

The University of Michigan Climate Survey Related to Campus Culture and Community

Key Findings from UM-Dearborn Employees

October 2026



Table of Contents

Letter from University of Michigan Leaders.....	1
National Context.....	2
Introduction.....	4
Methodology.....	5
Survey Instrument.....	5
Survey Administration.....	6
Design Limitations.....	6
Data Management & Analysis.....	6
Key Definitions.....	9
Executive Summary.....	11
Participant Characteristics.....	15
Position Status.....	15
Gender Identity.....	15
Racial Identity.....	16
Religious or Spiritual Affiliation.....	17
Culture/Ethnicity.....	17
Campus Climate at UM-Dearborn.....	19
Overall Climate.....	19
Climate in Classes.....	22
Workplace Climate.....	24
Freedom of Expression & Institutional Trust.....	28
Institutional Responsiveness and Transparency.....	35
Harassment and Discrimination.....	39
Considerations of Leaving UM-Dearborn.....	40
Considerations of Leaving Across Demographic Groups.....	40
Reasons for Considering Leaving and Why Employees Stayed.....	42
Reasons Employees Considered Leaving UM-Dearborn.....	43
Reasons Employees Decided to Stay at UM-Dearborn.....	43
Sense of Belonging.....	45
Faculty Sense of Belonging.....	45

Staff Sense of Belonging.....	46
Reporting & Institutional Processes.....	48
Reporting Title VI Incidents.....	48
Institutional Processes for Education of Title VI.....	50
Sense of Safety & Bystander Confidence.....	52
Safety on Campus.....	52
Bystander Response.....	53
References.....	55
Appendix A - Factor Analysis.....	57
Introduction.....	57
Methodology.....	57
Appendix B - Qualitative Methodology.....	59
Introduction.....	59
Methodology.....	59

Letter from University of Michigan Leaders

Dear University of Michigan Community Members,

This survey represents an important effort to strengthen our commitment to a safe, respectful, and inclusive University of Michigan community. Rankin Climate—an independent firm specializing in campus climate research—facilitated the *Climate Survey Related to Campus Culture and Community* across our Ann Arbor, Dearborn, Flint, and Michigan Medicine campuses in the Spring of 2026.

The survey was offered to a representative sample of students, faculty, and staff across all three campuses and Michigan Medicine with the goal of measuring perceptions and experiences related to discrimination or harassment.

The insights our community members provided are essential to understanding the experiences of our community and guiding our ongoing work to foster safety, respect, and inclusion. Thank you for your engagement in helping shape the future of our university.

Sincerely,

Domenico Grasso

President, University of Michigan

National Context

Discrimination and harassment based on race, color, and national origin—including actual or perceived shared ancestry—have been the subject of intense national attention at U.S. institutions of higher education in recent years. Longstanding concerns about the experiences of students, faculty, and staff of color are now combined with concerns about antisemitism and Islamophobia on campus, particularly following the October 2023 conflict escalation in the Middle East and the waves of protest and counter-protest that followed on campuses across the country. Colleges and universities have found themselves at the center of a polarized national discourse: they are being asked to simultaneously protect community members from identity-based harassment, safeguard free expression and academic freedom, and maintain community trust.

The legal foundation for institutional obligations in this area is Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance (42 U.S.C. § 2000d). The U.S. Department of Education's Office for Civil Rights (OCR) has repeatedly clarified that these protections extend to discrimination based on actual or perceived shared ancestry or ethnic characteristics—including antisemitism, Islamophobia, and bias against Israeli, Arab, Palestinian, South Asian, and Sikh community members, among others (U.S. Department of Education, Office for Civil Rights, 2023, 2024). In its November 2023 Dear Colleague Letter, issued amid a nationwide rise in reported hate incidents, OCR reminded US colleges and universities of their “legal obligation under Title VI to address prohibited discrimination against students and others” on their campuses and detailed schools’ obligations to respond promptly and effectively to hostile environments based on shared ancestry (U.S. Department of Education, Office for Civil Rights, 2023). Complaints filed with OCR alleging shared-ancestry discrimination have risen dramatically since late 2023 (Li & Shouhayib, 2025), putting US colleges and universities on notice that understanding and addressing campus climate related to race, religion, and shared ancestry remains critical.

This shift on US campuses mirrors trends of the larger communities and society they are situated within. **In 2024, the Federal Bureau of Investigation recorded the second-highest number of hate crime incidents since national reporting began in 1991, with bias related to race, ethnicity, or ancestry remaining the most common motivation, accounting for more than half of all victims.** Anti-Jewish incidents reached the highest level ever recorded (Federal Bureau of Investigation, 2025). **Approximately one in ten reported hate crimes occurs at schools, and incidents at colleges and**

universities rose substantially in the most recent years analyzed (Federal Bureau of Investigation, 2024). Public perception has shifted in parallel: the share of Americans who say Muslims and Jews face “a lot” of discrimination rose sharply between 2021 and 2024 (Pew Research Center, 2024).

Campus-based research suggests these national trends are keenly felt by students. A survey of Muslim students at California colleges and universities found that nearly half experienced harassment or discrimination during the 2023–2024 academic year, a marked increase from 2020 (CAIR California & Center for the Prevention of Hate and Bullying, 2024). In a national survey fielded in fall 2024, 83% of Jewish college students indicated that they experienced or witnessed antisemitism since October 2023, 41% felt the need to hide their Jewish identity, and nearly nine in ten who experienced or witnessed an incident did not report it to campus authorities (Anti-Defamation League & Hillel International, 2025). These recent findings add to decades of scholarship documenting that students, faculty, and staff from historically marginalized racial and ethnic groups experience campus climates as less welcoming than their peers, with consequences for belonging, persistence, and success (Harper & Hurtado, 2007; Hurtado et al., 1998). Comparatively little national research examines faculty and staff experiences with race-, religion-, or ancestry-based harassment specifically, yet employees both shape and are shaped by the same campus climate, and their experiences carry direct consequences for retention, productivity, and the environments they create for students (Rankin & Reason, 2008).

A systematic climate assessment is the established mechanism by which an institution can name these issues and know their extent within its own community. Aggregate national statistics cannot tell a university where its community members feel safe or unsafe, which groups carry disproportionate burdens, whether community members trust institutional reporting processes, or how perceptions differ across campuses and roles. Individualized campus climate assessment provides this local information, enabling institutions to direct resources, education, and policy where they are most needed and to measure change over time (Rankin & Reason, 2008).

Introduction

In conceptualizing campus climate, this presentation of key findings draws on a practical application of Bronfenbrenner's (1977) socio-ecological model developed by Hurtado and colleagues, which understands climate as the product of interrelated dimensions: an institution's historical legacy of inclusion or exclusion; its compositional diversity; the psychological dimension of community members' perceptions, attitudes, and sense of belonging; the behavioral dimension of intergroup interactions and experiences, including harassment and discrimination; and the organizational dimension of structures, policies, and practices (Hurtado et al., 1998; Milem et al., 2005).

No single dimension explains the climate of a campus: a community member's sense of safety reflects what they have personally experienced, what they have observed, what they believe their institution values, and how they expect it to respond. The 2026 University of Michigan *Climate Survey Related to Campus Culture and Community* was designed with this framework in mind, and this summary is structured accordingly—moving from the psychological dimension (perceptions of and comfort with the climate, freedom of expression, institutional trust, and sense of belonging), through the behavioral dimension (experiences with and observations of harassment and discrimination based on race, color, national origin, and shared ancestry), to the organizational dimension (knowledge and perceptions of the University's Title VI reporting processes, resources, and institutional responses).

Representative samples of students, faculty, and staff across the University of Michigan's Ann Arbor, Dearborn, Flint, and Michigan Medicine campuses were invited to participate in the survey. Each summary in this series presents findings for one campus and population, so the distinct experiences of each community are visible to the campus communities. The findings that follow are offered in that spirit: as a detailed, community-specific evidence base for the University's continuing efforts to ensure that every member of its community can live, learn, and work free from discrimination and harassment.

Methodology

The 2026 University of Michigan *Climate Survey Related to Campus Culture and Community* was distributed to a randomly-selected sample of University of Michigan students, faculty, and staff. The survey opened on March 11, 2026, and data collection concluded on April 15, 2026¹. Participation in the survey was entirely voluntary, and participants were required to be 18 years or older and to provide informed consent before beginning the survey. Michigan community members who consented to participate were allowed to skip any of the survey questions except an initial question regarding their role at Michigan (e.g., undergraduate student, graduate student, faculty, or staff). All responses were anonymous and confidential; no individual information was collected in the climate survey, and all findings are summarized in the aggregate.

Survey Instrument

The survey instrument was constructed from Rankin Climate's extensive climate assessment item library, with the assistance of the University of Michigan Climate Study Advisory Group. The advisory group reviewed the proposed survey instrument, thoroughly vetting the questions to ensure they were contextually appropriate for the University. The final survey contained 36 core questions. All harassment and discrimination items were constructed to assess experiences since the beginning of the academic year at the University. The module of the survey that assessed harassment and discrimination experiences contained additional contextual items that would only be displayed to a participant who indicated experiencing that form of misconduct since the beginning of the academic year. The survey—offered online—presented participants the opportunity to provide information about their personal experiences on campus, their perceptions of the campus climate, and their perceptions of the University of Michigan's institutional actions, including administrative policies and academic initiatives regarding harassment and discrimination based on race, color, or national origin, as well as community members' experiences reporting related issues and concerns to the University of Michigan.

¹ **A note on survey timing:** In May 2026, after survey data collection concluded, U-M launched training on harassment and discrimination protections, reporting options, and institutional response mechanisms. The survey findings therefore represent a pre-training baseline and should not be interpreted as measuring awareness or understanding following the training's launch.

Survey Administration

The University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument, and assigned it a “Not Regulated” determination, which means the IRB determined the survey was not human subjects research. Therefore, no IRB approval or oversight was required. The IRB considered the survey to be “Not Regulated” because it is a quality assurance and quality improvement activity with the intent of improving university services or programs.

Prospective participants who were part of a randomized sample representative of the university population received an invitation directly from Rankin Climate, which contained a specific URL link for each sample participant. Survey participants were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the participants of their anonymity.

A sample of faculty, staff, and students across the University of Michigan and Michigan Medicine was invited to participate in the survey. Survey responses were entered into a secure-site database, IP addresses were removed, and then responses were tabulated for appropriate analysis. Participants’ comments were also separated from identifying information at submission, so comments were not attributed to any individual demographic characteristics. The final analysis dataset included only participants who responded to at least one campus climate survey item.

Design Limitations

A potential limitation of this self-report survey study was that participants “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

Data Management & Analysis

After data collection concluded, all data were thoroughly reviewed and cleaned to remove responses identified as inauthentic, made in bad faith, or duplicate submissions from the dataset. Participants who completed at least one survey question (not including consent or

role at the University of Michigan) were included in the final dataset for analysis. Results are only reported for groups of 5 or more individuals to eliminate the potential for any individual to be identified based on their demographic information.

To ensure the sample was representative of the University population with regard to gender, post-stratification survey weights were applied to the data; these weights were calculated separately for each academic campus and Michigan Medicine. The racial/ethnic composition of each sample was also reviewed against corresponding 2026 University enrollment and HR data and found to be broadly consistent, with the caveat that the identity categories included in the survey and included in this summary (e.g., separate South Asian and Middle Eastern/North African categories, and a Multiple Racial Identities classification based on selecting more than one identity) differ from those used in public U-M reporting. No additional weighting was applied. All percentages and counts (n) presented in this report reflect the weighted data, with weighted counts rounded to whole numbers. As a result, subgroup counts may not sum exactly to aggregate totals, and percentages may differ slightly from those calculated directly from the printed counts.

Survey data were analyzed via IBM® SPSS® Statistics software (SPSS) to compare various groups' responses (in raw numbers and percentages). Missing data analyses were conducted, and descriptive statistics were calculated by salient group memberships (for example, program, racial/ethnic identity, cultural identity) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using the percentage of valid responses. Chi-square tests provide only omnibus results, meaning they identify if significant differences exist between groups or categories in the data table, but the chi-square tests do not identify which specific groups are different from each other. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment, which accounted for the number of comparisons conducted for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups were noted whenever applicable throughout the report. Note that the percentages printed in this report are rounded.

In summarizing the quantitative results, Rankin Climate used the following guidelines. For Likert scale questions, responses of "strongly agree" and "agree" were combined. For example, "Sixty percent (n = 50) of participants 'strongly agreed' or 'agreed' that...." If the

responses for either “strongly agree” or “agree” resulted in $n < 5$, then the combination of “strongly disagree” and “disagree” may have been used instead. When at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, “A higher percentage of White participants (40%, $n = 10$) than participants of Color (20%, $n = 5$) ‘disagreed’ that...” If more than one significant difference existed, Rankin Climate offered multiple sentences to describe the results for that survey item.

Means Testing Methodology

Means were computed for validated scales included in the survey instrument only after confirming unidimensionality by conducting factor analyses of the survey data. The aim was to determine whether the factor scores differed based on personal experience with harassment and discrimination since the beginning of the academic year at the university.

When only two categories existed for the specified demographic variable, a t -test was used to test differences between means. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories, a one-way Analysis of Variance (ANOVA) was run to determine whether any differences existed. Similar to chi-square tests, the ANOVA is an omnibus test that indicates if there is a big enough difference between groups to be statistically significant - it does not identify which groups are different from each other. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant.

Key Definitions

The following terms appear throughout this report and are defined as follows:

Barrier	A rule, law, or policy that makes it difficult or impossible for something to happen or be achieved.
Climate	The current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential.
Discrimination	Inequitable treatment or barriers (e.g., denying admission, restricting services, providing fewer resources, or enforcing policies that disproportionately disadvantage people of a certain race, color, or national origin).
Ethnicity	A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture, such as clothing and cuisine, and cultural products such as music and art.
Gender Expansive	Individuals who identified as Agender, Genderqueer, Genderfluid, Gender Non-binary, Gender Non-conforming, Transgender, or listed another gender that does not fall within the gender binary.
Gender identity	A person's inner sense of being a man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.
Harassment	Unwelcome behavior (e.g., slurs, intimidation, repeated derogatory comments) that creates an environment so offensive it interferes with a person's ability to participate in or benefit from a program.
National Origin	Refers to a person's (or their ancestors') place of birth, heritage, ancestry, culture, or linguistic characteristics.
Racial Identity	A socially-constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.
Shared Ancestry	Refers to national origin, including actual or perceived ancestry or

	ethnic characteristics. A Title VI incident related to shared ancestry could include discrimination based on ethnic characteristics; physical, cultural, and linguistic traits; or customs and traditions linked to ancestral backgrounds.
Title VI	A federal law that protects people from discrimination based on race, color, or national origin (including actual or perceived ancestry) in any program or activity that receives federal funding.
University of Michigan	Throughout the survey and this report, “University of Michigan”, “U-M”, and UM-Dearborn all refer to the University of Michigan–Dearborn as an institution and a campus, including off-site locations controlled by the University.

Executive Summary

In March 2026, the University of Michigan partnered with Rankin Climate (now Interwoven Insights) to conduct the Climate Survey Related to Campus Culture and Community. The survey was administered from March 11 through April 15, 2026,² to a randomly selected, representative sample of students, faculty, and staff across the Ann Arbor, Dearborn, and Flint campuses and Michigan Medicine. It asked community members about their experiences with and observations of harassment and discrimination based on race, color, or national origin, including actual or perceived shared ancestry, as well as the campus climate, freedom of expression, sense of belonging and safety, and awareness of University reporting processes and resources.

Many of the findings align with national trends in institutional climate studies and with experiences documented in the literature on historically underrepresented and underserved populations. Nationally, concerns about freedom of speech and external influences on institutional policies, procedures, and responses are common themes in higher education climate assessments. At the same time, the survey results highlight unique findings specific to the University of Michigan community.

This summary presents the key findings for **UM-Dearborn employees**. Approximately 41% of the UM-Dearborn employees invited to participate responded to the survey (n = 61 participants), including 44% of the Staff (n = 32 participants) and 38% of the Faculty (n = 29 participants). Responses were statistically weighted to ensure the sample reflects the gender composition of the University's workforce. The sample's racial and ethnic composition was reviewed against University human resources data and found to be broadly consistent with the employee population. Throughout this summary, percentages describe employees who answered each question. Findings are reported in aggregate, and no results are shown for groups of fewer than five employees.

UM-Dearborn employees generally feel comfortable, safe, and valued, especially within their immediate work settings, and most would recommend UM-Dearborn as a good place to work. Opportunities to strengthen the climate include supporting constructive expression and dialogue, building Faculty confidence in institutional transparency, increasing

² **A note on survey timing:** In May 2026, after survey data collection concluded, U-M launched training on harassment and discrimination protections, reporting options, and institutional response mechanisms. The survey findings therefore represent a pre-training baseline and should not be interpreted as measuring awareness or understanding following the training's launch.

awareness of some Title VI resources, and building confidence in institutional follow-through after a Title VI report.

A summary of top-line findings from the UM-Dearborn employee sample includes:

Most employees are comfortable and feel safe from harassment and discrimination at UM-Dearborn, especially within their department or work unit.

- Overall, more than four in five employees reported feeling comfortable with the climate at UM-Dearborn, and nine in ten were comfortable with the climate in their department or work unit.
- More than four in five felt safe from harassment or discrimination based on race, skin color, national origin, or shared ancestry.
- By racial identity, White employees reported feeling the most comfortable with the overall climate than employees with Another or Multiple Racial Identities³.
- By religious identity, employees with Another or Multiple Religious Affiliations⁴ and Non-Religious employees reported slightly higher comfort than Christian/Catholic employees.

Employees feel valued by the people they work with most closely, and most would recommend UM-Dearborn as a good place to work.

- Local work relationships are an important strength at UM-Dearborn. Among Faculty, more than four in five felt valued by faculty in their department or program, and by their department or program chair. Almost all staff felt valued by coworkers in their work unit. Employees reported feeling less valued by senior administrators.
- Four in five employees would recommend UM-Dearborn as a good place to work, and over seventy percent agreed UM-Dearborn provides adequate resources to pursue professional development and to manage work-life balance.

³ Many racial/ethnic categories were combined for analysis to eliminate the potential for identification based on demographic information.

⁴ Many religious/spirituality categories were combined for analysis to eliminate the potential for identification based on demographic information.

Most employees view UM-Dearborn's institutional responsiveness positively, though Faculty are less confident in its transparency.

- Four in five employees agreed UM-Dearborn protects the rights of all students, faculty, and staff and adheres to its mission and values when responding to significant topics, and more than three in four agreed the administration is responsive to campus climate needs.
- Approximately three in four employees agreed UM-Dearborn transparently responds to significant topics, although Faculty were generally less likely to agree with this sentiment compared with Staff.

UM-Dearborn employees generally feel safe expressing their identities, but are less comfortable sharing personal or political views.

- More than three in four employees felt safe expressing their identity and making suggestions, about half felt free to express personal views without fear of professional or social consequences, and two in five felt free to express political views.
- Relatively few employees agreed that there is pressure to align with widely held beliefs at UM-Dearborn, and one-third of employees indicated they had changed how they engage in their work because of significant geopolitical events that impacted the campus community.
- By religious affiliation, over half of Non-Religious employees felt free to express their personal and political views, while about one in four Christian/Catholic employees felt free to express political views.

Harassment and discrimination were experienced by a small number of employees.

- Seven percent of employees personally experienced discriminatory or harassing conduct in the past year that interfered with their ability to work, and 5% observed it.
- Because so few employees experienced or observed this conduct, these experiences cannot be reported further without risking the identifiability of individual employees.

Employees are willing to intervene and know where to report, with room to build confidence in perceptions of institutional follow-through after a report.

- Employees reported high confidence in intervening as bystanders. Most felt confident they would intervene if someone were harassing another person based on their identity, check in with someone who may have been targeted, and speak up against racist or culturally insensitive jokes.
- Four in five employees indicated they would know where to go to report a Title VI violation.
- Over four in five employees believed UM-Dearborn would take a Title VI report seriously, and it would maintain the reporter's privacy. Three-quarters believed it would take action to address the factors that led to the conduct, and almost two-thirds believed it would provide supportive measures to the person making the report.

Participant Characteristics

Approximately 41% of the UM-Dearborn employees included in the randomized sample responded to the survey ($n = 61$), including 38% of the Faculty ($n = 29$) and 44% of the Staff ($n = 32$). Additional details on survey participants are presented below, disaggregated by gender identity, racial identity, religious or spiritual affiliation, culture/ethnicity, language status, and housing status.

Position Status

Slightly over half of the participants were Staff (52%, $n = 32$) and the rest were Faculty (48%, $n = 29$, see Figure 1).

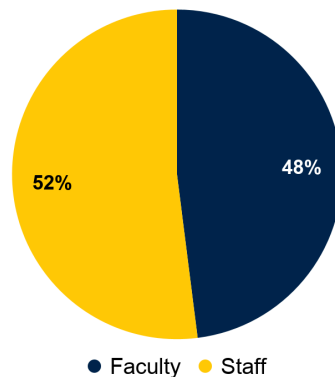


Figure 1. Survey Participants by Employee Status

Gender Identity

Across all employee participants, Women (49%, $n = 29$) comprised the majority of the sample, followed by Men (48%, $n = 28$), and Gender Expansive employees (3%, $n = 2$).⁵

⁵ Many gender categories were combined for analysis to eliminate the potential for identification based on demographic information. "Gender Expansive" includes individuals who self-identified as Agender, Genderqueer, Genderfluid, Gender Non-binary, Gender Non-conforming, Transgender, or listed another gender that does not fall within the gender binary.

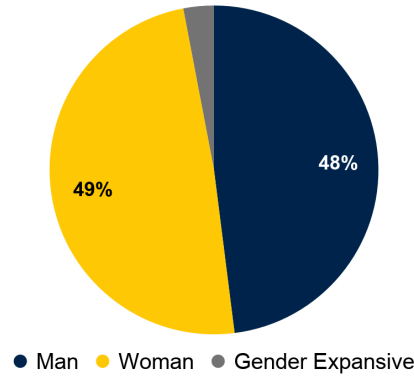


Figure 2. Survey Participants by Gender Identity

Racial Identity

The majority of the employee participants identified as White (59%, $n = 30$) while the rest identified with Another or Multiple Racial Identities (41%, $n = 20$).⁶

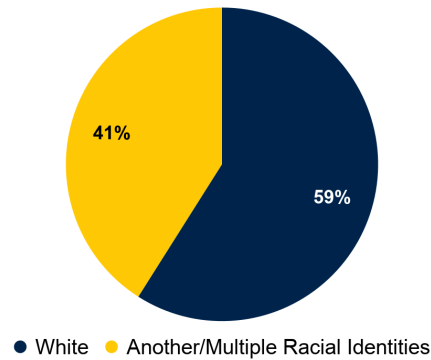


Figure 3. Survey Participants by Racial Identity

⁶ Many racial/ethnic categories were combined for analysis to eliminate the potential for identification based on demographic information. “Another or Multiple Racial Identities” includes individuals who self-identified as Asian/Asian American, Black/African American, Hispanic/Latine/Latinx/Chicanx, Middle Eastern or North African (MENA), South Asian, and Multiracial.

Religious or Spiritual Affiliation

Across all employees participants, Christian/Catholic (40%, $n = 22$) employees comprised the largest portions of the sample, followed by Non-Religious Employees (38%, $n = 21$), and Employees with Another or Multiple Religious Affiliations⁷ (23%, $n = 13$).

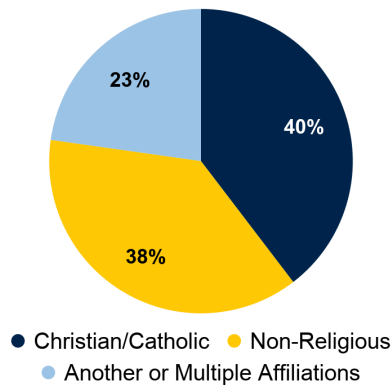


Figure 4. Survey Participants by Religious or Spiritual Affiliation

Culture/Ethnicity

To ensure comprehensive measurement of identities most relevant to this survey topic, employees were asked additional questions on their cultural background. Responses to these items were combined with racial/ethnic and religion/spirituality responses to form a more complete categorization of employees with Jewish and Muslim or Arab identities. Based on this, the majority of employee participants neither culturally nor spiritually identified as Muslim or Arab or Jewish (92%, $n = 56$), with 8% identifying as culturally or spiritually Muslim or Arab and not Jewish ($n = 5$, see Figure 5).⁸ There were no employees who culturally or spiritually identified as Jewish.

⁷ Many religious/spirituality categories were combined for analysis to eliminate the potential for identification based on demographic information. "Another or Multiple Religious Affiliations" includes individuals who self-identified as Buddhist, Confucianist, Hindu, Jewish, Muslim, Spiritual, and Multiple Religious Identities.

⁸ One of the Muslim/Arab employees did not respond to several survey items—responses cannot be described for Muslim/Arab employees on those items because they are based on fewer than 5 responses.

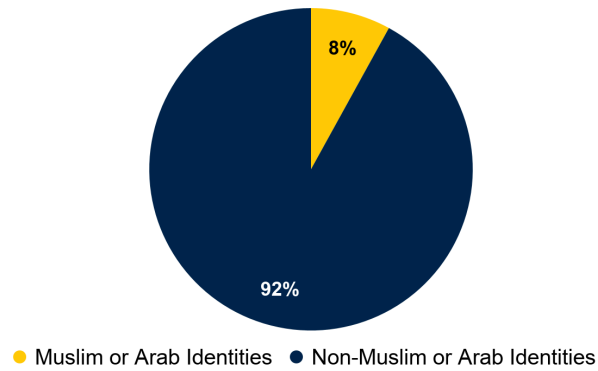


Figure 5. Survey Participants by Muslim or Arab Identity

English was the primary language for 78% of all employee participants ($n = 48$), whereas 22% indicated another primary language ($n = 13$, see Figure 6).

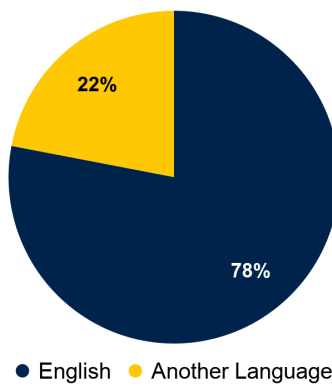


Figure 6. Survey Participants by Primary Language

Campus Climate at UM-Dearborn

The climate assessment portion of the survey opened with a brief series of general questions about employees' level of comfort at the UM-Dearborn, both overall and in their classes. Eighty-two percent (82%, $n = 49$) of the employees were comfortable ("very comfortable" or "comfortable") with the overall climate at the UM-Dearborn. When asked about their comfort with the class climate, 82% ($n = 23$) of the employees indicated that they were comfortable, and 90% were comfortable with their workplace climate ($n = 54$, see Table 1).

	Very comfortable or comfortable	Neither comfortable nor uncomfortable	Very uncomfortable or uncomfortable
Overall, how comfortable are you with the climate at the University of Michigan-Dearborn?	82% ($n = 49$)	9% ($n = 5$)	10% ($n = 6$)
Overall, how comfortable are you with the climate in your classes at the University of Michigan-Dearborn?*	82% ($n = 23$)	14% ($n = 4$)	4% ($n = 1$)
Overall, how comfortable are you with the climate in your department/program or work unit at the University of Michigan-Dearborn?	90% ($n = 54$)	3% ($n = 2$)	7% ($n = 4$)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding. *Participants who are "Instructional," regardless of Faculty or Staff position, were shown this survey item.			

Table 1. Employee Comfort with Overall, Workplace, and Class Climate at UM-Dearborn

Although the employees generally indicated they were "very comfortable" or "comfortable" with UM-Dearborn's climate, both overall and in their classes, specific groups of employees were not as comfortable at the University compared with their peers.

Overall Climate

As mentioned, four-fifths of the employees felt comfortable with the climate at UM-Dearborn (82%, $n = 49$). A similar percentage of Faculty (79%, $n = 22$) and Staff (84%, $n = 27$) felt comfortable overall (see Figure 7).

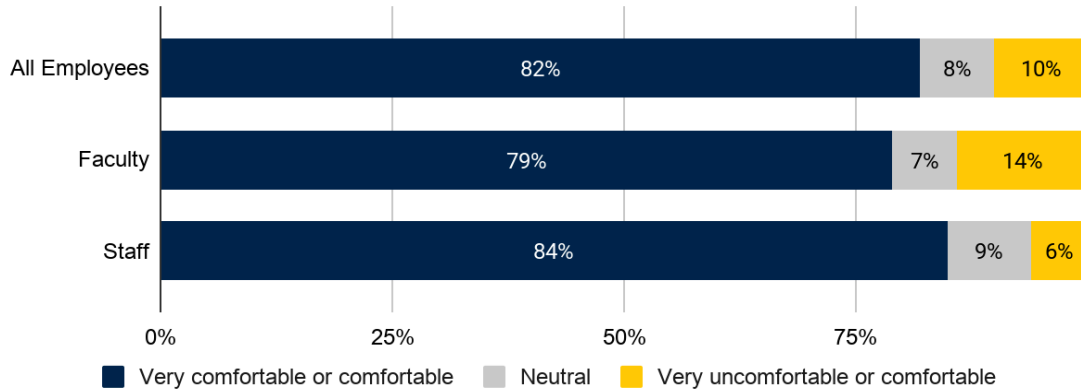


Figure 7. Employee Comfort with Overall Climate, by Employee Status

Racial Identity. Employees who identified as White indicated the highest level of comfort with the overall climate (90%, $n = 27$) while 84% of employees with Another or Multiple Racial Identities (84%, $n = 16$) shared that they were comfortable with the overall climate at the University (see Figure 8).

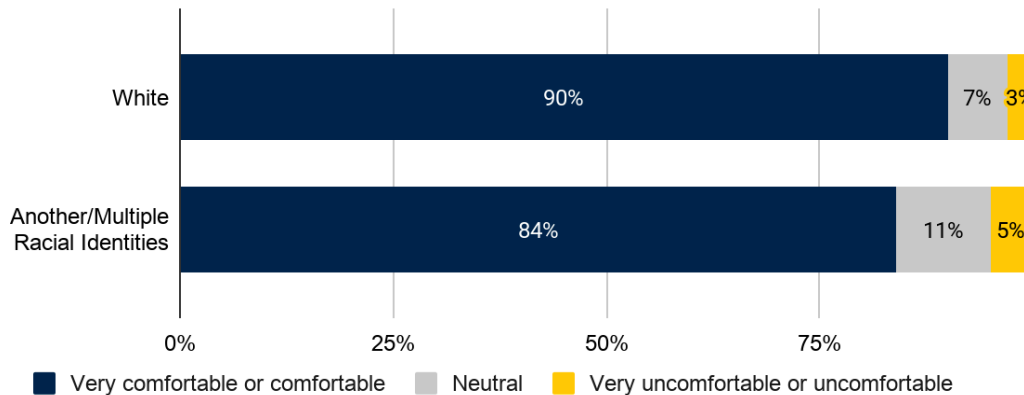


Figure 8. Employee Comfort with Overall Climate, by Racial Identity

Religious Affiliation. Employees with Another or Multiple Religious Affiliations (92%, $n = 12$) were generally the most comfortable with the overall climate, followed by Non-religious (86%, $n = 18$) and Christian/Catholic (82%, $n = 18$) employees (see Figure 9).

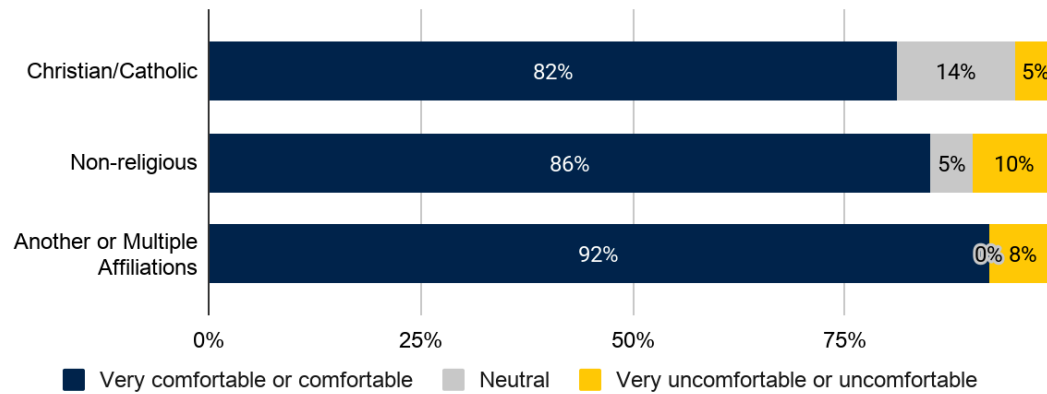


Figure 9. Employee Comfort with Overall Climate, by Religious Affiliation

Muslim or Arab Identity. As depicted in Figure 10, the majority of employees who identify as neither culturally nor spiritually Muslim or Arab (82%, $n = 45$) felt comfortable with the overall climate, compared to employees who identify as either culturally or spiritually Muslim or Arab (80%, $n = 4$).

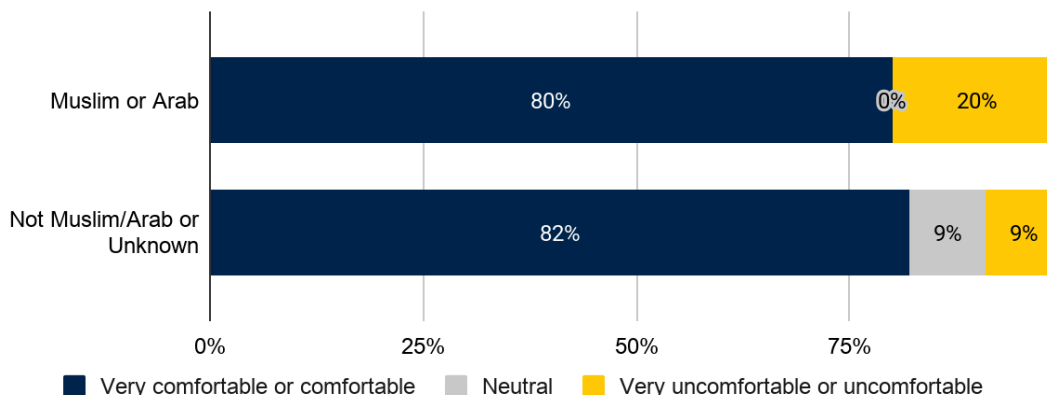


Figure 10. Employee Comfort with Overall Climate, by Muslim or Arab Identity

Primary Language. The majority of employees whose primary language is English (77%, $n = 37$) felt comfortable with the overall climate along with all of the employees who spoke another primary language (100%, $n = 12$, see Figure 11).

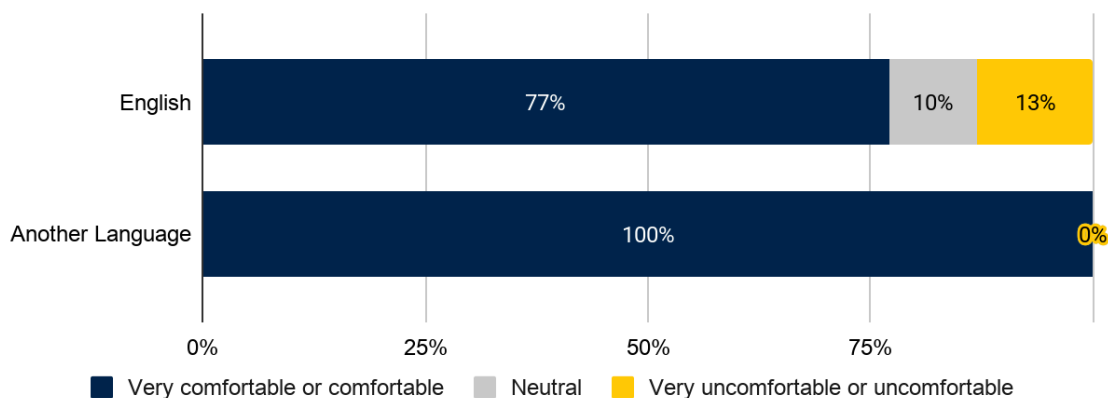


Figure 11. Employee Comfort with Overall Climate, by Primary Language

Climate in Classes

A large proportion of employees indicated feeling comfortable (“very comfortable” and “comfortable”) with the climate in their classes at the UM-Dearborn (82%, $n = 23$). A similar pattern was observed across Faculty (83%, $n = 20$, see Figure 12).⁹

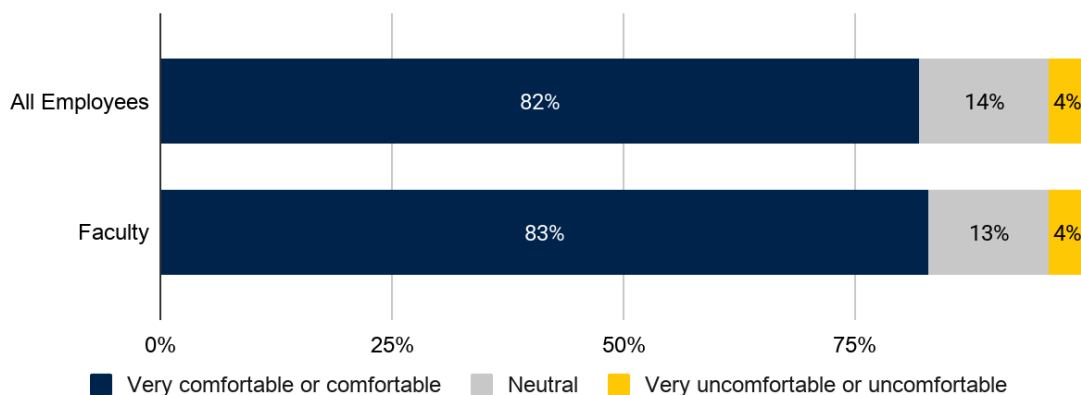


Figure 12. Employee Comfort with Classroom Climate, by Employee Status

Racial Identity. Roughly eight in ten White employees (83%, $n = 10$) and employees with Another or Multiple Racial Identities (83%, $n = 10$) felt comfortable with the classroom climate (see Figure 13).

⁹ Staff were excluded from this analysis due to insufficient group size ($n < 5$).

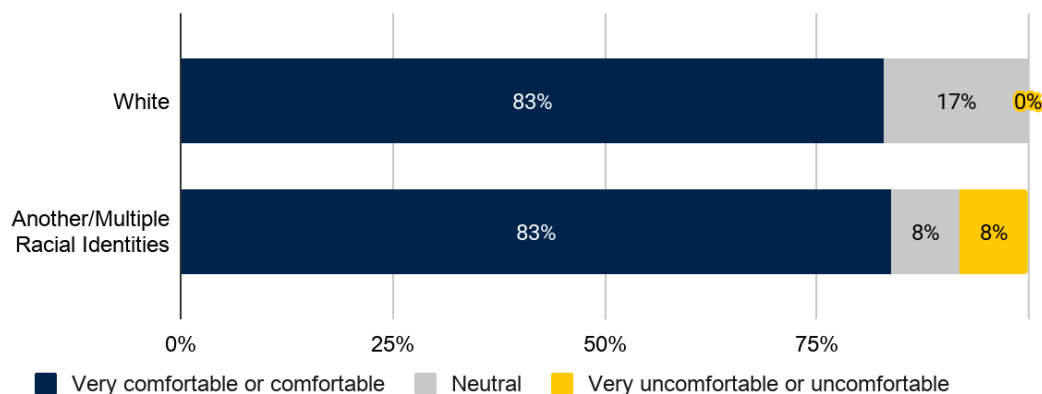


Figure 13. Employee Comfort with Classroom Climate, by Racial Identity

Religious Affiliation. The majority of Christian/Catholic employees (90%, $n = 9$) indicated comfort with the classroom climate compared to three-quarters of Non-Religious employees (75%, $n = 6$) and employees with Another or Multiple Religious Affiliations (75%, $n = 6$, see Figure 14).

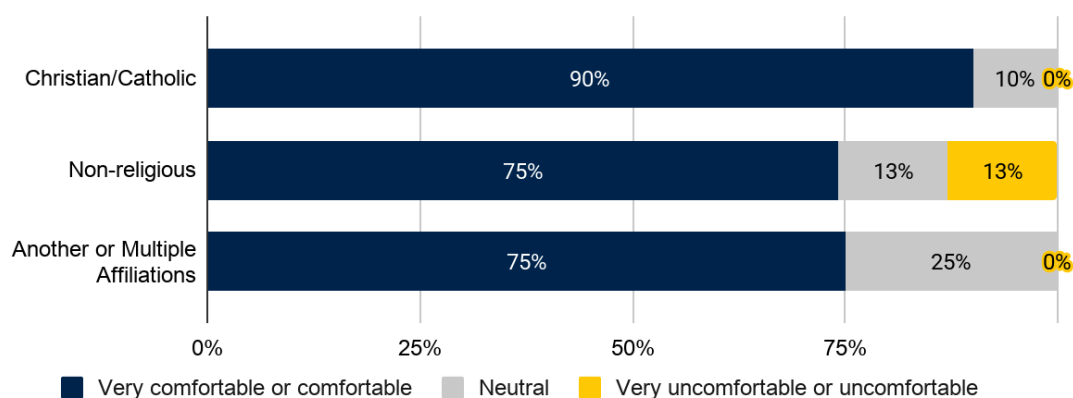


Figure 14. Employee Comfort with Classroom Climate, by Religious Affiliation

Primary Language. Figure 15 shows employees whose primary language is another language were more likely to indicate comfort with the classroom climate (100%, $n = 5$) than those whose primary language is English (78%, $n = 18$).

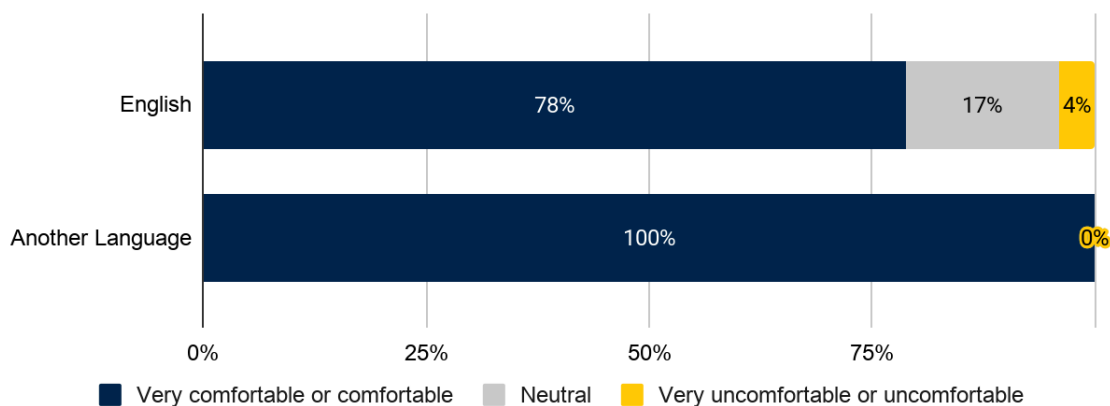


Figure 15. Employee Comfort with Classroom Climate, by Primary Language

Workplace Climate

The majority of employees indicated feeling comfortable (“very comfortable” and “comfortable”) with the climate in their workplace at the UM-Dearborn (90%, $n = 54$). A similar pattern was observed across Faculty (96%, $n = 27$) while more than eight in ten Staff felt comfortable (84%, $n = 27$, see Figure 16).

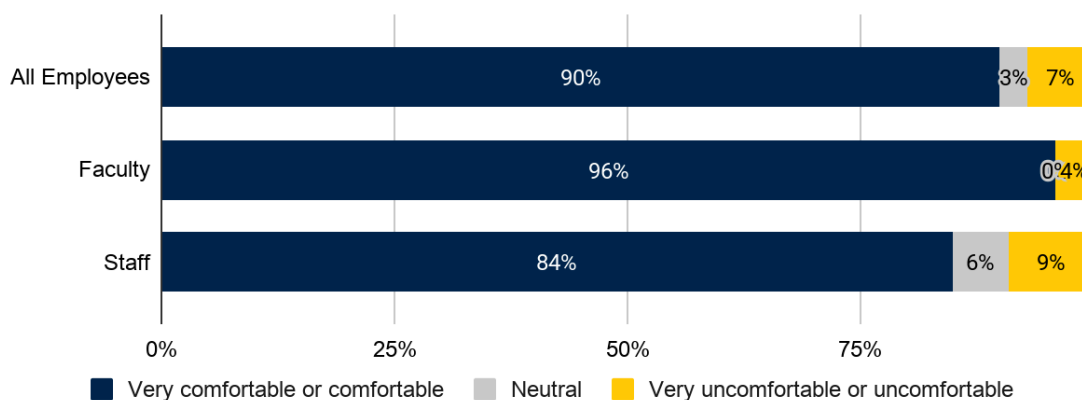


Figure 16. Employee Comfort with Workplace Climate, by Employee Status

Racial Identity. Figure 17 shows that the majority of White and employees with Another or Multiple Racial Identities felt comfortable with their workplace climate (90%, $n = 27$ and $n = 17$, respectively).

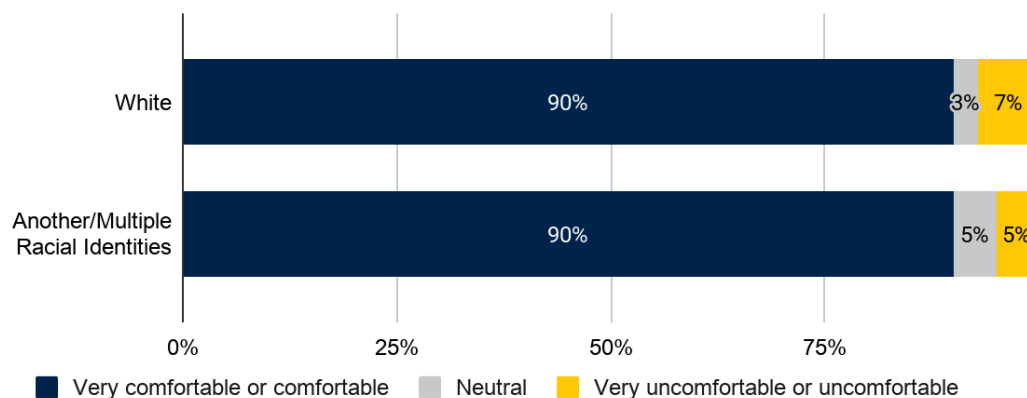


Figure 17. Employee Comfort with Workplace Climate, by Racial Identity

Religious Affiliation. A larger proportion of Non-Religious (95%, $n = 20$) and Christian/Catholic (91%, $n = 20$) employees indicated comfort with the workplace climate than those with Another or Multiple Religious Affiliations (85%, $n = 11$, see Figure 18).

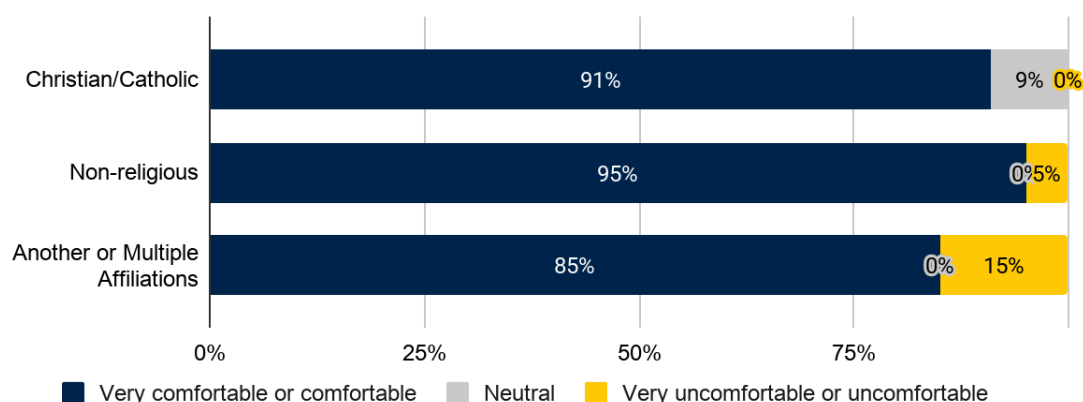


Figure 18. Employee Comfort with Workplace Climate, by Religious Affiliation

Muslim or Arab Identity. As seen in Figure 19, roughly nine in ten employees who neither culturally nor spiritually identify as Muslim or Arab (91%, $n = 50$) and eight in ten of employees who culturally or spiritually identify as Muslim or Arab (80%, $n = 4$) felt comfortable with the classroom climate.

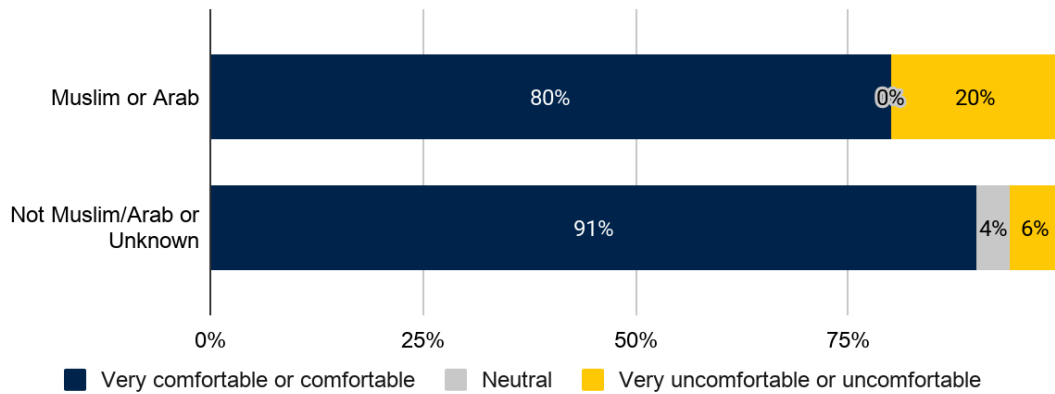


Figure 19. Employee Comfort with Workplace Climate, by Muslim or Arab Identity

Primary Language. Employees whose primary language is a language other than English were more likely to indicate comfort with the workplace climate (100%, $n = 12$) than those whose primary language is English (88%, $n = 42$, see Figure 20).

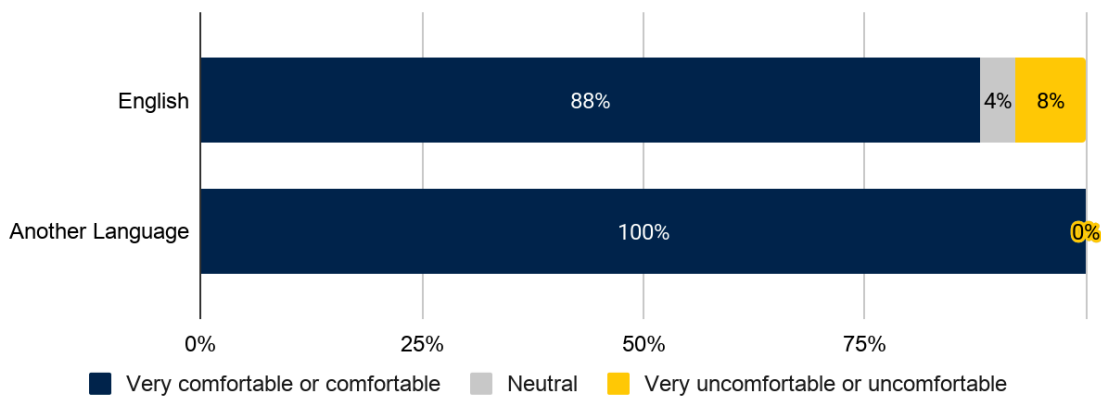


Figure 20. Employee Comfort with Workplace Climate, by Primary Language

As seen in Table 2, roughly three-quarters of employees agreed ("strongly agree" or "agree") that *UM-Dearborn provides adequate resources to help manage work-life balance* (71%, $n = 42$) and *pursue professional development* (71%, $n = 42$). Two-thirds indicated that *their colleagues include them in career-advancing opportunities as much as others in their position* (67%, $n = 39$) and that *they are included in opportunities that will help their career as much as others in similar positions* (65%, $n = 38$). However, just over half indicated they *felt positive about their career opportunities at UM-Dearborn* (52%, $n = 30$), with 24% disagreeing ($n = 14$). Overall, most employees indicated that they would recommend UM-Dearborn as a good place to work (80%, $n = 47$).

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
I feel burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	20% (n = 5)	26% (n = 8)	23% (n = 13)
The University of Michigan-Dearborn provides adequate resources to help me manage work-life balance.	67% (n = 18)	75% (n = 24)	71% (n = 42)
The University of Michigan-Dearborn provides me with resources to pursue professional development.	63% (n = 17)	78% (n = 25)	71% (n = 42)
My colleagues include me in opportunities that will help my career as much as they do others in my position.	63% (n = 17)	69% (n = 22)	67% (n = 39)
I feel positive about my career opportunities at the University of Michigan-Dearborn.	52% (n = 14)	52% (n = 16)	52% (n = 30)
I would recommend the University of Michigan-Dearborn as a good place to work.	74% (n = 20)	84% (n = 27)	80% (n = 47)
I have job security.	70% (n = 19)	55% (n = 17)	62% (n = 36)
I am included in opportunities that will help my career as much as others in similar positions.	70% (n = 19)	61% (n = 19)	65% (n = 38)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 2. Workplace Climate Experiences

Freedom of Expression & Institutional Trust

A climate that supports open dialogue is a key component of a healthy and productive campus community. In this section, employee participants were asked the extent to which they feel free to express their personal and political views without fear of social or professional consequences, as well as the extent to which their education or work has changed due to geopolitical events and they can freely complete their education or work.

Over half of employees agreed (“strongly agree” or “agree”) that they *felt free to express their personal views on campus without fear of professional or social consequences* (53%, $n = 30$), whereas 20% disagreed with that statement (“strongly disagree” or “disagree”; $n = 11$). Less than half of the employees felt they could *express their political views on campus without fear of professional or social consequences* (40%, $n = 23$) and indicated they have *changed how [they] engage in their work/education due to significant geopolitical events that impacted the campus community* (35%, $n = 20$, see Table 3).

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
I feel free to express my personal views at the University of Michigan-Dearborn without fear of professional or social consequences.	60% ($n = 15$)	47% ($n = 15$)	53% ($n = 30$)
I feel free to express my political views at the University of Michigan-Dearborn without fear of professional or social consequences.	44% ($n = 11$)	38% ($n = 12$)	40% ($n = 23$)
I can have discussions in meetings without fear of backlash or misinterpretation.	64% ($n = 16$)	65% ($n = 20$)	64% ($n = 36$)
I can have discussions in classes without fear of backlash or misinterpretation.	59% ($n = 13$)	$n < 5$	58% ($n = 15$)
I have changed how I engage in my work because of significant geopolitical events that impacted the campus community.	40% ($n = 10$)	31% ($n = 10$)	35% ($n = 20$)
I can complete my work/education WITHOUT it being affected by influences from outside the University.	48% ($n = 12$)	55% ($n = 17$)	52% ($n = 29$)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 3. Employee Perceptions on Expression of Personal and Political Views

Employee Perceptions on Expression of Personal and Political Views

Six in ten Faculty felt free to express their personal views on campus without fear of professional or social consequences (60%, $n = 15$), with 47% of Staff ($n = 15$) agreeing (see Figure 21).

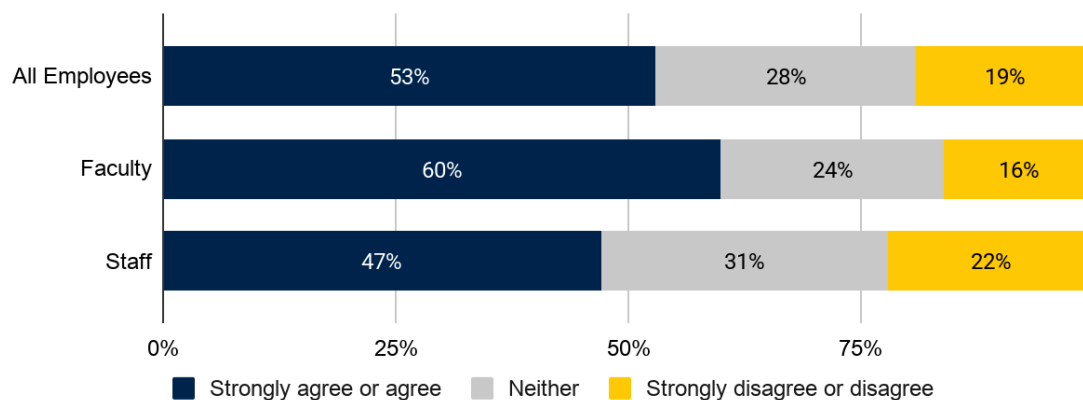


Figure 21. Employee Perceptions on Expression of Personal Views, by Employee Status

Lower proportions of employees felt free to express their political views without fear of professional or social consequences, with less than half of Faculty and Staff agreeing (44%, $n = 11$ and 38%, $n = 12$ respectively, see Figure 22).

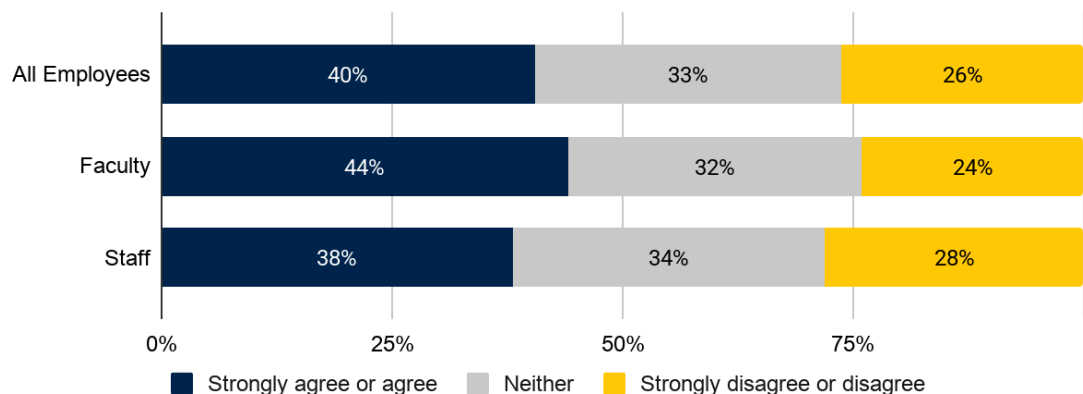


Figure 22. Employee Perceptions on Expression of Political Views, by Employee Status

Racial Identity. More than half of White employees (57%, $n = 17$) and employees with Another or Multiple Racial Identities (56%, $n = 10$) felt free to express their personal views without fear of professional or social consequences (see Figure 23).

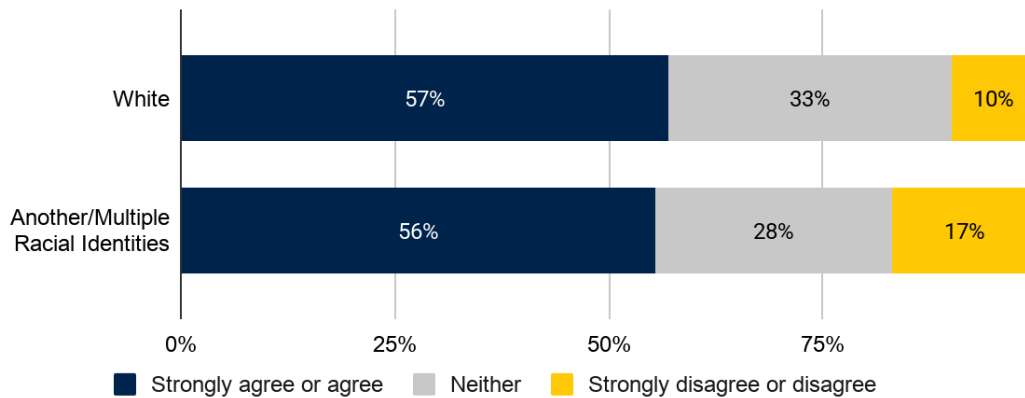


Figure 23. Employee Perceptions on Expression of Personal Views, by Racial Identity

For *political* views, less than half of White employees (47%, $n = 14$) and employees with Another or Multiple Racial Identities (44%, $n = 8$) agreed (see Figure 24).

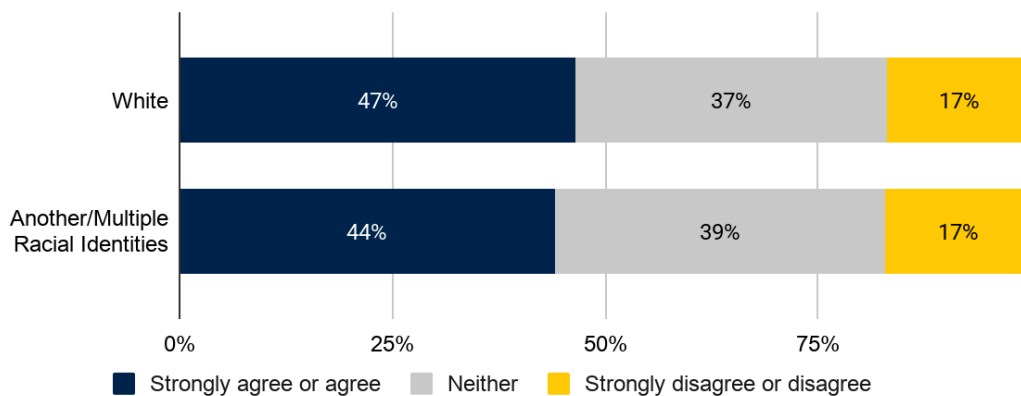


Figure 24. Employee Perceptions on Expression of Political Views, by Racial Identity

Religious Affiliation. As seen in Figure 25 Non-Religious employees indicated the highest levels of agreement that they *felt free to express their personal views without fear of professional or social consequences* (68%, $n = 13$), followed by Christian/Catholic employees (55%, $n = 12$) and those with Another or Multiple Religious Affiliations (42%, $n = 5$, see Figure 25).

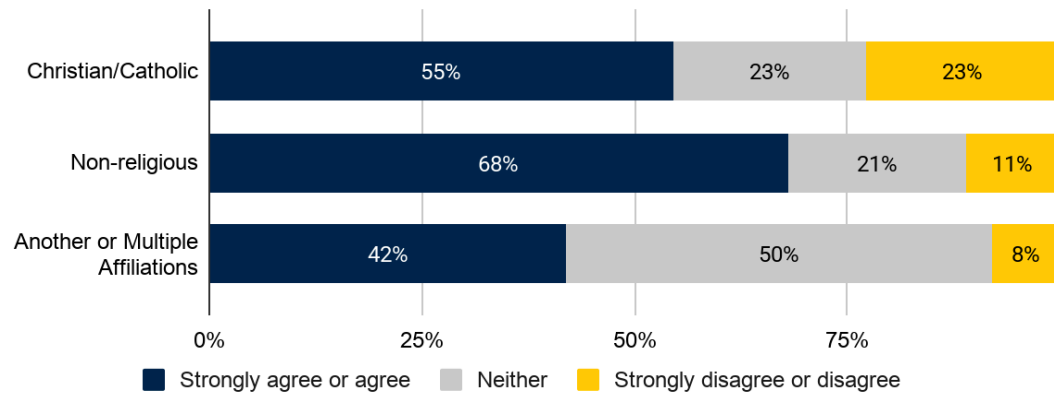


Figure 25. Employee Perceptions on Expression of Personal Views, by Religious Affiliation

For *political views*, more than half of Non-Religious (58%, $n = 11$) employees agreed, followed by employees with Another or Multiple Religious Affiliations (50%, $n = 6$), and Christian/Catholic employees (27%, $n = 6$, see Figure 26).

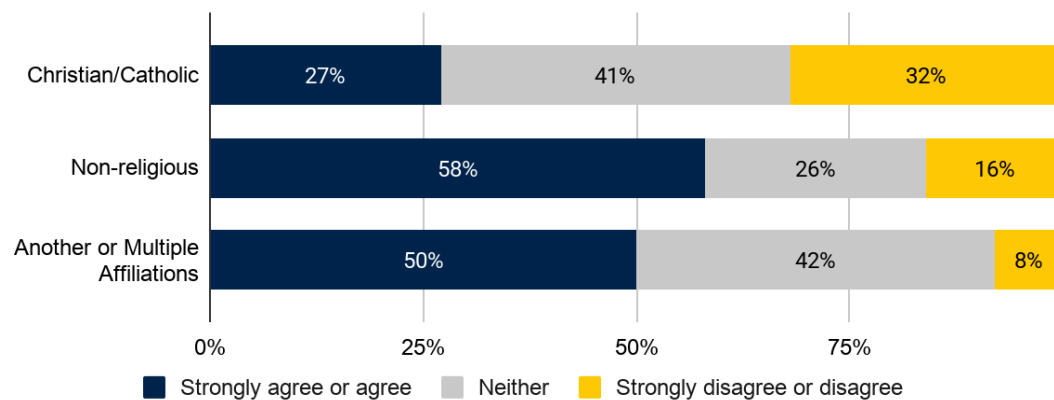


Figure 26. Employee Perceptions on Expression of Political Views, by Religious Affiliation

Primary Language. Slightly over half of English primary language speakers (54%, $n = 25$) and 46% of those who spoke another primary language ($n = 5$) agreed that they *felt free to express their personal views without fear of professional or social consequences* (see Figure 27).

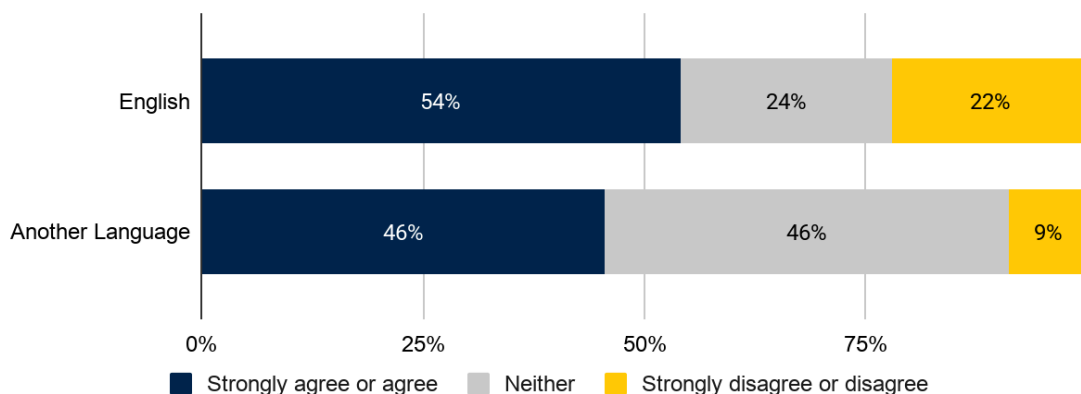


Figure 27. Employee Perceptions on Expression of Personal Views, by Primary Language

Regarding *political expression*, roughly four in ten English primary language speakers agreed that they felt free (41%, $n = 19$) while roughly one-third of those who spoke another primary language (36%, $n = 4$) felt free (see Figure 28).

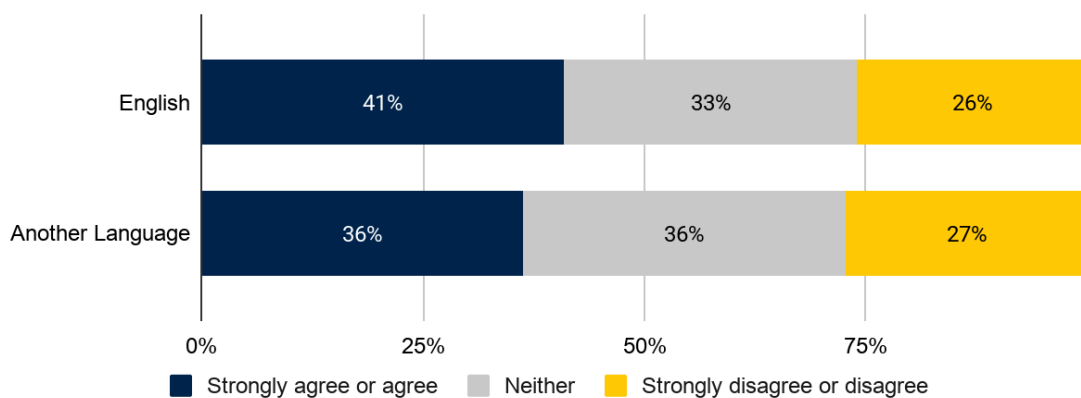


Figure 28. Employee Perceptions on Expression of Political Views, by Primary Language

Roughly three-quarters of employees agreed (“strongly agree” or “agree”) that they *felt safe expressing their identity* (77%, $n = 44$) and *making suggestions* (77%, $n = 44$) at UM-Dearborn. A small proportion of employees indicated feeling *pressure to align with widely held beliefs* (16%, $n = 9$), and one-fifth felt that *keeping their cards close to their chest was the best way to get ahead at the University of Michigan-Dearborn* (20%, $n = 11$). See Table 4 for more information.

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
It is safe for me to express my identity at the University of Michigan-Dearborn.	76% (n = 19)	78% (n = 25)	77% (n = 44)
Keeping your cards close to your chest is the best way to get ahead at the University of Michigan-Dearborn.	12% (n = 3)	25% (n = 8)	20% (n = 11)
It is safe for me to make suggestions at the University of Michigan-Dearborn.	80% (n = 20)	75% (n = 24)	77% (n = 44)
There is pressure to align with widely held beliefs at the University of Michigan-Dearborn.	12% (n = 3)	19% (n = 6)	16% (n = 9)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 4. Employee Perceptions on Freedom of Expression

More than three-quarters of employees across all groups agreed that they *feel safe expressing their identity at UM-Dearborn* (77%, n = 44), with 76% of Faculty (n = 19) and 78% of Staff (n = 25) agreeing (see Figure 29).

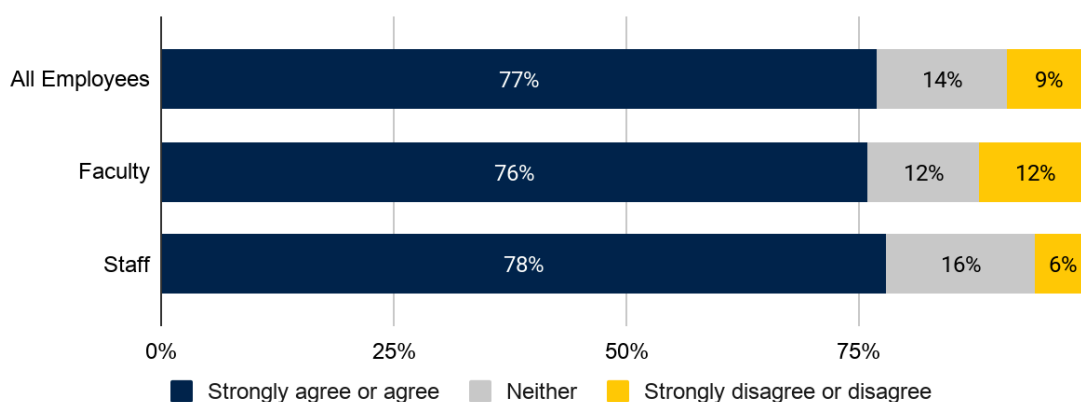


Figure 29. Perceptions on Expression of Identity at UM-Dearborn, by Employee Status

Racial Identity. Figure 30 illustrates that nearly nine in ten employees with Another or Multiple Racial Identities indicated *they feel safe expressing their identity at UM-Dearborn* (89%, n = 16) compared to nearly eight in ten of White employees (79%, n = 16).

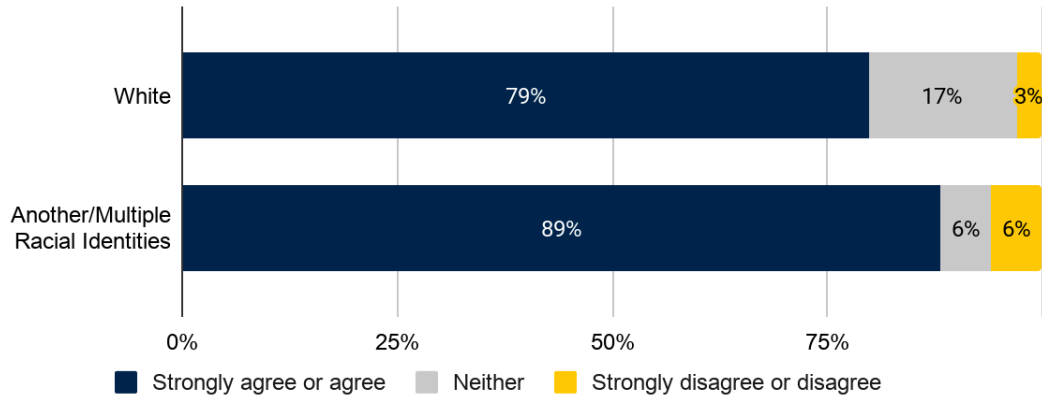


Figure 30. Perceptions on Expression of Identity at UM-Dearborn, by Racial Identity

Religious Affiliation. Regarding Religious Affiliation, roughly eight in ten of employees with Another or Multiple Religious Affiliations (83%, $n = 10$), Christian/Catholic (82%, $n = 18$), and Non-Religious (79%, $n = 15$) employees indicated *feeling safe expressing their identity* (see Figure 31).

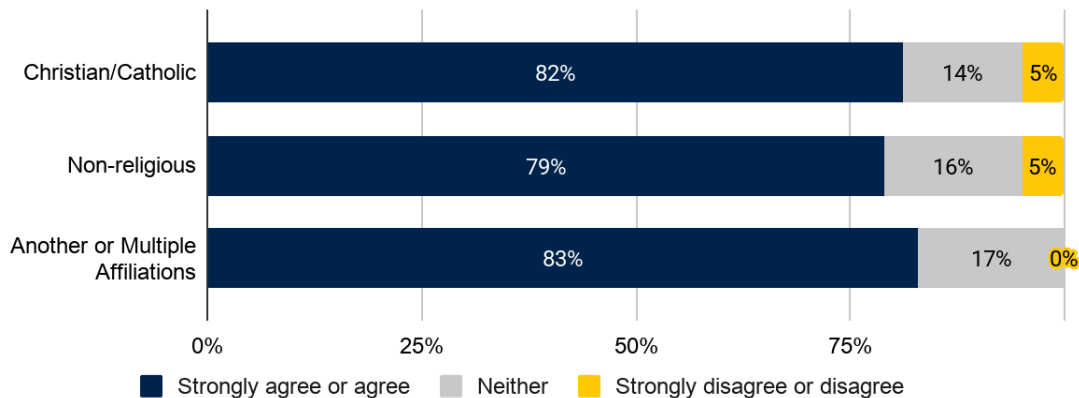


Figure 31. Perceptions on Expression of Identity at UM-Dearborn, by Religious Affiliation

Primary Language. Roughly three-quarters of English primary language speakers (76%, $n = 35$) and 82% of those who spoke another primary language ($n = 9$) agreed that they feel safe expressing their identity (see Figure 32).

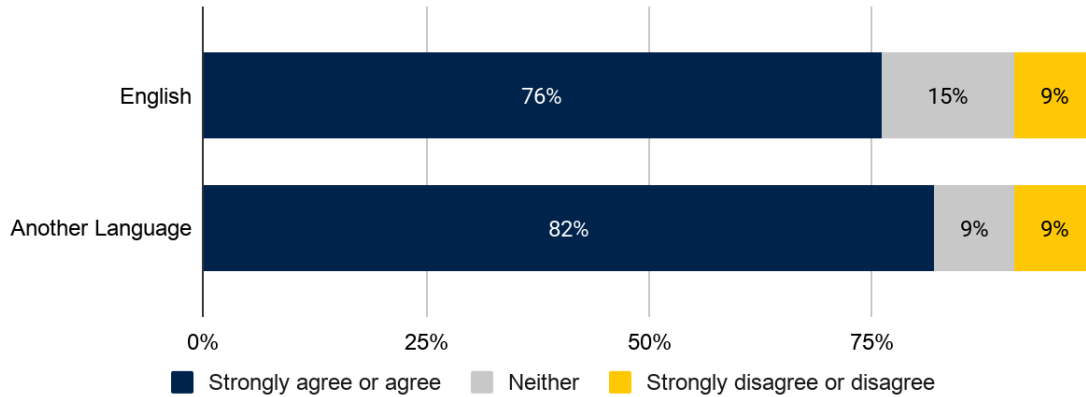


Figure 32. Perceptions on Expression of Identity at UM-Dearborn, by Primary Language

Institutional Responsiveness and Transparency

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
The University of Michigan-Dearborn transparently responds to significant topics that affect the campus community.	60% (n = 15)	84% (n = 27)	74% (n = 42)
The University of Michigan-Dearborn administration is responsive to campus climate needs related to significant topics that impact the campus community.	72% (n = 18)	81% (n = 26)	77% (n = 44)
The University of Michigan-Dearborn protects the rights of all students, faculty, and staff.	84% (n = 21)	78% (n = 25)	81% (n = 46)
The University of Michigan-Dearborn adheres to its mission and values when responding to significant topics that impact the campus community.	80% (n = 20)	81% (n = 26)	81% (n = 46)
The University of Michigan-Dearborn maintains hiring practices free of influence from outside the University.	64% (n = 16)	71% (n = 22)	67% (n = 38)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 5. Employee Perceptions on Institutional Transparency

As seen in Table 5, roughly eight in ten of employees agreed ("strongly agree" or "agree") that *UM-Dearborn protects the rights of all students, faculty, and staff* (81%, n = 46) and

adheres to its mission and values when responding to significant topics that impact the campus community (81%, n = 46). Similar proportions indicated that the administration is responsive to campus climate needs related to significant topics (77%, n = 44), and nearly three-quarters agreed that UM-Dearborn transparently responds to significant topics that affect the campus community (74%, n = 42). Additionally, two-thirds of employees agreed that UM-Dearborn maintains hiring practices free of influence from outside the University (67%, n = 38).

Employee opinions on institutional transparency varied across employee status (see Figure 33). Less than two-thirds of Faculty (60%, n = 15) agreed that *the University transparently responds to significant topics that affect the campus community*; however, more than eight in ten of Staff (84%, n = 27) agreed (see Figure 33).

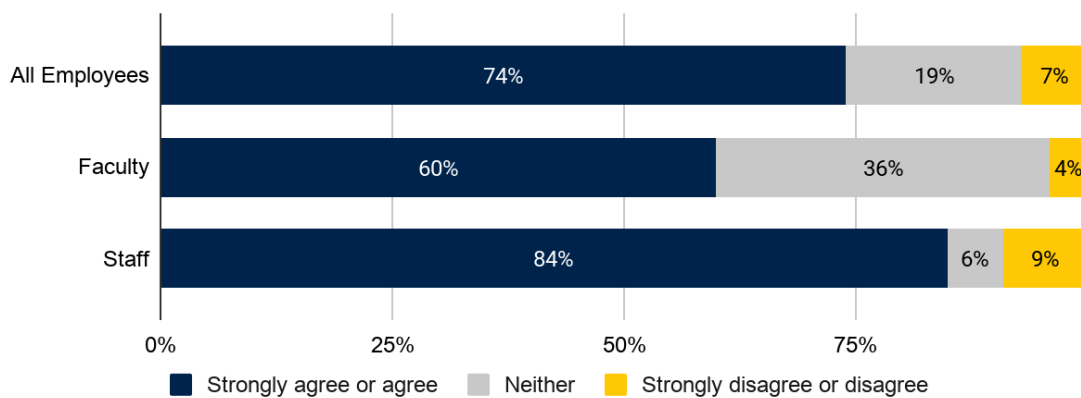


Figure 33. Perceptions on UM-Dearborn's Response to Significant Topics, by Employee Status

Racial Identity. As seen in Figure 34, White (80%, n = 24) and employees with Another or Multiple Racial Identities (78%, n = 14) indicated similar levels of agreement that *UM-Dearborn transparently responds to significant topics that affect the campus community*.

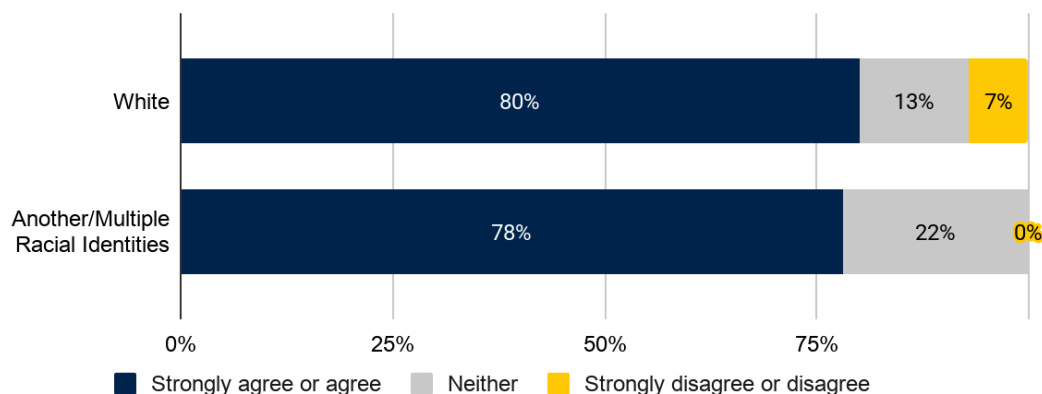


Figure 34. Perceptions on UM-Dearborn's Response to Significant Topics, by Racial Identity

Religious Affiliation. Roughly eight in ten of employees with Another or Multiple Religious Affiliations (83%, $n = 10$) and Non-Religious employees (79%, $n = 15$) agreed that *UM-Dearborn transparently responds to significant topics that affect the campus community* while roughly three-quarters of Christian/Catholic employees (73%, $n = 16$) agreed (see Figure 35).

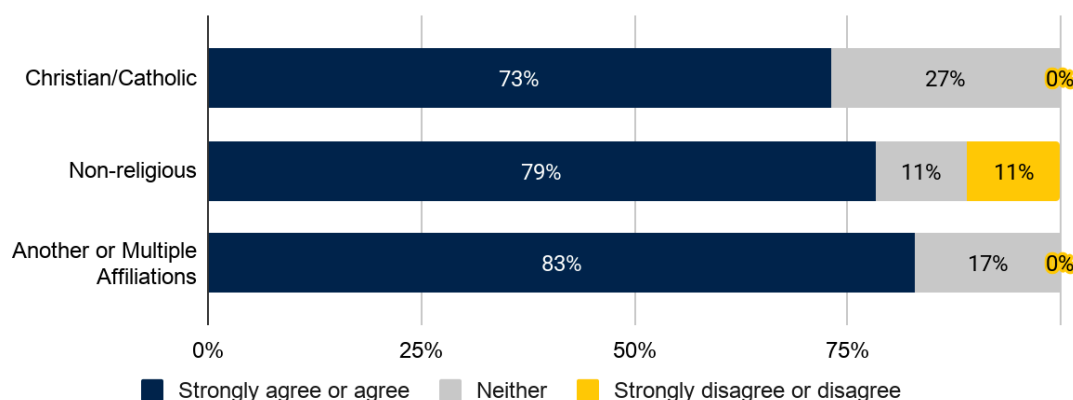


Figure 35. Perceptions Campus Response to Significant Topics, by Religious Affiliation

Primary Language. Employees whose primary language is English (76%, $n = 35$) were more likely to indicate that *the University transparently responds to significant topics that affect the campus community* than those whose primary language is another language (64%, $n = 7$, see Figure 36).

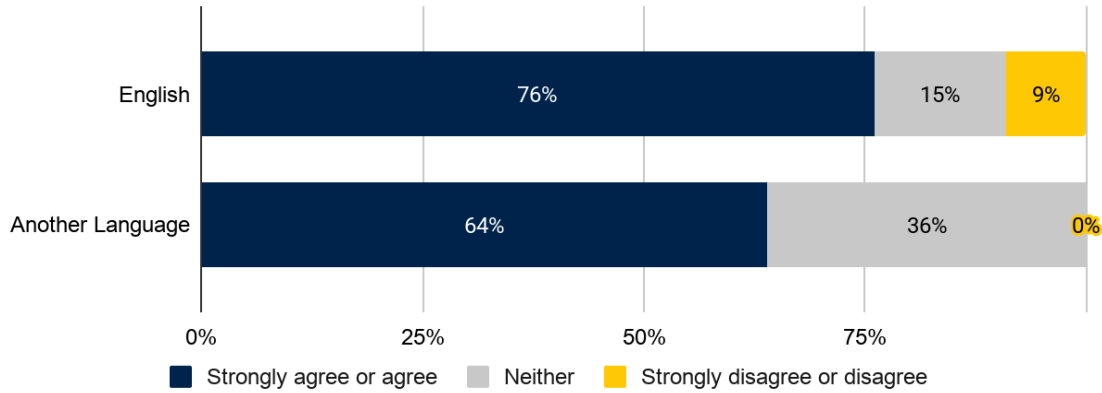


Figure 36. Perceptions on Campus Response to Significant Topics, by Primary Language

Qualitative Findings

Employees were asked to elaborate on their perceptions related to freedom of expression, institutional trust, or related issues at UM-Dearborn. A total of 5 employees elaborated on their perspectives. The employees generally commented on the political climate, including feeling that the campus handled difficult conversations well, but feeling uneasy about sharing political or personal convictions in the classroom for fear of backlash.

Harassment and Discrimination

The United States Civil Rights Act of 1964 and the Education Amendments of 1972 promise equal access to educational services, opportunities, and experiences regardless of sex, race, skin color, or national origin. Moreover, decades of evidence support the importance of non-discriminatory environments for positive learning and developmental outcomes. Employees were asked if, in the past year, they had personally experienced or observed any discriminating or harassing conduct that has interfered with their ability to learn, live, or work at the University of Michigan-Dearborn. Employees who experienced or observed harassment or discrimination were asked a series of follow-up questions about the incident(s). Details of direct personal experiences and indirect observations were assessed using separate lines of questioning.

Among employees, 7% ($n = 4$) indicated they personally experienced *discrimination or harassment in the past year*, including 8% of Faculty ($n = 2$) and 7% of Staff ($n = 2$). Five percent ($n = 3$) indicated they observed *discrimination or harassment in the past year*, including 7% of Faculty ($n = 2$) and 3% of Staff ($n = 1$). Due to the small number of employees who experienced discrimination or harassment ($n < 5$), we are unable to describe the instances.

Employees were asked to elaborate on the discriminating or harassing conduct they experienced. A total of 2 employees shared additional details about their experiences of discriminating and harassing conduct. No themes emerged due to a low harassment and discrimination rate and to protect employees anonymity.

Considerations of Leaving UM-Dearborn

Considerations of Leaving Across Demographic Groups

Campus climate research has demonstrated the effects of campus climate on employee retention.¹⁰ Forty-seven percent (47%, $n = 27$) of employees indicated that they had *seriously considered leaving UM-Dearborn*, including 40% ($n = 10$) of Faculty and 53% ($n = 17$) of Staff (see Figure 37).

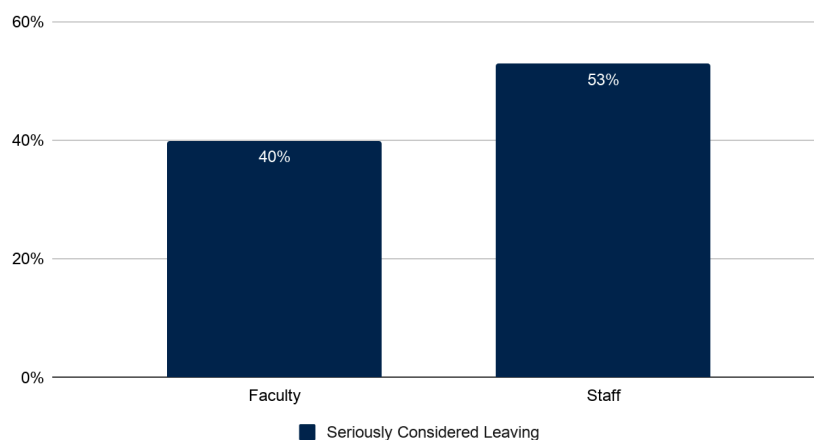


Figure 37. Seriously Considered Leaving, by Employee Status

Racial Identity. White employees were more likely to seriously consider leaving UM-Dearborn (50%, $n = 15$) than employees with Another or Multiple Racial Identities (28%, $n = 5$, see Figure 38).

¹⁰ Strayhorn (2012).

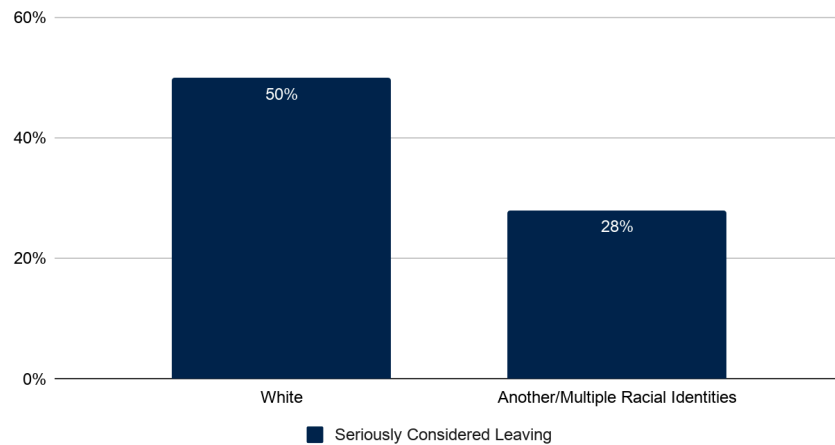


Figure 38. Seriously Considered Leaving, by Racial Identity

Religious Affiliation. As seen in Figure 39, roughly half of Non-Religious employees (53%, $n = 10$), roughly four in ten of Christian/Catholic employees (41%, $n = 9$), and one-third of employees with Another or Multiple Religious Affiliations (33%, $n = 4$) had seriously considered leaving UM-Dearborn.

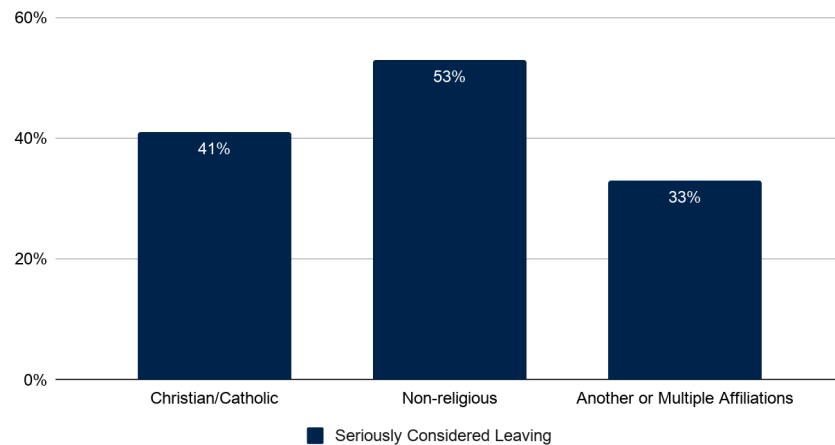


Figure 39. Seriously Considered Leaving, by Religious Affiliation

Primary Language. Half of English primary language speakers (50%, $n = 23$) and one-third of employees who spoke a primary language other than English (36%, $n = 4$) had seriously considered leaving the University (see Figure 40).

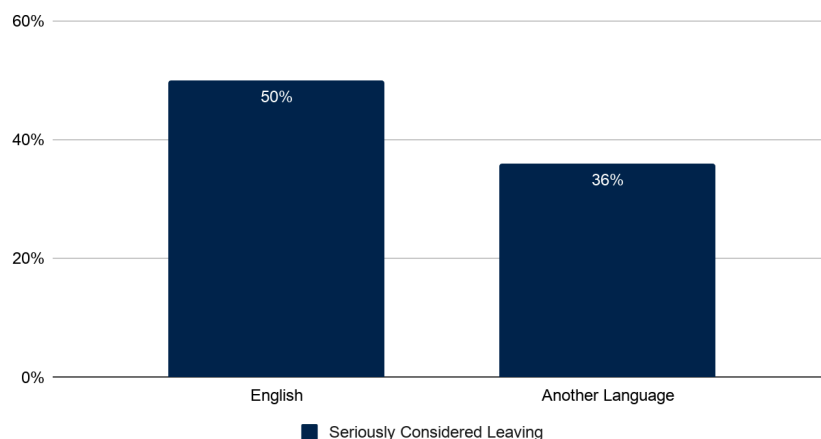


Figure 40. Seriously Considered Leaving, by Primary Language

Reasons for Considering Leaving and Why Employees Stayed

Both Faculty and Staff cited **limited advancement opportunities** (20%, $n = 2$ and 53%, $n = 9$ respectively), **increased workload** (30%, $n = 3$ and 29%, $n = 5$ respectively), **tensions with a supervisor or manager** (30%, $n = 3$, 29%, $n = 5$ respectively) as reasons they considered leaving UM-Dearborn. Faculty also indicated a **lack of institutional resources** (40%, $n = 4$) and a **lack of benefits** (20%, $n = 2$), while Staff were more likely to cite financial reasons, such as **financial difficulties because of low salary or pay rate** (53%, $n = 9$) and **feeling undervalued because of low salary or pay rate** (47%, $n = 8$, see Table 6).

However, both Faculty and Staff cited positives such as their **connections to colleagues** (50%, $n = 5$ and 65%, $n = 11$ respectively) as reasons for staying. Faculty also indicated **benefits** (40%, $n = 4$), **opportunities to make a positive contribution** (30%, $n = 3$), and **UM-Dearborn's commitment to teaching** (30%, $n = 3$) as other reasons for staying. Staff additionally noted **remote work options** (41%, $n = 7$), **UM-Dearborn's diversity and inclusiveness** (41%, $n = 7$), and **opportunities to make a positive contribution** (41%, $n = 7$). Notably, 30% of Faculty ($n = 3$) and 47% of Staff ($n = 8$) indicated they are **still considering leaving**.

Participants Who Seriously Considered Leaving UM-Dearborn	
Faculty (40%, n = 10)	
Reasons for Considering Leaving	• Lack of institutional resources (40%, n = 4) • Tension with supervisor/manager (30%, n = 3) • Increased workload (30%, n = 3) • Lack of benefits (20%, n = 2) • Limited advancement opportunities (20%, n = 2)
Reasons for Staying	• Connections to colleagues (50%, n = 5) • Benefits (40%, n = 4) • Opportunities to make a positive contribution (30%, n = 3) • UM-Dearborn's commitment to teaching (30%, n = 3) • I am still considering leaving (30%, n = 3)
Staff (53%, n = 17)	
Reasons for Considering Leaving	• Limited advancement opportunities (53%, n = 9) • Financial difficulties because of low salary/pay rate (53%, n = 9) • Feel undervalued because of low salary/pay rate (47%, n = 8) • Increased workload (29%, n = 5) • Tensions with supervisor/manager (29%, n = 5)
Reasons for Staying	• Connections to colleagues (65%, n = 11) • I am still considering leaving (47%, n = 8) • Remote work options (41%, n = 7) • UM-Dearborn's diversity and inclusiveness (41%, n = 7) • Opportunities to make a positive contribution (41%, n = 7)

Table 6. Participants Who Seriously Considered Leaving UM-Dearborn

Qualitative Findings

Reasons Employees Considered Leaving UM-Dearborn

Employees who considered leaving the University of Michigan-Dearborn were asked to share more about their reasons. A total of 21 employees shared their perspectives on why they considered leaving. Employee comments exclusively addressed issues that are out of the scope of this assessment, such as concerns about pay and workload.

Reasons Employees Decided to Stay at UM-Dearborn

Employee participants were also asked to elaborate on why they decided to stay at the UM-Dearborn. Seventeen (17) employees shared more about the reasons that they decided to stay. One theme was present across responses: positive work environment.

Positive work environment. Employees stated that they decided to stay at the university because of the positive work environment. Employees indicated that they “love UM-Dearborn and the community it has.” An employee explained, “I love what I do, who I do it for, and who I do it with,” while another stated, “It’s a good job with good people at a good college; that’s hard to give up, regardless of how stressful aspects of the job might be.” Although the positive work environment was one reason that they stayed, employees indicated that they would leave if they received higher wages elsewhere. One employee stated, “I ABSOLUTELY LOVE WHAT I DO, and I love the faculty, staff, and students; however, my health and family MUST COME FIRST, and if there is a better opportunity, I will have no choice but to take it.” Echoing these sentiments, another employee shared, “I do love where I work, I love my students and colleagues, and while I do not want to leave, I cannot see this being somewhere I can stay for many more years to come if wages/opportunities do not change.”

Sense of Belonging

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Sense of Belonging can be defined as one's perceived social support on campus, feeling or sensation of connectedness, and experience of mattering or importance to the campus community or others on campus.

Faculty Sense of Belonging

	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree
I feel valued by faculty in my department/program.	84% (n = 21)	16% (n = 4)	0% (n = 0)
I feel valued by my department/program chair.	80% (n = 20)	16% (n = 4)	4% (n = 1)
I feel valued by other faculty at the University of Michigan-Dearborn.	80% (n = 20)	20% (n = 5)	0% (n = 0)
I feel valued by University of Michigan-Dearborn senior administrators (e.g., dean, provost).	60% (n = 15)	28% (n = 7)	12% (n = 3)
I feel that the University of Michigan-Dearborn climate encourages open discussion of difficult topics.	64% (n = 16)	24% (n = 6)	12% (n = 3)
I feel that the University of Michigan-Dearborn values my <u>research/scholarship</u> .	52% (n = 13)	40% (n = 10)	8% (n = 2)
I feel that the University of Michigan-Dearborn values my <u>teaching</u> .	84% (n = 21)	12% (n = 3)	4% (n = 1)
I feel that the University of Michigan-Dearborn values my <u>service contributions</u> .	56% (n = 14)	44% (n = 11)	0% (n = 0)

Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.

Table 7. Faculty Sense of Belonging

As described in Table 7, Faculty were most likely to agree ("strongly agree" or "agree") that they felt *valued by faculty in their department or program* (84%, n = 21) and that *UM-Dearborn values their teaching* (84%, n = 21), followed by *feeling valued by their department or program chair* (80%, n = 20) and *by other faculty at UM-Dearborn* (80%, n = 20). Faculty were least likely to agree that *UM-Dearborn values their research or scholarship*

(52%, $n = 13$) and *their service contributions* (56%, $n = 14$), and that they *felt valued by senior administrators* (60%, $n = 15$). The items in Table 7 were used to create a factor score to quantitatively measure Sense of Belonging for Faculty.^{11 12} For this score, no significant differences emerged among Faculty groups.

Staff Sense of Belonging

Most Staff agreed ("strongly agree" and "agree") that *they felt valued by coworkers in their work unit* (97%, $n = 30$) and *by coworkers outside their work unit* (84%, $n = 26$). Roughly three-quarters *felt valued by faculty* (71%, $n = 22$), *by their supervisor or manager* (74%, $n = 23$), *by students* (74%, $n = 23$), and that *UM-Dearborn values their skills and work* (74%, $n = 23$, respectively). However, only six in ten *felt valued by senior administrators* (61%, $n = 19$, see Table 8). The items in Table 8 were used to create a factor score to quantitatively measure Sense of Belonging for Staff. For this score, no significant differences emerged among Staff groups.

¹¹ Strayhorn (2012).

¹² See Appendix A.

	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree
I feel valued by coworkers in my work unit.	97% (n = 30)	3% (n = 1)	0% (n = 0)
I feel valued by coworkers outside my work unit.	84% (n = 26)	15% (n = 5)	0% (n = 0)
I feel valued by my supervisor/manager.	74% (n = 23)	15% (n = 5)	9% (n = 3)
I feel valued by University of Michigan-Dearborn students.	74% (n = 23)	23% (n = 7)	3% (n = 1)
I feel valued by University of Michigan-Dearborn faculty.	71% (n = 22)	25% (n = 8)	3% (n = 1)
I feel valued by University of Michigan-Dearborn senior administrators.	61% (n = 19)	23% (n = 7)	16% (n = 5)
I feel that the University of Michigan-Dearborn climate encourages open discussion of difficult topics.	71% (n = 22)	23% (n = 7)	6% (n = 2)
I feel that the University of Michigan-Dearborn values my <u>skills</u> .	74% (n = 23)	16% (n = 5)	10% (n = 3)
I feel that the University of Michigan-Dearborn values my <u>work</u> .	74% (n = 23)	16% (n = 5)	10% (n = 3)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 8. Staff Sense of Belonging

Reporting & Institutional Processes

	Participants who felt it was very likely or likely		
	Faculty	Staff	Overall
UM-Dearborn would take the report seriously.	76% (n = 19)	94% (n = 30)	86% (n = 49)
UM-Dearborn would maintain the privacy of the person making the report.	80% (n = 20)	88% (n = 28)	84% (n = 48)
UM-Dearborn would do its best to honor the request of the person about how to go forward with the case.	80% (n = 20)	84% (n = 27)	82% (n = 47)
UM-Dearborn would take steps to protect the safety of the person making the report.	84% (n = 21)	78% (n = 25)	80% (n = 46)
UM-Dearborn would support the person making the report.	76% (n = 19)	75% (n = 24)	75% (n = 43)
UM-Dearborn would provide supportive measures to support the person (e.g., academic, housing, safety).	60% (n = 15)	66% (n = 21)	63% (n = 36)
UM-Dearborn would take action to address factors that may have led to the harassment or discrimination.	68% (n = 17)	78% (n = 25)	74% (n = 42)
UM-Dearborn would handle the report fairly.	76% (n = 19)	69% (n = 22)	72% (n = 41)
UM-Dearborn would label the person making the report a troublemaker.	12% (n = 3)	3% (n = 1)	8% (n = 4)
UM-Dearborn would have a hard time supporting the person who made the report.	12% (n = 3)	3% (n = 1)	8% (n = 4)
UM-Dearborn would punish the person who made the report.	16% (n = 4)	0% (n = 0)	8% (n = 4)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 9. Perceptions on Reporting a Title VI Violation to UM-Dearborn

Employees were asked various questions regarding their perceptions on reporting Title VI incidents to the University of Michigan-Dearborn, including participants' feelings on

UM-Dearborn taking the report seriously, receiving support from the University, and actions taken to address the incident(s).

For the purpose of this survey, a **Title VI incident** was described as “an incident of harassment or discrimination based on a person’s race, color, national origin, including actual or perceived shared ancestry or ethnic characteristics.”

Reporting Title VI Incidents

Regarding reporting Title VI incidents, more than eight in ten employees indicated it was likely (“very likely” or “likely”) that *UM-Dearborn would take the report seriously* (86%, $n = 49$) and *maintain the privacy of the reporting individual* (84%, $n = 48$), and *do its best to honor the request of the person about how to go forward with the case* (82%, $n = 47$). Roughly two-thirds of employees felt that *UM-Dearborn would provide supportive measures to the reporting individual* (63%, $n = 36$). Notably, very few employees felt it was likely that *UM-Dearborn would label the reporting individual a troublemaker* (8%, $n = 4$), *have a hard time supporting the person making a report* (8%, $n = 4$), or *punish the person for making the report* (8%, $n = 4$, see Table 9).

Table 10 details employees’ knowledge of Title VI reporting and institutional policies. Approximately two in three employees indicated that they understood what happens when someone reports a Title VI incident to the University of Michigan-Dearborn (67%, $n = 38$). Roughly eight in ten knew where to go to report a Title VI violation (81%, $n = 46$) and were familiar with the University of Michigan’s Title VI policies (77%, $n = 44$).

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
I understand what happens when someone reports a Title VI violation at the University of Michigan-Dearborn.	56% ($n = 14$)	75% ($n = 24$)	67% ($n = 38$)
I would know where to go to report a Title VI violation.	76% ($n = 19$)	84% ($n = 27$)	81% ($n = 46$)
I am familiar with the University of Michigan-Dearborn’s Title VI policies.	72% ($n = 18$)	81% ($n = 26$)	77% ($n = 44$)

Table 10. Knowledge of Title VI Reporting and Institutional Policies

Institutional Processes for Education of Title VI

Before coming to UM-Dearborn, roughly two-thirds of employees (61%, $n = 34$) had received information or education about harassment or discrimination based on race, color, national origin or actual or perceived shared ancestry or ethnic characteristics.

Approximately four in ten (38%, $n = 21$) have attended a public educational or civic engagement event related to antisemitism, Islamophobia, geopolitical conflict, racism, or national origin–based discrimination since they came to UM-Dearborn.

As seen in Figure 41, Staff generally were more likely to indicate awareness across all Title VI knowledge areas compared to Faculty. Regarding *the definitions of race-based or national origin discrimination under Title VI*, 87% of Staff ($n = 26$) indicated awareness compared to 65% of Faculty ($n = 13$). A larger proportion of Staff also indicated awareness of *how to report an incident of race-based or national origin discrimination or Title VI violation* (90%, $n = 27$ vs. 85%, $n = 17$), *where to go to get help if someone experiences race-based or national origin discrimination* (93%, $n = 18$ vs. 90%, $n = 18$), *Title VI protections against race-based or national origin discrimination in educational programs* (83%, $n = 25$ vs. 70%, $n = 14$), and *how to help prevent race-based or national origin discrimination on campus* (77%, $n = 23$ vs. 65%, $n = 13$).

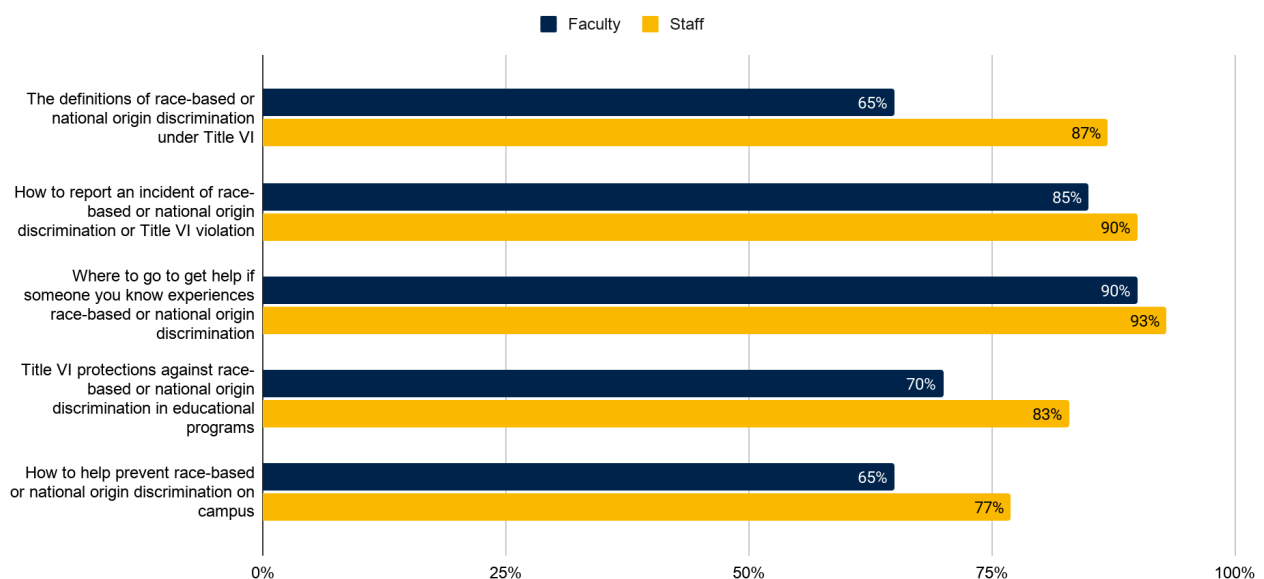


Figure 41. Percent of Employees Who Received Written or Verbal Information on Various Title VI-related Topics

Knowledge of Campus Resources

Table 11 details employees' knowledge levels of campus Title VI resources. The two resources with the highest awareness were Division of Public Safety (DPS) and Counseling and Psychological Services (CAPS), with roughly eight in ten of employees indicating being aware ("extremely aware" or "very aware") of each (80%, $n = 45$ and 77%, $n = 43$, respectively). Two-thirds of employees were aware of the Dean of Students Office/Student Conduct & Resolution Office/Dearborn Support (66%, $n = 37$). However, the Equity, Civil Rights, and Title IX Office (ECRT) and University/Student Ombuds had lower levels of awareness, with less than two-thirds of employees being aware of them (55%, $n = 31$ and 54%, $n = 30$ respectively).

	Participants who extremely aware or very aware		
	Faculty	Staff	Overall
Equity, Civil Rights, and Title IX Office (ECRT)	46% ($n = 11$)	63% ($n = 20$)	55% ($n = 31$)
Department of Public Safety (DPS)	75% ($n = 18$)	84% ($n = 27$)	80% ($n = 45$)
Dean of Students Office/Student Conduct & Resolution Office/Dearborn Support	67% ($n = 16$)	66% ($n = 21$)	66% ($n = 37$)
Counseling and Psychological Services (CAPS)	63% ($n = 15$)	88% ($n = 28$)	77% ($n = 43$)
University/Student Ombuds	50% ($n = 12$)	56% ($n = 18$)	54% ($n = 30$)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 11. Awareness of Campus Resources Related to Title VI Response

Sense of Safety & Bystander Confidence

Safety on Campus

	Participants who strongly agree or agree		
	Faculty	Staff	Overall
On or around the University of Michigan-Dearborn, I feel safe from harassment and discrimination based on my race.	91% (n = 22)	91% (n = 29)	91% (n = 51)
On or around the University of Michigan-Dearborn, I feel safe from harassment and discrimination based on my skin color.	83% (n = 19)	91% (n = 29)	87% (n = 48)
On or around the University of Michigan-Dearborn, I feel safe from harassment and discrimination based on my national origin.	87% (n = 20)	94% (n = 30)	91% (n = 50)
On or around the University of Michigan-Dearborn, I feel safe from harassment and discrimination based on my actual or perceived shared ancestry.	79% (n = 19)	94% (n = 30)	87% (n = 49)
I don't think harassment or discrimination based on race, color, national origin, or shared ancestry is a problem at the University of Michigan-Dearborn.	53% (n = 13)	48% (n = 15)	51% (n = 28)
I don't think there is much I can do about harassment or discrimination based on race, color, national origin, or shared ancestry at the University of Michigan-Dearborn.	13% (n = 3)	9% (n = 3)	11% (n = 6)
There isn't much need for me to think about harassment or discrimination based on race, color, national origin, or shared ancestry while at the University of Michigan-Dearborn.	25% (n = 6)	9% (n = 3)	16% (n = 9)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 12. Employee Level of Agreement with Feeling Safe on Campus

The majority of employees agreed (“strongly agree” or “agree”) they *felt safe from harassment and discrimination based on race* (91%, $n = 51$), *skin color* (87%, $n = 48$), *national origin* (91%, $n = 50$), and *actual or perceived shared ancestry* (87%, $n = 49$) on or around campus (see Table 12 on previous page).

Slightly over half of employees agreed that *harassment and discrimination based on race, color, national origin, or shared ancestry was not a problem at the University* (51%, $n = 28$). One in ten employees (11%, $n = 6$) felt *there was nothing they could do about harassment or discrimination based on race, color, national origin, or shared ancestry on campus* and 16% agreed there isn’t much for them to think about it while at UM-Dearborn ($n = 9$).

Qualitative Findings

Toward the end of the survey, employees were asked to respond to the question ‘In what spaces on campus do you feel safe and supported, and why? A total of 17 employees shared which spaces they felt safe and supported in at the university. One theme emerged among responses: departments/offices. Employees described feeling safe and supported primarily within their departments, offices, and immediate teams. One noted, “I feel safe and supported in my office, in conversations with my supervisor, unit and campus leadership, and with many of my staff co-workers.” Others offered brief statements such as “I feel safe and supported within [department name redacted]” and “I feel safe and supported within my team in [department name redacted].” Several employees framed support in terms of relationships rather than physical spaces: “My ‘spaces’ are really more about people. I have a group of close colleagues in my department with whom I feel absolutely comfortable and supported.” Others stated simply, “My college and my department,” or “My department, and in other departments that I meet on campus. They are helpful and generally supportive.”

Bystander Response

The vast majority of employees indicated they felt confident across all bystander response items (see Table 13). More than nine in ten indicated they would *intervene if someone were harassing another person based on their identity* (93%, $n = 51$), *check in with someone they suspected of being the target of harassment or discrimination* (91%, $n = 51$), and *intervene if someone was discriminating against another person based on their identity* (91%, $n = 51$). Similarly, 89% felt confident they would *speak up against racist or culturally insensitive jokes* ($n = 49$) and *intervene if someone implied that individuals of one race, national origin, or*

shared ancestry did not have to meet the same intellectual standards as others to get into or be hired at UM-Dearborn (n = 50).

I feel confident that I would...	Participants who strongly agree or agree		
	Faculty	Staff	Overall
Intervene if someone were harassing another person based on their identity.	91% (n = 21)	94% (n = 30)	93% (n = 51)
Intervene if someone was discriminating against another person based on their identity.	88% (n = 21)	94% (n = 30)	91% (n = 51)
Speak up against someone telling racist or culturally insensitive jokes.	91% (n = 21)	88% (n = 28)	89% (n = 49)
Check in with someone I suspected of being the target of harassment or discrimination.	88% (n = 21)	94% (n = 30)	91% (n = 51)
Intervene if someone suggests or implies that individuals of one race, national origin, or shared ancestry don't have to meet the same intellectual standards as others to get into/be hired at the University of Michigan-Dearborn.	88% (n = 21)	91% (n = 29)	89% (n = 50)
Note: Missing data are excluded from percentage calculations. Percentages may not sum to 100 due to rounding.			

Table 13. Employee Bystander Response

References

- Anti-Defamation League & Hillel International. (2025, January 30). *Campus Antisemitism One Year after the Hamas Terrorist Attacks*.
- Bal, M. (2002) *Travelling Concepts in the Humanities: a Rough Guide*. Toronto: University of Toronto Press.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531.
- CAIR California & Center for the Prevention of Hate and Bullying. (2024). *2024 Campus Climate Report*.
- Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. (1964).
- Federal Bureau of Investigation. (2024). *Hate crimes at schools [Special report]*. U.S. Department of Justice.
- Federal Bureau of Investigation. (2025). *Hate crime statistics, 2024*. U.S. Department of Justice.
- Gläser-Zikuda, M., Hagenauer, G., & Stephan, M. (2020). The potential of qualitative content analysis for empirical educational research. *Forum: Qualitative Social Research*, 21(1), Article 17.
- Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 2007(120), 7–24.
- Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21(3), 279–302.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.
- Li, D., & Shouhayib, J. (2025). *Discriminating against dissent: The weaponization of civil rights law to repress campus speech on Palestine*. American Association of University Professors & Middle East Studies Association.

- Luttrell, W. (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. Routledge.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Association of American Colleges and Universities.
- Pew Research Center. (2024, April 2). *Rising numbers of Americans say Jews and Muslims face a lot of discrimination*. Retrieved from <https://www.pewresearch.org/2024/04/02/rising-numbers-of-americans-say-jews-and-muslims-face-a-lot-of-discrimination/>
- Rankin, S., & Reason, R. (2008). Transformational tapestry model: A synthesis of campus climate assessments and interventions. *Journal of Diversity in Higher Education*, 1(4), 262–274.
- Sharpe, D. (2015). Chi-square test is statistically significant: Now what? *Practical Assessment, Research, and Evaluation*, 20, Article 8.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. Routledge.
- U.S. Department of Education, Office for Civil Rights. (2023, November 7). *Dear Colleague Letter: Shared ancestry or ethnic characteristics discrimination*.
- U.S. Department of Education, Office for Civil Rights. (2024, May 7). *Dear Colleague Letter: Protecting students from discrimination, such as harassment, based on race, color, or national origin, including shared ancestry or ethnic characteristics*.

Appendix A - Factor Analysis

Introduction

The survey contained a series of questions that measured *Sense of Belonging*. The *Sense of Belonging* items were informed by Strayhorn's qualitative examination of students' sense of belonging.¹³ Rankin Climate developed survey questions to quantitatively measure the sense of belonging for faculty and staff.

Methodology

The questions were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 5 for "strongly agree" and 1 for "strongly disagree"). For the purposes of analysis, only participants who answered all scale sub-questions were included in the analyses.

The factor score for *Sense of Belonging* was created by taking the average of the scores for the sub-questions in each factor. Each response for individuals who answered all the questions included was assigned a score on a five-point scale. The items were coded such that higher scores on factors suggested an individual or constituent group had a higher *Sense of Belonging* at UM-Dearborn. The items included in the factor are detailed below.

Faculty <i>Sense of Belonging</i> ¹⁴	
Items	Rescaled Factor
I feel valued by faculty in my department/program.	.747
I feel valued by my department/program chair.	.697
I feel valued by other faculty at the University of Michigan-Dearborn.	.783
I feel valued by University of Michigan-Dearborn senior administrators (e.g., dean, provost).	.704
I feel that the University of Michigan-Dearborn climate encourages open discussion of difficult topics.	.699
I feel that the University of Michigan-Dearborn values my research/scholarship.	.803
I feel that the University of Michigan-Dearborn values my teaching.	.774

¹³ Strayhorn (2012).

¹⁴ $\alpha = .913$, $n = 25$

I feel that the University of Michigan-Dearborn values my service contributions.	.911
--	------

<i>Staff Sense of Belonging¹⁵</i>	
Items	Rescaled Factor
I feel valued by coworkers in my work unit.	.485
I feel valued by coworkers outside my work unit.	.328
I feel valued by my supervisor/manager.	.526
I feel valued by University of Michigan-Dearborn students.	.027 ¹⁶
I feel valued by University of Michigan-Dearborn faculty.	.269
I feel valued by University of Michigan-Dearborn senior administrators (e.g., dean, provost).	.676
I feel that the University of Michigan-Dearborn climate encourages open discussion of difficult topics.	.692
I feel that the University of Michigan-Dearborn values my <u>skills</u> .	.957
I feel that the University of Michigan-Dearborn values my <u>work</u> .	.960

¹⁵ $\alpha = .808$, $n = 31$

¹⁶ Although the rescaled factor score for this item was low, it has strong face validity and the scale maintained high overall reliability.

Appendix B - Qualitative Methodology

Introduction

This qualitative report provides an overview of the findings from 5 open-ended questions included in University of Michigan's 2026 *Climate Survey Related to Campus Culture and Community*. Full summary reports for each question will be provided to the Equity, Civil Rights, and Title IX Office as a part of the complete dataset. Many of the findings align with trends observed in climate studies at other institutions and reflect experiences commonly documented in the literature on historically underrepresented and underserved populations. However, the results also highlight unique differences that are specific to the University of Michigan-Dearborn community.

Methodology

The Rankin Climate (now Interwoven Insights) team reviewed participant comments using qualitative thematic analysis.¹⁷ Thematic analysis is used to systematically identify, analyze, and interpret recurring patterns within textual data, aligned with the study objectives. Thematic analysis goes beyond merely counting words to intensely examine language for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (e.g., themes).¹⁸ It is one of numerous research methods used to analyze text data and focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text.¹⁹ The themes can represent either explicit communication or inferred communication.

The data analysis process commenced with Rankin Climate researchers familiarizing themselves with the dataset through repeated readings, ensuring a comprehensive grasp of the content. Initial codes were generated to capture meaningful segments directly related to the study. These codes were then grouped into themes that highlighted overarching patterns and connections within the data. The themes underwent a rigorous review and refinement process to enhance their accuracy and reflect the content faithfully. Each theme was then distinctly defined and given descriptive names to encapsulate its essence.

Findings from the thematic analysis are reported using a narrative approach, complemented by a relevant quotation to illustrate the identified themes. Ethical considerations such as

¹⁷ Krippendorff, K. (2018).

¹⁸ Luttrell (2010).

¹⁹ Gläser-Zikuda et al. (2020).

maintaining participant anonymity and confidentiality, were strictly adhered to throughout the data collection and analysis process. Additionally, the research team acknowledged the potential influence of personal biases and preconceptions and actively worked to minimize their impact on the analysis.

It is important to note that the thematic analysis method has inherent limitations, including the subjectivity associated with qualitative research and constraints related to sample size. However, despite these limitations, thematic analysis is a valuable tool for gaining profound insights into the study objectives, providing a solid foundation for further discussion and potential strategic actions. Also, important to note, this methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Participants were “primed” by the quantitative questions that preceded the open-ended text boxes.