

# THE SYRACUSE UNIVERSITY

## STATE OF DIVERSITY, EQUITY & INCLUSION

### The Staff Experience Campus Climate Pulse Technical Report

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## INTRODUCTION

Syracuse University is dedicated to cultivating a campus community that fosters constructive participation in a diverse, multicultural world. Current efforts are designed to support initiatives that foster an inclusive living, learning and working environment. An important step toward reaching this goal is to develop a strong understanding of the community's perspectives and experiences related to diversity, equity, and inclusion on the campus.

### **The 2020 Syracuse University Experience Campus Climate Pulse Survey**

The 2020 Syracuse University Experience Campus Climate Pulse Survey on Diversity, Equity, and Inclusion was commissioned by the Syracuse University Board of Trustees, and the Center for Strategic Diversity Leadership and Social Innovation, based in Atlanta, Georgia, was engaged to perform the study. This survey stood as one part of a collection of university efforts to strengthen and implement the principles of diversity, equity, and inclusion in and around the campus community. The portion of the survey analyzed herein explored staff perspectives and experiences related to several key topics, while other portions of the campus climate pulse survey, analyzed in separate reports, surveyed faculty and students as well.

The data collected in this study can be used in many ways. It certainly offers a baseline of data for understanding the present campus climate at Syracuse University, and will stand as a benchmark against which future surveys will measure change over time. It can also help inform current and future planning with regards to supporting a diverse, inclusive and vibrant campus community.

This document reports the results from the staff survey component.

## **SECTION 1: SURVEY DESIGN AND METHODOLOGY**

### **Study Design**

The staff portion of the Syracuse University Experience Campus Climate Pulse Survey on Diversity, Equity, and Inclusion employed a census approach to data collection, which is a research method that studies all the members of a population. This strategy stands in contrast to a sampling approach, which studies only a representative group of the population, not all its members. In this case, all staff at Syracuse University who were employed as of September 4, 2020, had the opportunity to respond to the survey and to contribute their perspectives of the campus climate.

### **Survey Instrument**

The survey design process originated when Syracuse University decided to implement a study to assess the current campus climate with respect to diversity, equity and inclusion. The survey was designed as a self-administered, highly interactive, web-based survey that would take less than 15 minutes to complete on average. The survey structure was comprised of four sections: a Statement of Confidentiality and Consent; the Demographics Survey; the Campus Climate Survey; and a final Thank You and Contact Information for Support Services.

#### *Statement of Confidentiality and Consent*

To ensure success of this survey, given the sensitive nature of several of the questions, a key element of the study design was limiting direct access to Syracuse University students, faculty and staff who were being surveyed. Integral to this effort was the use of an independent contractor, the Center for Strategic Diversity Leadership and Social Innovation (CSDLSI), for data collection efforts, which provided a firewall between respondents' identities and their survey responses.

During the course of this study, once the participant sample list was provided to CSDLSI, no Syracuse University employee came into contact with identifying information on any potential survey respondent in a way that would allow them to link survey responses to individual identity. All staff were CSDLSI employees and/or contractors. This fact was openly disclosed during contacts with respondents so that they were assured that their responses would not be linked back to them.

- At the start of the survey, all respondents were provided with a Survey Information page, and were asked to click "Next" if they agreed to what was described. This page served as an informed consent to participate. If a potential respondent did not consent to participate, however, they were not shown subsequent survey questions.
- The consent form included information about where staff could seek assistance if they had questions or if they experienced emotional or otherwise negative effects after filling out the survey.
- Due to the nature of the survey, respondents were not required to answer any questions other than the consent question. Because participants could choose to skip any questions they did not wish to answer, the number of respondents varies by question in the data tables.

#### *Demographics: Survey Part I*

In this section, questions were asked to capture demographic aspects of each participant, including: gender, race/ethnicity, sexual orientation, religious affiliation, disability, and military status. These variables were used in the primary analysis, as well as to better understand any non-response bias that may exist as a result of some respondents not participating in some questions.

## *Campus Climate: Survey Part II*

Next, a set of questions were asked about several dimensions:

- *Satisfaction*: The degree to which the participant was satisfied with the campus climate/environment over the previous 12 months. Involvement levels in school activities.
- *Institutional Commitment to DEI*: Perceptions of the strength of Syracuse University's commitment and programs related to diversity, equity, and inclusion.
- *Valued and Belonging*: Degree to which the individual feels welcomed, valued, respected, and like they belong at Syracuse University.
- *Equitable Access to Opportunity and Growth*: Ability of the participant to reach their potential, have the same opportunities as others, and can develop well.
- *Discrimination Felt*: Any discriminatory events personally experienced in the previous 12 months, and the contexts in which those events took place.

Additional specialty segments included questions about:

- *COVID-19 Institutional Response*: The participant's concerns about the disease and the pandemic as well as about SU's institutional response to COVID-19.
- *BLM*: Student perceptions of the Black Lives Matter movement and experiences they have had as a result of BLM.

The survey concluded with two open-ended questions about any further comments and how to improve diversity, equity, and inclusion at Syracuse University.

### *Thank You and Contact Information for Support Services*

At the conclusion of the survey, respondents were thanked for their time and participation and then were again directed to various support services on campus in case they experienced any discomfort in responding to the survey questions and would like to speak with someone.

## **Study Methodology**

The Syracuse University Experience Campus Climate Pulse Survey on Diversity, Equity, and Inclusion was administered as an online web survey. The survey was optimized so that it could be completed successfully on mobile devices and tablets as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey when the system detected that a mobile-size screen was in use.

### *Population Frame for Census Survey*

The eligible population for this survey included all staff on the Syracuse University campus who were employed as of September 4, 2020. The Syracuse University Registrar provided the listing of staff (N=5,587) to CSDL SI.

### *Data Collection*

The overall data collection design protocol for staff proceeded in this way:

- An email invitation to participate in the web-based survey.
- A series of four email reminders to participate in the web-based survey.

### *Response Rates*

Response rates were monitored during data collection and were used to help target specific efforts in the responsive design stage of the study. Response rates are useful to measure the potential for nonresponse bias, however, they do not specifically identify a bias.

**Table 1. Response Rate for Staff**

Eligible Population of Staff	N=5,587
Final Response Rate	41.6% (N=2,322)

### **Post-Survey Adjustment and Weighting**

Because not every participant invited to a survey completes it, statistical weighting was performed to ensure that the data based on the respondent group correctly represents the entire population of staff. After the data collection was complete, information on the sampling frame and from population counts provided by Syracuse University was used to develop weighting adjustment factors.

Using the population counts supplied by Syracuse University, the characteristics of the respondents (e.g., age, gender, race/ethnicity, etc.) were weighted to match those of the population. This technique, known as post-stratification, reduces error and may reduce any bias related to the factors used in the post-stratification. The cross-classification of several characteristics were matched to the distribution of these characteristics for the respondents to those of the population.

These adjustments assume that there are no differences in the survey measures between responders and non-responders after controlling for the characteristics used in the post-stratification. Under this assumption, the weighting adjustments allow analysts to make inferences regarding the entire population.

### **Study Data Analysis Plan**

For the data analysis phase of this study, we utilized a number of analytical techniques. The majority of the data presented in the report used univariate or bivariate analysis. Univariate analysis (e.g., frequency distributions of all demographic variables) was conducted to display the count or percentage of values within a particular group. Bivariate analysis was conducted to explore the relationship between two different variables (e.g., crosstabulations between the race/ethnicity variable and perceptions of discrimination).

### *Significance Testing*

To aid the process of comparing responses within a table when bivariate analysis was used, we conducted formal significance testing to connote when an observed difference is statistically significant. This type of testing is important because it helps quantify whether a result is due to chance or is a genuine effect.

Significance appears in the footnotes of each table any time two or more groups are compared. When this happens, we note whether a statistically significant difference was observed between the two groups (e.g., women vs. men respondents). In tables that list more than two groups, however, (e.g., data displayed for the six race/ethnicity categories), then the pairwise comparison of each statistically significant difference

is presented. Unless otherwise noted in the text, a statistically significant difference is recorded when  $p < 0.05$ , or when there is a less than 5% possibility of the difference being due to chance, the gold standard threshold for significance testing.

### *Multivariate Analyses*

To further explore relationships (or associations in the data), and in addition to the bivariate analyses discussed earlier, we also analyzed a series of predictive models. These models utilize multivariate analysis, which yields more real-world results since it considers the effects of more than one variable at a time on a dependent variable of interest.

For these models, we used two forms of multiple regression. In some cases, we used a standard multiple linear regression technique known as Ordinary Least-Squares (OLS) regression which allowed us to estimate the independent effect of each demographic category on the level of individuals' feelings about specific aspects of the Syracuse University DEI climate (e.g., perceptions of belonging). In other cases, and when a dependent variable of interest was dichotomous (e.g., "Have you felt discriminated against in the past 12 months - Yes/No?"), we used multiple logistic regression to estimate the independent effect of each demographic category on the odds of having each specific experience or response type (e.g., perception of discrimination). This multivariate modeling approach is important because membership in these categories can overlap, but each is an independent risk factor for specific experiences or responses.

The statistical significance of all of the multivariate models is assessed with a t-statistic, presented in parentheses directly below either the regression coefficient or odds ratio in the multivariate tables. The levels of significance are also identified by asterisks. Further detail is provided in Section 4 of this report, where the multivariate models are presented.

## SECTION 2. SURVEY RESPONDENTS

The first results we present describe the demographic characteristics of the target population of our survey. Each section of the report displays result percentages of the staff population for each item in the survey.

### Staff Demographics

*Sex and Gender Identity:* Syracuse University staff are diverse along a number of dimensions. The percentage of female staff is roughly 53%, while the percentage of male staff is roughly 46% (Table 2). The percentage of staff who identify their gender as a woman is 53%, while the percentage of staff identifying as a man is 46%; in addition to 1% of staff identifying as either transgender or gender nonconforming (Table 3).

*Sexual Orientation:* With regards to sexual orientation, roughly 86% of Syracuse University staff identify as heterosexual, approximately 3% identify as bisexual, just over 4% as asexual, under 3% as gay, and 1% as lesbian. Table 4 presents the full array of response options to this survey question.

*Race:* Approximately 79% of Syracuse University staff identify as White, a little under 3% identify as Asian American/Asian, roughly 2% as Hispanic/Latinx, approximately 13% as African American/Black, roughly 2% as choosing two or more racial identities, and less than 1% each as Native American/Alaskan Native or Native Hawaiian/Other Pacific Islander (Table 5).

*Religious Background:* Syracuse University has a very pluralistic population with regard to religious beliefs. Overall, roughly 26% of staff report identifying as Agnostic, Atheist, or having no religious background, roughly 66% identify as Christian, approximately 2% as Jewish, roughly 1% as Muslim, and 5% identified with another religious background (Table 6).

*Financial Status:* Drawing from the data presented in Table 7, we can see that roughly 46% of the staff population at Syracuse University is financially challenged (collapsing the “I cannot make ends meet,” “I am barely making it,” and “I am breaking even” response categories into one), while the majority of the staff population (54%) is financially stable (collapsing the “I have extra money after paying the bills” and “I don’t have to worry about money” response categories). *Note:* Throughout the remainder of this report, we will use this newly collapsed variable of financial status (Financially Challenged vs. Financially Stable) as a key to better understand Syracuse University staff survey responses.

*Disability:* Roughly 10% of the overall staff population reports having a disability (Table 8).

*Military Experience:* Roughly 6% of staff report having served in the armed forces, military reserves or National Guard (Table 9).

**Table 2. What is your current sex?**

	Percent of Syracuse University Staff
Female	53.3
Intersex	0.6
Male	46.1
Preferred Response Not Listed	0.0



**Table 3. What is your gender/gender identity?**

	Percent of Syracuse University Staff
Women	53.0
Men	46.0
Transgender/Gender Nonconforming	0.6
Preferred Response Not Listed	0.4

**Table 4. What is your sexual orientation?**

	Percent of Syracuse University Staff
Asexual	4.2
Bisexual	2.8
Gay	2.6
Heterosexual (Cisgender)	85.9
Lesbian	1.0
Pansexual	0.5
Queer	0.9
Questioning	0.4
Preferred Response Not Listed	1.7

**Table 5. Please indicate the racial or ethnic groups with which you identify.<sup>1</sup>**

	Percent of Syracuse University Staff
African American/Black (AA)	13.1
Asian American/Asian (As)	2.7
Hispanic/Latinx (H)	1.9
Middle Eastern/North African (N)	0.1
Native American/Alaskan Native (N)	0.1
Native Hawaiian/Other Pacific Islander (N)	0.0
White (W)	79.4
Multiracial/-ethnic: Two or More Selections (M)	1.9
Preferred Response Not Listed	0.8

<sup>1</sup> Due to the limited sample sizes of the Native American/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Middle Eastern/North African racial/ethnic groups across all the surveys (students, faculty, and staff), these three groups were combined into one group for analysis (Native|HPI|ME|NA, or "N"), which you will see in the tables. Our convention of naming this combined group is a more inclusive approach and stands in contrast to standard reporting procedures that typically name collapsed groups as "Other."

**Table 6. With what religious background, if any, do you most identify?**

	<b>Percent of Syracuse University Staff</b>
Agnostic/Atheist/None (A)	25.7
Christian (C)	65.8
Jewish (J)	2.4
Muslim (M)	1.1
Additional Religions (D) <sup>2</sup>	5.0

**Table 7. How would you describe your current financial circumstances in general?**

	<b>Percent of Syracuse University Staff</b>
I cannot make ends meet.	1.7
I am barely making it.	11.4
I am breaking even.	32.5
I have extra money after paying the bills.	47.0
I do not have to worry about money.	7.4

**Table 8. Do you have a disability?**

	<b>Percent of Syracuse University Staff</b>
Yes, I have a disability	10.2
No, I do not have a disability	89.8

**Table 9. Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?**

	<b>Percent of Syracuse University Staff</b>
Ever served or currently serving	5.7
Never served	94.3

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<sup>2</sup> Due to the limited sample sizes of the Bahá'í, Buddhist, Confucian, Hindu, Taoist, and Unitarian Universalist religious backgrounds across all of the surveys (students, faculty, and staff), these groups were combined into one group for analysis, which you will see in the tables labeled as "Additional" religions. Our convention of naming each combined group is a more inclusive approach and stands in contrast to standard reporting procedures that typically names collapsed groups as "Other."

## SECTION 3. SURVEY RESPONSES

This technical report presents a traditional, statistical treatment of the data only, focusing on the results and their statistical significance. It is not meant to offer interpretation that directly guides administrative action. For this reason, none of the technical reports contain the color-coded “scorecard” information that is used in the accompanying Executive Report.

We provide this scorecard key here as a convenience only, as you examine the data herein (Exhibit 1). In the Executive Report, the proprietary “scorecard” assessment matrices act as an infographic allowing immediate understanding of patterns in the collected data. Survey results are color-coded in that report, based on their values, from more positive results (green) to more challenging results (red). Using such a scorecard system helps readers unpack and interpret the Syracuse University Experience data at a glance. *For more details about the scorecard measuring construct, please review Section 3 of the Executive Report.*

**Exhibit 1. The CSDLSI scoring assessment matrix<sup>3</sup>**

	ASSESSMENT	DESCRIPTION OF DIMENSION	PERCENTAGE RESPONSE MEASURES	DISCRIMINATION MEASURE	INDEXED RESPONSE MEASURES
	<b>Green Zone: Clear Strength</b>	Strong performance with only minor areas needed for improvement.	80 - 100%	0 - 9%	4.0 - 5.0
	<b>Blue Zone: Emerging Strength</b>	Doing fairly well, with some areas for improvement.	70 - 79%	10 - 15%	3.6 - 3.9
	<b>Yellow Zone: Area of Concern</b>	Clear challenge, requiring significant attention and the development of long-term solutions for improvement.	60 - 69%	16 - 24%	3.0 - 3.5
	<b>Major Challenge</b>	Major concern requiring significant and immediate attention, with development of long-term solutions for improvement.	0 - 59%	≥ 25%	1.0 - 2.9

*Source: Williams, D., and Wade-Golden, K. (2019). Unpacking campus climate data with scorecards and multivariate risk models working paper. Center for the Study of Strategic Diversity Leadership & Social Innovation.*

### Satisfaction with Overall Campus Climate/Environment

The tables below describe the Syracuse University staff participant responses to the following survey question about satisfaction:

Q: How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Syracuse University within the past 12 months?

A: Very Dissatisfied; Dissatisfied; Neither Satisfied or Dissatisfied; Satisfied; Very Satisfied

Satisfaction with the campus climate/environment at Syracuse University is an area of challenge for staff. Overall, only roughly 43% of staff report being satisfied or very satisfied within the past 12 months, and

<sup>3</sup> In this scorecard framework, DEI indices, satisfaction, and discrimination thresholds in the findings are not in perfect alignment with one another. Instead, they are individually set based on a general understanding that we would like to have an environment in which all communities feel satisfied, experience no discrimination, and score for strength across every multi-item index in this examination. This nearly impossible ideal state informed the development of realistic thresholds at all four levels of the framework (red through green). The model was also informed by our experience with these data over multiple studies, noting general trends and examples from other institutions. Finally, we pressure-tested the framework against tests of statistical significance detailed in the Syracuse University Technical Reports, fine-tuning the scorecard model to work in synchronicity with the technical reports’ analyses.

meaningful differences emerge when you examine the data across various identity groups. A significant gender difference can be found here, with women less often than men reporting being satisfied (Table 10). Significant race differences also are noted among staff. Specifically, Asian American/Asian and White staff report higher levels of satisfaction with the overall climate at Syracuse University compared to African American/Black and Hispanic/Latinx staff who report significantly lower levels of satisfaction (Table 11). LGBTQIA staff report lower levels of satisfaction compared to heterosexual staff (Table 12). Staff who are classified as the Additional religious designation reported the lowest level of satisfaction among all religious backgrounds (Table 13). Additionally, staff with disabilities report a significantly lower level of satisfaction, compared to staff without disabilities (Table 14). Staff who are challenged financially report lower levels of satisfaction than those who are financially stable (Table 15).

**Table 10. Overall Climate Satisfaction: Percent of Syracuse University Staff, by Gender**

	Women	Men	Total
Very Satisfied/Satisfied	39.6	46.8	42.9

*Statistically significant difference.*

**Table 11. Overall Climate Satisfaction: Percent of Syracuse University Staff, by Race**

	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat   HPI   ME/NA	Multiracial
Very Satisfied/Satisfied	32.0	49.8	27.3	45.3	32.1	37.6

*Statistically significant differences: 1) AA vs As, 2) AA vs W, 3) As vs H, and 4) H vs W.*

**Table 12. Overall Climate Satisfaction: Percent of Syracuse University Staff, by LGBTQIA**

	LGBTQIA	Heterosexual
Very Satisfied/Satisfied	33.5	44.0

*"Heterosexual" includes all participants reporting cisgender heterosexual orientation. Statistically significant difference.*

**Table 13. Overall Climate Satisfaction: Percent of Syracuse University Staff, by Religion**

	Agnostic/Atheist/None	Jewish	Muslim	Christian	Additional
Very Satisfied/Satisfied	40.4	54.0	57.2	44.5	27.0

*Statistically significant differences: 1) A vs D, 2) J vs D, 3) M vs D, and 4) C vs D.*

**Table 14. Overall Climate Satisfaction: Percent of Syracuse University Staff, by Disability Status**

	With Disability	Without Disability
Very Satisfied/Satisfied	28.8	44.6

*Statistically significant difference.*

**Table 15. Overall Climate Satisfaction: Percent of Syracuse University Staff, by Financial Status**

	Financially Challenged	Financially Stable
Very Satisfied/Satisfied	36.9	47.7

*Statistically significant difference.*

## Perceptions of Institutional Commitment, Valued/Belonging, and Opportunity/Growth at Syracuse University

The results below describe Syracuse University staff participant responses to the following survey directions:

Q: Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements:

A: Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree

The items described below were used in a confirmatory factor analysis for three factors: “Institutional commitment to DEI,” “Valued and Belonging” and “Opportunity and Growth.” The items composing each factor are as listed below.

### Factor 1: Perceptions of Institutional Commitment to DEI ( $\alpha=0.76$ )

- Syracuse University has a strong commitment to diversity, equity, and inclusion.
- Syracuse University provides sufficient programs and resources to foster the success of a diverse staff.

### Factor 2: Perceptions of Belonging and Being Valued ( $\alpha=0.87$ )

- I feel valued as an individual at Syracuse University.
- I feel I belong at Syracuse University.
- I have considered leaving Syracuse University because I felt isolated or unwelcomed. (*reverse-coded*)
- I am treated with respect at Syracuse University.
- I feel others don't value my opinions at Syracuse University. (*reverse-coded*)
- I have found one or more communities or groups where I feel I belong at Syracuse University.

### Factor 3: Equitable Access to Opportunity and Growth ( $\alpha=0.82$ )

- Syracuse University is a place where I am able to perform up to my full potential.
- I have opportunities at Syracuse University for professional success that are similar to those of my peers.
- I have to work harder than others to be valued equally at Syracuse University. (*reverse-coded*)
- My experience at Syracuse University has had a positive influence on my professional growth.

We constructed an index value for each of the three factors, and we provide the mean for each of those index values below. In each case, a perfect score of “5” represents as positive as possible (strongly agree) and a perfect score of “1” represents as negative as possible (strongly disagree). Each index mean appears in the tables below and on the scorecards in the accompanying Executive Report.

### Perceptions of Institutional Commitment to DEI

On average, staff overall report limited agreement with the idea that Syracuse University has an institutional commitment to DEI (index mean=3.4), with women reporting significantly less agreement than men (Table 16). Generally, underrepresented minority staff reported less perceived institutional commitment to DEI compared to White and Asian American/Asian staff, with African American/Black and Hispanic/Latinx staff reporting the least perceived institutional commitment compared to the other groups (Table 17). LGBTQIA staff reported less agreement with the statements about institutional commitment compared to heterosexual staff (Table 18). Staff who are classified as the Additional religious designation reported the lowest perceived institutional commitment to DEI among the various religious backgrounds (Table 19). Additionally, staff with disabilities reported less perceived institutional commitment to DEI, compared to staff without disabilities (Table 20). Staff who are financially challenged reported less agreement than those who are financially stable (Table 21).

Perceptions of Feeling Valued/Belonging

On average, staff overall also report limited agreement with the ideas that they are valued and belong at Syracuse University (response mean=3.5), with women reporting significantly less agreement than men (Table 16). Generally, underrepresented minority staff reported less of a sense of being valued and belonging compared to White and Asian American/Asian staff (Table 17). LGBTQIA staff reported less agreement with these statements compared to heterosexual staff (Table 18). Additionally, Jewish and Christian staff reported more agreement with the statements about being valued compared to staff from other religious backgrounds (Table 19). Staff with disabilities reported less agreement than staff without disabilities (Table 20). Finally, staff who are challenged financially reported less of a sense of being valued compared to those who are financially stable (Table 21).

Perceptions of Opportunity/Growth

Following the same trend set by the two prior indices, on average, staff report limited agreement with the ideas that they have opportunity and are growing while at Syracuse University (response mean=3.4), with women reporting significantly less agreement than men (Table 16). Generally, underrepresented minority staff reported less of a sense of having opportunity and growing compared to White and Asian American/Asian staff, with African American/Black staff reporting the least perceived sense of opportunity and growth (Table 17). LGBTQIA staff reported less agreement with the statements about opportunity and growth compared to heterosexual staff (Table 18). Jewish and Christian staff reported more agreement with the statements about opportunity and growth compared to staff from other religious backgrounds (Table 19). Staff with disabilities reported less agreement than staff without disabilities (Table 20). Finally, staff who are challenged financially reported less of a sense of having opportunity and growing compared to those who are financially stable (Table 21).

**Table 16. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/ Growth for Syracuse University Staff, by Gender**

	Women	Men	Total
Institutional Commitment	3.3	3.4	3.4
Valued and Belonging	3.5	3.6	3.5
Opportunity and Growth	3.4	3.5	3.4

*Statistically significant difference for Institutional Commitment, for Valued and Belonging, and for Opportunity and Growth.*

**Table 17. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/ Growth for Syracuse University Staff, by Race**

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat   HPI   ME/NA	Multiracial
Institutional Commitment	2.8	3.4	2.9	3.5	3.3	3.2
Valued and Belonging	3.4	3.6	3.4	3.6	3.4	3.4
Opportunity and Growth	3.1	3.4	3.2	3.5	3.2	3.2

*Statistically significant differences for Institutional Commitment: 1) AA vs As, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) H vs W, and 7) W vs M.*

*Statistically significant differences for Valued and Belonging: 1) AA vs As, and 2) AA vs W.*

*Statistically significant differences for Thrive and Growth: 1) AA vs As, 2) AA vs W, 3) H vs W, and 4) W vs M.*

**Table 18. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth for Syracuse University Staff, by LGBTQIA**

	LGBTQIA	Heterosexual
Institutional Commitment	3.0	3.4
Valued and Belonging	3.3	3.6
Opportunity and Growth	3.3	3.5

*"Heterosexual" includes all participants reporting cisgender heterosexual orientation.*

*Statistically significant difference for Institutional Commitment, for Valued and Belonging, and for Opportunity and Growth.*

**Table 19. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth for Syracuse University Staff, by Religion**

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
Institutional Commitment	3.2	3.4	3.3	3.4	3.0
Valued and Belonging	3.5	3.7	3.5	3.6	3.4
Opportunity and Growth	3.4	3.5	3.2	3.5	3.3

*Statistically significant differences for Institutional Commitment: 1) A vs C, 2) J vs D, and 3) C vs D.*

*Statistically significant differences for Valued and Belonging: 1) A vs C, 2) J vs D, and 3) C vs D.*

*No statistically significant differences for Opportunity and Growth.*

**Table 20. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth and Percent of Syracuse University Staff, by Disability Status**

	With Disability	Without Disability
Institutional Commitment	3.1	3.4
Valued and Belonging	3.2	3.6
Opportunity and Growth	3.1	3.5

*Statistically significant difference for Institutional Commitment, for Valued and Belonging, and for Opportunity and Growth.*

**Table 21. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth and Percent of Syracuse University Staff, by Financial Status**

	Financially Challenged	Financially Stable
Institutional Commitment	3.2	3.5
Valued and Belonging	3.3	3.7
Opportunity and Growth	3.2	3.6

*Statistically significant difference for Institutional Commitment, for Valued and Belonging, and for Opportunity and Growth.*

## Felt Discrimination

The tables below describe Syracuse University staff participant responses to the following survey question:

Q: In general, over the past 12 months, have you felt discriminated against at Syracuse University?

A: Yes; No

Overall, approximately 16% of staff report feeling that in general over the past 12 months they have been discriminated against at Syracuse University. There is a significant gender difference, with women staff reporting this perception more often than men (Table 22). Significant race differences are found for staff as well. Specifically, White staff report the lowest level of feeling discriminated against at Syracuse University. Generally, minority staff report significantly higher levels of feeling discriminated against at Syracuse University compared to White staff, with African American/Black staff reporting the highest level of perceived discrimination among all racial groups, followed by Hispanic/Latinx and Nat|HPI|ME/NA staff (Table 23). LGBTQIA staff reported higher levels of perceived discrimination compared to heterosexual staff (Table 24). Additionally, Muslim staff reported the highest level of perceived discrimination among all religious backgrounds (Table 25). Staff with disabilities reported significantly higher levels of perceived discrimination compared to those without disabilities (Table 26); and staff who are challenged financially reported higher levels of perceived discrimination than those who are financially stable (Table 27).

**Table 22. Felt Discrimination: Percent (Yes) of Syracuse University Staff, by Gender**

	Women	Men	Total
Yes	17.8	14.1	16.1

*Statistically significant difference.*

**Table 23. Felt Discrimination: Percent (Yes) of Syracuse University Staff, by Race**

	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat   HPI   ME/NA	Multiracial
Yes	35.9	23.6	30.0	12.1	26.7	19.3

*Statistically significant differences: 1) AA vs W, 2) AA vs M, 3) As vs W, 4) H vs W, and 5) W vs M.*

**Table 24. Felt Discrimination: Percent (Yes) of Syracuse University Staff, by LGBTQIA**

	LGBTQIA	Heterosexual
Yes	26.0	14.5

*"Heterosexual" includes all participants reporting cisgender heterosexual orientation.*

*Statistically significant difference.*

**Table 25. Felt Discrimination: Percent (Yes) of Syracuse University Staff, by Religion**

	Agnostic/Atheist/None	Jewish	Muslim	Christian	Additional
Yes	11.5	15.2	45.1	16.2	27.5

*Statistically significant differences: 1) A vs M, 2) A vs C, 3) A vs O, 4) J vs M, 5) M vs C, and 6) C vs O.*



**Table 26. Felt Discrimination: Percent (Yes) of Syracuse University Staff, by Disability Status**

	With Disability	Without Disability
Yes	36.7	13.7

*Statistically significant difference.*

**Table 27. Felt Discrimination: Percent (Yes) of Syracuse University Staff, by Financial Status**

	Financially Challenged	Financially Stable
Yes	20.4	12.4

*Statistically significant difference.*

### Context of Discrimination

Of those who reported feeling discriminated against, the tables below describe Syracuse University staff participant responses to the following survey question:

Q: In the past 12 months, in which of the following environments and contexts have you experienced discriminatory or exclusionary behavior or treatment at Syracuse University?

- (1) Campus buildings
- (2) Neighborhoods or other areas surrounding campus
- (3) Buses or bus stops
- (4) Parking lots or garages
- (5) Secluded areas on campus
- (6) Walking around campus at night
- (7) Sporting events
- (8) Parties or other social gatherings
- (9) In interactions with colleagues of other racial/ethnic identities
- (10) In interactions with colleagues of other sexual orientations
- (11) In interactions with colleagues of other religions
- (12) In interactions with law enforcement personnel on campus
- (13) In interactions with law enforcement personnel in the City of Syracuse

A: Check All That Apply

Tables 28 through 33 present the results from the above listing of survey items in three thematic sections: Campus Environment, Social Interactions, and Engagement with Law Enforcement. While these tables present the full array of results for this survey battery, the current discussion will center *three* contexts that were highly ranked by Syracuse University staff. These include campus buildings, in interactions with colleagues of other racial/ethnic identities, and in interactions with colleagues of other sexual orientations. Each of these areas is discussed below.

#### Campus Buildings

Overall, over one in four staff (27%) reported experiencing discrimination in campus buildings (Table 28). There was no significant gender difference (Table 28), nor race difference (Table 29), nor a difference for LGBTQIA staff compared to heterosexual staff in relation to discrimination experienced in campus buildings (Table 30). There were no significant differences found among the various religious backgrounds (Table 31). There was no significant difference found between staff with disabilities and those without in relation to discrimination experienced in campus buildings (Table 32); and there also was no significant difference found between staff who are challenged financially compared to those staff who are financially stable (Table 33).

In Interactions with Colleagues of Other Racial/Ethnic Identities

Overall, over one in three staff (34%) reported experiencing discrimination in interactions with colleagues of other racial/ethnic identities (Table 28). There was no significant gender difference (Table 28). Significant race differences are found for staff, with White staff reporting the lowest levels of discrimination in these interactions (Table 29). There was no significant difference for LGBTQIA staff compared to heterosexual staff in relation to discrimination experienced in interactions with colleagues of other racial/ethnic identities (Table 30). There were no significant differences found for staff among the various religious backgrounds (Table 31), nor between staff with disabilities and those without in relation to discrimination experienced in interactions with colleagues of other racial/ethnic identities (Table 32). Staff who are challenged financially reported higher levels of discrimination experienced in this context compared to those who are financially stable (Table 33).

In Interactions with Colleagues of Other Sexual Orientations

Overall, one in 10 staff (10%) reported experiencing discrimination in interactions with colleagues of other sexual orientations (Table 28). There was no significant gender difference in this context (Table 28). Significant race differences were found for staff, with African American staff reporting the lowest levels of discrimination in these interactions (Table 29). LGBTQIA staff more often reported experiencing discrimination in these interactions compared to heterosexual staff (Table 30). There were no significant differences found for staff among the various religious backgrounds (Table 31). There was no significant difference found between staff with disabilities and those without in relation to discrimination experienced in interactions with colleagues of other sexual orientations (Table 32); and there was no significant difference found between staff who are challenged financially compared to those who are financially stable (Table 33).

**Table 28. Context of Discrimination: Percent (Yes) of Syracuse University Staff, by Sex**

	Women	Men	Total
<b>Campus Environment</b>			
1. Campus buildings	29.1	23.4	26.7
2. Neighborhoods or other areas surrounding campus	6.6	6.2	6.4
3. Buses or bus stops	2.7	2.3	2.5
4. Parking lots or garages	3.8	7.9	5.4
5. Secluded areas on campus	0.9	1.5	1.2
6. Walking around campus at night	3.2	8.5	5.3
<b>Social Interactions</b>			
7. Sporting events	3.3	3.5	3.4
8. Parties or other social gatherings	4.5	4.2	4.4
9. In interactions with colleagues of other racial/ethnic identities	29.1	39.9	33.5
10. In interactions with colleagues of other sexual orientations	11.7	7.6	10.0
11. In interactions with colleagues of other religions	6.3	4.1	5.4
<b>Engagement with Law Enforcement</b>			
12. In interactions with law enforcement personnel on campus	5.1	5.5	5.3
13. In interactions with law enforcement personnel in the City of Syracuse	4.6	4.8	4.7

*No statistically significant difference for any response.*

**Table 29. Context of Discrimination: Percent (Yes) of Syracuse University Staff, by Race**

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI  ME/NA	Multiracial
<b>Campus Environment</b>						
1. Campus buildings	29.2	23.1	28.4	25.4	0.0	43.0
2. Neighborhoods or other areas surrounding campus	6.4	13.0	16.9	5.2	0.0	13.2
3. Buses or bus stops	4.3	7.7	0.0	1.3	0.0	8.1
4. Parking lots or garages	6.7	7.7	17.9	3.5	23.9	16.3
5. Secluded areas on campus	2.9	0.0	0.0	0.4	0.0	4.4
6. Walking around campus at night	6.8	14.5	0.0	4.2	0.0	12.5
<b>Social Interactions</b>						
7. Sporting events	3.3	0.0	0.0	3.7	0.0	8.1
8. Parties or other social gatherings	3.7	15.0	0.0	3.9	0.0	13.2
9. In interactions with colleagues of other racial/ethnic identities	61.2	61.3	53.7	16.1	35.9	65.6
10. In interactions with colleagues of other sexual orientations	1.2	20.7	8.4	13.4	0.0	20.2
11. In interactions with colleagues of other religions	4.6	7.7	11.5	4.8	23.9	13.2
<b>Engagement with Law Enforcement</b>						
12. In interactions with law enforcement personnel on campus	11.1	7.7	0.0	2.3	0.0	16.9
13. In interactions with law enforcement personnel in the City of Syracuse	9.2	15.0	8.4	1.4	0.0	12.5

No statistically significant differences for responses to 1, 2, 3, 5, 6, 7, 8, and 11.

(4) Statistically significant differences for: 1) H vs W, and 2) W vs M.

(9) Statistically significant differences for: 1) AA vs W, 2) As vs W, 3) H vs W, and 4) W vs M.

(10) Statistically significant differences for: 1) AA vs As, 2) AA vs W, and 3) AA vs M.

(12) Statistically significant differences for: 1) AA vs W, and 2) W vs M.

(13) Statistically significant differences for: 1) AA vs W, 2) As vs W, and 3) W vs M.

**Table 30. Context of Discrimination: Percent (Yes) of Syracuse University Staff, by LGBTQIA**

	<b>LGBTQIA</b>	<b>Heterosexual</b>
<b>Campus Environment</b>		
1. Campus buildings	33.7	25.0
2. Neighborhoods or other areas surrounding campus	8.4	6.0
3. Buses or bus stops	2.1	2.7
4. Parking lots or garages	7.6	4.9
5. Secluded areas on campus	1.4	1.1
6. Walking around campus at night	10.6	3.9
<b>Social Interactions</b>		
7. Sporting events	2.1	3.8
8. Parties or other social gatherings	6.8	3.7
9. In interactions with colleagues of other racial/ethnic identities	23.6	37.2
10. In interactions with colleagues of other sexual orientations	19.3	7.5
11. In interactions with colleagues of other religions	5.7	5.4
<b>Engagement with Law Enforcement</b>		
12. In interactions with law enforcement personnel on campus	5.5	5.4
13. In interactions with law enforcement personnel in the City of Syracuse	4.7	4.8

*"Heterosexual" includes all participants reporting cisgender heterosexual orientation.*

*No statistically significant difference for responses to 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13.*

*Statistically significant differences for responses to 6 and 10.*

**Table 31. Context of Discrimination: Percent (Yes) of Syracuse University Staff, by Religion**

	<b>Agnostic/ Atheist/None</b>	<b>Jewish</b>	<b>Muslim</b>	<b>Christian</b>	<b>Additional</b>
<b>Campus Environment</b>					
1. Campus buildings	26.0	27.9	25.6	26.9	31.3
2. Neighborhoods or other areas surrounding campus	8.4	8.7	0.0	5.6	12.2
3. Buses or bus stops	1.8	0.0	0.0	2.9	3.6
4. Parking lots or garages	3.7	0.0	9.8	4.5	4.8
5. Secluded areas on campus	0.0	0.0	0.0	1.6	1.2
6. Walking around campus at night	2.8	0.0	0.0	6.0	10.8
<b>Social Interactions</b>					
7. Sporting events	8.7	0.0	0.0	2.5	2.2

	<b>Agnostic/ Atheist/None</b>	<b>Jewish</b>	<b>Muslim</b>	<b>Christian</b>	<b>Additional</b>
8. Parties or other social gatherings	5.4	0.0	0.0	5.0	1.2
9. In interactions with colleagues of other racial/ethnic identities	26.4	20.8	20.5	37.3	38.6
10. In interactions with colleagues of other sexual orientations	18.7	0.0	0.0	8.8	9.9
11. In interactions with colleagues of other religions	5.7	20.5	0.0	4.2	8.7
<b>Engagement with Law Enforcement</b>					
12. In interactions with law enforcement personnel on campus	4.4	0.0	9.8	5.0	11.0
13. In interactions with law enforcement personnel in the City of Syracuse	6.0	0.0	10.2	3.6	10.9

No statistically significant difference for any response 1-13.

**Table 32. Context of Discrimination: Percent (Yes) of Syracuse University Staff, by Disability Status**

	<b>With Disability</b>	<b>Without Disability</b>
<b>Campus Environment</b>		
1. Campus buildings	30.0	26.1
2. Neighborhoods or other areas surrounding campus	6.0	6.7
3. Buses or bus stops	3.1	2.3
4. Parking lots or garages	6.7	5.1
5. Secluded areas on campus	0.0	1.5
6. Walking around campus at night	5.5	5.3
<b>Social Interactions</b>		
7. Sporting events	1.9	3.9
8. Parties or other social gatherings	8.0	3.3
9. In interactions with colleagues of other racial/ethnic identities	32.4	33.9
10. In interactions with colleagues of other sexual orientations	8.5	10.6
11. In interactions with colleagues of other religions	5.8	5.3
<b>Engagement with Law Enforcement</b>		
12. In interactions with law enforcement personnel on campus	5.1	5.4
13. In interactions with law enforcement personnel in the City of Syracuse	7.4	3.9

No statistically significant difference for any response 1-13.

**Table 33. Context of Discrimination: Percent (Yes) of Syracuse University Staff, by Financial Status**

	Financially Challenged	Financially Stable
<b>Campus Environment</b>		
1. Campus buildings	30.0	20.8
2. Neighborhoods or other areas surrounding campus	6.8	6.1
3. Buses or bus stops	2.8	2.2
4. Parking lots or garages	7.3	3.1
5. Secluded areas on campus	1.4	0.2
6. Walking around campus at night	6.7	3.5
<b>Social Interactions</b>		
7. Sporting events	4.0	2.6
8. Parties or other social gatherings	4.3	4.5
9. In interactions with colleagues of other racial/ethnic identities	32.6	35.4
10. In interactions with colleagues of other sexual orientations	8.1	12.3
11. In interactions with colleagues of other religions	6.6	3.8
<b>Engagement with Law Enforcement</b>		
12. In interactions with law enforcement personnel on campus	7.0	2.5
13. In interactions with law enforcement personnel in the City of Syracuse	5.8	3.3

*No statistically significant difference for any response 1-13.*

### **Perceptions of COVID-19 and Institutional Response to the Pandemic**

The tables below describe Syracuse University staff participant responses to the following survey question:

Q: Considering your experiences during the COVID-19 pandemic, please indicate your level of agreement with each of the following statements:

- (1) I am concerned that I will contract the coronavirus (COVID-19).
- (2) I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.
- (3) Overall, the administration at Syracuse University has done a good job protecting staff from the negative health consequences of COVID-19.
- (4) Overall, the administration at Syracuse University has done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19.
- (5) Overall, the administration at Syracuse University has shown care and concern for me as they make changes in work guidelines in response to COVID-19.
- (6) I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.

A: Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree

### Concern About Contracting COVID-19

Overall, more than half (56%) of staff reported feeling concerned that they would contract COVID-19. There was a significant gender difference, with women more often than men reporting this concern (Table 34). Significant race differences were found for staff as well, with African American/Black and Asian American/Asian staff reporting the least level of concern for contracting COVID-19 (Table 35). There was no significant difference found for LGBTQIA staff compared to heterosexual staff (Table 36). Staff who identify as Agnostic/Atheist/None reported the highest level of concern for contracting COVID-19 among all religious backgrounds (Table 37). Staff with disabilities reported higher levels of concern compared to those without disabilities (Table 38). Staff who are challenged financially reported significantly higher levels of concern for contracting COVID-19 than those who are financially stable (Table 39).

### Concern About Hospitalization Due to COVID-19

On average, staff reported less concern about being hospitalized due to COVID-19, compared to their concerns about contracting the virus, with roughly 45% overall reporting the hospitalization concern (Table 34). There was a significant gender difference found for staff, with women more often reporting concern about hospitalization (Table 34). There were no significant race differences found for staff (Table 35), however. LGBTQIA staff reported higher levels of concern for hospitalization compared to heterosexual staff (Table 36). Additionally, there were no significant difference found regarding concern about hospitalization among all religious backgrounds (Table 37). Staff with disabilities reported higher levels of concern compared to those without disabilities (Table 38); and staff who are challenged financially reported significantly higher levels of concern for being hospitalized due to COVID-19 than those who are financially stable (Table 39).

### Perceptions of Administration's Response to COVID-19

In the survey, we assessed staff perceptions about whether the administration had done a good job of protecting them from the negative health consequences of COVID-19, as well as helped them adapt to the changes brought on by the pandemic. Because the pattern of findings is very similar across these two key indicators, we treat their discussion together here. On both accounts, overall responses were generally positive, with roughly 78% and 76%, respectively, indicating agreement with these statements (Table 34). No significant gender differences were found for staff for these two questions (Table 34). Significant race differences are found for staff, with Hispanic/Latinx and African American/Black staff reporting the lowest levels of agreement that the administration had done a good job of protecting them from the negative health consequences of COVID-19 and helped them adapt to the changes brought on by the pandemic (Table 35). LGBTQIA staff reported less agreement with these statements compared to heterosexual staff (Table 36). Additionally, Christian staff reported more agreement with the statements compared to staff from other religious backgrounds (Table 37). Staff with disabilities reported less agreement than staff without disabilities (Table 38). Finally, staff who are challenged financially reported less of a sense that the administration had done a good job of protecting them from the negative health consequences of COVID-19 and helped them adapt to the changes brought on by the pandemic, compared to those who are financially stable (Table 39).

### Perceptions of Administration's Care and Concern in Response to COVID-19

Overall, roughly 72% of staff reported that the administration had shown care and concern for them as they made adjustments to work guidelines; and there was no significant gender difference for staff (Table 34). Significant race differences are found for staff, with Hispanic/Latinx staff reporting the lowest level of agreement, compared to other groups, that administration showed care and concern for them as they made work adjustments due to COVID-19 (Table 35). LGBTQIA staff reported less agreement with this statement compared to heterosexual staff (Table 36). Staff who identified as Christian more often agreed with this statement when compared to other religious backgrounds (Table 37). Staff with disabilities reported less agreement than staff without disabilities (Table 38). Finally, staff who are challenged financially reported less of a sense that the administration had shown care and concern for them as they made adjustments to work guidelines compared to those who are financially stable (Table 39).

Knowing Whom to Contact with Questions about COVID-19

Overall, roughly 77% of staff reported that they knew whom to contact if they had questions about how institutional changes due to COVID-19 would affect them (Table 34). There was no significant gender difference found for staff (Table 34). There also were no significant race differences found for staff (Table 35). LGBTQIA staff reported less agreement with this statement compared to heterosexual staff (Table 36). Additionally, staff who identified as Christian reported the highest level of agreement compared to staff from other religious backgrounds (Table 37). Staff with disabilities reported less agreement than staff without disabilities (Table 38). Finally, staff who are challenged financially reported less agreement that they knew whom to contact if they had questions about how institutional changes due to COVID-19 would affect them compared to those who are financially stable (Table 39).

**Table 34. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/Agree) of Syracuse University Staff, by Gender**

	Women	Men	Total
1. I am concerned that I will contract the coronavirus (COVID-19).	61.0	50.4	56.0
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	48.7	40.2	44.8
3. Overall, the administration at Syracuse University has done a good job protecting staff from the negative health consequences of COVID-19.	77.8	77.0	77.5
4. Overall, the administration at Syracuse University has done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19.	75.4	75.7	75.5
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	71.1	72.7	71.8
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	76.4	76.8	76.6

*Statistically significant difference for responses to 1, 2.  
No statistically significant difference for responses to 3, 4, 5, and 6.*



**Table 35. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/Agree) of Syracuse University Staff, by Race**

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat  HPI  ME/NA	Multiracial
1. I am concerned that I will contract the coronavirus (COVID-19).	49.5	49.5	65.5	57.0	61.0	64.4
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	46.7	45.7	59.5	44.0	49.8	45.6
3. Overall, the administration at Syracuse University has done a good job protecting staff from the negative health consequences of COVID-19.	65.2	79.8	57.9	80.1	75.9	74.2
4. Overall, the administration at Syracuse University has done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19.	69.2	77.6	59.8	77.0	82.3	77.0
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	63.4	76.0	54.7	73.6	69.5	70.2
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	74.0	74.8	74.6	77.2	59.3	77.6

- (1) Statistically significant differences for: 1) AA vs M.  
 (2) No statistically significant differences.  
 (3) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) As vs H, and 4) H vs W.  
 (4) Statistically significant differences for: 1) AA vs W, 2) H vs W, and 3) H vs M.  
 (5) Statistically significant differences for: 1) AA vs W, 2) As vs H, and 3) H vs W.  
 (6) No statistically significant differences.

**Table 36. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/Agree) of Syracuse University Staff, by LGBTQIA**

	LGBTQIA	Heterosexual
1. I am concerned that I will contract the coronavirus (COVID-19).	59.6	55.1
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	50.7	43.5
3. Overall, the administration at Syracuse University has done a good job protecting staff from the negative health consequences of COVID-19.	64.9	79.5

	LGBTQIA	Heterosexual
4. Overall, the administration at Syracuse University has done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19.	63.1	77.7
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	57.9	74.1
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	67.8	77.8

*"Heterosexual" includes all participants reporting cisgender heterosexual orientation.*

*No statistically significant difference for 1.*

*Statistically significant difference for 2, 3, 4, 5, and 6.*

**Table 37. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/Agree) of Syracuse University Staff, by Religion**

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. I am concerned that I will contract the coronavirus (COVID-19).	61.9	57.9	45.8	54.2	53.9
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	46.7	51.0	27.3	44.1	48.7
3. Overall, the administration at Syracuse University has done a good job protecting staff from the negative health consequences of COVID-19.	73.5	79.6	76.9	80.0	67.9
4. Overall, the administration at Syracuse University has done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19.	70.3	75.3	67.8	78.8	66.2
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	67.5	72.6	69.7	74.8	59.2
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	69.8	75.3	76.1	80.0	69.4

(1) *Statistically significant differences for: 1) A vs C.*

(2) *No statistically significant differences.*

(3) *Statistically significant differences for: 1) A vs C, and 2) C vs D.*

(4) *Statistically significant differences for: 1) A vs C, and 2) C vs D.*

(5) *Statistically significant differences for: 1) A vs C, and 2) C vs D.*

(6) *Statistically significant differences for: 1) A vs C, and 2) C vs D.*

**Table 38. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/Agree) of Syracuse University Staff, by Disability Status**

	<b>With Disability</b>	<b>Without Disability</b>
1. I am concerned that I will contract the coronavirus (COVID-19).	64.8	55.0
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	60.8	42.8
3. Overall, the administration at Syracuse University has done a good job protecting staff from the negative health consequences of COVID-19.	70.4	78.4
4. Overall, the administration at Syracuse University has done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19.	67.1	76.7
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	65.2	72.7
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	67.3	77.7

*Statistically significant difference for responses to 1, 2, 3, 4, 5, and 6.*

**Table 39. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/Agree) of Syracuse University Staff, by Financial Status**

	<b>Financially Challenged</b>	<b>Financially Stable</b>
1. I am concerned that I will contract the coronavirus (COVID-19).	60.7	52.1
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	50.6	39.9
3. Overall, the administration at Syracuse University has done a good job protecting staff from the negative health consequences of COVID-19.	70.7	83.1
4. Overall, the administration at Syracuse University has done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19.	70.4	79.8
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	65.0	77.7
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	70.9	81.2

*Statistically significant difference for responses to 1, 2, 3, 4, 5, and 6.*

## Frequency of Worries About COVID-19

The tables below describe Syracuse University staff participant responses to the following survey question:

Q: As a direct result of the COVID-19 pandemic, how often do you worry about the following:

- (1) Lack of access to basic human needs (e.g., housing, food).
- (2) Lack of access to adequate medical treatment.
- (3) Lack of access to adequate mental health support or counseling services.
- (4) Lack of access to adequate technology and Wi-Fi.
- (5) Lack of childcare resources to allow me to work.
- (6) Pressure of homeschooling my child(ren).
- (7) Financial challenges due to work changes or uncertainty.
- (8) An increased prevalence of microaggressions and unconscious bias as a result of my identity.
- (9) Bullying and intimidation on campus.

A: Never; Almost Never; Sometimes; Often; Very Often

While tables 40 through 45 present the full array of results for this survey battery, the current discussion will center the *top three* worries that have been identified by staff as a direct result of the COVID-19 pandemic. These include financial challenges due to work changes or uncertainty, as well as two concerns that center around family life—pressure on staff from homeschooling their child(ren) and lack of childcare resources to allow them to work. Each of these concerns is discussed below.

### Financial Challenges Due to Work Changes or Uncertainty

Overall, nearly one in three staff (32%) reported financial challenges due to work changes or uncertainty as a top worry directly brought on by the COVID-19 pandemic (Table 40). There was no significant gender difference found for staff on this question (Table 40), nor significant race differences for staff (Table 41). LGBTQIA staff more often reported worrying about this issue compared to heterosexual staff (Table 42). Staff who identify as Jewish least often reported this concern compared to those of other religious backgrounds (Table 43). Staff with disabilities reported having this worry significantly more often than staff without disabilities (Table 44). Staff who are challenged financially more often reported worrying about financial challenges due to work changes or uncertainty, compared to those staff who are financially stable (Table 45).

### Pressure of Homeschooling Their Child(ren)

Overall, nearly one in five staff (17%) reported the pressure to homeschool their children as a top worry directly brought on by the COVID-19 pandemic (Table 40). There was no significant gender difference found for staff on this question (Table 40), nor significant race differences for staff (Table 41), nor significant differences by sexual orientation among staff on this question (Table 42). Staff who identify as Muslim and Agnostic/Atheist/None more often reported this concern compared to the other religious backgrounds (Table 43). No significant difference was found between staff with disabilities and staff without on this question (Table 44). Staff who are challenged financially more often reported worrying about the pressure of homeschooling their children compared to those staff who are financially stable (Table 45).

### Lack of Childcare Resources to Allow Me to Work

Overall, roughly 12% of staff reported a lack of childcare resources to allow them to work as a top worry directly brought on by the COVID-19 pandemic (Table 40). There was no significant gender difference (Table 40), nor any significant race differences (Table 41), nor any significant differences for sexual orientation among staff on this question (Table 42). Staff who identify as Muslim most often reported this concern compared with other religious backgrounds (Table 43). No significant difference was found on this question between staff with disabilities and those without disabilities (Table 44). Staff who are challenged financially more often reported worrying about the lack of childcare resources to allow them to work (Table 45).

**Table 40. Frequency of Worries About COVID-19: Percent (Very Often/Often) of SU Staff, by Gender**

	Women	Men	Total
1. Lack of access to basic human needs (e.g., housing, food).	6.6	8.7	7.5
2. Lack of access to adequate medical treatment.	8.1	10.0	9.0
3. Lack of access to adequate mental health support or counseling services.	10.4	10.1	10.2
4. Lack of access to adequate technology and Wi-Fi.	8.2	7.0	7.6
5. Lack of childcare resources to allow me to work.	11.9	11.0	11.5
6. Pressure of homeschooling my child(ren).	17.9	16.9	17.4
7. Financial challenges due to work changes or uncertainty.	31.4	32.3	31.8
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	7.5	6.6	7.0
9. Bullying and intimidation on campus.	4.8	2.8	3.9

No statistically significant difference for responses to 1, 2, 3, 4, 5, 6, 7, and 8.  
 Statistically significant difference for response to 9.

**Table 41. Frequency of Worries About COVID-19: Percent (Very Often/Often) of SU Staff, by Race**

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat  HPI  ME/NA	Multiracial
1. Lack of access to basic human needs (e.g., housing, food).	15.9	11.4	16.0	5.7	20.6	11.2
2. Lack of access to adequate medical treatment.	14.6	14.0	20.7	7.5	14.9	14.4
3. Lack of access to adequate mental health support or counseling services.	17.4	11.5	28.9	8.6	6.4	9.9
4. Lack of access to adequate technology and Wi-Fi.	15.0	5.9	14.2	6.3	28.0	7.4
5. Lack of childcare resources to allow me to work.	15.8	14.2	19.3	10.3	16.0	12.0
6. Pressure of homeschooling my child(ren).	22.5	22.1	22.2	16.3	28.6	18.1
7. Financial challenges due to work changes or uncertainty.	35.1	31.5	39.3	30.8	48.5	40.3
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	19.8	16.4	17.7	4.1	11.7	19.2
9. Bullying and intimidation on campus.	7.6	6.4	8.1	2.9	11.7	10.9

(1) Statistically significant differences for: 1) AA vs W, 2) H vs W, 3) W vs N, and 4) W vs M.

(2) Statistically significant differences for: 1) AA vs W, 2) H vs W, 3) W vs M.

(3) Statistically significant differences for: 1) AA vs W, 2) As vs H, 3) H vs W, and 4) H vs M.

(4) Statistically significant differences for: 1) AA vs W, 2) As vs N, 3) H vs W, 4) W vs N, and 5) N vs M.

No statistically significant differences for 5, 6, and 7.

(8) Statistically significant differences for: 1) AA vs W, 2) As vs W, 3) H vs W, and 4) W vs M.

(9) Statistically significant differences for: 1) AA vs W, and 2) W vs M.

**Table 42. Frequency of Worries About COVID-19: Percent (Very Often/Often) of SU Staff, by LGBTQIA**

	<b>LGBTQIA</b>	<b>Heterosexual</b>
1. Lack of access to basic human needs (e.g., housing, food).	15.6	6.0
2. Lack of access to adequate medical treatment.	20.0	7.2
3. Lack of access to adequate mental health support or counseling services.	25.6	7.7
4. Lack of access to adequate technology and Wi-Fi.	14.9	6.4
5. Lack of childcare resources to allow me to work.	7.9	12.0
6. Pressure of homeschooling my child(ren).	13.0	18.1
7. Financial challenges due to work changes or uncertainty.	46.8	30.0
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	12.7	6.1
9. Bullying and intimidation on campus.	7.6	3.2

*“Heterosexual” includes all participants reporting cisgender heterosexual orientation.*

*Statistically significant difference for 1, 2, 3, 4, 7, 8, and 9..*

*No statistically significant difference for 5, 6.*

**Table 43. Frequency of Worries About COVID-19: Percent (Very Often/Often) of SU Staff, by Religion**

	<b>Agnostic/ Atheist/None</b>	<b>Jewish</b>	<b>Muslim</b>	<b>Christian</b>	<b>Additional</b>
1. Lack of access to basic human needs (e.g., housing, food).	6.6	2.9	30.3	7.5	11.6
2. Lack of access to adequate medical treatment.	11.6	5.7	16.1	7.7	11.0
3. Lack of access to adequate mental health support or counseling services.	13.0	8.5	7.2	8.5	19.6
4. Lack of access to adequate technology and Wi-Fi.	6.7	9.9	7.2	7.3	13.0
5. Lack of childcare resources to allow me to work.	14.8	10.6	46.4	9.6	10.4
6. Pressure of homeschooling my child(ren).	21.5	16.4	25.7	16.0	13.3
7. Financial challenges due to work changes or uncertainty.	34.8	21.3	26.5	30.5	39.4
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	6.1	1.9	30.3	6.7	10.1
9. Bullying and intimidation on campus.	3.9	1.6	0	3.5	7.7

*(1) Statistically significant differences for: 1) A vs M, 2) J vs M, and 3) M vs C.*

*(2) Statistically significant differences for: 1) A vs C.*

*(3) Statistically significant differences for: 1) A vs C, 2) C vs D.*

*(4) No statistically significant differences.*

*(5) Statistically significant differences for: 1) A vs M, 2) A vs C, 3) J vs M, 4) M vs C, and 5) M vs D.*

*(6) Statistically significant differences for: 1) A vs C.*

*(7) Statistically significant differences for: 1) A vs J, and 2) J vs D.*

*(8) Statistically significant differences for: 1) A vs M, 2) J vs M, 3) J vs D, and 4) M vs C.*

*(9) No statistically significant differences.*

**Table 44. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Staff, by Disability Status**

	With Disability	Without Disability
1. Lack of access to basic human needs (e.g., housing, food).	13.6	6.9
2. Lack of access to adequate medical treatment.	14.4	8.4
3. Lack of access to adequate mental health support or counseling services.	20.8	8.9
4. Lack of access to adequate technology and Wi-Fi.	11.2	7.3
5. Lack of childcare resources to allow me to work.	13.9	11.2
6. Pressure of homeschooling my child(ren).	16.2	17.6
7. Financial challenges due to work changes or uncertainty.	41.1	30.8
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	13.7	6.3
9. Bullying and intimidation on campus.	9.1	3.3

*Statistically significant difference for 1, 2, 3, 4, 7, 8, and 9.  
No statistically significant difference for 5 and 6.*

**Table 45. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Staff, by Financial Status**

	Financially Challenged	Financially Stable
1. Lack of access to basic human needs (e.g., housing, food).	13.0	3.0
2. Lack of access to adequate medical treatment.	13.7	5.1
3. Lack of access to adequate mental health support or counseling services.	16.6	5.1
4. Lack of access to adequate technology and Wi-Fi.	11.6	4.5
5. Lack of childcare resources to allow me to work.	15.0	8.6
6. Pressure of homeschooling my child(ren).	22.1	13.4
7. Financial challenges due to work changes or uncertainty.	49.4	17.2
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	10.0	4.6
9. Bullying and intimidation on campus.	5.9	2.2

*Statistically significant difference for 1, 2, 3, 4, 5, 6, 7, 8, and 9.*

## Perceptions of and Experiences with the Black Lives Matter Movement

In response to the emergent societal trends and unrest in 2020, and as a complement to our traditional climate survey questions, we asked a series of questions regarding the Black Lives Matter Movement in the survey. The tables below delineate the Syracuse University staff participant responses to the following survey questions:

Q: From what you've read, heard, or experienced, how do you feel about the Black Lives Matter movement?

A: Strongly Oppose; Somewhat Oppose; Neither Support or Oppose; Somewhat Support; Strongly Support

Q: Please indicate if you have participated in any of the following activities as a result of the Black Lives Matter Movement.

- (1) Had conversations about race or racial equality with family or friends.
- (2) Posted or shared content about race and racial equality on social networking sites.
- (3) Contributed money to an organization to benefit race or racial equality.
- (4) Contacted a public official to express your opinion about race or racial equality.
- (5) Attended a protest or rally focused on race or racial equality.

A: Yes; No

While tables 46 through 51 present the full array of results for this survey battery, the current discussion will center on the first two questions, whether respondents support the BLM movement, and whether they have had a recent conversation about race or racial equality with family or friends as a result of the BLM movement. Each of these areas is discussed below.

### Support for the BLM Movement

Overall, nearly eight out of 10 staff (77%) reported supporting the Black Lives Matter movement (Table 46). There is a significant gender difference, with women more often than men indicating this support (Table 46). Significant race differences are found for staff. While support is strong across the various racial/ethnic groups, it is strongest for African Americans/Blacks and least strong for Whites (Table 47). There is no significant difference for sexual orientation, with both LGBTQIA and heterosexual staff strongly supporting the movement (Table 48). In terms of religious background, staff who identify as Muslim reported the lowest level of support for the BLM movement compared to the other religious backgrounds (Table 49). There was no significant difference for disability status (Table 50) nor for financial status (Table 51), with strong support across the board.

### Had Conversations about Race or Racial Equality with Family or Friends

Overall, nine out of 10 staff (90%) reported having had conversations about race or racial equality with family or friends as a result of the Black Lives Matter movement (Table 46). There was a significant gender difference, with women more often than men indicating this occurrence (Table 46). There was no significant race difference found for staff, with high proportions of all racial groups reporting having had these conversations (Table 47). No significant difference was found for LGBTQIA staff compared to heterosexual staff (Table 48), nor for staff across the various religious backgrounds (Table 49). Staff with disabilities reported having conversations about race or racial equality more often than those staff without disabilities (Table 50). There was no significant finding between staff who are challenged financially and those who are financially stable (Table 51).



**Table 46. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Staff, by Gender**

	Women	Men	Total
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	81.9	71.3	77.0
2. Had conversations about race or racial equality with family or friends.	92.6	87.7	90.3
3. Posted or shared content about race and racial equality on social networking sites.	44.0	35.0	39.9
4. Contributed money to an organization to benefit race or racial equality.	33.0	28.7	31.0
5. Contacted a public official to express your opinion about race or racial equality.	17.5	15.0	16.3
6. Attended a protest or rally focused on race or racial equality.	18.5	17.3	17.9

*Statistically significant difference for 1, 2, and 3.  
No statistically significant difference for 4, 5, and 6.*

**Table 47. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Staff, by Race**

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI  ME/NA	Multiracial
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	89.4	82.3	82.3	74.6	86.6	86.0
2. Had conversations about race or racial equality with family or friends.	90.3	84.0	93.1	90.4	88.1	94.6
3. Posted or shared content about race and racial equality on social networking sites.	63.2	35.9	48.5	35.8	36.9	56.4
4. Contributed money to an organization to benefit race or racial equality.	48.8	31.2	32.6	27.9	33.2	39.1
5. Contacted a public official to express your opinion about race or racial equality.	23.0	11.6	21.8	15.0	14.9	30.9
6. Attended a protest or rally focused on race or racial equality.	37.8	13.5	33.9	14.1	12.8	33.2

(1) *Statistically significant differences for: 1) AA vs W, and 2) W vs M.*

(2) *No statistically significant differences.*

(3) *Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) AA vs N, 4) As vs M, and 5) W vs M.*

(4) *Statistically significant differences for: 1) AA vs As, 2) AA vs W, and 3) W vs M.*

(5) *Statistically significant differences for: 1) AA vs W, 2) As vs M, and 3) W vs M.*

(6) *Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) AA vs N 4) As vs H, 5) As vs M, 6) H vs W, and 7) W vs M.*

**Table 48. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Staff, by LGBTQIA**

	LGBTQIA	Heterosexual
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	77.8	77.1
2. Had conversations about race or racial equality with family or friends.	90.0	90.9
3. Posted or shared content about race and racial equality on social networking sites.	58.2	37.3
4. Contributed money to an organization to benefit race or racial equality.	43.8	29.1
5. Contacted a public official to express your opinion about race or racial equality.	26.6	14.8
6. Attended a protest or rally focused on race or racial equality.	26.9	16.8

*"Heterosexual" includes all participants reporting cisgender heterosexual orientation.*

*No statistically significant difference for 1, 2, and 3.*

*Statistically significant difference for 4, 5, and 6.*

**Table 49. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Staff, by Religion**

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	85.5	88.1	57.8	73.2	85.6
2. Had conversations about race or racial equality with family or friends.	92.3	93.9	79.7	89.6	93.1
3. Posted or shared content about race and racial equality on social networking sites.	51.6	41.3	37.5	34.5	51.4
4. Contributed money to an organization to benefit race or racial equality.	41.1	51.6	17.7	25.2	44.8
5. Contacted a public official to express your opinion about race or racial equality.	22.8	28.0	38.1	11.9	29.5
6. Attended a protest or rally focused on race or racial equality.	23.5	27.5	38.1	13.9	29.2

*(1) Statistically significant differences for: 1) A vs M, 2) A vs C, 3) J vs M, 4) J vs C, 5) M vs D, and 6) C vs D.*

*(2) No statistically significant differences.*

*(3) Statistically significant differences for: 1) A vs C, and 2) C vs D.*

*(4) Statistically significant differences for: 1) A vs C, 2) J vs M, 3) J vs C, 4) M vs D, and 5) C vs D.*

*(5) Statistically significant differences for: 1) A vs C, 2) J vs C, 3) M vs C, and 4) C vs D.*

*(6) Statistically significant differences for: 1) A vs C, 2) J vs C, 3) M vs C, and 4) C vs D.*

**Table 50. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Staff, by Disability Status**

	With Disability	Without Disability
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	80.8	76.6
2. Had conversations about race or racial equality with family or friends.	94.5	89.8
3. Posted or shared content about race and racial equality on social networking sites.	48.3	38.9
4. Contributed money to an organization to benefit race or racial equality.	36.9	30.3
5. Contacted a public official to express your opinion about race or racial equality.	24.5	15.4
6. Attended a protest or rally focused on race or racial equality.	19.7	17.7

*No statistically significant difference for 1, 4, and 6.*

*Statistically significant difference for 2, 3, and 5.*

**Table 51. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Staff, by Financial Status**

	Financially Challenged	Financially Stable
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	75.8	78.2
2. Had conversations about race or racial equality with family or friends.	90.5	90.6
3. Posted or shared content about race and racial equality on social networking sites.	42.7	37.8
4. Contributed money to an organization to benefit race or racial equality.	28.4	33.4
5. Contacted a public official to express your opinion about race or racial equality.	17.8	15.4
6. Attended a protest or rally focused on race or racial equality.	18.0	18.2

*No statistically significant difference for 1, 2, 5, and 6.*

*Statistically significant difference for 3 and 4.*

## SECTION 4. MULTIVARIATE PREDICTIVE MODELS OF KEY MEASURES

Specific demographic factors (variables) have independent correlations (relationships or associations) with key outcomes in the survey results. To further explore these relationships, and in addition to the bivariate analyses presented earlier in the report, we analyzed a series of predictive models. These models utilize multivariate analysis, which yields more real-world results since it considers the effects of more than one variable at a time on a dependent variable of interest. The key outcomes that were examined include: (Dis)Satisfaction, Discrimination, Institutional Commitment to DEI, Valued and Belonging, and Opportunity and Growth.

Tables 52 and 53 below summarize the statistical analyses of the survey data producing these results.

Multivariate logistic regression was used to estimate the independent effect of each demographic category on the odds of having each specific experience or response type. This multivariate modeling approach is important because membership in these categories can overlap, but each is an independent risk factor for specific experiences or responses.

### Perceptions of Dissatisfaction and Discrimination

The results for Satisfaction (analyzed as Dissatisfaction) and Discrimination are presented in Table 52. The first model, in the first data column of Table 52 (“Dissatisfaction”), estimates the risk of reporting low satisfaction with the Syracuse University environment during the 12 months leading up to the survey. The second model in Table 52 (“Discrimination”) estimates the risk of experiencing discrimination during the 12 months before the survey.

*Odds Ratios.* The effects displayed in the table are odds ratios. Odds ratios are multiplicative, so an odds ratio of 1.0 means no association, an odds ratio of greater than 1.0 means the odds of an experience are increased, and an odds ratio of less than 1.0 means the odds of an experience are reduced. For example, if an odds ratio for a group is 2.50, then that group is 2.5 times more likely (or 150% more likely) to experience the results relative to another group.

We estimate the statistical significance of each odds ratio with a t-statistic, presented in parentheses directly below the odds ratio. The levels of significance are also identified by asterisks.

In addition to the bivariate analyses of satisfaction and discrimination presented earlier in the report, multivariate analyses were performed that examined the relative impact of gender (women relative to men), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financially challenged relative to financially stable), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA and Multiracial relative to White) on our two outcomes of interest. In this case, we are examining staff dissatisfaction with the overall campus climate/environment, as well as their perception of feeling discriminated against at Syracuse University. Unless otherwise stated, all differences noted are statistically significant.

The results for Dissatisfaction indicate that:

- Women staff are 1.31 times (31%) more likely than men staff to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- There is no significant difference found between LGBTQIA and heterosexual staff in their feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- Staff with disabilities are 1.75 times (75%) more likely than staff without a disability to report feeling dissatisfied, or very dissatisfied with the overall climate in the past year at Syracuse University.

**Table 52. Multivariate Logistic Regressions: Odds Ratios for Key Metrics (Staff) within the Past 12 Months at Syracuse University, 2020**

	<b>Dissatisfaction<sup>4</sup></b> “Dissatisfied” or “Very Dissatisfied”	<b>Discrimination<sup>5</sup></b> “Yes”
Women (Relative to Men Staff)	1.31* (2.38)	1.36* (2.10)
LGBTQIA (Relative to Heterosexual Staff)	1.34 (1.89)	1.74** (2.92)
Disability (Relative to Staff with No Disability)	1.75*** (3.40)	3.54*** (7.07)
Financially Challenged Staff (Relative to Financially Stable)	1.26* (2.05)	1.46** (2.62)
Race (Relative to White Staff)		
• African American/Black	1.62* (2.37)	4.10*** (6.64)
• Asian American/Asian	1.00 (-0.01)	2.83*** (3.19)
• Hispanic/Latinx	1.42 (0.95)	2.72** (2.66)
• Native   HPI   ME/NA	1.20 (0.34)	2.50 (1.61)
• Multiracial	1.43 (1.64)	1.37 (1.26)
Respondents	2,197	2,195

Multivariate logistic regressions. Odds ratios, with t-statistics shown in parentheses. Two-tailed tests.

\*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001

“Heterosexual” includes all participants reporting cisgender heterosexual orientation.

- Staff who are challenged financially are 1.26 times (26%) more likely than staff who are financially stable to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- With respect to race, African American/Black staff are 1.62 times (62%) more likely than White staff to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.

The results for Discrimination indicate that:

- Women staff are 1.36 times (36%) more likely than men staff to report feeling they had been discriminated against in the past year at Syracuse University.
- LGBTQIA staff are 1.74 times (74%) more likely than heterosexual staff to report feeling they had been discriminated against in the past year at Syracuse University.

<sup>4</sup> How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Syracuse University within the past 12 months?

<sup>5</sup> In general over the past 12 months, have you felt discriminated against at Syracuse University?

- Staff with disabilities are 3.54 times (254%) more likely than staff without a disability to report feeling as if they had been discriminated against in the past year at Syracuse University.
- Staff who are challenged financially are 1.46 times (46%) more likely than staff who are financially stable to report feeling as if they had been discriminated against in the past year at Syracuse University.
- With respect to race, African American/Black, Asian American/Asian, and Hispanic/Latinx staff are more likely to report feeling as if they had been discriminated against in the past year at Syracuse University compared to White staff.
- The largest effect observed in this model (and indeed throughout this report) is that African American/Black staff are 4.10 times (310%) more likely than White staff to report feeling as if they had been discriminated against in the previous year at Syracuse University.

### **Perceptions of Institutional Commitment to DEI, Valued/Belonging, and Opportunity/Growth**

In Table 53 below, ordinary least-squares (OLS) regression was used to estimate the independent effect of each demographic category on the level of individuals' feelings about specific aspects of the Syracuse University DEI Climate.

- The first model, in the first data column of Table 53, estimates the effects on the levels of agreement that Syracuse University has high institutional commitment to DEI goals (strongly agree=5, strongly disagree=1).
- The second model in Table 53 estimates the effects on the levels of agreement that an individual has feelings of being valued by and belonging at Syracuse University (strongly agree=5, strongly disagree =1).
- The third model in Table 53 estimates the effects on the levels of agreement that Syracuse University is a place where an individual has opportunity and can grow (strongly agree=5, strongly disagree =1).

The effect estimates themselves are the estimated change in response categories (in this case varying from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree) associated with the difference in demographic categories. We estimate the statistical significance of each estimated effect with a t-ratio statistic, presented in parentheses directly below the effect parameter. The levels of significance are identified.

#### Institutional Commitment to DEI

In addition to the bivariate analyses of institutional commitment to DEI presented earlier in the report, multivariate analyses were performed and examined the relative impact of gender (women relative to men), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financially challenged relative to financially stable), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA, and Multiracial relative to White) on our outcome of interest. Unless otherwise stated, all differences noted are statistically significant.

The results for Institutional Commitment to DEI indicate that:

- Women staff are less likely than men to agree with the idea that Syracuse University has an institutional commitment to DEI.
- LGBTQIA staff are less likely than heterosexual staff to agree with the idea that Syracuse University has an institutional commitment to DEI.

**Table 53. OLS Regression Estimates of Multivariate Models of Demographic Associations for Key Metrics, for Syracuse Staff**

	<b>Institutional Commitment</b>	<b>Valued and Belonging</b>	<b>Opportunity and Growth</b>
Women (Relative to Men Staff)	-0.15*** (-3.75)	-0.07* (-2.02)	-0.14*** (-3.74)
LGBTQIA (Relative to Heterosexual Staff)	-0.33*** (-4.89)	-0.19*** (-3.19)	-0.09 (-1.68)
Disability (Relative to Staff with no Disability)	-0.25*** (-3.49)	-0.26*** (-4.02)	-0.29*** (-4.20)
Financially Challenged (Relative to Financially Stable)	-0.13** (-3.06)	-0.36*** (-10.22)	-0.37*** (-10.04)
<b>Race (Relative to White Staff)</b>			
African American/Black	-0.72*** (-7.93)	-0.19** (-2.63)	-0.40*** (-5.18)
Asian American/Asian	-0.13 (-1.08)	-0.02 (-0.23)	-0.20* (-2.22)
Hispanic/Latinx	-0.48** (-2.99)	-0.08 (-0.68)	-0.22 (-1.82)
Native   HPI   ME/NA	-0.22 (-1.03)	-0.09 (-0.56)	-0.23 (-1.24)
Multiracial	-0.22* (-2.09)	-0.04 (-0.55)	-0.16 (-1.80)
Respondents	2,203	2,204	2,203
R <sup>2</sup>	0.12	0.10	0.11

OLS regression coefficients with t-statistics shown in parentheses. Two-tailed tests.

\*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

“Heterosexual” includes all participants reporting cisgender heterosexual orientation.

- Staff with disabilities are less likely than staff without disabilities to agree with the idea that Syracuse University has an institutional commitment to DEI.
- Staff who are challenged financially are less likely than financially stable staff to agree with the idea that Syracuse University has an institutional commitment to DEI.
- Three significant effects emerged for race, with African American/Black, Hispanic/Latinx and Multiracial staff being less likely than White staff to agree with the idea that Syracuse University has an institutional commitment to DEI.

### Feeling Valued and Belonging

In addition to the bivariate analyses of valued/belonging presented earlier, multivariate analyses were performed and examined the relative impact of gender (women relative to men), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financial struggle relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA, and Multiracial, relative to White) on our outcome of interest. Unless otherwise stated, all differences noted are statistically significant.

The results for Valued and Belonging indicate that:

- Women staff are less likely than men to agree with the idea that they feel valued and belong at Syracuse University.
- LGBTQIA staff are less likely than heterosexual staff to agree with the idea that they feel valued and belong at Syracuse University.
- Staff with disabilities are less likely than staff without disabilities to agree with the idea that they feel valued and belong at Syracuse University.
- Staff who are challenged financially are less likely than financially stable staff to agree with the idea that they feel valued and belong at Syracuse University.
- With regard to race, African American/Black staff are less likely than White staff to agree with the idea that they feel valued and belong at Syracuse University.

#### Opportunity and Growth

In addition to the bivariate analyses of opportunity/growth presented earlier, multivariate analyses were performed and examined the relative impact of gender (women relative to men), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financially challenged relative to financially stable), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA, and Multiracial, relative to White) on our outcome of interest. Unless otherwise stated, all differences noted are statistically significant.

The results for Opportunity and Growth indicate that:

- Women staff are less likely than heterosexual staff to agree with the idea that they have opportunity and are growing while at Syracuse University.
- No significant effect was found for LGBTQIA compared with heterosexual Staff.
- Staff with disabilities are less likely than staff without disabilities to agree with the idea that they have opportunity and are growing while at Syracuse University.
- Staff who are challenged financially are less likely than financially stable staff to agree with the idea that they have opportunity and are growing while at Syracuse University.
- Two significant effects emerged for race, with African American/Black and Asian American/Asian staff being less likely than White staff to agree with the idea that they have opportunity and are growing while at Syracuse University, with African American/Black staff reporting the least level of agreement.



## SECTION 5. STAFF DATA: CONCLUDING THOUGHTS

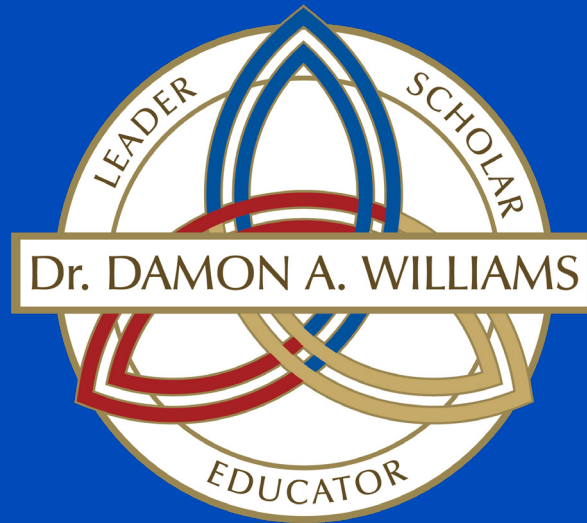
The current report utilizes high-quality data from a campus-wide climate survey to obtain an empirical assessment of staff members' perceptions of the Syracuse University campus and their experiences on it. These data provide several ongoing benefits to the Syracuse University community. For instance, the data provide improved estimates of the composition of staff on several variables, including religion, disability status and LGBTQIA group membership. The data also provide a baseline assessment of where Syracuse University is as a community as well as a benchmark by which to measure the university's progress over the next several years as climate-enhancing initiatives are developed and implemented.

In addition, the data produced by the campus-wide survey will provide a rich reservoir of information that will be used by the entire Syracuse University community for a variety of reasons. The results presented here only scratch the surface with respect to what questions may be asked and what information can be gleaned from the dataset. We are committed to providing the Syracuse University community with the broadest possible access to the data while also making sure that we protect the anonymity of individual respondents.

Overall, this report finds that the Syracuse University staff body varies across a number of different social identities that enrich the Syracuse University community. And while there tends to be modest agreement overall with perceptions of being valued and belonging, and of feelings of opportunity and growth at Syracuse University, these favorable perceptions are not equally distributed across all staff.

In fact, there are systematic differences in staff members' experience at the university. While there are instances where no group differences exist, in general, members of historically marginalized groups across race/ethnicity, gender, sexual orientation, ability status, and financial status experience the campus significantly less positively than staff from historically majority groups. Perhaps most striking is the repeated finding that overall African American/Black and Hispanic/Latinx staff report having the least positive experiences compared to other social identities on campus. Additionally, staff from historically marginalized groups are much more likely to report feeling that they had been discriminated against than were members of historically majority groups.

Together the findings clearly reinforce the need for a systematic institutional effort to address issues of diversity, equity and inclusion if all members of the Syracuse University staff body are to experience the same positive experiences that are enjoyed by the majority of staff. In many ways, the findings provide concrete support beyond anecdotes for the specific initiatives and efforts that are being considered by the Syracuse University administration to enhance the campus climate. In conjunction with our other reports, and in consideration of the student and faculty findings as well, Syracuse University should be able to plot a clear path to a better future for all.



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