 *(8)*	3.7 *(36)*	— *(–)*	— *(–)*	3.8 *(10)*	3.7 *(10)*	— *(–)*

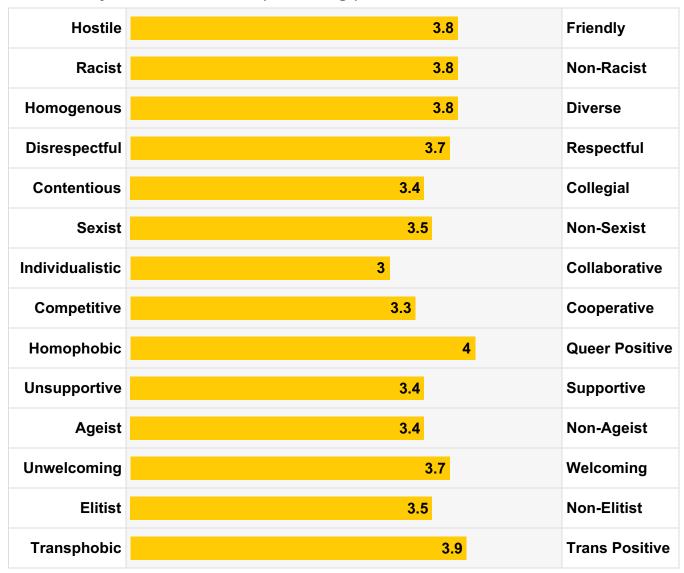**Table II-3c: Faculty Dimensions of Factors by Area of Employment**

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Factor 1 Average	3.4 *(137)*	3.7 *(29)*	3.8 *(18)*	3.9 *(36)*
Factor 2 Average	3.6 *(134)*	4.0 *(29)*	4.1 *(17)*	3.9 *(35)*

DEI Experiences & Perceptions

Faculty were asked to respond to a series of questions about various aspects, experiences, and perceptions of working at UM-Dearborn. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). Tables II-4 series show combined responses for "Agree" plus "Strongly Agree" (4 + 5) ratings.

Faculty were all asked to consider their experiences within the past 12 months.

These tables correlate to Table 13 and 14 in the 2017 DEI Faculty Report.

Table II-4a: Faculty Agreement with Statements About DEI Specific Climate

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
I feel valued as an individual at UM-Dearborn	54.1% (124)	52.7% (59)	56.2% (63)	— (–)	52.7% (78)	60.8% (45)
I feel I belong at UM-Dearborn	61.5% (139)	60.9% (67)	62.5% (70)	— (–)	58.9% (86)	69.9% (51)
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	55.0% (126)	49.1% (55)	61.9% (70)	— (–)	55.7% (83)	54.8% (40)
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	27.3% (62)	25.9% (29)	27.0% (30)	— (–)	29.1% (43)	19.4% (14)
I am treated with respect at UM-Dearborn	63.8% (148)	61.6% (69)	67.5% (77)	— (–)	61.1% (91)	71.1% (54)
I feel others don't value my opinions at UM-Dearborn	27.1% (62)	29.1% (32)	23.0% (26)	— (–)	30.9% (46)	16.4% (12)
UM-Dearborn is a place where I am able to perform up to my full potential	49.4% (114)	51.4% (57)	49.1% (56)	— (–)	49.0% (73)	50.7% (38)
I have opportunities at UM-Dearborn for professional success that are similar to those of my colleagues	51.9% (120)	49.5% (55)	55.3% (63)	— (–)	51.7% (77)	54.7% (41)
I have found one or more communities or groups where I feel I belong at UM-Dearborn	50.4% (115)	58.2% (64)	43.4% (49)	— (–)	55.8% (82)	43.2% (32)
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	14.1% (32)	8.2% (9)	18.9% (21)	— (–)	11.6% (17)	18.9% (14)
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse faculty	36.8% (84)	29.1% (32)	44.6% (50)	— (–)	35.4% (52)	41.9% (31)
I have to work harder than others to be valued equally at UM-Dearborn	41.2% (94)	50.9% (56)	30.4% (34)	— (–)	39.5% (58)	39.2% (29)
My experience at UM-Dearborn has had a positive influence on my professional growth	61.6% (143)	61.3% (68)	62.6% (72)	— (–)	63.3% (95)	62.7% (47)

Table II-4b: Faculty Agreement with Statements About DEI Specific Climate by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
I feel valued as an individual at UM-Dearborn	52.7% (78)	87.5% (7)	59.5% (22)	— (−)	— (−)	72.7% (8)	50.0% (5)	— (−)
I feel I belong at UM-Dearborn	58.9% (86)	100.0% (8)	66.7% (24)	— (−)	— (−)	81.8% (9)	70.0% (7)	— (−)
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	55.7% (83)	— (−)	55.6% (20)	— (−)	— (−)	72.7% (8)	— (−)	— (−)
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	29.1% (43)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
I am treated with respect at UM-Dearborn	61.1% (91)	87.5% (7)	69.2% (27)	— (−)	— (−)	81.8% (9)	70.0% (7)	— (−)
I feel others don't value my opinions at UM-Dearborn	30.9% (46)	— (−)	18.9% (7)	— (−)	— (−)	— (−)	— (−)	— (−)
UM-Dearborn is a place where I am able to perform up to my full potential	49.0% (73)	87.5% (7)	35.9% (14)	— (−)	— (−)	70.0% (7)	60.0% (6)	— (−)
I have opportunities at UM-Dearborn for professional success that are similar to those of my colleagues	51.7% (77)	— (−)	56.4% (22)	— (−)	— (−)	50.0% (5)	60.0% (6)	— (−)
I have found one or more communities or groups where I feel I belong at UM-Dearborn	55.8% (82)	— (−)	39.5% (15)	— (−)	— (−)	60.0% (6)	50.0% (5)	— (−)
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	11.6% (17)	— (−)	28.9% (11)	— (−)	— (−)	— (−)	— (−)	— (−)
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse faculty	35.4% (52)	— (−)	44.7% (17)	— (−)	— (−)	50.0% (5)	— (−)	— (−)
I have to work harder than others to be valued equally at UM-Dearborn	39.5% (58)	— (−)	44.7% (17)	— (−)	— (−)	— (−)	60.0% (6)	— (−)
My experience at UM-Dearborn has had a positive influence on my professional growth	63.3% (95)	— (−)	64.1% (25)	— (−)	— (−)	80.0% (8)	70.0% (7)	— (−)

Table II-4c: Faculty Agreement with Statements About DEI Specific Climate by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
I feel valued as an individual at UM-Dearborn	50.7% *(68)*	57.1% *(16)*	72.2% *(13)*	69.4% *(25)*
I feel I belong at UM-Dearborn	57.9% *(77)*	67.9% *(19)*	77.8% *(14)*	79.4% *(27)*
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	50.7% *(68)*	69.0% *(20)*	72.2% *(13)*	65.7% *(23)*
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	35.1% *(47)*	— *(–)*	— *(–)*	— *(–)*
I am treated with respect at UM-Dearborn	58.1% *(79)*	71.4% *(20)*	83.3% *(15)*	78.4% *(29)*
I feel others don't value my opinions at UM-Dearborn	30.4% *(41)*	17.9% *(5)*	— *(–)*	16.7% *(6)*
UM-Dearborn is a place where I am able to perform up to my full potential	44.4% *(60)*	57.1% *(16)*	77.8% *(14)*	54.1% *(20)*
I have opportunities at UM-Dearborn for professional success that are similar to those of my colleagues	48.9% *(66)*	60.7% *(17)*	50.0% *(9)*	59.5% *(22)*
I have found one or more communities or groups where I feel I belong at UM-Dearborn	53.0% *(71)*	46.4% *(13)*	55.6% *(10)*	47.2% *(17)*
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	12.0% *(16)*	21.4% *(6)*	— *(–)*	13.9% *(5)*
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse faculty	31.3% *(42)*	64.3% *(18)*	38.9% *(7)*	44.4% *(16)*
I have to work harder than others to be valued equally at UM-Dearborn	47.8% *(64)*	21.4% *(6)*	33.3% *(6)*	36.1% *(13)*
My experience at UM-Dearborn has had a positive influence on my professional growth	56.3% *(76)*	69.0% *(20)*	83.3% *(15)*	75.7% *(28)*

Meaningful DEI Interactions

A few survey questions directly focused on interactions with others. Faculty considered the characteristics of individuals at UM-Dearborn with whom they interact in a meaningful way on a regular basis.

This table correlates to Table 15 in the 2017 DEI Faculty Report.

Table II-5: Faculty Frequency of Interactions with Diverse People in the Past 12 Months

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	2.3% *(5)*	14.2% *(31)*	83.6% *(183)*
…whose political opinions are different from your own	4.6% *(10)*	54.8% *(119)*	40.6% *(88)*
…who are immigrants or from an immigrant family	— *(–)*	14.4% *(32)*	84.2% *(187)*
…who are of a different nationality than your own	— *(–)*	11.5% *(26)*	87.2% *(198)*
…who are of a different race or ethnicity than your own	— *(–)*	17.2% *(39)*	81.1% *(184)*
…whose gender is different than your own	— *(–)*	11.0% *(25)*	87.7% *(199)*
…whose sexual orientation is different than your own	6.0% *(13)*	49.3% *(106)*	44.7% *(96)*
…who are from a different social class	3.2% *(7)*	31.9% *(69)*	64.8% *(140)*
…who have physical or other observable disabilities	10.0% *(22)*	66.8% *(147)*	23.2% *(51)*
…who have learning, psychological, or other disabilities that are not readily apparent	3.7% *(8)*	58.3% *(126)*	38.0% *(82)*

Felt Discrimination in Past 12 Months

Faculty were asked to report if anytime over the past 12 months they had felt discriminated against at UM-Dearborn.

These tables correlate to Table 16 and 17 in the 2017 DEI Faculty Report.

Table II-6a: Faculty Who Felt Discrimination in the Past 12 Months

		Gender Identity			Race/Ethnicity	
	Total	**Woman**	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Yes	19.7% *(45)*	22.5% *(25)*	17.0% *(19)*	— *(−)*	16.9% *(25)*	20.5% *(15)*

Table II-6b: Faculty Who Felt Discrimination in the Past 12 Months by Detailed Race

	White	**African Amer/ Black**	**Asian Amer/ Asian**	**Hispanic / Latino/a**	**Native Amer/ Alaskan Native**	**Middle Eastern/ North African**	**More Than One**	**Other Race/ Ethnicity**
Yes	16.9% *(25)*	— *(−)*	16.7% *(6)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*

Table II-6c: Faculty Who Felt Discrimination in the Past 12 Months by Area of Employment

	College of Arts, Sciences and Letters	**College of Business**	**College of Education, Health & Human Services**	**College of Engineering and Computer Science**
Yes	25.9% *(35)*	— *(−)*	— *(−)*	— *(−)*

Specific Discriminatory Events Experienced

Faculty were then asked to identify one or more specific discriminatory events they personally have experienced over the past 12 months at UM-Dearborn.

Table series II-7 identifies the proportion of faculty at UM-Dearborn overall who reported feeling some discrimination and who identified one or more specific discriminatory events. The remaining tables in the Table II-7 series detail the breakout by gender and race/ethnicity of those who have felt discriminated against and who identified one or more specific discriminatory events among UM-Dearborn faculty. Faculty were asked to indicate if they had experienced events "Never", "1-2 times", or "3 or more times". For this report, we have collapsed all reports of "1-2 times" and "3 or more times" into a reported discriminatory event.

These tables correlate to Table 18 and 19 in the 2017 DEI Faculty Report.

Table II-7a: Faculty Type of Discriminatory Event Experienced at UM-Dearborn

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Ability or disability status	2.3% (5)	– (–)	– (–)	– (–)	– (–)	– (–)
Racial or ethnic identity	12.1% (27)	7.5% (8)	15.2% (17)	– (–)	4.8% (7)	25.0% (18)
Sex	16.9% (37)	29.8% (31)	4.5% (5)	– (–)	20.8% (30)	8.7% (6)
Sexual orientation	2.7% (6)	– (–)	– (–)	– (–)	– (–)	– (–)
Gender identity or gender expression	7.7% (17)	10.4% (11)	– (–)	– (–)	8.3% (12)	– (–)
Veteran status	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)
Marital status	5.5% (12)	6.5% (7)	4.6% (5)	– (–)	6.9% (10)	– (–)
National origin	7.6% (17)	4.6% (5)	10.8% (12)	– (–)	3.4% (5)	14.1% (10)
Age	18.8% (42)	19.4% (21)	17.9% (20)	– (–)	21.2% (31)	11.3% (8)
Religion	5.4% (12)	5.6% (6)	4.5% (5)	– (–)	4.2% (6)	– (–)
Height or weight	5.9% (13)	5.7% (6)	5.4% (6)	– (–)	6.9% (10)	– (–)
Political orientation	9.5% (21)	7.6% (8)	10.0% (11)	– (–)	9.2% (13)	8.5% (6)
Social class or Socioeconomic Status	8.6% (19)	10.4% (11)	6.4% (7)	– (–)	9.8% (14)	– (–)
Mental Health status	4.1% (9)	5.7% (6)	– (–)	– (–)	4.9% (7)	– (–)

Table II-7b: Faculty Type of Discriminatory Event Experienced by Collapsed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Ability or disability status	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Racial or ethnic identity	4.8% (7)	— (−)	19.4% (7)	— (−)	— (−)	— (−)	— (−)	— (−)
Sex	20.8% (30)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Sexual orientation	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Gender identity or gender expression	8.3% (12)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Veteran status	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Marital status	6.9% (10)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
National origin	3.4% (5)	— (−)	20.0% (7)	— (−)	— (−)	— (−)	— (−)	— (−)
Age	21.2% (31)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Religion	4.2% (6)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Height or weight	6.9% (10)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Political orientation	9.2% (13)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Social class or Socioeconomic Status	9.8% (14)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Mental Health status	4.9% (7)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

Table II-7c: Faculty Type of Discriminatory Event Experienced by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Ability or disability status	3.9% *(5)*	— *(–)*	— *(–)*	— *(–)*
Racial or ethnic identity	14.3% *(19)*	— *(–)*	— *(–)*	— *(–)*
Sex	24.0% *(31)*	— *(–)*	— *(–)*	— *(–)*
Sexual orientation	3.8% *(5)*	— *(–)*	— *(–)*	— *(–)*
Gender identity or gender expression	10.0% *(13)*	— *(–)*	— *(–)*	— *(–)*
Veteran status	— *(–)*	— *(–)*	— *(–)*	— *(–)*
Marital status	6.2% *(8)*	— *(–)*	— *(–)*	— *(–)*
National origin	5.3% *(7)*	— *(–)*	— *(–)*	— *(–)*
Age	21.2% *(28)*	— *(–)*	— *(–)*	— *(–)*
Religion	— *(–)*	— *(–)*	— *(–)*	— *(–)*
Height or weight	6.9% *(9)*	— *(–)*	— *(–)*	— *(–)*
Political orientation	9.2% *(12)*	— *(–)*	— *(–)*	— *(–)*
Social class or Socioeconomic Status	10.1% *(13)*	— *(–)*	— *(–)*	— *(–)*
Mental Health status	5.4% *(7)*	— *(–)*	— *(–)*	— *(–)*

Faculty

Part III: DEI Perceptions & Experiences, and COVID-19 Impact

Perceptions & Experiences About Work and Department/Unit Aspects

After responding to questions thinking about the UM-Dearborn campus as a whole, faculty were asked to respond to overall satisfaction with the climate/environment at UM-Dearborn based on their work experiences over the past 12 months.

The next set of survey questions asked UM-Dearborn faculty to rate conditions in their time as a faculty member. If they taught in two departments, they were requested to "choose one to rate for this survey."

These tables correlate to Tables 20-23 in the 2017 DEI Faculty Report.

Table III-1a: Faculty Levels of Agreement with Statements About Work Aspects

I am valued in my department/unit for my…	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Teaching	70.5% (160)	70.4% (76)	71.7% (81)	— (–)	70.3% (104)	71.2% (52)
Research, Scholarship, and/or Creativity	51.6% (116)	50.0% (53)	54.9% (62)	— (–)	49.7% (73)	56.2% (41)
Campus Service Contributions	54.6% (124)	55.6% (60)	55.8% (63)	— (–)	54.7% (81)	57.5% (42)
Mentoring of Students	52.2% (117)	49.1% (52)	56.2% (63)	— (–)	50.7% (74)	56.9% (41)
Mentoring of Faculty	26.5% (59)	26.4% (28)	27.9% (31)	— (–)	24.0% (35)	33.3% (24)
Clinical practice	5.4% (12)	5.7% (6)	5.4% (6)	— (–)	4.8% (7)	7.1% (5)

Table III-1b: Faculty Levels of Agreement with Statements About Work Aspects by Detailed Race/Ethnicity

I am valued in my department/unit for my…	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Teaching	70.3% (104)	62.5% (5)	78.4% (29)	— (–)	— (–)	70.0% (7)	60.0% (6)	— (–)
Research, Scholarship, and/or Creativity	49.7% (73)	62.5% (5)	59.5% (22)	— (–)	— (–)	— (–)	70.0% (7)	— (–)
Campus Service Contributions	54.7% (81)	62.5% (5)	67.6% (25)	— (–)	— (–)	50.0% (5)	50.0% (5)	— (–)
Mentoring of Students	50.7% (74)	62.5% (5)	66.7% (24)	— (–)	— (–)	50.0% (5)	60.0% (6)	— (–)
Mentoring of Faculty	24.0% (35)	— (–)	27.8% (10)	— (–)	— (–)	— (–)	— (–)	— (–)
Clinical practice	4.8% (7)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)

Table III-1c: Faculty Levels of Agreement with Statements About Work Aspects by Area of Employment

I am valued in my department/unit for my…	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Teaching	70.4% *(95)*	71.4% *(20)*	82.4% *(14)*	86.1% *(31)*
Research, Scholarship, and/or Creativity	51.1% *(68)*	50.0% *(14)*	47.1% *(8)*	61.1% *(22)*
Campus Service Contributions	54.1% *(73)*	60.7% *(17)*	35.3% *(6)*	63.9% *(23)*
Mentoring of Students	51.5% *(69)*	44.4% *(12)*	62.5% *(10)*	61.1% *(22)*
Mentoring of Faculty	27.1% *(36)*	21.4% *(6)*	31.2% *(5)*	28.6% *(10)*
Clinical practice	— *(–)*	— *(–)*	— *(–)*	— *(–)*

Table III-1d: Faculty Levels of Agreement with Statements About Department/Unit Aspects

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
I have a voice in the decision-making that affects the direction of my department.	52.7% *(117)*	48.6% *(52)*	56.9% *(62)*	— *(–)*	53.5% *(77)*	54.2% *(39)*
The teaching workload is fairly and equitably distributed in my department.	48.9% *(108)*	43.4% *(46)*	56.0% *(61)*	— *(–)*	48.3% *(69)*	52.8% *(38)*
There are fair and equitable expectations regarding research in my department.	47.7% *(105)*	38.1% *(40)*	56.9% *(62)*	— *(–)*	47.2% *(67)*	50.0% *(36)*
There are fair and equitable expectations regarding service in my department.	44.3% *(98)*	35.2% *(37)*	52.7% *(58)*	— *(–)*	43.4% *(62)*	50.0% *(36)*
There are fair and equitable processes for determining compensation in my department.	45.5% *(101)*	37.4% *(40)*	54.5% *(60)*	— *(–)*	42.4% *(61)*	54.2% *(39)*
Support is provided fairly and equitably in my department.	54.8% *(121)*	48.1% *(51)*	62.4% *(68)*	— *(–)*	55.2% *(79)*	58.3% *(42)*
Rewards for work performance are fairly and equitably distributed in my department.	41.4% *(92)*	34.6% *(37)*	48.2% *(53)*	— *(–)*	41.7% *(60)*	44.4% *(32)*

Table III-1e: Faculty Levels of Agreement with Statements About Department/Unit Aspects by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
I have a voice in the decision-making that affects the direction of my department.	53.5% (77)	62.5% (5)	55.6% (20)	— (−)	— (−)	60.0% (6)	60.0% (6)	— (−)
The teaching workload is fairly and equitably distributed in my department.	48.3% (69)	— (−)	61.1% (22)	— (−)	— (−)	60.0% (6)	— (−)	— (−)
There are fair and equitable expectations regarding research in my department.	47.2% (67)	— (−)	63.9% (23)	— (−)	— (−)	— (−)	— (−)	— (−)
There are fair and equitable expectations regarding service in my department.	43.4% (62)	— (−)	66.7% (24)	— (−)	— (−)	— (−)	— (−)	— (−)
There are fair and equitable processes for determining compensation in my department.	42.4% (61)	62.5% (5)	63.9% (23)	— (−)	— (−)	60.0% (6)	50.0% (5)	— (−)
Support is provided fairly and equitably in my department.	55.2% (79)	— (−)	69.4% (25)	— (−)	— (−)	— (−)	60.0% (6)	— (−)
Rewards for work performance are fairly and equitably distributed in my department.	41.7% (60)	— (−)	58.3% (21)	— (−)	— (−)	— (−)	50.0% (5)	— (−)

Table III-1f: Faculty Levels of Agreement with Statements About Department/Unit Aspects by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
I have a voice in the decision-making that affects the direction of my department.	50.4% (65)	57.1% (16)	47.1% (8)	63.9% (23)
The teaching workload is fairly and equitably distributed in my department.	46.9% (61)	60.7% (17)	35.3% (6)	61.1% (22)
There are fair and equitable expectations regarding research in my department.	47.7% (61)	60.7% (17)	35.3% (6)	52.8% (19)
There are fair and equitable expectations regarding service in my department.	36.4% (47)	67.9% (19)	41.2% (7)	61.1% (22)
There are fair and equitable processes for determining compensation in my department.	39.2% (51)	71.4% (20)	47.1% (8)	55.6% (20)
Support is provided fairly and equitably in my department.	50.8% (66)	75.0% (21)	58.8% (10)	60.0% (21)
Rewards for work performance are fairly and equitably distributed in my department.	38.5% (50)	60.7% (17)	29.4% (5)	47.2% (17)

Wellbeing of Faculty

Overall faculty wellbeing can be correlated with being in a supportive and strong DEI climate. Questions were added to the 2022 survey to capture overall physical health, mental health, and sleep health for our faculty. Faculty were also asked to reflect on their life satisfaction. The specific questions and question wording is presented before each series of data tables.

There are no comparable tables from the 2017 DEI Faculty Report for all the following sections in Wellbeing of Faculty.

Overall Mental Health

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

Table III-2a: Faculty Report of Overall Mental Health

	Total	Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/ Non-Binary	White	BIPOC
Excellent/Very Good	54.4% (123)	46.3% (50)	64.3% (72)	— (–)	48.6% (71)	66.2% (49)
Good	29.6% (67)	36.1% (39)	22.3% (25)	— (–)	32.2% (47)	24.3% (18)
Fair	11.5% (26)	12.0% (13)	10.7% (12)	— (–)	15.1% (22)	— (–)
Poor	4.4% (10)	5.6% (6)	— (–)	— (–)	4.1% (6)	— (–)

Table III-2b: Faculty Report of Overall Mental Health by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Excellent/Very Good	48.6% (71)	75.0% (6)	70.3% (26)	— (–)	— (–)	72.7% (8)	50.0% (5)	— (–)
Good	32.2% (47)	— (–)	24.3% (9)	— (–)	— (–)	— (–)	— (–)	— (–)
Fair	15.1% (22)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)
Poor	4.1% (6)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)

Table III-2c: Faculty Report of Overall Mental Health by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Excellent/Very Good	44.8% (60)	64.3% (18)	70.6% (12)	80.6% (29)
Good	34.3% (46)	25.0% (7)	— (–)	16.7% (6)
Fair	14.2% (19)	— (–)	— (–)	— (–)
Poor	6.7% (9)	— (–)	— (–)	— (–)

Overall Sleep in the Past Month

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

Table III-3a: Faculty Report of Sleep Health

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Excellent/Very Good	36.4% (82)	30.8% (33)	43.8% (49)	— (-)	30.8% (45)	47.3% (35)
Good	27.1% (61)	29.9% (32)	24.1% (27)	— (-)	26.7% (39)	28.4% (21)
Fair	24.9% (56)	25.2% (27)	23.2% (26)	— (-)	29.5% (43)	16.2% (12)
Poor	11.6% (26)	14.0% (15)	8.9% (10)	— (-)	13.0% (19)	8.1% (6)

Table III-3b: Faculty Report of Sleep Health by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Excellent/Very Good	30.8% (45)	— (-)	45.9% (17)	— (-)	— (-)	72.7% (8)	— (-)	— (-)
Good	26.7% (39)	— (-)	27.0% (10)	— (-)	— (-)	— (-)	— (-)	— (-)
Fair	29.5% (43)	— (-)	21.6% (8)	— (-)	— (-)	— (-)	— (-)	— (-)
Poor	13.0% (19)	— (-)	— (-)	— (-)	— (-)	— (-)	— (-)	— (-)

Table III-3c: Faculty Report of Sleep Health by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Excellent/Very Good	29.1% (39)	50.0% (14)	47.1% (8)	50.0% (18)
Good	30.6% (41)	21.4% (6)	35.3% (6)	22.2% (8)
Fair	26.9% (36)	17.9% (5)	— (-)	25.0% (9)
Poor	13.4% (18)	— (-)	— (-)	— (-)

Overall Life Satisfaction

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

Table III-4a: Faculty Report of Agreement (those indicating Strongly Agree or Agree) to the Statement

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
I am satisfied with my life.	76.0% (168)	75.2% (79)	77.5% (86)	— (–)	73.6% (106)	81.9% (59)
What I do in my life is worthwhile.	83.7% (185)	85.7% (90)	82.0% (91)	— (–)	81.2% (117)	90.3% (65)

Table III-4b: Faculty Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Detailed Race/Ethnicity

	White	**African Amer/ Black**	**Asian Amer/ Asian**	**Hispanic / Latino/a**	**Native Amer/ Alaskan Native**	**Middle Eastern/ North African**	**More Than One**	**Other Race/ Ethnicity**
I am satisfied with my life.	73.6% (106)	87.5% (7)	77.8% (28)	— (–)	— (–)	90.0% (9)	80.0% (8)	— (–)
What I do in my life is worthwhile.	81.2% (117)	100.0% (8)	86.1% (31)	— (–)	— (–)	100.0% (10)	90.0% (9)	— (–)

Table III-4c: Faculty Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Area of Employment

	College of Arts, Sciences and Letters	**College of Business**	**College of Education, Health & Human Services**	**College of Engineering and Computer Science**
I am satisfied with my life.	74.4% (96)	85.7% (24)	70.6% (12)	83.3% (30)
What I do in my life is worthwhile.	81.4% (105)	82.1% (23)	88.2% (15)	97.2% (35)

Adverse Effects of COVID-19 Among Faculty

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

There are no comparable tables from the 2017 DEI Faculty Report for all the following sections in Adverse Effects of COVID-19 Among Faculty.

COVID-19 Impact: My Own Physical Health

Table III-5a: Faculty COVID-19 Adverse Effect (My Own Physical Health)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	44.4% (99)	36.8% (39)	50.9% (57)	— (−)	45.1% (65)	43.8% (32)
Somewhat affected	46.2% (103)	53.8% (57)	40.2% (45)	— (−)	45.1% (65)	47.9% (35)
Affected a great deal	9.4% (21)	9.4% (10)	8.9% (10)	— (−)	9.7% (14)	8.2% (6)

Table III-5b: Faculty COVID-19 Adverse Effect (My Own Physical Health) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	45.1% (65)	62.5% (5)	36.1% (13)	— (−)	— (−)	— (−)	50.0% (5)	— (−)
Somewhat affected	45.1% (65)	— (−)	55.6% (20)	— (−)	— (−)	63.6% (7)	— (−)	— (−)
Affected a great deal	9.7% (14)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

Table III-5c: Faculty COVID-19 Adverse Effect (My Own Physical Health) by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	45.5% (60)	53.6% (15)	41.2% (7)	38.9% (14)
Somewhat affected	43.9% (58)	39.3% (11)	58.8% (10)	50.0% (18)
Affected a great deal	10.6% (14)	— (−)	— (−)	— (−)

COVID-19 Impact: My Own Mental Health

Table III-6a: Faculty COVID-19 Adverse Effect (My Own Mental Health)

		Gender Identity			Race/Ethnicity	
	Total	**Woman**	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	20.7% (46)	13.2% (14)	27.9% (31)	— (–)	14.7% (21)	32.9% (24)
Somewhat affected	54.5% (121)	50.9% (54)	57.7% (64)	— (–)	54.5% (78)	54.8% (40)
Affected a great deal	24.8% (55)	35.8% (38)	14.4% (16)	— (–)	30.8% (44)	12.3% (9)

Table III-6b: Faculty COVID-19 Adverse Effect (My Own Mental Health) by Detailed Race/Ethnicity

	White	**African Amer/ Black**	**Asian Amer/ Asian**	**Hispanic / Latino/a**	**Native Amer/ Alaskan Native**	**Middle Eastern/ North African**	**More Than One**	**Other Race/ Ethnicity**
Not at all affected	14.7% (21)	— (–)	36.1% (13)	— (–)	— (–)	54.5% (6)	— (–)	— (–)
Somewhat affected	54.5% (78)	75.0% (6)	58.3% (21)	— (–)	— (–)	— (–)	50.0% (5)	— (–)
Affected a great deal	30.8% (44)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)

Table III-6c: Faculty COVID-19 Adverse Effect (My Own Mental Health) by Area of Employment

	College of Arts, Sciences and Letters	**College of Business**	**College of Education, Health & Human Services**	**College of Engineering and Computer Science**
Not at all affected	16.0% (21)	32.1% (9)	— (–)	36.1% (13)
Somewhat affected	51.1% (67)	53.6% (15)	64.7% (11)	58.3% (21)
Affected a great deal	32.8% (43)	— (–)	— (–)	— (–)

COVID-19 Impact: Health of Loved One

Table III-7a: Faculty COVID-19 Adverse Effect (Health of a Loved One)

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	30.5% (68)	20.8% (22)	40.2% (45)	— (–)	29.2% (42)	34.2% (25)
Somewhat affected	45.7% (102)	49.1% (52)	42.0% (47)	— (–)	47.2% (68)	41.1% (30)
Affected a great deal	23.8% (53)	30.2% (32)	17.9% (20)	— (–)	23.6% (34)	24.7% (18)

Table III-7b: Faculty COVID-19 Adverse Effect (Health of a Loved One) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	29.2% (42)	— (–)	33.3% (12)	— (–)	— (–)	45.5% (5)	— (–)	— (–)
Somewhat affected	47.2% (68)	— (–)	52.8% (19)	— (–)	— (–)	— (–)	— (–)	— (–)
Affected a great deal	23.6% (34)	— (–)	13.9% (5)	— (–)	— (–)	— (–)	60.0% (6)	— (–)

Table III-7c: Faculty COVID-19 Adverse Effect (Health of a Loved One) by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	23.5% (31)	64.3% (18)	35.3% (6)	27.8% (10)
Somewhat affected	46.2% (61)	21.4% (6)	47.1% (8)	55.6% (20)
Affected a great deal	30.3% (40)	— (–)	— (–)	16.7% (6)

COVID-19 Impact: Ability to Maintain Social Relationships

Table III-8a: Faculty COVID-19 Adverse Effect (Ability to Maintain Social Relationships)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Not at all affected	10.8% (24)	10.4% (11)	10.7% (12)	— (–)	9.7% (14)	12.3% (9)
Somewhat affected	52.9% (118)	55.7% (59)	50.9% (57)	— (–)	49.3% (71)	60.3% (44)
Affected a great deal	36.3% (81)	34.0% (36)	38.4% (43)	— (–)	41.0% (59)	27.4% (20)

Table III-8b: Faculty COVID-19 Adverse Effect (Ability to Maintain Social Relationships) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	9.7% (14)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)
Somewhat affected	49.3% (71)	62.5% (5)	69.4% (25)	— (–)	— (–)	54.5% (6)	50.0% (5)	— (–)
Affected a great deal	41.0% (59)	— (–)	25.0% (9)	— (–)	— (–)	— (–)	— (–)	— (–)

Table III-8c: Faculty COVID-19 Adverse Effect (Ability to Maintain Social Relationships) by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	9.8% (13)	25.0% (7)	— (–)	— (–)
Somewhat affected	47.7% (63)	60.7% (17)	64.7% (11)	61.1% (22)
Affected a great deal	42.4% (56)	— (–)	— (–)	36.1% (13)

COVID-19 Impact: My Financial Situation

Table III-9a: Faculty COVID-19 Adverse Effect (My Financial Situation)

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	63.7% (142)	61.3% (65)	66.1% (74)	— (−)	67.4% (97)	58.9% (43)
Somewhat affected	30.0% (67)	33.0% (35)	26.8% (30)	— (−)	26.4% (38)	38.4% (28)
Affected a great deal	6.3% (14)	5.7% (6)	7.1% (8)	— (−)	6.2% (9)	— (−)

Table III-9b: Faculty COVID-19 Adverse Effect (My Financial Situation) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	67.4% (97)	75.0% (6)	50.0% (18)	— (−)	— (−)	81.8% (9)	50.0% (5)	— (−)
Somewhat affected	26.4% (38)	— (−)	50.0% (18)	— (−)	— (−)	— (−)	— (−)	— (−)
Affected a great deal	6.2% (9)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

Table III-9c: Faculty COVID-19 Adverse Effect (My Financial Situation) by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	60.6% (80)	78.6% (22)	58.8% (10)	61.1% (22)
Somewhat affected	28.8% (38)	21.4% (6)	41.2% (7)	38.9% (14)
Affected a great deal	10.6% (14)	— (−)	— (−)	— (−)

COVID-19 Impact: My Housing Situation

Table III-10a: Faculty COVID-19 Adverse Effect (My Housing Situation)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	88.8% *(198)*	89.6% *(95)*	88.4% *(99)*	— *(–)*	93.1% *(134)*	83.6% *(61)*
Somewhat affected	10.3% *(23)*	9.4% *(10)*	10.7% *(12)*	— *(–)*	6.2% *(9)*	15.1% *(11)*
Affected a great deal	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*

Table III-10b: Faculty COVID-19 Adverse Effect (My Housing Situation) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	93.1% *(134)*	75.0% *(6)*	80.6% *(29)*	— *(–)*	— *(–)*	100.0% *(11)*	80.0% *(8)*	— *(–)*
Somewhat affected	6.2% *(9)*	— *(–)*	19.4% *(7)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*
Affected a great deal	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*

Table III-10c: Faculty COVID-19 Adverse Effect (My Housing Situation) by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	87.1% *(115)*	96.4% *(27)*	94.1% *(16)*	83.3% *(30)*
Somewhat affected	11.4% *(15)*	— *(–)*	— *(–)*	16.7% *(6)*
Affected a great deal	— *(–)*	— *(–)*	— *(–)*	— *(–)*

COVID-19 Impact: My Work or Academic Performance

Table III-11a: Faculty COVID-19 Adverse Effect (My Work or Academic Performance)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	25.1% (56)	25.5% (27)	25.0% (28)	— (–)	23.6% (34)	27.4% (20)
Somewhat affected	49.3% (110)	44.3% (47)	55.4% (62)	— (–)	49.3% (71)	52.1% (38)
Affected a great deal	25.6% (57)	30.2% (32)	19.6% (22)	— (–)	27.1% (39)	20.5% (15)

Table III-11b: Faculty COVID-19 Adverse Effect (My Work or Academic Performance) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	23.6% (34)	— (–)	22.2% (8)	— (–)	— (–)	45.5% (5)	— (–)	— (–)
Somewhat affected	49.3% (71)	— (–)	44.4% (16)	— (–)	— (–)	54.5% (6)	80.0% (8)	— (–)
Affected a great deal	27.1% (39)	— (–)	33.3% (12)	— (–)	— (–)	— (–)	— (–)	— (–)

Table III-11c: Faculty COVID-19 Adverse Effect (My Work or Academic Performance) by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Not at all affected	18.9% (25)	39.3% (11)	29.4% (5)	30.6% (11)
Somewhat affected	51.5% (68)	35.7% (10)	64.7% (11)	47.2% (17)
Affected a great deal	29.5% (39)	25.0% (7)	— (–)	22.2% (8)

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

Table III-12a: Faculty COVID-19 Adverse Effect (Discrimination Related to One or More of My Identities)

	Total	**Gender Identity**			**Race/Ethnicity**	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	81.6% (177)	80.6% (83)	83.5% (91)	— (–)	89.4% (127)	69.6% (48)
Somewhat affected	14.3% (31)	14.6% (15)	12.8% (14)	— (–)	8.5% (12)	24.6% (17)
Affected a great deal	4.1% (9)	4.9% (5)	— (–)	— (–)	— (–)	— (–)

Table III-12b: Faculty COVID-19 Adverse Effect (Discrimination Related to One or More of My Identities) by Detailed Race/Ethnicity

	White	**African Amer/ Black**	**Asian Amer/ Asian**	**Hispanic / Latino/a**	**Native Amer/ Alaskan Native**	**Middle Eastern/ North African**	**More Than One**	**Other Race/ Ethnicity**
Not at all affected	89.4% (127)	87.5% (7)	60.0% (21)	— (–)	— (–)	100.0% (9)	60.0% (6)	— (–)
Somewhat affected	8.5% (12)	— (–)	34.3% (12)	— (–)	— (–)	— (–)	— (–)	— (–)
Affected a great deal	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)

Table III-12c: Faculty COVID-19 Adverse Effect (Discrimination Related to One or More of My Identities) by Area of Employment

	College of Arts, Sciences and Letters	**College of Business**	**College of Education, Health & Human Services**	**College of Engineering and Computer Science**
Not at all affected	79.7% (102)	85.7% (24)	94.1% (16)	76.5% (26)
Somewhat affected	14.8% (19)	— (–)	— (–)	20.6% (7)
Affected a great deal	5.5% (7)	— (–)	— (–)	— (–)

COVID-19 Impact: Food Insecurity in the Past 12 Months

Table III-13a: Faculty COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Yes	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)

Table III-13b: Faculty COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Yes	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)	– (–)

Table III-13c: Faculty COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months) by Area of Employment

	College of Arts, Sciences and Letters	College of Business	College of Education, Health & Human Services	College of Engineering and Computer Science
Yes	– (–)	– (–)	– (–)	– (–)

Staff

Part I: Demographics

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

This table correlates to Table 4 in the 2017 DEI Staff Report.

Table I-1: Selected Staff Demographics

	Staff
Age	
Average (years)	**44.8** *(285)*
Gender Identity	
Woman	**65.4%** *(187)*
Man	**33.6%** *(96)*
Transgender/Gender Non-conforming/Other[1]	**—** *(–)*
Race/Ethnicity[2]	
African American/Black	**10.1%** *(29)*
Asian American/Asian/Pacific Islander	**—** *(–)*
Hispanic/Latino/a	**—** *(–)*
Middle Eastern/North African	**—** *(–)*
Native American/Alaskan Native	**—** *(–)*
White	**77.0%** *(221)*
More Than One Race/Ethnicity	**4.9%** *(14)*
Other Race/Ethnicity	**—** *(–)*
Religious Affiliation	
Christian	**62.7%** *(178)*
Jewish	**—** *(–)*
Muslim	**—** *(–)*
Dharmic Traditions	**—** *(–)*
Other Religious Affiliation	**4.2%** *(12)*
Agnostic/Atheist	**18.7%** *(53)*
None	**9.9%** *(28)*
U.S. Born[5]	
Yes	**94.1%** *(269)*
Disability[4]	
Yes, I have a disability	**8.0%** *(23)*
Sexual Orientation	
Heterosexual	**83.3%** *(234)*
LBGQA+[3]	**16.7%** *(47)*
Education	
High school/GED	**12.2%** *(35)*
Associate's	**8.0%** *(23)*
Bachelor's	**34.0%** *(98)*
Post-Graduate	**44.4%** *(128)*

1: This category for gender included participants who identified as Transgender/Gender Non-Conforming, participants who indicated that their preferred response was not listed, and participants who selected multiple gender categories. Additional details for UM-Dearborn overall are included in Tables I-3.
2: Race/Ethnicity was asked as a select all that apply question. Responders who selected multiple categories are represented here as "More Than One Race/Ethnicity."
3: Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.
4: Disability represents an answer of "Yes, I have a disability" to the question, "Do you have a disability?"
5: U.S. Born represents an answer of "Yes" to the question, "Were you born in the United States, Puerto Rico, a U.S. Island area, or born abroad of U.S. citizen parent.

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

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

There is no comparable table in the 2017 DEI Staff Report.

The following data represents the distribution of the BIPOC categories for all UM-Dearborn and for staff.

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

	UM-Dearborn Overall	UM-Dearborn Staff
BIPOC	51.7% *(1101)*	23.0% *(66)*
White	48.3% *(1030)*	77.0% *(221)*

Transgender/Gender Non-Conforming Population Details

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

We have included some data tables for UM-Dearborn staff overall. This will allow the campus community overall to have a general understanding for how gender identity is currently being expressed at UM-Dearborn.

There is no comparable table in the 2017 DEI Staff Report.

Table I-3: UM-Dearborn Staff Detailed Breakout of Response to the Main Gender Identity Question

	Staff
Man	33.2% *(96)*
Woman	65.4% *(189)*
Transgender/Gender Non-Conforming	— *(−)*
Preferred response not listed	— *(−)*

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

Staff

Part II: Perceptions of Satisfaction & Climate Experiences

Satisfaction with Campus Climate at UM-Dearborn Campus Overall

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

These tables correlate to Tables 5 and 6 in the 2017 DEI Staff Report.

Table II-1a: Staff Satisfaction with Overall UM-Dearborn Campus Climate

	Total	Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/Non-Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	12.2% (35)	11.3% (21)	11.5% (11)	— (–)	11.8% (26)	10.6% (7)
Neutral	23.3% (67)	23.1% (43)	22.9% (22)	— (–)	21.4% (47)	30.3% (20)
Very Satisfied/Satisfied	64.6% (186)	65.6% (122)	65.6% (63)	— (–)	66.8% (147)	59.1% (39)

Table II-1b: Staff Satisfaction with UM-Dearborn Campus Climate by Detailed Race

	White	African Amer/Black	Asian Amer/Asian	Hispanic / Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Dissatisfied/Very Dissatisfied	11.8% (26)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)
Neutral	21.4% (47)	27.6% (8)	— (–)	— (–)	— (–)	— (–)	35.7% (5)	— (–)
Very Satisfied/Satisfied	66.8% (147)	65.5% (19)	55.6% (5)	— (–)	— (–)	— (–)	50.0% (7)	— (–)

Dimensions of UM-Dearborn Campus Climate

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

These tables correlate to Table 7 in the 2017 DEI Staff Report.

Table II-2: Staff Dimensions of Climate (Mean Ratings)*

Hostile	4.2	Friendly
Racist	4.1	Non-Racist
Homogenous	4	Diverse
Disrespectful	4.1	Respectful
Contentious	3.6	Collegial
Sexist	3.9	Non-Sexist
Individualistic	3.5	Collaborative
Competitive	3.5	Cooperative
Homophobic	4.2	Queer Positive
Unsupportive	3.9	Supportive
Ageist	3.7	Non-Ageist
Unwelcoming	4.2	Welcoming
Elitist	3.3	Non-Elitist
Transphobic	4	Trans Positive

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

General & DEI Climate Factors

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which variables are associated (shared variance is indicated by correlation coefficients). The two factors we used are: (1) General Climate Elements, and (2) DEI Climate Elements. The variables that make up each of the factors are:

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

In the following two tables, we present the collapsed Factors as an analytic unit. Factors are created by calculating the mean score for all responses provided for each item within each factor. Only individuals who responded to all included items were included in these analyses.

These tables correlate to Tables 8 and 9 in the 2017 DEI Staff Report.

Table II-3a: Staff Dimensions of Factors Overall

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Factor 1 Average	3.8 (286)	3.9 (186)	3.9 (95)	– (–)	3.9 (219)	3.8 (66)
Factor 2 Average	4.0 (286)	3.9 (186)	4.2 (95)	– (–)	4.0 (219)	3.9 (66)

Table II-3b: Staff Dimensions of Factors by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Factor 1 Average	3.9 (219)	3.9 (29)	3.8 (9)	4.0 (5)	– (–)	– (–)	3.5 (14)	3.7 (5)
Factor 2 Average	4.0 (219)	3.9 (29)	4.3 (9)	3.6 (5)	– (–)	– (–)	3.7 (14)	4.1 (5)

DEI Experiences & Perceptions

Staff were asked to respond to a series of questions about various aspects, experiences, and perceptions of working at UM-Dearborn. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). Tables II-4 series show combined responses for "Agree" plus "Strongly Agree" (4 + 5) ratings.

Staff were all asked to consider their experiences within the past 12 months.

These tables correlate to Table 14 in the 2017 DEI Staff Report.

Table II-4a: Staff Agreement with Statements About DEI Specific Climate

	Total	**Gender Identity**			**Race/Ethnicity**	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
I feel valued as an individual at UM-Dearborn	64.4% *(183)*	66.8% *(123)*	62.8% *(59)*	— *(−)*	64.8% *(140)*	65.2% *(43)*
I feel I belong at UM-Dearborn	67.1% *(190)*	69.6% *(128)*	65.6% *(61)*	— *(−)*	70.8% *(153)*	56.9% *(37)*
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	66.9% *(190)*	65.8% *(121)*	70.2% *(66)*	— *(−)*	69.9% *(151)*	57.6% *(38)*
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	15.5% *(44)*	13.0% *(24)*	18.1% *(17)*	— *(−)*	16.2% *(35)*	12.1% *(8)*
I am treated with respect at UM-Dearborn	79.4% *(228)*	79.6% *(148)*	82.1% *(78)*	— *(−)*	79.9% *(175)*	80.3% *(53)*
I feel others don't value my opinions at UM-Dearborn	18.1% *(52)*	17.2% *(32)*	18.9% *(18)*	— *(−)*	17.8% *(39)*	18.2% *(12)*
UM-Dearborn is a place where I am able to perform up to my full potential	59.9% *(172)*	61.3% *(114)*	60.0% *(57)*	— *(−)*	62.1% *(136)*	54.5% *(36)*
I have opportunities at UM-Dearborn for professional success that are similar to those of my colleagues	60.1% *(172)*	60.5% *(112)*	62.1% *(59)*	— *(−)*	62.4% *(136)*	54.5% *(36)*
I have found one or more communities or groups where I feel I belong at UM-Dearborn	46.7% *(133)*	51.1% *(95)*	38.7% *(36)*	— *(−)*	51.2% *(111)*	31.8% *(21)*
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	12.7% *(36)*	8.6% *(16)*	20.4% *(19)*	— *(−)*	13.4% *(29)*	9.1% *(6)*
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse staff	46.0% *(131)*	44.1% *(82)*	52.7% *(49)*	— *(−)*	47.0% *(102)*	43.9% *(29)*
I have to work harder than others to be valued equally at UM-Dearborn	22.8% *(65)*	22.6% *(42)*	20.4% *(19)*	— *(−)*	19.8% *(43)*	30.3% *(20)*
My experience at UM-Dearborn has had a positive influence on my professional growth	72.2% *(205)*	72.6% *(135)*	72.8% *(67)*	— *(−)*	71.8% *(155)*	74.2% *(49)*

Table II-4b: Staff Agreement with Statements About DEI Specific Climate by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
I feel valued as an individual at UM-Dearborn	64.8% (140)	69.0% (20)	55.6% (5)	— (−)	— (−)	— (−)	71.4% (10)	— (−)
I feel I belong at UM-Dearborn	70.8% (153)	57.1% (16)	55.6% (5)	— (−)	— (−)	— (−)	64.3% (9)	— (−)
UM-Dearborn has a strong commitment to diversity, equity, and inclusion	69.9% (151)	55.2% (16)	55.6% (5)	— (−)	— (−)	— (−)	50.0% (7)	— (−)
I have considered leaving UM-Dearborn because I felt isolated or unwelcomed	16.2% (35)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
I am treated with respect at UM-Dearborn	79.9% (175)	79.3% (23)	77.8% (7)	— (−)	— (−)	— (−)	85.7% (12)	— (−)
I feel others don't value my opinions at UM-Dearborn	17.8% (39)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
UM-Dearborn is a place where I am able to perform up to my full potential	62.1% (136)	58.6% (17)	55.6% (5)	— (−)	— (−)	— (−)	50.0% (7)	— (−)
I have opportunities at UM-Dearborn for professional success that are similar to those of my colleagues	62.4% (136)	62.1% (18)	— (−)	— (−)	— (−)	— (−)	57.1% (8)	— (−)
I have found one or more communities or groups where I feel I belong at UM-Dearborn	51.2% (111)	34.5% (10)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
There is too much emphasis put on issues of diversity, equity, and inclusion at UM-Dearborn	13.4% (29)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
UM-Dearborn provides sufficient programs and resources to foster the success of a diverse staff	47.0% (102)	41.4% (12)	66.7% (6)	— (−)	— (−)	— (−)	35.7% (5)	— (−)
I have to work harder than others to be valued equally at UM-Dearborn	19.8% (43)	31.0% (9)	— (−)	— (−)	— (−)	— (−)	35.7% (5)	— (−)
My experience at UM-Dearborn has had a positive influence on my professional growth	71.8% (155)	72.4% (21)	77.8% (7)	— (−)	— (−)	— (−)	71.4% (10)	— (−)

Meaningful DEI Interactions

A few survey questions directly focused on interactions with others. Staff considered the characteristics of individuals at UM-Dearborn with whom they interact in a meaningful way on a regular basis.

This table correlates to Table 16 in the 2017 DEI Staff Report.

Table II-5: Staff Frequency of Interactions with Diverse People in the Past 12 Months

Meaningful interactions with people…	**Never**	**Seldom/Sometimes**	**Often/Very Often**
…whose religious beliefs are different than your own	— *(–)*	29.2% *(80)*	70.4% *(193)*
…whose political opinions are different from your own	1.8% *(5)*	50.4% *(138)*	47.8% *(131)*
…who are immigrants or from an immigrant family	2.9% *(8)*	36.3% *(101)*	60.8% *(169)*
…who are of a different nationality than your own	— *(–)*	23.8% *(67)*	75.8% *(213)*
…who are of a different race or ethnicity than your own	— *(–)*	16.3% *(46)*	83.3% *(235)*
…whose gender is different than your own	— *(–)*	15.0% *(42)*	85.0% *(238)*
…whose sexual orientation is different than your own	— *(–)*	56.1% *(152)*	43.2% *(117)*
…who are from a different social class	— *(–)*	48.2% *(131)*	51.1% *(139)*
…who have physical or other observable disabilities	12.5% *(35)*	73.9% *(207)*	13.6% *(38)*
…who have learning, psychological, or other disabilities that are not readily apparent	9.7% *(26)*	69.1% *(186)*	21.2% *(57)*

Felt Discrimination in Past 12 Months

Staff were asked to report if anytime over the past 12 months they had felt discriminated against at UM-Dearborn.

These tables correlate to Table 17 in the 2017 DEI Staff Report.

Table II-6a: Staff Feeling Discriminated Against in the Past 12 Months

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Yes	10.8% (30)	11.6% (21)	6.5% (6)	— (–)	10.3% (22)	10.8% (7)

Table II-6b: Staff Feeling Discriminated Against in the Past 12 Months by Detailed Race

	White	**African Amer/ Black**	**Asian Amer/ Asian**	**Hispanic / Latino/a**	**Native Amer/ Alaskan Native**	**Middle Eastern/ North African**	**More Than One**	**Other Race/ Ethnicity**
Yes	10.3% (22)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)

Specific Discriminatory Events Experienced

Staff were then asked to identify one or more specific discriminatory events they personally have experienced over the past 12 months at UM-Dearborn.

Table series II-7 identifies the proportion of staff at UM-Dearborn overall who reported feeling some discrimination and who identified one or more specific discriminatory events. The remaining tables in the Table II-7 series detail the breakout by gender and race/ethnicity of those who have felt discriminated against and who identified one or more specific discriminatory events among UM-Dearborn staff. Staff were asked to indicate if they had experienced events "Never", "1-2 times", or "3 or more times". For this report, we have collapsed all reports of "1-2 times" and "3 or more times" into a reported discriminatory event.

These tables correlate to Table 19 in the 2017 DEI Staff Report.

Table II-7a: Staff Type of Discriminatory Event Experienced at UM-Dearborn

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Ability or disability status	3.2% (9)	3.9% (7)	— (−)	— (−)	2.8% (6)	— (−)
Racial or ethnic identity	5.0% (14)	5.5% (10)	— (−)	— (−)	— (−)	15.2% (10)
Sex	10.4% (29)	12.8% (23)	— (−)	— (−)	10.4% (22)	9.2% (6)
Sexual orientation	1.8% (5)	— (−)	— (−)	— (−)	2.4% (5)	— (−)
Gender identity or gender expression	2.5% (7)	— (−)	— (−)	— (−)	3.3% (7)	— (−)
Veteran status	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Marital status	3.6% (10)	2.8% (5)	— (−)	— (−)	2.8% (6)	— (−)
National origin	1.8% (5)	2.8% (5)	— (−)	— (−)	— (−)	— (−)
Age	13.3% (37)	14.0% (25)	10.8% (10)	— (−)	12.3% (26)	16.9% (11)
Religion	1.8% (5)	— (−)	— (−)	— (−)	— (−)	— (−)
Height or weight	3.6% (10)	4.4% (8)	— (−)	— (−)	3.8% (8)	— (−)
Political orientation	6.8% (19)	4.4% (8)	10.8% (10)	— (−)	6.6% (14)	7.6% (5)
Social class or Socioeconomic Status	6.4% (18)	4.4% (8)	6.5% (6)	— (−)	5.2% (11)	9.1% (6)
Mental Health status	3.6% (10)	3.3% (6)	— (−)	— (−)	3.8% (8)	— (−)

Table II-7b: Staff Type of Discriminatory Event Experienced by Collapsed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Ability or disability status	2.8% (6)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Racial or ethnic identity	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Sex	10.4% (22)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Sexual orientation	2.4% (5)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Gender identity or gender expression	3.3% (7)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Veteran status	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Marital status	2.8% (6)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
National origin	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Age	12.3% (26)	17.2% (5)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Religion	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Height or weight	3.8% (8)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Political orientation	6.6% (14)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Social class or Socioeconomic Status	5.2% (11)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Mental Health status	3.8% (8)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

Staff

Part III: DEI Perceptions & Experiences, and COVID-19 Impact

Perceptions & Experiences Of Work Aspects

After responding to questions thinking about the UM-Dearborn campus as a whole, staff were instructed to respond to overall satisfaction with the climate/environment at UM-Dearborn based on their work experiences over the past 12 months.

The next set of survey questions asked UM-Dearborn staff to rate conditions in their "primary work unit." Individuals who have multiple appointments, were requested to rate the work unit that they consider to be their primary appointment. This was described as: "Normally this [primary work unit] would be the work unit in which you spend the most time (regardless of percentage of budgeted appointment). If you work in two work units to an equal degree, please simply choose one to rate for this survey.

These tables correlate to Table 21 in the 2017 DEI Staff Report.

Table III-1a: Staff Levels of Agreement with Statements About Work Aspects

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
My ideas are seriously considered in my unit	73.5% (205)	71.1% (128)	79.6% (74)	— (−)	72.6% (154)	75.4% (49)
I have a voice in the decision-making that affects my work in my unit	71.3% (199)	67.2% (121)	81.7% (76)	— (−)	71.7% (152)	70.8% (46)
The workload is fairly and equitably distributed in my unit	54.6% (153)	52.5% (95)	62.4% (58)	— (−)	55.9% (119)	52.3% (34)
There are fair and equitable processes for determining compensation in my unit	45.1% (124)	45.5% (81)	47.3% (43)	— (−)	44.3% (93)	49.2% (31)
Support is provided fairly and equitably in my unit	64.6% (179)	64.0% (114)	68.8% (64)	— (−)	66.8% (141)	59.4% (38)
Rewards for work performance are fairly and equitably distributed in my unit	48.0% (133)	47.2% (84)	52.7% (49)	— (−)	47.9% (101)	50.0% (32)

Table III-1b: Staff Levels of Agreement with Statements About Work Aspects by Detailed Race/Ethnicity

	White	**African Amer/ Black**	**Asian Amer/ Asian**	**Hispanic / Latino/a**	**Native Amer/ Alaskan Native**	**Middle Eastern/ North African**	**More Than One**	**Other Race/ Ethnicity**
My ideas are seriously considered in my unit	72.6% (154)	82.1% (23)	66.7% (6)	— (−)	— (−)	— (−)	85.7% (12)	— (−)
I have a voice in the decision-making that affects my work in my unit	71.7% (152)	78.6% (22)	77.8% (7)	— (−)	— (−)	— (−)	64.3% (9)	— (−)
The workload is fairly and equitably distributed in my unit	55.9% (119)	60.7% (17)	55.6% (5)	— (−)	— (−)	— (−)	50.0% (7)	— (−)
There are fair and equitable processes for determining compensation in my unit	44.3% (93)	50.0% (14)	— (−)	— (−)	— (−)	— (−)	50.0% (7)	— (−)
Support is provided fairly and equitably in my unit	66.8% (141)	71.4% (20)	55.6% (5)	— (−)	— (−)	— (−)	42.9% (6)	— (−)
Rewards for work performance are fairly and equitably distributed in my unit	47.9% (101)	50.0% (14)	55.6% (5)	— (−)	— (−)	— (−)	50.0% (7)	— (−)

Wellbeing of Staff

Overall staff wellbeing can be correlated with being in a supportive and strong DEI climate. Questions were added to the 2022 survey to capture overall physical health, mental health, and sleep health for our staff. Staff were also asked to reflect on their life satisfaction. The specific questions and question wording is presented before each series of data tables.

There are no comparable tables from the 2017 DEI Staff Report for all the following sections in Wellbeing of Staff.

Overall Mental Health

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

Table III-2a: Staff Report of Overall Mental Health

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Excellent/Very Good	52.0% (145)	51.6% (94)	54.3% (50)	— (−)	51.4% (110)	54.7% (35)
Good	31.5% (88)	31.9% (58)	29.3% (27)	— (−)	33.2% (71)	25.0% (16)
Fair	13.6% (38)	13.7% (25)	13.0% (12)	— (−)	12.6% (27)	17.2% (11)
Poor	2.9% (8)	2.7% (5)	— (−)	— (−)	2.8% (6)	— (−)

Table III-2b: Staff Report of Overall Mental Health by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Excellent/Very Good	51.4% (110)	63.0% (17)	55.6% (5)	— (−)	— (−)	— (−)	35.7% (5)	— (−)
Good	33.2% (71)	22.2% (6)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Fair	12.6% (27)	— (−)	— (−)	— (−)	— (−)	— (−)	35.7% (5)	— (−)
Poor	2.8% (6)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

Overall Sleep in the Past Month

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

Table III-3a: Staff Report of Sleep Health

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
Excellent/Very Good	25.9% (72)	26.0% (47)	26.1% (24)	— (-)	26.6% (57)	23.8% (15)
Good	36.0% (100)	38.1% (69)	30.4% (28)	— (-)	36.0% (77)	36.5% (23)
Fair	29.1% (81)	27.6% (50)	32.6% (30)	— (-)	29.0% (62)	28.6% (18)
Poor	9.0% (25)	8.3% (15)	10.9% (10)	— (-)	8.4% (18)	11.1% (7)

Table III-3b: Staff Report of Sleep Health by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Excellent/Very Good	26.6% (57)	19.2% (5)	— (-)	— (-)	— (-)	— (-)	— (-)	— (-)
Good	36.0% (77)	42.3% (11)	— (-)	— (-)	— (-)	— (-)	— (-)	— (-)
Fair	29.0% (62)	30.8% (8)	— (-)	— (-)	— (-)	— (-)	35.7% (5)	— (-)
Poor	8.4% (18)	— (-)	— (-)	— (-)	— (-)	— (-)	— (-)	— (-)

Overall Life Satisfaction

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

Table III-4a: Staff Report of Agreement (those indicating Strongly Agree or Agree) to the Statement

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non-Binary	White	BIPOC
I am satisfied with my life.	80.6% (224)	81.7% (147)	80.4% (74)	— (-)	82.1% (174)	78.1% (50)
What I do in my life is worthwhile.	81.7% (227)	81.1% (146)	84.8% (78)	— (-)	83.5% (177)	78.1% (50)

Table III-4b: Staff Report of Agreement (those indicating Strongly Agree or Agree) to the Statement by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
I am satisfied with my life.	82.1% (174)	92.6% (25)	66.7% (6)	— (-)	— (-)	— (-)	71.4% (10)	— (-)
What I do in my life is worthwhile.	83.5% (177)	85.2% (23)	77.8% (7)	— (-)	— (-)	— (-)	64.3% (9)	— (-)

Adverse Effects of COVID-19 Among Staff

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

There are no comparable tables from the 2017 DEI Staff Report for all the following sections in Adverse Effects of COVID-19 Among Staff.

COVID-19 Impact: My Own Physical Health

Table III-5a: Staff COVID-19 Adverse Effect (My Own Physical Health)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Not at all affected	43.4% (121)	41.4% (75)	46.7% (43)	— (–)	43.7% (93)	42.2% (27)
Somewhat affected	44.4% (124)	45.9% (83)	41.3% (38)	— (–)	46.0% (98)	39.1% (25)
Affected a great deal	12.2% (34)	12.7% (23)	12.0% (11)	— (–)	10.3% (22)	18.8% (12)

Table III-5b: Staff COVID-19 Adverse Effect (My Own Physical Health) by Detailed Race/Ethnicity

	White	African Amer/Black	Asian Amer/Asian	Hispanic / Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Not at all affected	43.7% (93)	63.0% (17)	— (–)	— (–)	— (–)	— (–)	35.7% (5)	— (–)
Somewhat affected	46.0% (98)	25.9% (7)	— (–)	— (–)	— (–)	— (–)	42.9% (6)	— (–)
Affected a great deal	10.3% (22)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)	— (–)

COVID-19 Impact: My Own Mental Health

Table III-6a: Staff COVID-19 Adverse Effect (My Own Mental Health)

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	20.7% (58)	17.1% (31)	29.0% (27)	— (−)	22.1% (47)	16.9% (11)
Somewhat affected	54.6% (153)	53.0% (96)	55.9% (52)	— (−)	52.6% (112)	60.0% (39)
Affected a great deal	24.6% (69)	29.8% (54)	15.1% (14)	— (−)	25.4% (54)	23.1% (15)

Table III-6b: Staff COVID-19 Adverse Effect (My Own Mental Health) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	22.1% (47)	17.9% (5)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Somewhat affected	52.6% (112)	67.9% (19)	55.6% (5)	— (−)	— (−)	— (−)	42.9% (6)	— (−)
Affected a great deal	25.4% (54)	— (−)	— (−)	— (−)	— (−)	— (−)	35.7% (5)	— (−)

COVID-19 Impact: Health of Loved One

Table III-7a: Staff COVID-19 Adverse Effect (Health of a Loved One)

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/ Non-Binary	White	BIPOC
Not at all affected	23.6% (66)	22.1% (40)	26.9% (25)	— (−)	24.4% (52)	20.0% (13)
Somewhat affected	50.4% (141)	49.2% (89)	51.6% (48)	— (−)	49.8% (106)	53.8% (35)
Affected a great deal	26.1% (73)	28.7% (52)	21.5% (20)	— (−)	25.8% (55)	26.2% (17)

Table III-7b: Staff COVID-19 Adverse Effect (Health of a Loved One) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	24.4% (52)	21.4% (6)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Somewhat affected	49.8% (106)	50.0% (14)	55.6% (5)	— (−)	— (−)	— (−)	64.3% (9)	— (−)
Affected a great deal	25.8% (55)	28.6% (8)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

COVID-19 Impact: Ability to Maintain Social Relationships

Table III-8a: Staff COVID-19 Adverse Effect (Ability to Maintain Social Relationships)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Not at all affected	17.9% *(50)*	15.5% *(28)*	23.7% *(22)*	— *(–)*	18.3% *(39)*	16.9% *(11)*
Somewhat affected	51.1% *(143)*	51.9% *(94)*	47.3% *(44)*	— *(–)*	49.3% *(105)*	55.4% *(36)*
Affected a great deal	31.1% *(87)*	32.6% *(59)*	29.0% *(27)*	— *(–)*	32.4% *(69)*	27.7% *(18)*

Table III-8b: Staff COVID-19 Adverse Effect (Ability to Maintain Social Relationships) by Detailed Race/Ethnicity

	White	African Amer/Black	Asian Amer/Asian	Hispanic /Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Not at all affected	18.3% *(39)*	21.4% *(6)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*
Somewhat affected	49.3% *(105)*	46.4% *(13)*	77.8% *(7)*	— *(–)*	— *(–)*	— *(–)*	57.1% *(8)*	— *(–)*
Affected a great deal	32.4% *(69)*	32.1% *(9)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	42.9% *(6)*	— *(–)*

COVID-19 Impact: My Financial Situation

Table III-9a: Staff COVID-19 Adverse Effect (My Financial Situation)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Not at all affected	60.7% *(170)*	58.6% *(106)*	65.6% *(61)*	— *(–)*	62.9% *(134)*	53.8% *(35)*
Somewhat affected	28.2% *(79)*	29.3% *(53)*	26.9% *(25)*	— *(–)*	26.3% *(56)*	35.4% *(23)*
Affected a great deal	11.1% *(31)*	12.2% *(22)*	7.5% *(7)*	— *(–)*	10.8% *(23)*	10.8% *(7)*

Table III-9b: Staff COVID-19 Adverse Effect (My Financial Situation) by Detailed Race/Ethnicity

	White	African Amer/Black	Asian Amer/Asian	Hispanic /Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Not at all affected	62.9% *(134)*	64.3% *(18)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	50.0% *(7)*	— *(–)*
Somewhat affected	26.3% *(56)*	25.0% *(7)*	— *(–)*	100.0% *(5)*	— *(–)*	— *(–)*	42.9% *(6)*	— *(–)*
Affected a great deal	10.8% *(23)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*	— *(–)*

COVID-19 Impact: My Housing Situation

Table III-10a: Staff COVID-19 Adverse Effect (My Housing Situation)

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	82.1% *(230)*	84.5% *(153)*	78.5% *(73)*	— *(−)*	85.9% *(183)*	70.8% *(46)*
Somewhat affected	14.6% *(41)*	13.3% *(24)*	16.1% *(15)*	— *(−)*	11.3% *(24)*	24.6% *(16)*
Affected a great deal	3.2% *(9)*	— *(−)*	5.4% *(5)*	— *(−)*	2.8% *(6)*	— *(−)*

Table III-10b: Staff COVID-19 Adverse Effect (My Housing Situation) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	85.9% *(183)*	78.6% *(22)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	71.4% *(10)*	100.0% *(5)*
Somewhat affected	11.3% *(24)*	21.4% *(6)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*
Affected a great deal	2.8% *(6)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*

COVID-19 Impact: My Work or Academic Performance

Table III-11a: Staff COVID-19 Adverse Effect (My Work or Academic Performance)

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Not at all affected	43.5% *(121)*	44.1% *(79)*	44.1% *(41)*	— *(−)*	43.4% *(92)*	43.8% *(28)*
Somewhat affected	49.6% *(138)*	49.2% *(88)*	49.5% *(46)*	— *(−)*	49.1% *(104)*	51.6% *(33)*
Affected a great deal	6.8% *(19)*	6.7% *(12)*	6.5% *(6)*	— *(−)*	7.5% *(16)*	— *(−)*

Table III-11b: Staff COVID-19 Adverse Effect (My Work or Academic Performance) by Detailed Race/Ethnicity

	White	African Amer/ Black	Asian Amer/ Asian	Hispanic / Latino/a	Native Amer/ Alaskan Native	Middle Eastern/ North African	More Than One	Other Race/ Ethnicity
Not at all affected	43.4% *(92)*	57.1% *(16)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	35.7% *(5)*	— *(−)*
Somewhat affected	49.1% *(104)*	39.3% *(11)*	66.7% *(6)*	— *(−)*	— *(−)*	— *(−)*	57.1% *(8)*	— *(−)*
Affected a great deal	7.5% *(16)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*	— *(−)*

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

Table III-12a: Staff COVID-19 Adverse Effect (Discrimination Related to One or More of My Identities)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Not at all affected	90.7% (253)	90.6% (163)	92.5% (86)	— (−)	93.4% (198)	81.5% (53)
Somewhat affected	7.2% (20)	7.2% (13)	5.4% (5)	— (−)	4.7% (10)	15.4% (10)
Affected a great deal	2.2% (6)	— (−)	— (−)	— (−)	— (−)	— (−)

Table III-12b: Staff COVID-19 Adverse Effect (Discrimination Related to One or More of My Identities) by Detailed Race/Ethnicity

	White	African Amer/Black	Asian Amer/Asian	Hispanic/Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Not at all affected	93.4% (198)	89.3% (25)	88.9% (8)	— (−)	— (−)	— (−)	71.4% (10)	— (−)
Somewhat affected	4.7% (10)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)
Affected a great deal	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

COVID-19 Impact: Food Insecurity in the Past 12 Months

Table III-13a: Staff COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	BIPOC
Yes	2.9% (8)	3.3% (6)	— (−)	— (−)	2.3% (5)	— (−)

Table III-13b: Staff COVID-19 Adverse Effect (Food Insecurity in the Past 12 Months) by Detailed Race/Ethnicity

	White	African Amer/Black	Asian Amer/Asian	Hispanic/Latino/a	Native Amer/Alaskan Native	Middle Eastern/North African	More Than One	Other Race/Ethnicity
Yes	2.3% (5)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)	— (−)

DEI Resources

The UM-Dearborn Campus Climate Survey is one component of the comprehensive campus-wide plan to foster and strengthen Diversity, Equity, and Inclusion (DEI) at UM-Dearborn. The information included in this report may be used to help shape DEI plans across UM-Dearborn – as well as within its colleges, units, and departments. For questions about 2022 UM-Dearborn Campus Climate Survey, please contact the Equity, Civil Rights & Title IX Office via email at ECRT-Dearborn@umich.edu or by phone at 313-436-9194. For questions about study results, analyses of data collected, or the study methodology, please contact SoundRocket via email at info@soundrocket.com, or by phone at 734-527-2150.