



THE SYRACUSE UNIVERSITY

STATE OF DIVERSITY, EQUITY & INCLUSION

The Student 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 cultivate 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 student perspectives and experiences related to several key topics, while other portions of the campus climate pulse survey, analyzed in separate reports, surveyed faculty and staff as well.

The data collected in this study can be used in many ways. It certainly offers a baseline of data for understanding the current 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 full results from the student survey component.

SECTION 1: SURVEY DESIGN AND METHODOLOGY

Study Design

The student 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 students at Syracuse University who were enrolled 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 Thank You and Contact Information for Support Services.

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 ensuring confidentiality and limiting direct access to those Syracuse University students, faculty, and staff 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 were private and could 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.
- Additionally, the consent form listed several sources where students could seek assistance and support should they have adverse emotional or other reactions or concerns while taking the survey.
- Due to the nature of the survey, respondents were not *required* to answer questions other than the consent question. If a potential respondent did not consent to participate, they were not shown subsequent survey questions. 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, military status, majors, and enrollment 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 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 undergraduate and graduate students on the Syracuse University campus who were enrolled as of September 4, 2020. The Syracuse University Registrar provided the listing of students (N=20,913) .

Data Collection

The overall data collection design protocol for students 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 Students

Eligible Population of Students	N=20,913
Final Response Rate	21.7% (N=4,536)

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 students. 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 was matched from 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 student population for each item in the survey.

Student Demographics

Sex and Gender Identity: Syracuse University students are diverse along a number of dimensions. The percentage of female students is roughly 52%, while the percentage of male students is roughly 47% (Table 2). The percentage of students who identify their gender as a woman is 52%, while the percentage of students identifying as a man is 47%; in addition 1% of students identify as either transgender or gender nonconforming (Table 3).

Sexual Orientation: With regards to sexual orientation, roughly 76% of Syracuse University students identify as heterosexual, approximately 9% identify as bisexual, almost 5% as asexual, about 3% as gay, and approximately 2% as lesbian. Table 4 presents the full array of response options to this survey question.

Race: Approximately 54% of Syracuse University students identify as White, just over 20% identify as Asian American/Asian, roughly 10% as Hispanic/Latinx, approximately 8% as African American/Black, roughly 3% as Middle Eastern/North African, roughly 4% 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 highly pluralistic population with regard to religious beliefs. Overall, 41% of students report identifying as Agnostic, Atheist, or having no religious background, 40% identify as Christian, approximately 7% as Jewish, roughly 4% as Muslim, and just over 8% identified with another religious background (Table 6).

Financial Status: Drawing from the data presented in Table 7, we can see that roughly 49% of the student 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 student population (51%) 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 student survey responses.

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

Military Experience: Roughly 3% of students report having served in the armed forces, military reserves or National Guard (Table 9).

Educational Legacy: Overall, 16% of students report being first-generation college students, with neither parent or guardian having attended college (Table 10).

Table 2. What is your current sex?

	Percent of Syracuse University Students
Female	52.3
Intersex	0.0
Male	47.4
Preferred Response Not Listed	0.3

Table 3. What is your gender/gender identity?

	Percent of Syracuse University Students
Woman	51.6
Man	46.9
Transgender/Gender Nonconforming	1.0
Preferred Response Not Listed	0.5

Table 4. What is your sexual orientation?

	Percent of Syracuse University Students
Asexual	4.5
Bisexual	8.5
Gay	2.7
Heterosexual (Cisgender)	76.1
Lesbian	1.5
Pansexual	1.3
Queer	1.7
Questioning	2.3
Preferred Response Not Listed	1.4

Table 5. Please indicate the racial or ethnic groups with which you identify.¹

	Percent of Syracuse University Students
African American/Black (AA)	7.7
Asian American/Asian (As)	20.1
Hispanic/Latinx (H)	9.7
Middle Eastern/North African (N)	3.3
Native American/Alaskan Native (N)	0.8
Native Hawaiian/Other Pacific Islander (N)	0.2
White (W)	54.0
Multiracial/-ethnic: Two or More Selections (M)	3.6
Preferred Response Not Listed	0.6

¹ 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 of 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 each 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?

	Percent of Syracuse University Students
Agnostic/Atheist/None (A)	41.3
Christian (C)	40.0
Jewish (J)	6.6
Muslim (M)	3.8
Additional Religions (D) ²	8.3

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

	Percent of Syracuse University Students
I cannot make ends meet.	2.5
I am barely making it.	18.3
I am breaking even.	27.8
I have extra money after paying the bills.	26.5
I do not have to worry about money.	24.9

Table 8. Do you have a disability?

	Percent of Syracuse University Students
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?

	Percent of Syracuse University Students
Ever served or currently serving	3.2
Never served	96.8

Table 10. Which of the following best describes the educational experience of your parents/guardians?

	Percent of Syracuse University Students
Neither parent or guardian attended college	15.7
All others	84.3





² 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 matrix³

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

³ 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.

Satisfaction with the campus climate/environment at Syracuse University is an area of challenge for students. Overall, only 44% of students report being satisfied or very satisfied within the past 12 months, and 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 11). Significant race differences also are noted among students. Specifically, Asian American/Asian, White, and Nat|HPI|ME/NA students report higher levels of satisfaction with the overall climate at Syracuse University, compared to African American/Black and Hispanic/Latinx students who report significantly lower levels of satisfaction (Table 12). LGBTQIA students report lower levels of satisfaction compared to heterosexual students (Table 13). Students who identify as Agnostic/Atheist/None reported the lowest level of satisfaction among all religious backgrounds (Table 14). Additionally, students with disabilities report a significantly lower level of satisfaction, compared to students without disabilities (Table 15); and students who are challenged financially report lower levels of satisfaction than those who are financially stable (Table 16).

Table 11. Overall Climate Satisfaction: Percent of Syracuse University Students, by Gender

	Women	Men	Total
Very Satisfied/Satisfied	41.3	45.9	43.5

Statistically significant difference.

Table 12. Overall Climate Satisfaction: Percent of Syracuse University Students, by Race

	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat HPI ME/NA	Multiracial
Very Satisfied/Satisfied	31.7	49.6	33.1	44.2	54.0	40.3

Statistically significant differences: 1) AA vs As, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) As vs W, 7) As vs M, 8) H vs W, 9) H vs N, and 10) N vs M.

Table 13. Overall Climate Satisfaction: Percent of Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
Very Satisfied/Satisfied	37.2	45.3

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

Table 14. Overall Climate Satisfaction: Percent of Syracuse University Students, by Religion

	Agnostic/Atheist/None	Jewish	Muslim	Christian	Additional
Very Satisfied/Satisfied	40.7	46.2	55.3	44.0	47.7

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

Table 15. Overall Climate Satisfaction: Percent of Syracuse University Students, by Disability Status

	With Disability	Without Disability
Very Satisfied/Satisfied	30.6	45.0

Statistically significant difference.

Table 16. Overall Climate Satisfaction: Percent of Syracuse University Students, by Financial Status

	Financially Challenged	Financially Stable
Very Satisfied/Satisfied	36.7	49.9

Statistically significant difference.

Perceptions of Institutional Commitment, Valued/Belonging, and Opportunity/Growth

The results below describe Syracuse University student 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: (see below)

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 ($\alpha=0.82$)

- 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 student body.

Factor 2: Perceptions of Belonging and Being Valued ($\alpha=0.82$)

- 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 ($\alpha=0.74$)

- Syracuse University is a place where I am able to perform up to my full potential.
- I have opportunities at Syracuse University for academic 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 academic 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, students overall report limited agreement with the idea that Syracuse University has an institutional commitment to DEI (index mean=3.3). Women reported significantly less agreement than men (Table 17). Generally, underrepresented minority students reported less perceived institutional DEI commitment compared to White and Asian American/Asian students, with African American/Black students reporting the least

perceived institutional commitment compared to the other groups (Table 18). LGBTQIA students reported less agreement with the statements about institutional commitment compared to heterosexual students (Table 19). Students who identify as Agnostic/Atheist/None reported the lowest perceived institutional commitment to DEI among religious backgrounds (Table 20). Additionally, students with disabilities reported less perceived institutional commitment to DEI than students without disabilities (Table 21). Students who are financially challenged reported less agreement than those who are financially stable (Table 22).

Perceptions of Feeling Valued/Belonging and Opportunity/Growth

Compared to perceptions of institutional commitment to DEI by SU students, the assessments of feeling Valued and Belonging as well as of Opportunity and Growth are generally more positive, while at the same time they point to opportunities for enhancements in the Syracuse University environment. Because the pattern of findings is similar across these two key indicators, we treat their discussion together here.

On average, students report modest agreement with the ideas that they are valued and belong, and that they have opportunity and are growing while at Syracuse University (means=3.6 and 3.7, respectively). Women students report significantly less agreement than men in both factors (Table 17). Generally, underrepresented minority students reported less of a sense of being valued and belonging or of having opportunity and growing compared to White and Asian American/Asian students, with African American/Black students reporting the least perceived sense of these attributes (Table 18). LGBTQIA students reported less agreement with the statements about being valued and belonging and about opportunity and growth compared to heterosexual students (Table 19). Jewish and Christian students reported more agreement with the statements about being valued and belonging and about opportunity and growth compared to students from other religious backgrounds (Table 20). Students with disabilities reported less agreement in both factors than students without disabilities (Table 21). Finally, students who are challenged financially reported less of a sense of being valued and belonging or having opportunity and growing compared to those who are financially stable (Table 22).

Table 17. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth for Syracuse University Students, by Gender

	Women	Men	Total
Institutional Commitment	3.1	3.5	3.3
Valued and Belonging	3.6	3.7	3.6
Opportunity and Growth	3.6	3.7	3.7

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

Table 18. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth for Syracuse University Students, by Race

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
Institutional Commitment	2.9	3.6	3.1	3.3	3.3	3.1
Valued and Belonging	3.4	3.7	3.5	3.7	3.6	3.5
Opportunity and Growth	3.2	3.5	3.5	3.8	3.6	3.6

Statistically significant differences for Institutional Commitment: 1) AA vs As, 2) AA vs H, 3) AA vs W, 4) AA vs N, 5) AA vs M, 6) As vs H, 7) As vs W, 8) As vs M, 9) H vs W, and 10) W vs M.

Statistically significant differences for Valued and Belonging: 1) AA vs As, 2) AA vs H, 3) AA vs W, 4) AA vs N, 5) AA vs M, 6) As vs H, 7) As vs M, 8) H vs W, and 9) W vs M.

Statistically significant differences for Opportunity and Growth: 1) AA vs As, 2) AA vs H, 3) AA vs W, 4) AA vs N, 5) AA vs M, 6) As vs W, 7) H vs W, 8) W vs N, and 9) W vs M.

Table 19. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth for Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
Institutional Commitment	3.0	3.4
Valued and Belonging	3.5	3.7
Opportunity and Growth	3.5	3.7

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

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

Table 20. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth for Syracuse University Students, by Religion

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
Institutional Commitment	3.2	3.3	3.4	3.3	3.4
Valued and Belonging	3.6	3.7	3.6	3.7	3.6
Opportunity and Growth	3.6	3.8	3.5	3.7	3.5

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

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

Statistically significant differences for Thrive and Growth: 1) A vs J, 2) A vs C, 3) A vs D, 4) J vs M, 5) J vs C, 6) J vs D, 7) M vs C, and 8) C vs D.

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

	With Disability	Without Disability
Institutional Commitment	2.9	3.3
Valued and Belonging	3.4	3.6
Opportunity and Growth	3.5	3.7

Statistically significant difference for Institutional Commitment and for Valued and Belonging.

Statistically significant difference for Opportunity and Growth.

Table 22. Key Dimensions: Institutional Commitment, Valued/Belonging, and Opportunity/Growth and Percent of Syracuse University Students, by Financial Status

	Financially Challenged	Financially Stable
Institutional Commitment	3.2	3.4
Valued and Belonging	3.5	3.8
Opportunity and Growth	3.5	3.8

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

Discrimination Felt

The tables below outline Syracuse University student 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 19% of students 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 more often than men reporting this perception (Table 23). Significant race differences are found for students as well. Specifically, White students report the lowest level of feeling discriminated against at Syracuse University. Generally, historically underrepresented students report significantly higher levels of feeling discriminated against at Syracuse University compared to White students, with African American/Black students reporting the highest level of perceived discrimination among all racial groups, followed by Hispanic/Latinx and Multiracial students (Table 24).

LGBTQIA students reported higher levels of perceived discrimination compared to heterosexual students (Table 25). Jewish students reported the highest level of perceived discrimination among all religious backgrounds (Table 26). Students with disabilities reported significantly higher levels of perceived discrimination compared to those without disabilities (Table 27); and students who are challenged financially reported higher levels of perceived discrimination than those who are financially stable (Table 28).

Table 23. Felt Discrimination: Percent (Yes) of Syracuse University Students, by Gender

	Women	Men	Total
Yes	21.0	15.8	18.5

Statistically significant difference.

Table 24. Felt Discrimination: Percent (Yes) of Syracuse University Students, by Race

	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat HPI ME/NA	Multiracial
Yes	39.9	21.1	26.3	12.6	18.6	26.6

Statistically significant differences: 1) AA vs As, 2) AA vs H, 3) AA vs W, 4) AA vs N, 5) AA vs M, 6) As vs W, 7) As vs M, 8) H vs W, 9) W vs M.

Table 25. Felt Discrimination: Percent (Yes) of Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
Yes	24.6	16.6

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

Table 26. Felt Discrimination: Percent (Yes) of Syracuse University Students, by Religion

	Agnostic/Atheist/None	Jewish	Muslim	Christian	Additional
Yes	16.7	25.7	15.6	18.2	22.2

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

Table 27. Felt Discrimination: Percent (Yes) of Syracuse University Students, by Disability Status

	With Disability	Without Disability
Yes	29.3	17.2

Statistically significant difference.

Table 28. Felt Discrimination: Percent (Yes) of Syracuse University Students, by Financial Status

	Financially Challenged	Financially Stable
Yes	24.0	13.3

Statistically significant difference.

Context of Discrimination

Of those who reported feeling discriminated against, the tables below describe Syracuse University student participant responses to the following survey question about the contexts in which the discrimination they reported had occurred:

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?

A: Check All That Apply:

- (1) Buses or bus stops
- (2) Campus buildings
- (3) Residence halls
- (4) Off-campus housing
- (5) Parking lots or garages
- (6) Parties or other social gatherings
- (7) Secluded areas on campus
- (8) Neighborhoods or other areas surrounding campus
- (9) Sporting events
- (10) Walking around campus at night
- (11) In my classrooms and classroom settings (e.g., labs, discussion sessions, lecture halls, etc.)
- (12) In interactions with faculty
- (13) In interactions with staff
- (14) In interactions with peers of other racial/ethnic identities
- (15) In interactions with peers of other sexual orientations
- (16) In interactions with peers of other religions
- (17) In interactions with members of Greek Life organizations
- (18) In interactions with law enforcement personnel on campus
- (19) In interactions with law enforcement personnel in the City of Syracuse

Tables 29 through 34 present the above contexts and survey answer listings in four thematic categories: Campus Environment, Academic Interactions, Social Interactions, and Engagement with Law Enforcement. While tables 29 through 34 present the full array of results for this survey battery, the current discussion will center on *four* activities (one from each thematic area) that were highly ranked by Syracuse University students. These include campus buildings, interactions in classrooms and classroom settings, interactions with peers of other racial/ethnic identities, and interactions with law enforcement personnel on campus. Each of these areas is discussed below.

In Campus Buildings

Overall, more than one in four students (27%) reported experiencing discrimination in campus buildings (Table 29). There was no significant gender difference (Table 29). For students, significant race differences are found for this context, with Asian American/Asian, African American/Black, and Multiracial students reporting the highest levels of discrimination in campus buildings compared to other racial groups (Table 30). In relation to discrimination experienced in campus buildings, there was no significant difference for LGBTQIA students compared to heterosexual students (Table 31). There were no significant differences found among the various religious backgrounds (Table 32). There was no significant difference found between students with disabilities and those without (Table 33); and there also was no significant difference found between students who are challenged financially compared to those students who are financially stable (Table 34).

In Their Classrooms and Classroom Settings

Overall, a little over 37% of students reported experiencing discrimination in their classrooms and classroom settings (Table 29). A significant gender difference is apparent, with women more often reporting discrimination in this context compared to men (Table 29). Significant race differences are found for students, with Hispanic/Latinx student and African American/Black students reporting the highest levels of discrimination in classrooms and classroom settings, and Asian American/Asian students reporting the least discrimination in this space (Table 30). In relation to discrimination experienced in classrooms and classroom settings, there was no significant difference for LGBTQIA students compared to heterosexual students (Table 31). Muslim students reported the highest level of discrimination experienced in classrooms and classroom settings, while Jewish students reported the least among the various religious backgrounds (Table 32). Students with disabilities reported significantly higher levels of discrimination experienced in this context compared to those without disabilities (Table 33); and students who are challenged financially reported higher levels of discrimination experienced in classrooms and classroom settings compared to those who are financially stable (Table 34).

In Interactions with Peers of Other Racial/Ethnic Identities

Overall, 28% of students reported experiencing discrimination in interactions with peers of other racial/ethnic identities (Table 29). There is no significant gender difference in these interactions (Table 29). Significant race differences are found for students, with African American/Black, Hispanic/Latinx, and Multiracial students reporting the highest levels of discrimination in these interactions, and White students reporting the least discrimination in these interactions (Table 30). In relation to discrimination experienced in interactions with peers of other racial/ethnic identities, there was no significant difference for LGBTQIA students compared to heterosexual students (Table 31). There were no significant differences found for students among the various religious backgrounds (Table 32). There was no significant difference found between students with disabilities and those without (Table 33). Students who are challenged financially reported higher levels of discrimination experienced in this context compared to those who are financially stable (Table 34).

In Interactions with Law Enforcement Personnel on Campus

Overall, roughly 16% of students reported experiencing discrimination in interactions with law enforcement personnel on campus (Table 29). There is no significant gender difference here (Table 29). Significant race differences are found for students, with African American/Black and Hispanic/Latinx students reporting the highest levels of discrimination in these interactions, and White and Asian American/Asian students reporting the least discrimination in these interactions (Table 30). LGBTQIA students more often reported experiencing discrimination in these interactions with campus law enforcement compared to heterosexual students (Table 31). Muslim students reported the highest level of discrimination experienced in these interactions, while Jewish students reported the least discriminatory interactions (Table 32). Students with disabilities reported significantly higher levels of discrimination experienced in interactions with campus law enforcement compared to those without disabilities (Table 33). Finally, students who are challenged financially reported higher levels of discrimination experienced in interactions with campus law enforcement compared to those who are financially stable (Table 34).

Table 29. Context of Discrimination: Percent (Yes) of Syracuse University Students, by Gender

	Women	Men	Total
Campus Environment			
1. Campus buildings	28.3	25.9	27.3
2. Neighborhoods or other areas surrounding campus	19.4	11.2	16.1
3. Residence Halls	24.7	18.8	22.3
4. Buses or bus stops	8.7	7.5	8.2
5. Off-campus housing	9.1	10.7	9.8
6. Parking lots or garages	4.9	3.1	4.2
7. Secluded areas on campus	6.9	5.9	6.5
8. Walking around campus at night	21.1	14.8	18.6
Academic Interactions			
9. In my classrooms and classroom settings	42.5	29.3	37.2
10. In interactions with faculty	40.4	28.5	35.6
11. In interactions with staff	21.2	17.9	19.9
Social Interactions			
12. Sporting events	6.9	5.9	6.5
13. Parties or other social gatherings	25.6	20.4	23.5
14. In interactions with peers of other racial/ethnic identities	28.7	26.9	28.0
15. In interactions with peers of other sexual orientations	10.5	15.0	12.3
16. In interactions with peers of other religions	5.5	8.3	6.7
17. In interactions with members of Greek Life organizations	21.9	10.0	17.1
Engagement with Law Enforcement			
18. In interactions with law enforcement personnel on campus	18.1	12.4	15.8
19. In interactions with law enforcement personnel in the City of Syracuse	9.6	7.8	8.9

No statistically significant difference for responses to 1, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 18, and 19..

Statistically significant difference for responses to 2, 9, 10, and 17.

Table 30. Context of Discrimination: Percent (Yes) of Syracuse University Students, by Race

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multi-racial
Campus Environment						
1. Campus buildings	30.7	32.1	26.8	23.8	21.5	29.7
2. Neighborhoods or other areas surrounding campus	17.5	18.6	23.4	12.7	6.0	15.7
3. Residence Halls	28.6	27.2	22.2	15.9	24.5	27.0
4. Buses or bus stops	7.0	12.1	12.4	5.1	2.9	10.9
5. Off-campus housing	10.3	11.6	7.7	9.6	0	16.7
6. Parking lots or garages	5.1	4.6	2.1	4.8	0	4.9
7. Secluded areas on campus	9.5	5.9	11.9	4.2	0	7.5
8. Walking around campus at night	20.2	17.5	21.7	15.9	21.6	26.9
Academic Interactions						
9. In my classrooms and classroom settings	42.4	23.2	49.7	37.2	46.4	40.9
10. In interactions with faculty	42.5	25.0	34.6	37.9	40.1	42.5
11. In interactions with staff	24.6	16.7	19.0	20.8	6.1	27.7
Social Interactions						
12. Sporting events	5.8	9.7	2.1	6.0	0	3.3
13. Parties or other social gatherings	28.7	19.8	26.8	20.7	31.1	29.3
14. In interactions with peers of other racial/ethnic identities	40.8	27.8	38.7	16.5	30.2	38.8
15. In interactions with peers of other sexual orientations	3.6	5.0	9.6	20.6	21.7	10.2
16. In interactions with peers of other religions	1.6	3.1	3.8	12.1	8.8	5.8
17. In interactions with members of Greek Life organizations	14.7	10.8	19.2	18.7	36.7	19.5
Engagement with Law Enforcement						
18. In interactions with law enforcement personnel on campus	27.7	8.0	21.9	11.9	21.8	20.0
19. In interactions with law enforcement personnel in the City of Syracuse	14.2	5.0	9.1	6.5	15.4	17.4

No statistically significant differences for responses to 5, 6, 8, and 13.

(1) Statistically significant differences for: 1) As vs W.

(2) Statistically significant differences for: 1) H vs W.

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

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

(7) Statistically significant differences for: 1) AA vs W, and 2) H vs W.

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

- (10) Statistically significant differences for: 1) AA vs As, 2) As vs W, and 3) As vs M.
 (11) Statistically significant differences for: 1) AA vs N, 2) As vs M, and 3) N vs M.
 (12) Statistically significant differences for: 1) As vs M.
 (14) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) As vs W, 4) As vs M, 5) H vs W, and 6) W vs M.
 (15) Statistically significant differences for: 1) AA vs W, 2) AA vs N, 3) As vs W, 4) As vs N, and 5) W vs M.
 (16) Statistically significant differences for: 1) AA vs W, and 2) As vs W.
 (17) Statistically significant differences for: 1) AA vs N, 2) As vs W, 3) As vs N, and 4) As vs M.
 (18) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) As vs H, 4) As vs M, and 5) W vs M.
 (19) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) As vs M, and 4) W vs M.

Table 31. Context of Discrimination: Percent (Yes) of Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
Campus Environment		
1. Campus buildings	30.1	26.2
2. Neighborhoods or other areas surrounding campus	21.3	14.1
3. Residence Halls	23.8	21.2
4. Buses or bus stops	10.3	7.4
5. Off-campus housing	14.0	7.9
6. Parking lots or garages	5.8	3.5
7. Secluded areas on campus	7.9	5.9
8. Walking around campus at night	20.6	17.9
Academic Interactions		
9. In my classrooms and classroom settings	42.2	34.7
10. In interactions with faculty	43.0	32.3
11. In interactions with staff	22.2	18.9
Social Interactions		
12. Sporting events	8.4	4.8
13. Parties or other social gatherings	25.3	22.4
14. In interactions with peers of other racial/ethnic identities	26.9	28.5
15. In interactions with peers of other sexual orientations	28.2	4.8
16. In interactions with peers of other religions	6.9	6.4
17. In interactions with members of Greek Life organizations	22.2	14.8
Engagement with Law Enforcement		
1. In interactions with law enforcement personnel on campus	25.4	11.5
2. In interactions with law enforcement personnel in the City of Syracuse	16.0	5.5

*“Heterosexual” includes all participants reporting cisgender heterosexual orientation.
 No statistically significant difference for responses to 1, 3, 4, 6, 7, 8, 9, 11, 13, 14, and 16.
 Statistically significant difference for responses to 2, 5, 10, 12, 15, 17, 18, and 19.*

Table 32. Context of Discrimination: Percent (Yes) of Syracuse University Students, by Religion

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
Campus Environment					
1. Campus buildings	29.4	26.9	40.6	24.8	28.1
2. Neighborhoods or other areas surrounding campus	18.1	18.9	13.8	14.1	17.0
3. Residence Halls	21.5	25.8	6.9	23.6	20.7
4. Buses or bus stops	7.6	4.2	23.4	7.7	11.6
5. Off-campus housing	10.5	10.5	10.0	9.1	10.0
6. Parking lots or garages	2.9	2.4	11.7	3.1	10.6
7. Secluded areas on campus	7.0	5.0	8.2	6.0	7.3
8. Walking around campus at night	17.5	23.1	21.2	18.3	18.2
Academic Interactions					
9. In my classrooms and classroom settings	36.4	22.4	51.1	39.6	38.8
10. In interactions with faculty	38.7	23.3	37.4	33.8	41.3
11. In interactions with staff	22.0	16.6	8.9	19.3	19.3
Social Interactions					
12. Sporting events	5.5	1.8	0	7.7	6.3
13. Parties or other social gatherings	20.2	25.3	23.5	26.1	25.5
14. In interactions with peers of other racial/ethnic identities	26.6	22.5	38.7	28.9	30.1
15. In interactions with peers of other sexual orientations	14.4	13.8	0	8.4	20.3
16. In interactions with peers of other religions	3.2	24.1	13.4	5.1	6.9
17. In interactions with members of Greek Life organizations	15.4	25.3	24.3	16.3	14.5
Engagement with Law Enforcement					
18. In interactions with law enforcement personnel on campus	13.4	8.8	35.5	17.5	16.1
19. In interactions with law enforcement personnel in the City of Syracuse	8.6	4.6	18.1	8.4	11.0

No statistically significant differences for responses to questions 1, 2, 3, 5, 7, 8, 11, 12, 13, 14, 17, and 19.

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

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

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

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

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

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

(18) Statistically significant differences for: 1) A vs M, 2) J vs M.

Table 33. Context of Discrimination: Percent (Yes) of Syracuse University Students, by Disability Status

	With Disability	Without Disability
Campus Environment		
1. Campus buildings	27.0	27.4
2. Neighborhoods or other areas surrounding campus	13.7	16.6
3. Residence Halls	18.8	22.9
4. Buses or bus stops	4.8	8.8
5. Off-campus housing	10.2	9.8
6. Parking lots or garages	6.7	3.6
7. Secluded areas on campus	5.8	6.7
8. Walking around campus at night	19.2	18.2
Academic Interactions		
9. In my classrooms and classroom settings	49.6	35.0
10. In interactions with faculty	56.6	31.5
11. In interactions with staff	32.4	17.4
Social Interactions		
12. Sporting events	11.8	4.7
13. Parties or other social gatherings	26.6	22.9
14. In interactions with peers of other racial/ethnic identities	27.8	28.0
15. In interactions with peers of other sexual orientations	22.4	10.4
16. In interactions with peers of other religions	9.5	6.0
17. In interactions with members of Greek Life organizations	25.6	15.4
Engagement with Law Enforcement		
18. In interactions with law enforcement personnel on campus	23.1	14.5
19. In interactions with law enforcement personnel in the City of Syracuse	13.9	8.0

*No statistically significant difference for responses to 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, and 16.
Statistically significant difference for responses to 9, 10, 11, 12, 15, 17, 18, and 19.*

Table 34. Context of Discrimination: Percent (Yes) of Syracuse University Students, by Financial Status

	Financially Challenged	Financially Stable
Campus Environment		
1. Campus buildings	29.1	23.8
2. Neighborhoods or other areas surrounding campus	18.4	11.7
3. Residence Halls	21.2	23.3
4. Buses or bus stops	9.4	5.7
5. Off-campus housing	12.2	5.5
6. Parking lots or garages	5.0	2.3
7. Secluded areas on campus	7.8	4.0
8. Walking around campus at night	20.0	15.3
Academic Interactions		
9. In my classrooms and classroom settings	40.3	32.4
10. In interactions with faculty	37.1	33.3
11. In interactions with staff	21.8	16.1
Social Interactions		
12. Sporting events	6.0	5.3
13. Parties or other social gatherings	24.4	21.6
14. In interactions with peers of other racial/ethnic identities	33.4	18.5
15. In interactions with peers of other sexual orientations	11.4	13.7
16. In interactions with peers of other religions	6.3	6.8
17. In interactions with members of Greek Life organizations	17.2	16.4
Engagement with Law Enforcement		
18. In interactions with law enforcement personnel on campus	18.3	11.6
19. In interactions with law enforcement personnel in the City of Syracuse	11.2	4.8

No statistically significant difference for responses to 1, 2, 3, 6, 9, 10, 12, 13, 15, 16, and 17.

Statistically significant difference for responses to 4, 5, 7, 8, 11, 14, 18, and 19.

Involvement in Campus Activities

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

Q: In the past 12 months, to what extent have you been involved in the following activities? Use the category “Substantially Involved” for those activities that are particularly important to you.

- (1) Fraternity and/or sorority life.
- (2) Political organizations on campus.
- (3) Local or national political activities.
- (4) Social activism.
- (5) Student government.
- (6) Groups and activities reflecting my own cultural/ethnic background.
- (7) Religious organizations and activities.
- (8) Groups and activities reflecting other cultural/ethnic backgrounds.
- (9) Community service courses or volunteer activities.
- (10) Other co-curricular activities.

A: Not at All Involved; Slightly Involved; Somewhat Involved; Substantially Involved

While tables 35 through 40 present the full array of results for this survey battery, the current discussion will center on *three* activities that were highly ranked by Syracuse University students. These items include social activism, groups and activities reflecting their own cultural/ethnic background, and community service courses or volunteer activities. Each of these areas is discussed below.

Social Activism

Overall, nearly one in five students (18%) reported engagement in social activism (Table 35). There was a significant gender difference, with women more often than men reporting involvement in this type of activity (Table 35). Significant race differences are found for students, with African American/Black students reporting the highest level of engagement in social activism (Table 36). LGBTQIA students more often reported involvement with social activism compared to heterosexual students (Table 37). Additionally, students who identify as Agnostic/Atheist/None and Jewish reported more often engaging in social activism compared to the other religious backgrounds (Table 38). Students with disabilities reported social activism significantly more often than those students without disabilities (Table 39). Students who are challenged financially more often reported engagement in social activism compared to those students who are financially stable (Table 40).

Groups and Activities Reflecting Their Own Cultural/Ethnic Background

Overall, nearly 15% of students reported engagement in groups and activities that express their own cultural/ethnic background (Table 35). There was no significant gender difference (Table 35). Significant race differences were found for students, with African American/Black students reporting the highest level of engagement in groups and activities that express their own cultural/ethnic background, followed by Hispanic/Latinx students (Table 36). LGBTQIA students more often reported involvement with groups and activities that express their own cultural/ethnic background compared to heterosexual students (Table 37). Additionally, students who identify as Muslim reported more often engaging in these activities compared to the other religious backgrounds (Table 38). There was no significant difference for students with disabilities compared to those students without disabilities (Table 39). Students who are challenged financially more often reported engagement in groups and activities that express their own cultural/ethnic background compared to those students who are financially stable (Table 40).

Community Service Courses or Volunteerism

Overall, one in five students (20%) reported engagement in community service courses or volunteerism (Table 35). There was a significant gender difference, with women more often than men reporting involvement in this type of activity (Table 35). Significant race differences were found for students, with

African American/Black and Multiracial students reporting the highest level of engagement in community service courses or volunteerism (Table 36). There was no significant difference for LGBTQIA compared to heterosexual students (Table 37). Additionally, students who identify as Jewish and Christian reported more often engaging in community service courses or volunteerism, and Muslim students reported engagement in this type of activity the least (Table 38). Students with disabilities reported community service courses or volunteerism significantly more often than those students without disabilities (Table 39). There was no significant difference for students who are challenged financially compared to those students who are financially stable with regard to engagement in community service courses or volunteerism (Table 40).

Table 35. Involvement in Campus Activities: Percent (Somewhat/Substantially Involved) of Syracuse University Students, by Gender

	Women	Men	Total
1. Fraternity and/or sorority life	13.6	9.7	11.8
2. Political organizations on campus	5.5	4.5	5.0
3. Local or national political activities	14.2	9.1	11.8
4. Social activism	23.6	11.3	17.8
5. Student government	4.3	4.5	4.4
6. Groups and activities reflecting my own cultural/ethnic background	15.7	13.6	14.7
7. Religious organizations and activities	7.4	7.4	7.4
8. Groups and activities reflecting other cultural/ethnic backgrounds	10.9	7.6	9.3
9. Community service courses or volunteer activities	23.8	16.2	20.2
10. Other co-curricular activities	33.8	32.1	33.0

*No statistically significant difference for survey answers to 2, 5, 6, 7, 10.
Statistically significant difference for answers to 1, 3, 4, 8, 9.*

Table 36. Involvement in Campus Activities: Percent (Somewhat/Substantially Involved) of Syracuse University Students, by Race

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
1. Fraternity and/or sorority life	8.0	9.2	8.3	14.5	5.1	9.1
2. Political organizations on campus	5.6	4.6	4.4	5.3	2.3	7.2
3. Local or national political activities	9.4	5.9	13.7	14.5	4.6	12.7
4. Social activism	27.6	7.8	20.2	19.9	11.5	22.0
5. Student government	7.4	5.9	6.4	2.9	7.6	3.4
6. Groups and activities reflecting my own cultural/ethnic background	41.7	20.4	23.7	6.6	16.6	21.2

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
7. Religious organizations and activities	13.9	6.1	4.5	7.1	8.8	9.5
8. Groups and activities reflecting other cultural/ethnic backgrounds	20.9	10.9	14.7	5.9	9.8	13.1
9. Community service courses or volunteer activities	27.4	15.7	17.5	21.8	11.5	23.4
10. Other co-curricular activities	39.5	20.9	31.1	37.8	21.0	35.7

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

(2) No statistically significant differences.

(3) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) As vs H, 4) As vs W, 5) As vs M, 6) H vs N, 7) W vs N, and 8) N vs T.

(4) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) AA vs N, 4) As vs H, 5) As vs W, 6) As vs M, 7) W vs N, and 8) N vs M.

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

(6) Statistically significant differences for: 1) AA vs As, 2) AA vs H, 3) AA vs W, 4) AA vs N, 5) AA vs M, 6) As vs W, 7) H vs W, 8) W vs N, and 9) W vs M.

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

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

(9) Statistically significant differences for: 1) AA vs As, 2) AA vs H, 3) AA vs W, 4) AA vs N, 5) As vs W, 6) As vs M, 7) W vs N, and 8) N vs M.

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

Table 37. Involvement in Campus Activities: Percent (Somewhat/Substantially Involved) of Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
1. Fraternity and/or sorority life	10.7	12.2
2. Political organizations on campus	6.9	4.4
3. Local or national political activities	18.4	9.8
4. Social activism	27.7	14.7
5. Student government	4.5	4.3
6. Groups and activities reflecting my own cultural/ethnic background	17.1	13.9
7. Religious organizations and activities	6.7	7.5
8. Groups and activities reflecting other cultural/ethnic backgrounds	10.5	9.0
9. Community service courses or volunteer activities	19.5	20.4
10. Other co-curricular activities	32.2	33.5

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

No statistically significant difference for survey answers to 1, 5, 7, 8, 9, and 10.

Statistically significant difference for answers to 2, 3, 4, and 6.

Table 38. Involvement in Campus Activities: Percent (Somewhat/Substantially Involved) of Syracuse University Students, by Religion

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. Fraternity and/or sorority life	9.5	31.5	4.3	12.9	5.8
2. Political organizations on campus	5.0	9.7	2.9	4.4	4.7
3. Local or national political activities	13.0	17.4	3.9	11.1	8.6
4. Social activism	20.7	20.6	7.9	15.9	14.1
5. Student government	4.1	2.7	8.9	4.3	5.9
6. Groups and activities reflecting my own cultural/ethnic background	12.4	17.7	24.9	14.7	17.7
7. Religious organizations and activities	1.4	22.9	15.2	10.1	8.6
8. Groups and activities reflecting other cultural/ethnic backgrounds	9.1	8.7	16.2	8.5	11.8
9. Community service courses or volunteer activities	17.6	24.4	11.4	22.8	20.2
10. Other co-curricular activities	28.6	43.0	19.8	37.5	30.7

(1) Statistically significant differences for: 1) A vs J, 2) A vs C, 3) A vs D, 4) J vs M, 5) J vs C, 6) J vs D, 7) M vs C, and 8) C vs D.

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

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

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

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

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

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

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

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

(10) Statistically significant differences for: 1) A vs J, 2) A vs C, 3) J vs M, 4) J vs D, 5) M vs C, 6) M vs D, and 7) C vs D.

Table 39. Involvement in Campus Activities: Percent (Somewhat/Substantially Involved) of Syracuse University Students, by Disability Status

	With Disability	Without Disability
1. Fraternity and/or sorority life	14.1	11.5
2. Political organizations on campus	9.6	4.5
3. Local or national political activities	21.2	10.7
4. Social activism	32.3	16.0
5. Student government	4.9	4.3
6. Groups and activities reflecting my own cultural/ethnic background	15.0	14.6
7. Religious organizations and activities	8.9	7.2
8. Groups and activities reflecting other cultural/ethnic backgrounds	11.6	9.1
9. Community service courses or volunteer activities	26.1	19.4
10. Other co-curricular activities	41.0	32.0

No statistically significant difference for survey answers to 1, 5, 6, 7, 8.

Statistically significant difference for answers to 2, 3, 4, 9, 10.

Table 40. Involvement in Campus Activities: Percent (Somewhat/Substantially Involved) of Syracuse University Students, by Financial Status

	Financially Challenged	Financially Stable
1. Fraternity and/or sorority life	8.6	14.8
2. Political organizations on campus	5.1	4.9
3. Local or national political activities	12.4	11.1
4. Social activism	19.3	16.3
5. Student government	5.8	3.1
6. Groups and activities reflecting my own cultural/ethnic background	17.4	12.1
7. Religious organizations and activities	6.4	8.2
8. Groups and activities reflecting other cultural/ethnic backgrounds	11.5	7.3
9. Community service courses or volunteer activities	20.5	19.9
10. Other co-curricular activities	31.3	34.4

*No statistically significant difference for survey answers to 2, 3, 9.
Statistically significant difference for answers to 1, 4, 5, 6, 7, 8, 10.*

Perceptions of COVID-19 and Institutional Response

The tables below describe Syracuse University student 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 students from the negative health consequences of COVID-19.
- (4) Overall, the administration at Syracuse University has done a good job helping students adapt to the changes at the institution brought on by the spread of COVID-19.
- (5) Overall, faculty at Syracuse University has shown care and concern for me as they make changes in their courses 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 my educational plans.

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

Concern About Contracting COVID-19

Overall, more than half (54%) of students reported feeling concerned that they would contract COVID-19. There is a significant gender difference, with women more often than men reporting this concern (Table 41). Significant race differences are found for students, with African American/Black students reporting the least level of concern for contracting COVID-19 (Table 42). LGBTQIA students reported higher levels of concern compared to heterosexual students (Table 43). Additionally, students who identify in the Agnostic/Atheist/None group reported the highest level of concern for contracting COVID-19 among all religious backgrounds (Table 44). There is no significant difference found between students with disabilities

and those without (Table 45). Students who are challenged financially reported significantly higher levels of concern for contracting COVID-19 than those who are financially stable (Table 46).

Concern About Hospitalization Due to COVID-19

On average, students reported less concern about being hospitalized due to COVID-19 compared to their concerns about contracting the virus, with roughly 39% overall reporting the hospitalization concern (Table 41). There is a significant gender difference, with women more often than men reporting this concern (Table 41). Significant race differences are found for students as well: White students reported the least level of concern for hospitalization due to COVID-19, and minority groups reported more concern, with Asian American/Asian students reporting the most concern (Table 42). LGBTQIA students reported higher levels of concern compared to heterosexual students (Table 43). Additionally, Jewish students reported the least level of concern about hospitalization among all religious backgrounds (Table 44). Students with disabilities reported higher levels of concern compared to those without disabilities (Table 45). Students who are challenged financially reported significantly higher levels of concern for being hospitalized due to COVID-19 than those who are financially stable (Table 46).

Perceptions of Administration's Response to COVID-19

In this survey, we assessed students' 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 68% and 61%, respectively, indicating agreement with these statements; however, women reported significantly less agreement than men (Table 41). Significant race differences are found for students, with Hispanic/Latinx students reporting the least level 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 42). LGBTQIA students reported less agreement with these statements compared to heterosexual students (Table 43). Additionally, Muslim students reported more agreement with the statements compared to students from other religious backgrounds (Table 44). Students with disabilities reported less agreement than students without disabilities (Table 45). Finally, students 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 46).

Perceptions of Faculty's Response to COVID-19

Overall, students were generally positive in their assessment of faculty's response to COVID-19, with roughly 70% of students reporting that faculty had shown care and concern for them as they made adjustments to their courses. Nonetheless, women reported significantly less agreement than men (Table 41). Significant race differences are also found for students, with Asian American/Asian students reporting the highest level of agreement, compared to other groups, that faculty showed care and concern for them as they made course adjustments due to COVID-19 (Table 42). LGBTQIA students reported less agreement with this statement compared to heterosexual students (Table 43). No meaningful differences were observed by religious affiliation (Table 44). Students with disabilities reported less agreement than students without disabilities (Table 45). Finally, students who are challenged financially reported less of a sense that faculty had shown care and concern for them as they made adjustments to their courses compared to those who are financially stable (Table 46).

Knowing Whom to Contact with Questions about COVID-19

Overall, a little more than half (51%) of students reported that they knew whom to contact if they had questions about how institutional changes due to COVID-19 would affect their educational plans, with women reporting significantly less agreement with this statement compared to men (Table 41). Significant race differences were found for students, with Hispanic/Latinx students reporting the least level of agreement that they knew whom to contact compared to other groups (Table 42). LGBTQIA students reported less agreement with this statement compared to heterosexual students (Table 43). Additionally,

students who identified as Agnostic/Atheist/None reported the least level of agreement compared to students from other religious backgrounds (Table 44). Students with disabilities reported less agreement than students without disabilities (Table 45). Finally, students 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 their educational plans compared to those who are financially stable (Table 46).

Table 41. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/ Agree) of Syracuse University Students, by Gender

	Woman	Man	Total
1. I am concerned that I will contract the coronavirus (COVID-19).	61.9	45.3	54.0
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	43.9	33.0	38.7
3. Overall, the administration at Syracuse University has done a good job protecting students from the negative health consequences of COVID-19.	65.9	71.3	68.4
4. Overall, the administration at Syracuse University has done a good job helping students adapt to the changes at the institution brought on by the spread of COVID-19.	58.8	64.1	61.3
5. Overall, faculty at Syracuse University has shown care and concern for me as they make changes in their courses in response to COVID-19.	67.7	71.4	69.5
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect my educational plans.	48.2	54.8	51.3

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

Table 42. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/ Agree) of Syracuse University Students, 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).	46.8	53.1	58.1	55.2	49.1	55.4
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	41.9	58.6	41.4	30.6	37.9	38.9
3. Overall, the administration at Syracuse University has done a good job protecting students from the negative health consequences of COVID-19.	62.3	68.1	59.3	70.4	76.5	67.8

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
4. Overall, the administration at Syracuse University has done a good job helping students adapt to the changes at the institution brought on by the spread of COVID-19.	61.6	70.0	51.7	60.3	58.0	56.5
5. Overall, faculty at Syracuse University has shown care and concern for me as they make changes in their courses in response to COVID-19.	64.6	74.4	65.3	69.8	64.7	67.6
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect my educational plans.	52.9	56.0	42.3	50.9	52.0	49.8

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

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

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

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

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

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

Table 43. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/ Agree) of Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
1. I am concerned that I will contract the coronavirus (COVID-19).	63.1	51.3
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	48.1	35.6
3. Overall, the administration at Syracuse University has done a good job protecting students from the negative health consequences of COVID-19.	63.4	70.1
4. Overall, the administration at Syracuse University has done a good job helping students adapt to the changes at the institution brought on by the spread of COVID-19.	56.0	63.1
5. Overall, faculty at Syracuse University has shown care and concern for me as they make changes in their courses in response to COVID-19.	66.7	70.5
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect my educational plans.	43.8	53.8

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

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

Table 44. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/ Agree) of Syracuse University Students, by Religion

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. I am concerned that I will contract the coronavirus (COVID-19).	59.2	56.0	50.2	49.6	49.3
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	43.8	27.1	40.6	33.4	47.4
3. Overall, the administration at Syracuse University has done a good job protecting students from the negative health consequences of COVID-19.	66.6	65.6	77.6	69.9	70.0
4. Overall, the administration at Syracuse University has done a good job helping students adapt to the changes at the institution brought on by the spread of COVID-19.	60.6	54.9	66.7	62.1	64.6
5. Overall, faculty at Syracuse University has shown care and concern for me as they make changes in their courses in response to COVID-19.	69.5	65.3	65.0	70.3	71.7
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect my educational plans.	48.0	55.8	51.0	52.8	58.4

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

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

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

(4) Statistically significant differences for: 1) J vs C, and 2) J vs d.

(5) No statistically significant differences.

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

Table 45. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/ Agree) of Syracuse University Students, by Disability Status

	With Disability	Without Disability
1. I am concerned that I will contract the coronavirus (COVID-19).	58.2	53.5
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	48.3	37.6
3. Overall, the administration at Syracuse University has done a good job protecting students from the negative health consequences of COVID-19.	60.2	69.4
4. Overall, the administration at Syracuse University has done a good job helping students adapt to the changes at the institution brought on by the spread of COVID-19.	46.2	63.1

	With Disability	Without Disability
5. Overall, faculty at Syracuse University has shown care and concern for me as they make changes in their courses in response to COVID-19.	59.7	70.6
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect my educational plans.	44.6	52.1

No statistically significant difference for 1.

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

Table 46. Perceptions of COVID-19 and Institutional Response: Percent (Strongly Agree/ Agree) of Syracuse University Students, by Financial Status

	Financially Challenged	Financially Stable
1. I am concerned that I will contract the coronavirus (COVID-19).	56.1	52.2
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	43.1	34.6
3. Overall, the administration at Syracuse University has done a good job protecting students from the negative health consequences of COVID-19.	66.1	70.8
4. Overall, the administration at Syracuse University has done a good job helping students adapt to the changes at the institution brought on by the spread of COVID-19.	56.9	65.7
5. Overall, faculty at Syracuse University has shown care and concern for me as they make changes in their courses in response to COVID-19.	66.1	72.6
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect my educational plans.	48.7	54.0

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

Frequency of Worries About COVID-19

The tables below describe Syracuse University student 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 access to adequate instructional accommodation to allow completion of academic coursework and assignments.
- (6) An increased prevalence of microaggressions and unconscious bias as a result of my identity.
- (7) Bullying and intimidation on campus.
- (8) Bullying and intimidation at home, if I am asked to leave campus.

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

While tables 47 through 52 present the full array of results for this survey battery, the current discussion will center the *top three* worries that have been identified by students as a direct result of the COVID-19

pandemic. These include: lack of access to adequate mental health support or counseling services; lack of access to adequate instructional accommodation to allow completion of academic coursework and assignments; and an increased prevalence of microaggressions and unconscious bias as a result of their identity. Each of these concerns is discussed below.

Lack of Access to Adequate Mental Health Support or Counseling Services

Overall, nearly one in five students (18%) reported lack of access to adequate mental health support or counseling services as a top worry directly brought on by the COVID-19 pandemic (Table 47). This worry is further amplified when you examine differences in the data results by various identity groups. There was a significant gender difference, with women more often than men reporting this concern (Table 47). Significant race differences are found for students as well. Generally, underrepresented minority students more often reported this concern compared to White and Asian American/Asian students (Table 48). LGBTQIA students more often reported worrying about this issue compared to heterosexual students (Table 49). Additionally, students who identify as Agnostic/Atheist/None and in the Additional Religions category reported more often having this concern compared to the other religious backgrounds (Table 50). Students with disabilities reported having this worry significantly more often than those students without disabilities (Table 51). Students who are challenged financially more often reported worrying about the lack of adequate mental health support compared to those students who are financially stable (Table 52).

Lack of Access to Adequate Instructional Accommodation to Allow Completion of Academic Coursework and Assignments

Overall, a little over one in five students (21%) reported lack of access to adequate instructional accommodation that would allow them to complete coursework as a concern directly brought on by the COVID-19 pandemic (Table 47). This worry is further highlighted when you examine differences in the data results by various identity groups. There was a significant gender difference, with women more often than men reporting this concern (Table 47). Significant race differences were found for students as well. Generally, underrepresented minority students more often reported this concern compared to White and Asian American/Asian students (Table 48). LGBTQIA students more often reported worrying about this issue compared to heterosexual students (Table 49). No significant differences were observed across the various religious backgrounds (Table 50). Additionally, students with disabilities reported having this worry significantly more often than those students without disabilities (Table 51). Students who are challenged financially more often reported worrying about the lack of access to adequate instructional accommodation to complete coursework, compared to those students who are financially stable (Table 52).

Increased Prevalence of Microaggressions and Unconscious Bias

Overall, nearly one in 10 students (9%) reported the increased prevalence of microaggressions and unconscious bias as a result of their identity as a top worry directly brought on by the COVID-19 pandemic (Table 47). This worry was further amplified when you examine differences in the data results by various identity groups. There was a significant gender difference, with women more often than men reporting this concern (Table 47). Significant race differences were found for students: Generally, minority students more often reported this concern compared to White students, with African American/Black and Asian American/Asian students most often reporting this worry (Table 48). LGBTQIA students more often reported worrying about this issue compared to heterosexual students (Table 49). Additionally, students who fall into the Additional Religions category for religious background more often reported having this concern compared to the other religious backgrounds (Table 50). Students with disabilities reported having this worry significantly more often than those students without disabilities (Table 51); and students who are challenged financially more often reported worrying about the increased prevalence of microaggressions and unconscious bias as a result of their identity, compared to those students who are financially stable (Table 52).

Table 47. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Students, by Gender

	Woman	Man	Total
1. Lack of access to basic human needs (e.g., housing, food).	9.1	8.7	8.9
2. Lack of access to adequate medical treatment.	17.9	12.5	15.3
3. Lack of access to adequate mental health support or counseling services.	22.1	14.0	18.3
4. Lack of access to adequate technology and Wi-Fi.	13.5	10.5	12.1
5. Lack of access to adequate instructional accommodation to allow completion of academic coursework and assignments.	22.6	18.4	20.6
6. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	10.2	8.2	9.2
7. Bullying and intimidation on campus.	5.3	3.8	4.6
8. Bullying and intimidation at home, if I am asked to leave campus.	5.0	2.5	3.8

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

Table 48. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Students, 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	10.8	14.6	5.7	11.8	12.3
2. Lack of access to adequate medical treatment.	19.3	21.7	26.6	9.8	19.0	19.6
3. Lack of access to adequate mental health support or counseling services.	21.3	15.0	26.3	17.0	21.5	22.7
4. Lack of access to adequate technology and Wi-Fi.	15.4	9.6	16.8	10.6	23.7	13.9
5. Lack of access to adequate instructional accommodation to allow completion of academic coursework and assignments.	24.1	16.0	30.9	19.2	26.1	25.1
6. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	19.4	18.1	8.5	4.1	13.4	12.9

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
7. Bullying and intimidation on campus.	4.5	7.0	5.6	3.1	8.5	6.4
8. Bullying and intimidation at home, if I am asked to leave campus.	6.3	3.9	5.2	3.1	3.6	5.0

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

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

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

(4) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) As vs H, 4) As vs N, 5) As vs M, 6) H vs W, 7) W vs N, and 8) N vs M.

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

(6) Statistically significant differences for: 1) AA vs H, 2) AA vs W, 3) AA vs M, 4) As vs H, 5) As vs W, 6) As vs M, 7) H vs W, 8) W vs N, and 9) W vs M.

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

(8) Statistically significant differences for: 1) AA vs W.

Table 49. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
1. Lack of access to basic human needs (e.g., housing, food).	11.0	8.3
2. Lack of access to adequate medical treatment.	20.3	13.8
3. Lack of access to adequate mental health support or counseling services.	26.3	15.8
4. Lack of access to adequate technology and Wi-Fi.	14.5	11.4
5. Lack of access to adequate instructional accommodation to allow completion of academic coursework and assignments.	25.4	19.1
6. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	13.3	8.0
7. Bullying and intimidation on campus.	7.1	3.8
8. Bullying and intimidation at home, if I am asked to leave campus.	6.9	2.8

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

Statistically significant difference for answers to 1, 2, 3, 4, 5, 6, 7, and 8.

Table 50. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Students, by Religion

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. Lack of access to basic human needs (e.g., housing, food).	8.9	6.9	8.7	7.9	13.5
2. Lack of access to adequate medical treatment.	18.1	8.0	18.9	11.9	22.1
3. Lack of access to adequate mental health support or counseling services.	20.8	12.4	15.7	16.0	21.0
4. Lack of access to adequate technology and Wi-Fi.	12.4	13.3	11.9	11.0	14.7
5. Lack of access to adequate instructional accommodation to allow completion of academic coursework and assignments.	20.1	21.0	17.3	20.8	22.9
6. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	10.2	6.5	8.6	7.7	13.5
7. Bullying and intimidation on campus.	5.5	3.8	5.2	3.4	5.5
8. Bullying and intimidation at home, if I am asked to leave campus.	4.3	1.7	5.7	3.1	3.5

No statistically significant differences for 4 and 5.

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

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

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

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

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

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

Table 51. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Students, by Disability Status

	With Disability	Without Disability
1. Lack of access to basic human needs (e.g., housing, food).	11.8	8.6
2. Lack of access to adequate medical treatment.	22.2	14.6
3. Lack of access to adequate mental health support or counseling services.	34.2	16.4
4. Lack of access to adequate technology and Wi-Fi.	16.9	11.6
5. Lack of access to adequate instructional accommodation to allow completion of academic coursework and assignments.	35.3	19.0
6. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	12.3	8.9
7. Bullying and intimidation on campus.	6.3	4.4
8. Bullying and intimidation at home, if I am asked to leave campus.	7.6	3.4

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

No statistically significant difference for 7.

Table 52. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Students, by Financial Status

	Financially Challenged	Financially Stable
1. Lack of access to basic human needs (e.g., housing, food).	15.3	3.0
2. Lack of access to adequate medical treatment.	23.2	7.9
3. Lack of access to adequate mental health support or counseling services.	25.6	11.2
4. Lack of access to adequate technology and Wi-Fi.	18.0	6.6
5. Lack of access to adequate instructional accommodation to allow completion of academic coursework and assignments.	28.6	13.2
6. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	13.0	5.8
7. Bullying and intimidation on campus.	6.5	2.8
8. Bullying and intimidation at home, if I am asked to leave campus.	5.1	2.6

Statistically significant difference for answers to 1, 2, 3, 4, 5, 6, 7, and 8.

Perceptions of and Experiences with the Black Lives Matter Movement

In this survey, in response to the emergent societal trends and unrest, and as a complement to our traditional climate survey questions, we asked a series of questions regarding the Black Lives Matter Movement. The tables below describe Syracuse University student 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?

- (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: 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.

A: Yes; No

While tables 53 through 58 present the full array of results for this survey battery, the current discussion centers 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, eight out of 10 students (80%) reported supporting the Black Lives Matter movement (Table 53). There was a significant gender difference, with women more often than men indicating this support (Table 53). Significant race differences were found for students as well. While support is strong across the various

racial/ethnic groups, it is strongest for African Americans/Blacks and least strong for Asian Americans (Table 54). LGBTQIA students more often supported the BLM movement compared to heterosexual students (Table 55). Additionally, students who identify as Jewish reported more often supporting the BLM movement compared to the other religious backgrounds (Table 56). Students with disabilities reported support more often than those students without disabilities (Table 57). Students who are challenged financially more often reported supporting the Black Lives Matter movement compared to students who are financially stable (Table 58).

Had Conversations about Race or Racial Equality with Family or Friends

Overall, over eight out of 10 students (84%) reported having had conversations about race or racial equality with family or friends as a result of the Black Lives Matter movement (Table 53). There was a significant gender difference, with women more often than men indicating this occurrence (Table 53). Additionally, significant race differences were found for students. A large proportion of students across all of the racial/ethnic groups reported having these conversations, with African American/Black students having them most often and Asian American/Asian students having them least frequently (Table 54). No significant difference was found for LGBTQIA students compared to heterosexual students (Table 55). Additionally, students who identify as Jewish and Christian reported having these conversations most often compared to students from other religious backgrounds (Table 56). Students with disabilities reported conversations about race or racial equality more often than those students without disabilities (Table 57). Finally, there was no significant finding between students who are challenged financially and those who are financially stable (Table 58).

Table 53. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Students, by Gender

	Women	Men	Total
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	87.2	72.2	80.1
2. Had conversations about race or racial equality with family or friends.	89.6	77.0	83.6
3. Posted or shared content about race and racial equality on social networking sites.	71.3	44.4	58.6
4. Contributed money to an organization to benefit race or racial equality.	47.2	27.7	38.0
5. Contacted a public official to express your opinion about race or racial equality.	34.5	16.4	25.9
6. Attended a protest or rally focused on race or racial equality.	36.1	23.8	30.2

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

Table 54. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Students, 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?	92.7	61.7	88.6	83.2	83.8	85.6
2. Had conversations about race or racial equality with family or friends.	95.3	58.7	87.6	90.9	75.0	89.3
3. Posted or shared content about race and racial equality on social networking sites.	79.1	32.3	71.7	62.7	56.3	66.9
4. Contributed money to an organization to benefit race or racial equality.	47.8	19.8	36.5	43.6	30.6	46.3
5. Contacted a public official to express your opinion about race or racial equality.	35.2	13.5	26.3	29.7	12.3	33.9
6. Attended a protest or rally focused on race or racial equality.	50.0	10.5	32.7	34.3	22.9	40.4

(1) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) As vs W, 7) As vs N, and 8) As vs M.

(2) Statistically significant differences for: 1) AA vs As, 2) AA vs H, 3) AA vs H, 4) AA vs N, 5) AA vs M, 6) As vs H, 7) As vs W, 8) As vs N, 9) As vs M, 10) H vs N, 11) W vs N, and 12) N vs M.

(3) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) As vs W, 7) As vs N, 8) As vs M, 9) H vs W, and 10) H vs N.

(4) Statistically significant differences for: 1) AA vs As, 2) AA vs H, 3) AA vs N, 4) As vs H, 5) As vs W, 6) AS vs N, 7) As vs M, 8) H vs M, 9) W vs N, 10) N vs M.

(5) Statistically significant differences for: 1) AA vs As, 2) AA vs H, 3) AA vs N, 4) As vs H, 5) As vs W, 6) As vs M, 7) H vs N, 8) W vs N, and 9) N vs M.

(6) Statistically significant differences for: 1) AA vs As, 2) AA vs H, 3) AA vs W, 4) AA vs N, 5) As vs M, 6) As vs H, 7) As vs W, 8) As vs N, 9) As vs M, 10) W vs N, 11) W vs M, and 12) N vs M.

Table 55. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Students, by LGBTQIA

	LGBTQIA	Heterosexual
1. From what you have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	84.7	78.8
2. Had conversations about race or racial equality with family or friends.	84.9	83.5
3. Posted or shared content about race and racial equality on social networking sites.	67.3	56.2
4. Contributed money to an organization to benefit race or racial equality.	49.6	34.4
5. Contacted a public official to express your opinion about race or racial equality.	37.2	22.4
6. Attended a protest or rally focused on race or racial equality.	42.4	26.6

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

No statistically significant difference for answers to 2..

Statistically significant difference for answers to 1, 3, 4, 5, and 6..

Table 56. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Students, 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?	80.1	88.9	84.4	78.9	76.3
2. Had conversations about race or racial equality with family or friends.	81.9	91.1	66.2	88.3	72.3
3. Posted or shared content about race and racial equality on social networking sites.	57.1	68.6	55.4	61.0	48.3
4. Contributed money to an organization to benefit race or racial equality.	39.8	51.1	20.4	36.5	33.2
5. Contacted a public official to express your opinion about race or racial equality.	27.2	36.5	13.4	24.7	22.1
6. Attended a protest or rally focused on race or racial equality.	32.6	33.6	23.7	29.4	22.4

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

(2) Statistically significant differences for: 1) A vs J, 2) A vs M, 3) A vs C, 4) A vs D, 5) J vs M, 6) J vs D, 7) M vs C, and 8) C vs D.

(3) Statistically significant differences for: 1) A vs J, 2) A vs C, 3) A vs D, 4) J vs M, 5) J vs C, 6) J vs D, and 7) C vs D.

(4) Statistically significant differences for: 1) A vs J, 2) A vs M, 3) A vs D, 4) J vs M, 5) J vs C, 6) J vs D, 7) M vs C, and 8) M vs D.

(5) Statistically significant differences for: 1) A vs J, 2) A vs M, 3) A vs D, 4) J vs M, 5) J vs C, 6) J vs D, 7) M vs C, and 8) M vs D.

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

Table 57. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Students, 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?	83.5	79.6
2. Had conversations about race or racial equality with family or friends.	91.0	82.8
3. Posted or shared content about race and racial equality on social networking sites.	70.1	57.2
4. Contributed money to an organization to benefit race or racial equality.	52.0	36.3
5. Contacted a public official to express your opinion about race or racial equality.	44.6	23.7
6. Attended a protest or rally focused on race or racial equality.	40.9	29.0

No statistically significant difference for 1.

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

Table 58. Views and Experiences with the Black Lives Matters Movement: Percent (Strongly/ Somewhat Support or Yes) of Syracuse University Students, 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?	81.5	78.8
2. Had conversations about race or racial equality with family or friends.	84.8	82.5
3. Posted or shared content about race and racial equality on social networking sites.	61.8	55.7
4. Contributed money to an organization to benefit race or racial equality.	35.7	40.1
5. Contacted a public official to express your opinion about race or racial equality.	27.0	24.8
6. Attended a protest or rally focused on race or racial equality.	33.4	27.3

Statistically significant difference for 1, 3, 4, and 6.

No statistically significant difference for 2 and 5.

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 59 and 60, 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 59. The first model, in the first data column of Table 59 (“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 59 (“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 students’ 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 (Table 59) indicate that:

- Women students were 1.08 times (8%) more likely than men students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- LGBTQIA students were 1.50 times (50%) more likely than heterosexual students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- Students with disabilities were 1.79 times (79%) more likely than students without a disability to report feeling dissatisfied, or very dissatisfied with the overall climate in the past year at Syracuse University.

Table 59. Multivariate Logistic Regressions: Odds Ratios for Key Metrics (Students) within the Past 12 Months at Syracuse University, 2020

	Dissatisfaction⁴ “Dissatisfied” or “Very Dissatisfied”	Discrimination⁵
Women (Relative to Men Students)	1.08* (2.92)	1.29** (2.72)
LGBTQIA (Relative to Heterosexual Students)	1.50*** (4.72)	1.57*** (4.67)
Disability (Relative to Students with No Disability)	1.79*** (4.90)	2.21*** (6.14)
Financially Challenged Students (Relative to Financially Stable)	1.61*** (5.99)	1.78*** (6.33)
Race (Relative to White Students)		
• African American/Black	1.59*** (3.38)	4.61*** (10.87)
• Asian American/Asian	0.81** (-2.79)	2.02*** (6.83)
• Hispanic/Latinx	1.44*** (2.26)	2.42*** (4.82)
• Native HPI ME/NA	0.63 (-1.93)	1.57 (1.49)
• Multiracial	1.03*** (0.25)	2.19*** (5.98)
Respondents	4,423	4,421

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.

- Students who are challenged financially were 1.61 times (61%) more likely than students 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, generally, underrepresented minority (URM) students were more likely to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse compared to White students, with African American/Black and Hispanic/Latinx students reporting the highest levels of perceived dissatisfaction among all racial groups.
- An additional significant effect in the Dissatisfaction model that requires a different interpretation is for Asian American/Asian students. Since the odds ratio is less than 1, this means that Asian American students were 0.81 times as likely (19% less likely) than White students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.

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

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

The results for Discrimination indicate that:

- Women students were 1.29 times (29%) more likely than men students to report feeling they had been discriminated against in the past year at Syracuse University.
- LGBTQIA students were 1.57 times (57%) more likely than heterosexual students to report feeling they had been discriminated against in the past year at Syracuse University.
- Students with disabilities were 2.21 times (121%) more likely than students without a disability to report feeling they had been discriminated against in the past year at Syracuse University.
- Students who are challenged financially were 1.78 times (78%) more likely than financially stable students to report feeling they had been discriminated against in the past year at Syracuse University.
- With respect to race, generally, minority students were more likely to report feeling they had been discriminated against in the past year at Syracuse University compared to White students, with African American/Black students reporting the highest levels of perceived discrimination among racial groups.
- Hispanic/Latinx, Multiracial, and Asian American/Asian students were over twice as likely to have felt discriminated against in the past year at Syracuse University compared to White students.
- The largest effect observed in this model (and indeed throughout this report) is that African American/Black students were 4.61 times (361%) more likely than White students to report feeling they had been discriminated against in the past year at Syracuse University.

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

In Table 60, 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 60, estimates the effects on the levels of agreement that Syracuse University has high institutional commitment to DEI goals (answers range from strongly agree=5, strongly disagree=1).
- The second model in Table 60 estimates the effects on the levels of agreement that an individual has feelings of being valued by and belonging at Syracuse University (answers range from strongly agree=5, strongly disagree=1).
- The third model in Table 60 estimates the effects on the levels of agreement that Syracuse University is a place where an individual has opportunity and can grow (answers range from 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 with asterisks.

Institutional Commitment

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 (woman relative to man), 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 indicate that:

- Women students were less likely than men to agree with the idea that Syracuse University has an institutional commitment to DEI.
- LGBTQIA students were less likely than heterosexual students to agree with the idea that Syracuse University has an institutional commitment to DEI.
- Students with disabilities were less likely than students without disabilities to agree with the idea that Syracuse University has an institutional commitment to DEI.
- Students who are challenged financially were less likely than financially stable students to agree with the idea that Syracuse University has an institutional commitment to DEI.
- Two significant effects emerged for race. First, African American/Black students were less likely than White students to agree with the idea that Syracuse University has an institutional commitment to DEI. Next, Asian American/Asian students were more likely than White students to agree with this same sentiment.

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 (woman relative to man), 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 students were less likely than men to agree with the idea that they feel valued and belong at Syracuse University.
- LGBTQIA students were less likely than heterosexual students to agree with the idea that they feel valued and belong at Syracuse University.
- Students with disabilities were less likely than students without disabilities to agree with the idea that they feel valued and belong at Syracuse University.
- Students who are challenged financially were less likely than financially stable students to agree with the idea that they feel valued and belong at Syracuse University.
- With regard to race, African American/Black and Multiracial students were less likely than White students 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 (woman relative to man), 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

Table 60. OLS Regression Estimates of Multivariate Models of Demographic Associations for Key Metrics, for Syracuse Students

	Institutional Commitment	Valued and Belonging	Opportunity and Growth
Women (Relative to Men Students)	-0.27*** (-8.70)	-0.07** (-3.09)	-0.04 (-1.83)
LGBTQIA (Relative to Heterosexual Students)	-0.39*** (-10.17)	-0.16*** (-6.00)	-0.15*** (-5.62)
Disability (Relative to Students with no Disability)	-0.29*** (-4.91)	-0.19*** (-4.53)	-0.22*** (-5.27)
Financially Challenged (Relative to Financially Stable)	-0.24*** (-7.54)	-0.29*** (-12.37)	-0.30*** (-13.28)
Race (Relative to White Students)			
• African American/Black	-0.34*** (-5.35)	-0.27*** (-5.49)	-0.52*** (-10.59)
• Asian American/Asian	0.24*** (7.58)	-0.01 (-0.37)	-0.27*** (-11.62)
• Hispanic/Latinx	-0.13 (-1.83)	-0.10 (-1.93)	-0.26*** (-4.90)
• Native HPI ME/NA	0.77 (0.73)	-0.04 (-0.55)	-0.20* (-2.40)
• Multiracial	-0.08 (-1.49)	-0.12** (-2.80)	-0.17*** (-4.35)
Respondents	4,415	4,417	4,416
R ²	0.11	0.08	0.13

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.

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:

- No significant effect was found across gender.
- LGBTQIA students were less likely than heterosexual students to agree with the idea that they have opportunity and are growing while at Syracuse University.
- Students with disabilities were less likely than students without disabilities to agree with the idea that they have opportunity and are growing while at Syracuse University.
- Students who are challenged financially were less likely than financially stable students to agree with the idea that they have opportunity and are growing while at Syracuse University.
- Every single minority group in the model was less likely than White students to agree with the idea that they have opportunity and are growing while at Syracuse University, with African American/Black students reporting the least agreement.

SECTION 5. STUDENT DATA: CONCLUDING THOUGHTS

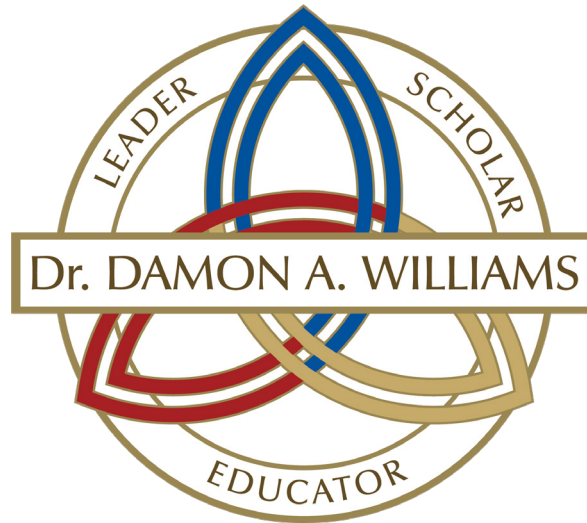
The current report has utilized high-quality data from a campus-wide climate pulse survey to obtain an empirical assessment of students' perceptions of the Syracuse University campus and their experiences on it. These data provide several ongoing benefits to the Syracuse University community. For instance, the data provide improved estimates of the composition of students on several variables, including religion, disability status, and LGBTQIA community 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 can be used by the entire Syracuse University community for a variety of purposes. 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 found that the Syracuse University student body includes a number of different social identities that enrich the Syracuse University community. And while there tends to be modest agreement among most at Syracuse in terms of perceptions of being valued and belonging and in terms of feelings of opportunity and growth, these favorable perceptions are not equally distributed across all students.

In fact, there are systemic differences in students' 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 do experience the campus significantly less positively than students from historically majority groups. Perhaps most striking is the repeated finding that overall African American/Black and Hispanic/Latinx students report having the least positive experiences compared to other social identities on campus. Additionally, students 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, comprehensive institutional effort to address issues of diversity, equity, and inclusion if all members of the Syracuse University student body are to experience the same positive experiences that are enjoyed by the majority of students. 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 staff 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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