



THE SYRACUSE UNIVERSITY

STATE OF DIVERSITY, EQUITY & INCLUSION

Executive Overview Report

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EXECUTIVE SUMMARY

Since matriculating women students in 1870, Syracuse University has built a long history of inclusion, often ahead of its time. Its history has also been interspersed with periodic challenges that invite a process of exploration and strengthening of its approach to diversity, equity, and inclusion (DEI). The university has responded, again and again, accruing a sizeable track record of improvements, especially in comparison with other institutions at the time.

In the last few years especially, efforts have included (yet are not limited to):

- Standing up a new Chief Diversity and Inclusion Officer (CDIO) and department.
- Installing DEI training programs in every college/school and administrative unit.
- Assessing the campus to create accessibility.
- Creating and then reworking SEM100 into FYS101 plus a set of second courses.

Related to the activities in this report, we saw board members involved with students, faculty, and staff on campus and the hiring of consultants to assess the campus climate, to inventory all SU DEI programs, and to gauge the university's standing relative to peers in terms of DEI, as initial steps towards even further actions. Just announced in March 2021, the university has committed at least \$50 million towards hiring and retaining diverse faculty, one of the strongest public commitments that exists to finance DEI in higher education. Commitment without currency is counterfeit, and this level of financial commitment to faculty diversity is a key step to moving the university forward with real and meaningful change that can be seen and felt on campus—not performative, not lip service, but real commitment that helps to frame the deep-seated commitments of the university as you work further to create a campus that is inclusive and excellent for all.

Campus Research and DEI Strategy

In November 2019, a DEI flashpoint was initiated by what became a series of over 25 bias incidents over the course of several months, eventually touching off student unrest and campus protests. Immediately, the university's board of trustees convened a special committee to examine the state of the university in terms of diversity, equity, and inclusion and to offer strategic recommendations to the larger board.

To that end, the special committee took several steps. They first tasked an Independent Advisory Panel (IAP) of four national DEI experts to dialogue directly with students, faculty, and staff about their lived experiences on campus. The committee members themselves visited campus to dialogue in listening sessions as well. They commissioned former US Attorney General Loretta Lynch to complete a special evaluation of campus police. These action steps all delivered a set of astute analyses and informed recommendations to the committee in mid-2020. (The final report of the special committee was made public on March 4, 2021.)

In March 2020, COVID-19 shifted everyone to distance learning and a new pandemic "normal." This incredible transformation, accomplished by the Syracuse campus community all pulling together, delayed the special committee's DEI research process for a time, while the health and safety of all became the clear top priority. Further national events extended the suspension of DEI research at SU, including a contentious political environment that encouraged racial othering, a surge of Black Lives Matter protests, and ongoing pandemic uncertainties.

When it became apparent that the pandemic was not going away soon, the board forged ahead with its mission even through this stressful time. As a next step, the board special committee engaged Dr. Damon A. Williams and his Center for Strategic Diversity Leadership and Social Innovation (CSDLSI) in Atlanta,

Georgia. His research team, who facilitated the earlier dialoguing sessions, was asked to implement additional surveys, both inside and outside of Syracuse:

- (1) They first implemented a campus climate “pulse” survey of faculty, staff, and student perceptions of DEI on campus.
- (2) They also compared Syracuse to selected institutions in a peer benchmarking study, looking at both demographics and DEI capacity.
- (3) Finally, they engaged in an across-campus inventory or audit of all ongoing DEI programs.

All these surveys served to answer four primary questions, which we review (in bold), along with their findings, below.

It must be emphasized that the fall of 2020 remained in many ways a very challenging moment to pulse the community, not only due to the pandemic, politics, and widespread national activism but following on the heels of SU’s own student campus protests. Even given those factors, the surveys and studies summarized in this report yielded a great deal of crucial data and valuable insights for the university to utilize as it advances its Diversity, Equity, Inclusion, and Accessibility (DEIA) capacities.

1. What is the lived experience of diverse groups of students, faculty, and staff at Syracuse University, and what are the related key challenges and opportunities?

The first resource towards answering these four research questions was the collected experiences in dialoguing with students, faculty, and staff early in 2020. Well over 50 meetings with a variety of groups plus individual interviews of university board leadership produced a rich array of qualitative data, stories, examples of both positive and negative experiences on campus, as well as a slew of suggestions for improvement. CSDLSI researchers coded all the data in order to cross-reference or triangulate it with other findings. These personal stories and feedback helped frame and give depth to the other research.

The Campus Climate Pulse Survey

To attain a clearer picture of the lived experience of people of all identities on campus, CSDLSI next conducted a three-part campus climate pulse survey—to credibly “take the pulse” of the interpersonal or social environment for the SU campus community. Due to the pandemic, the survey launch was delayed until fall 2020. This delay provided a unique opportunity to add specific survey questions that teased out the influence of the pandemic and the elevated national conversation around issues of racial justice and inequality. The survey was announced by campus email, with reminder emails from the chancellor, university leadership, CSDLSI, and the Syracuse campus community provided a robust response.

This climate pulse survey accomplished several valuable goals. One, it established a demographic baseline around identities such as gender, race/ethnicity, religion, sexual orientation, military service, and more, which can be used in future years to track changes. Secondly, the surveys dug into six key topics from many angles to paint a detailed picture of life on campus.

In terms of participation rates, students put in a solid 22% response rate (N=4,536), faculty a robust 47% (N=1,017), and staff an admirable 42% (N=2,322). These rates are all excellent for a non-incentivized (voluntary) survey. Statistical weighting was performed to eliminate selection bias and ensure that the data based on each respondent group correctly represented the entire population for each body surveyed: students, faculty, and staff. Here is an overview of the findings:

1. **Satisfaction:** Consistently, no matter how the data were examined by identity, students, faculty, and staff reported remarkable consistency in feeling dissatisfied with their experiences during the previous 12 months at SU. It is important to note how incredibly unusual this response is. Most

frequently surveys find dissatisfaction concentrated in smaller groups, typically historically underrepresented identity groups, but not so here, a point we return to below. While this response suggests the university still has a great deal of work to do, we also see many positives and burgeoning strengths as well.

2. *Institutional Response to COVID-19*: Here, most of the community offered fairly positive reviews of the university's actions, while expressing notably high levels of personal stress and worry. Worry and stress were greater in underrepresented communities.
3. *Institutional Commitment to DEI*: When asked how committed they felt is the university to diversity, equity and inclusion, participants again across the board expressed negative viewpoints here.
4. *Discrimination Felt*: Participants were asked whether they had experienced discrimination on or around campus and, if so, in what context? The answers here clearly pointed to a handful of problem areas where Syracuse can now focus resources and attention to more effectively create improvement. Students reported the most discrimination in classrooms, with faculty, and with peers of different racial/ethnic identities. Similarly, faculty and staff reported the most experiences of discrimination with peers/colleagues of other racial/ethnic identities and within university buildings. On the positive side, interactions with law enforcement, either on campus or with the City of Syracuse force, were minimal, only occasionally rising to a level of concern.
5. *Valued and Belonging*: The answers to this series of questions about feeling valued, listened to, and like they belong at Syracuse made researchers sit up and take notice. Even after participants expressed low satisfaction and deeply negative views about the university's commitment to diversity, numerous participants felt that yes, they belonged at SU. To determine why, researchers cross-referenced this research with qualitative comments in the dialogue sessions that highlighted the importance of SU's many affinity groups, organizations, dedicated gathering spaces, and support services. Essentially, although some had struggled and experienced difficulties on campus, they had also found support and a kind of "home."
6. *Equitable Access to Opportunities*: Finally, this last section of the campus climate pulse survey asked whether students, faculty, and staff felt they had to work harder than their peers or whether they had the same opportunities that others did. Again, responses across the board were at a level of concern, pointing to a general perception of unfairness and inequity.

Details about all questions asked on these climate surveys and the participants' percent responses are available in the accompanying *Student, Faculty, and Staff Climate Pulse Survey Technical Reports*.

2. What DEI approaches, units, and capacities exist to advance DEI at Syracuse University?

While this question appears fundamental, a university rarely is able to answer it accurately. Syracuse stepped up to the plate and asked CSDLSI to examine and catalogue its existing programs, initiatives, and scholarship that support DEI themes or goals.

The DEI Inventory Survey

Researchers surveyed 27 SU schools, colleges, and administrative units to tease out all relevant initiatives and the details about them, identifying over 450 visible programs. For each program submitted by an SU school/college or unit, researchers evaluated its robustness by asking whether it is evidence-based—that is, structured in an informed way based on existing research and best practices (instead of merely being a nice idea)—and whether the outcome of each program is tracked with data collection and evaluated, for example before and after data or collecting qualitative information about how much someone was helped.

What the researchers discovered was that Syracuse University already has a great deal of DEI-focused programming active and ongoing, surprising given the overwhelmingly contrasting opinions about DEI shared in the climate pulse survey. What Syracuse now has an opportunity to do is twofold: (1) Identify promising programs on campus already and leverage them across its decentralized sectors; and (2) begin working a DEI component into everyday policies and processes, such as strengthening the DEI development factor in annual faculty and staff employment reviews and ensuring the bias incident reporting system is both a best practice and carefully followed.

3. Where does Syracuse University rank versus peer and other institutions on critical demographic and other strategic DEI dimensions?

In addition to the results found in the campus climate pulse survey identifying DEI challenges and opportunities, researchers examined a set of nine other colleges and universities comparable to Syracuse University. This benchmarking review of peer institutions further enhanced our understanding of the climate pulse survey results, and, triangulated against the listening session inputs and climate pulse survey, began painting a picture of the key challenges and opportunities at Syracuse.

The SU Benchmarking Comparison

Demographic Benchmarking. Based on data current through the 2018/2019 school year, SU in fact turns out to be one of the more diverse institutions among their selected peers, leading the pack along the demographic dimensions of international students, Native American students, African American/Black tenure-track faculty, and women tenure-track faculty. Syracuse came in second in percent of women undergraduate students, a 150-year tradition for the institution. The school also boasts one of the most diverse management teams in the nation.

In contrast, along the critical dimensions of URM undergraduate students, women in graduate school, and women studying in the STEM disciplines, the university was trending negative. One bright spot, however, is how much SU increased its URM student graduate rate between 2013 and 2018, even as total enrollment numbers contracted. SU is currently experiencing a dearth of Hispanic/Latinx and Asian Americans in leadership roles as well as among its faculty. Finally, the number of URM students were found to outnumber faculty approximately two to one, a significant gap in representation, and one that can lead to the question, “Why don’t I see faculty who look like me?”

DEI Benchmarking. The second benchmarking process that CSDLSI completed was to compare formal DEI structures and programs within Syracuse to these same nine peer institutions. This second benchmarking study focused on three factors: (1) Diversity planning and accountability, (2) The CDO role (CDIO at Syracuse) and infrastructure, and (3) Notable DEI findings. Diversity plans “can’t breathe” without Accountability, Infrastructure, Incentives, and Resources—or AIIR (Williams, 2013)—and these are the four criteria used for evaluation of these plans and programs.

The results were illuminating. Like Syracuse, many institutions in this review developed DEI capacity in the wake of high-profile diversity flashpoint, microaggression, or campus climate incidents that sparked student activism. These incidents may indeed be the new normal and will require a polished, swift response mechanism from every university. It was disappointing, however, to see such weak DEI accountability systems across the ten institutions. Many have made high-profile DEI commitments, even promising mandatory DEI training, yet accountability reports, metrics, and public updates were scarce. Public accountability is an area for opportunity at Syracuse as well.

Intergroup dialogue programs are a best practice, and Syracuse has affirmed that it is training facilitators and offering intergroup dialogue programs for faculty, students, and staff. Syracuse may lead its peers here, even as more work remains to be done to build upon this promising start. In this moment, Syracuse has a wide open opportunity to proactively strengthen the DEI dialogue structures Syracuse has in place in a way that could create profound impact.

4. What are the most important next steps to help Syracuse University move forward to support diversity, equity, inclusion, and anti-racism?

As mentioned, Syracuse has a solid start with a significant number of DEI programs across all schools and administrative units. For these efforts to become more than the sum of their parts, they should meet two criteria: Efforts must be consistently designed and shared across campus in a way that affects all students, all faculty, and all staff. Excellent, results-oriented programs must be elevated and shared. Secondly, these efforts must also become regular, with a cadence built into the very fabric of the university's policies and operations.

In pursuit of the goals held by the university and its board of trustees to improve the Syracuse University experience for all, and based on the insights brought to light by the findings from these interlocking studies and by the careful examination of dozens of institutional DEI plans and actions, CSDLSI offers the following action steps for consideration as the SU DEIA strategic planning task force continues to build upon the DEI commitments already in motion:

- (1) *Commit to a systematic approach to strengthen campus DEI plans, structures, and accountability systems.* Take all the data presented in these studies into consideration. Continue to build the office of the CDIO, especially adding a stronger lateral infrastructure in the schools, colleges, and administrative units. Create a campus-wide DEIA plan and accountability system and fund it. This work is already under way.
- (2) *Elevate DEI as a visible strategic priority in all academic, communication, philanthropic, and programmatic activities of the university.* Create an elevated DEI (DEIA) platform for the community to engage with annually around progress and actions and offer regular DEI town halls for communication of progress and community input.
- (3) *Further mandate DEI professional development training and leadership development for all students, faculty, and staff.* The university has many efforts ongoing that can be scaled up. Most importantly, SU needs an integrated DEI training and professional development framework, and implementation model, to make your efforts amount to more than the sum of their parts.
- (4) *Improve campus climate by building community.* Consider the accessibility audit results for classrooms, buildings, public spaces and respond; also consider other community needs that arose in these surveys (such as prayer space) and address what you find. Bring renewed attention to staff DEI initiatives. Scale up DEI-centric student living-learning communities (LLCs). In short, engage in efforts to bring the Syracuse community together.
- (5) *Continue to work to enhance faculty and staff diversity.* There are many best practices in this area, and your recent \$50 million commitment is a bold step in the right direction.

A complete copy of all reports and the data findings from each survey has been forwarded to the office of the CDIO.

Now Is the Time

Today's Gen Z students are diverse and socially conscious, frequently calling for a higher gear of DEI commitment and responsiveness from their institutions. They are our most diversity-aware generation yet, most comfortable with difference and with an innate understanding of identity—and of discrimination, no longer content to quietly endure it. Gen Z is an activist generation as well, ready to stand up and speak up for the underserved, as the broad base of student dissatisfaction scores demonstrated.

In hindsight, Syracuse student protesters were ahead of their time, ahead of the national curve that elevated conversations of race and ethnicity to the dinner tables of most Americans. Those Syracuse students put

their futures on the line in order to get their message of fairness and unity heard. Last summer, the rest of the nation caught up with them.

Like its student body, in many ways Syracuse University is also on or near the forefront of addressing DEI issues, as we could see in the benchmarking study. SU has long history of inclusion and diverse campus community. It has made strides to build a new CDIO structure, is implementing an DEIA task force to make further change, and holds much promise for bringing together all its community members in a unified Syracuse University family.

With such great potential, the university also has this opportunity to step forward and lead both its peers and the nation into a brighter future of diversity, equity, inclusion, and accessibility. There is no better time than now—to respond to this research and the issues it has raised, the weak areas and the strengths, and to take on the mantle of responses that it now holds in the form of this report.

The next step for SU is to simply say yes—to keep building the vision, to keep scaling good programs, to keep developing relationships and clear communications. And most importantly, Syracuse must continue the process of healing and repair. It must build upon the commitment, intentionality, and energy that you have already demonstrated. In this way Syracuse will create a unique and exciting brand of Inclusive Excellence, a unified whole through diversity in many dimensions, where no viewpoint is lost or silenced, where cross-pollination knows no limits, and where every student leaves fully prepared to skillfully succeed in an increasingly global and diverse world.

INTRODUCTION

In what seems like a lifetime ago—before the COVID-19 pandemic, the global surge of Black Lives Matter (BLM) activism, and the transition of national leadership—Syracuse University (SU) was asking hard questions about how to become a more diverse, equitable, and inclusive institution.

While the university has grappled with DEI issues for generations, the most recent phase of this journey was precipitated by a series of bias incidents beginning in November of 2019 and by the courageous voices of student activists calling for change. In all, over 25 incidents were documented over several months, including: displaying a swastika, hurling racial epithets at Asian students as they were walking down the street, hanging nooses, racist graffiti, touching a woman's hijab, and more. All are examples of "microassaults" (Sue, 2007).¹ Splashed repeatedly across traditional national and social media, these events echoed the 2018 Theta Tau incident, when a video with hateful language went viral and resulted in the fraternity's permanent expulsion.

In response, the Syracuse University Board of Trustees immediately commissioned a special committee of their membership to offer strategic recommendations to the full board based on an evidence-based understanding of where the university stands along issues of diversity, equity, and inclusion (broadly defined). This group in turn tasked an Independent Advisory Panel of national DEI experts to dialogue directly with students, faculty, and staff about their lived experience on campus as well as asked the Honorable Ms. Loretta Lynch, former US Attorney General, to complete a special examination of campus police. These action steps resulted in a series of preliminary reports delivered directly to the Board for their consideration in 2020.

National Dynamics and Syracuse University

Much has happened in the world between the incidents of the fall of 2019 and the authoring of this report. A global pandemic, the largest social justice demonstration in the history of the United States (ACLED, 2020; Buchanan, Bui, Patel 2020; McCoy, 2020) and a set of events that many have characterized as modern "insurrectionist" activities at the US Capitol building (Pape & Ruby 2021).

The Special Committee's original tasking called for an independent research team to conduct a campus climate pulse survey of students, faculty, and staff, what we refer to as the *Syracuse University Experience (SUE) study*. The committee also requested a *Strategic DEI Inventory (SDEII)* of all programs currently in place institutionally to advance issues of diversity, equity, and inclusion at Syracuse University. The pandemic's disruptions delayed the climate pulse survey a few months, as well as the DEI inventory, but they were initiated in the fall of 2021.

National forces have no doubt influenced not only the general mood of the campus community but also their attitudes towards issues of diversity, equity, and inclusion. Nationally, the Pew Institute estimates that roughly 70% of persons had meaningful conversations about race and ethnicity following the 2020 summer of BLM activism (Pew Research Center, June 2020). A trend that the SU community exceeded, according to our study, with 84% of students, 94% of faculty, and 90% of staff reporting conversations about racial

¹ Microassaults are the "biggest" and most explicitly violent type microaggressions identified by Dr. Derald Wing Sue (2007, 2010). They are obvious. They are usually deliberate and on purpose. They *can* be subtle, but usually aren't. They usually happen when the perpetrator is anonymous, they are being supported by peers around them, and/or they know they can get away with it. There's no guesswork in determining if you were the victim of a microassault. They are characterized primarily by a verbal or nonverbal attack, meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions. In some instances, they can rise to the level of physical assault. A particularly heinous example would be attempting to grope a transgender individual to "check if they should be in the restroom." These are referred to as microassaults because these are DEI-challenged interactions that take place at the interpersonal level, between individuals, or between individuals and the environment, for example when someone touches your hijab, or a swastika is placed on the wall. The term "micro" is in no means meant to suggest that these events are unimportant or minimal. To the contrary, they are just the opposite. That challenges often abound in small-scale ways should be taken very seriously by leaders hoping to create diverse, equitable, and inclusive environments.

equity issues during this time.² This finding, in concert with the fact that each of our responses to the pandemic is in some ways shaped by our individual identity in terms of racial, religious, age, economic, LGBTQIA, and disability diversity, may imply that the campus community exhibits even more readiness for a high-profile plan for DEI issues than ever before.

National dynamics, in combination with the very painful conversations and recent history of the university around the issue of diversity, equity, and inclusion has in some ways readied the SU community for a serious planning and implementation effort to drive towards an even higher gear of diversity, equity, and inclusion actions over the next several years on campus.

It must be emphasized that the fall of 2020 remained in many ways a very challenging moment to survey the campus community, not only due to the pandemic, politics, and widespread national activism but following so closely on the heels of our own student campus protests. Nonetheless, even given those factors, these surveys and studies yielded a great deal of crucial data and insights for the university to utilize as it forges forward.

The Syracuse University State of DEI Executive Report

This, *The Syracuse University State of DEI Executive Report*, closes the Special Committee's original tasking. The data and analysis herein sets a baseline for the university to assess progress and develop a best-in-class DEI strategic plan and implementation model. This report and its companion reports provide a more evidence-based understanding of where the University is with respect to issues of campus climate and institutional DEI capacity broadly defined to include race/ethnicity, gender, LGBTQIA, nationality, religion, disability, and economic background.

Report Overview

The *SU State of DEI Executive Report* provides the major findings and recommendations of all the listening sessions,³ benchmarking research, campus climate pulse surveys, and DEI inventory analysis work. We offer this report to Syracuse as a tool towards increasing its DEI commitment, diagnosing the current climate for diversity, clarifying next steps, enhancing training and professional development, improving learning, and establishing a baseline for measuring progress as you advance toward your goals. This report is rich with information and can act as a reference guide for many years to come, for example, as you are writing grants, as you are planning, or as you are developing strategic partnerships.

The ten major sections of this executive report are organized into three parts:

Part 1: Campus Climate: Model, Qualitative Themes, and Quantitative Pulse Survey Results

- *Section 1: What Is "Campus Climate"? A Framework and Methodology* provides an understanding of the theory and best practices behind the climate survey.
- *Section 2: Listening Session Campus Climate Findings* offers the major themes identified in the on-campus listening sessions.

Sections 3 through 6 offer a pointed discussion of a selection of key variables identified in our data surveys. We use a proprietary scorecard methodology to clearly elucidate patterns in the data and to help drive understanding and administrative action. This data is a highlight of the accompanying student, faculty, and

² The full battery of Black Lives Matter and COVID-19 responses are detailed in the separate student, faculty, and staff SUE technical reports.

³ Listening sessions were conducted in February and March of 2020 as part of the Independent Advisory Panel's initial examination of the campus climate. These data generally corroborate findings of the *SUE Pulse Surveys* of students, faculty, and staff and are a key part of understanding the lived experience at Syracuse University.

staff campus climate technical reports, which provide the full analysis of statistically significant data collected in the surveys.

- *Section 3: A Scorecard Assessment Framework for Interpreting SUE Survey Data*
- *Section 4: The Syracuse Student Experience Data: Overview*
- *Section 5: The Syracuse Faculty Experience Data: Overview*
- *Section 6: The Syracuse Staff Experience Data: Overview*

Part 2: The National Benchmarking Studies and Strategic DEI Inventory

Sections 7 through 9 provides an overview of findings from our two national benchmarking efforts, as well as from our DEI inventory work, respectively.

- *Section 7: Highlights of National DEI Demographic Benchmarking of Peer and Aspirant Institutions*
- *Section 8: Highlights of National Strategic Diversity Leadership Benchmarking Highlights of Peer and Aspirant Institutions*
- *Section 9: Syracuse University Strategic DEI Inventory Highlights*

Part 3: Next Steps

Here we offer key recommendations based on our extensive experience as well as concluding thoughts on how to best utilize this report and next steps for Syracuse University as you build a new Diversity, Equity, Inclusion, and Accessibility (DEIA) plan.

- *Section 10: Potential Action Steps for Strategic Diversity Leadership at Syracuse University*
- *Section 11: Concluding Thoughts and How to Use This Report*

The Four Technical Reports: Findings from Three Campus Climate Pulse Surveys and the DEI Inventory

Accompanying this report, we include four full additional reports that offer deep dives into the data underlying sections 4-9 of this report. They are:

- (1) The Syracuse University Student Experience Campus Climate Pulse Technical Report
- (2) The Syracuse University Faculty Experience Campus Climate Pulse Technical Report
- (3) The Syracuse University Staff Experience Campus Climate Pulse Technical Report
- (4) The Syracuse University Strategic DEI Inventory Technical Report

Why do we provide these reports separately? The discussion of research data in this Executive Report is offered with the ultimate goal of facilitating administrative decision-making. The scorecard system used in this report (Sections 3-6) works well as an overview of thematic patterns in the data. In providing this interpretation, we have strategically selected or combined data into fewer measures that merit examination. For example, six questions in total were asked about participants' COVID-19 experiences, and we focused in this Executive Report on the single question about how participants viewed SU's administrative response

to the pandemic. The four technical reports offer a discussion of additional measures not included herein. Additionally, each of them delves into a technical discussion of the statistical significances of the data that underlie this report. and as well as significant differences between data.

All four technical reports work together as a system. The three campus climate pulse survey technical reports (covering students, faculty, and staff) provide in-depth details about the results of each survey. Each report offers several multivariate models as well, which help us understand the predictive power of this campus climate data. While only six multivariate models are featured in this report, specifically those for “Dissatisfaction” and “Discrimination” across students, faculty and staff, 15 such models are offered across the three technical reports.

The DEI inventory technical report takes the ephemeral and makes it corporal, helping the university to move beyond anecdotes and personal assumptions about where the university stands in its DEI initiatives, to create a more evidence-based understanding. We believe this awareness is the foundation for creating not only a great DEI plan but, more importantly, a stronger commitment to advancing the mission of the university holistically. We encourage readers to spend some time delving into the details in the technical reports, as well as into the discussion that follows here.

Working in Community

When engaging in pulse climate surveys, we as researchers must make some difficult analytic decisions in order to do this work across so many identity groups simultaneously. Within each umbrella identity grouping we used, for example Asian American/Asian, we did not distinguish among smaller identity groups, such as Korean, Chinese, or Indian, to name a few. We miss some details this way because the lived experiences of people within each subgroup may vary. (In light of this, the Syracuse DEIA strategic planning task force might consider moving forward with a deep dive focus into such pan-identity communities.)

At the same time, certain identity groups are very small in number and will not allow a robust analysis—hence the combination of some populations such as the Native American | Hawaiian Pacific Islander | Middle Eastern/North African grouping. Moreover, when we divide the data down into categories that contain fewer than 15 people, it heightens the risk of disclosure or participant identification. We chose to avoid *all* disclosure risk. In the end, we honor in principle each individual at Syracuse University. While our analysis may seem coarse in many ways, statistically it is robust. The findings in this report provide important insights that can significantly help the university in its next strategic planning step.

We offer this report “in community” with Syracuse University students, faculty, staff, alumni, leadership, and parents. Please know that our intention in every sentence, paragraph, and chart is to add value and support for every student, faculty, and staff member in their personal and institutional DEI journeys. Working in community, we took every intention to use language to describe the living experience of race, ethnicity, gender, LGBTQIA, disability, and economic background in ways that support the full spectra of humanity that make up the SU community. At the same time, we know that, somewhere across the five reports that make up this package, we may have authored some language, methodology, or interpretation to which someone took exception. In advance, we accept full responsibility for our words and apologize for any offense. Please know that we will continue to work and get better into the future.

With humility and respect for every individual in the campus community as a whole, we hope you find this report and data helpful.

PART 1: CAMPUS CLIMATE: MODEL, QUALITATIVE THEMES, AND QUANTITATIVE PULSE SURVEY RESULTS

SECTION 1. WHAT IS CAMPUS CLIMATE? A FRAMEWORK AND METHODOLOGY

For many years, we have used the term “campus climate” in higher education and, more broadly, “organizational climate” in the corporate and nonprofit worlds (Williams, 2013). Because the term is used so often and by so many, we often assume all community members know what we mean when we discuss an organization’s climate, yet occasionally someone will stop us and ask, “Climate? What do you mean by that? Are you talking about the weather?” Although we definitely do not mean the physical temperature, in some ways we do mean the psychological temperature on campus, for instance, a feeling as if the campus is “chilly” or hostile to the presence of individuals who are different along any host of identity dimensions.

On a college or university campus, “climate” is used to discuss how individuals and groups experience membership in the campus community (Hurtado and Associates, 1998) It’s a general term that compactly summarizes the inclusivity dynamics of the organization and the degree to which various stakeholders feel included in or excluded from the environment. Because conversations around climate are inherently concerned with real and perceived realities of different groups, this concept always is nested in broader socio-historical context of difference defined in terms of race, ethnicity, gender, sexuality, disability and a near limitless range of social identities.

Campus climate, however, is less about the statistics and more about moving beyond the numbers (Hurtado and Associates 1998). The presence of individuals from different backgrounds results in *diversity*. *Climate*, on the other hand, refers to the *experience* of those diverse individuals and groups on a campus—and the extent and quality of the interactions among those various groups and individuals. Diversity and inclusion efforts are simply not complete unless they also address climate. Stated another way, addressing campus climate is an important and necessary component in any comprehensive plan for diversity.

To provide a foundation for a vital community of learning, one primary mission of the academy must be to create a climate that cultivates diversity and celebrates difference. Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions that comprise campus climate on college and university campuses.

Campus Climate Conceptual Framework

Hurtado and Associates (1998) offers a multi-dimensional framework for understanding the concept of campus climate for diversity and inclusion. Their framework, as well as Williams (2013), informed the data collection activities of this study (Exhibit 1.1).

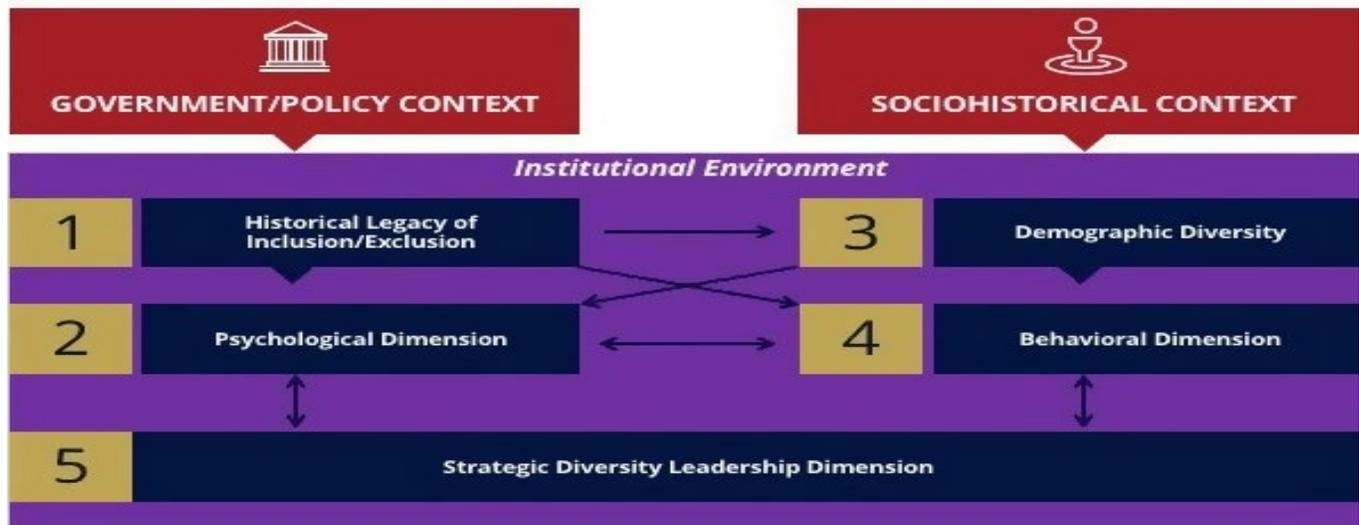
External Factors

Hurtado and Associates argue that institutional climates are shaped by both *Government/Policy Context* and *Socio-Historical Context Dynamics*. For example, when the Supreme Court rules around a particular diversity, equity, and inclusion topic such as protected speech, this ruling impacts how the types of policies and procedures that the University can put into place, and as a result the campus climate.

Campus climate is also influenced by the socio-historical dynamics of the nation, as well as the City of Syracuse itself. The politics, values, symbols and history of classism, sexism, racism, homophobia, and so much more pervade what happens on campus in ways that are nearly impossible for institutions to control or even influence in some ways. These forces directly influence the institution’s campus environment.

Two powerful forces currently gripping our nation are the COVID-19 pandemic and an elevated national conversation about racism, anti-racism, equity, and creating real and meaningful change. These dynamics

Exhibit 1.1. Multi-dimensional model for campus climate for diversity in higher education



Source: Adapted from Hurtado and Associates (1998).

are explored in the pulse survey, which asks key questions about these dynamics, as a way of understanding a set of powerful influences that have dramatically shaped the national discussion of DEI, and the lives of every student, faculty, and staff member at Syracuse University.

Internal Factors

Within institutional environments, five key dimensions of climate are important for consideration:

- *The Historical Context of Exclusion or Inclusion* refers to the legacy of different groups on campus and the incidents that may have impacted the campus's collective memory, whether it is a high-profile sexist chalking issue, a class-action lawsuit claiming relational violence and sexual harassment, or some other type of diversity flashpoint.
- *The Demographic Dimension* is defined as the numbers of minorities, women, LGBTQIA, members of the disability community, etc. It is their absolute number relative to the whole that plays a role in shaping the flavor of community that exists and the experiences those group members have on campus.
- *The Psychological Dimension* refers to perceptions of alienation, discrimination, belonging, being valued—in short, how individuals feel about their campus experience.
- *The Behavioral Dimension* is operationalized as the patterns of interaction across and between groups, for instance in student organizations, in class, etc. It is the self-reported ways that we behave on campus.
- *Strategic Diversity Leadership Dimension* of the campus climate refers to the organizational dimensions of the campus in terms of formal plans, policies, departments, committees, job roles, programs and initiatives designed to impact the campus climate.

Syracuse University Study Focus

This study leveraged the model from Hurtado and Associates (1998) to examine Syracuse University's campus climate of diversity, equity, and inclusion. Sections 4-6 in this report focus primarily on the psychological and behavioral dimensions of the campus climate, while sections 7-9 focus on the demographic and Strategic

Diversity Leadership dimensions of campus climate (Williams, 2013) using a multi-method approach to gathering the type of information that can be used to develop a solid, evidence-inspired strategy (Exhibit 1.2). Five key research questions guided our efforts across all activities:

1. What is the lived experience of diverse groups of students, faculty, and staff at Syracuse University?
2. What are the key challenges and opportunities of diversity, equity and inclusion at Syracuse University?
3. What DEI approaches, units, and capacities exist to advance DEI at Syracuse University?
4. Where does Syracuse University rank versus peer and other institutions on critical demographic and other strategic DEI dimensions?
5. What are the most important recommendations to help Syracuse University move forward to support diversity, equity, inclusion, and anti-racism?

Data Sources and Triangulation

Our analyses are built upon a foundation of triangulation across many sources of both quantitative and qualitative data. Specifically, we used data from national databases (IPEDS), interviews, listening sessions and online surveys to power our assessment. Exhibit 1.2 outlines the numerous ways that we “listened to the campus community” in an effort to glean their perspectives, codify their positives and challenges, and present some of their best thinking about what should be done to drive diversity, equity, and inclusion at Syracuse University.

The report that follows combines a multitude of data into a general story that offers the campus community a bird’s-eye understanding of the lived experience of diverse groups, as well as key areas of strength and opportunities for improvement moving forward. For a traditional treatment of all report variables, please see the Student, Faculty, Staff and DEI Inventory Technical Reports.

The Syracuse University Experience Campus Climate Pulse Survey

Our research applies several well-respected and validated campus climate research frameworks, questions and methodologies to establish a baseline understanding of the lived experience of diverse groups at Syracuse University. Pulse surveys give organizations the freedom to measure whatever they think is important to measure on a regular basis. In this case, we fielded this more limited version of a full campus climate survey to create a baseline for the university moving forward. We also added important measures on COVID-19 and Black Lives Matter, to provide important information that are included in this pulse survey that would not be part of a campus climate survey generally. Finally, we have a limited treatment of campus climate dynamics featured in this study, where a full climate survey would feature more measures assessing the psychological and behavioral dimensions of the campus environment.

Research Instrument

Questions for this *Syracuse University Experience (SUE) Survey* were developed and validated by researchers at the University of Michigan and SoundRocket, a private statistical research company, (University of Michigan DEI Campus Climate Team, 2016). In close consultation with leadership from Syracuse University, our research team adapted instruments from the exemplary University of Michigan Survey to create a pulse survey that could be completed in 10-15 minutes or less.

The Office of Institutional Research (OIR) at Syracuse University provided data related to overall enrollment numbers by campus role, sex identification and race/ethnicity group identification in addition to

Exhibit 1.2. SU research projects: key data sources, research variables, and participation levels

Data Source	Description	Main Study Variables	Participation
<p>SU Experience Student, Faculty and Staff Pulse Surveys</p>	<p>A multi-wave assessment of the campus climate at Syracuse University using a survey instrument validated by the University of Michigan that relies upon several well-defined indices and items.</p>	<p><u>Demographic Variables</u></p> <ul style="list-style-type: none"> • Primary Campus Affiliation • Primary Campus Role • Age • Sex • Gender Identity • Sexual Orientation • Race and Ethnicity • Religious Background • Financial Stability • Disability Identity • Military Experience • Students: Parents' Educational Experience; Faculty and Staff: Highest Degree Earned 	<p>Student: N= 4,536</p> <p>Faculty: N=1,017</p> <p>Staff: N=2,322</p> <p>(Note: these numbers vary because respondents were not required to answer all questions.)</p>
		<p><u>Perceptions of Institutional Commitment to DEI (Index)</u></p> <p>Two questions, multivariate analysis, Cronbach's alpha=0.82 for students, 0.80 for faculty, 0.76 for staff.</p> <ul style="list-style-type: none"> • 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/faculty/staff. 	
		<p><u>Perceptions of Belonging and Valued (Index)</u></p> <p>Six questions, multivariate analysis, Cronbach's alpha=0.82 for students, 0.88 for faculty, 0.87 for staff.</p> <ul style="list-style-type: none"> • I feel valued as an individual at Syracuse University. • I feel like I belong at Syracuse University. • I have considered leaving Syracuse University because I felt isolated or unwelcomed. <i>(reverse-coded)</i> • I am treated with respect at Syracuse University. • I feel others don't value my opinions at Syracuse University. <i>(reverse-coded)</i> • I have found one or more communities or groups where I feel I belong at Syracuse University. 	
		<p><u>Equitable Access to Opportunity and Growth (Index)</u></p> <p>Six questions, multivariate analysis, Cronbach's alpha=0.74 for students, 0.82 for faculty, 0.82 for staff.</p> <ul style="list-style-type: none"> • Syracuse University is a place where I am able to perform up to my full potential. • I have opportunities at Syracuse University for academic/professional success that are similar to those of my peers/colleagues. • I have to work harder than others to be valued equally at Syracuse University. <i>(reverse-coded)</i> • My experience at Syracuse University has had a positive influence on my academic/professional growth. 	
		<p><u>(Dis)Satisfaction with Climate</u></p> <p>One question, odds ratios for "Very Dissatisfied" and "Dissatisfied," answers by demographics for: "How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Syracuse University within the past 12 months?"</p>	
		<p><u>Discrimination Felt: Past 12 Months</u></p> <p>One question, odds ratios for "Yes" answers by demographics</p> <ul style="list-style-type: none"> • In general, over the past 12 months, have you felt discriminated against at Syracuse University? 	
		<p><u>COVID-19 Institutional Response</u></p> <p>One question by demographics for:</p> <ul style="list-style-type: none"> • Overall, the administration at Syracuse University has done a good job protecting students from the negative health consequences of COVID-19. 	

Data Source	Description	Main Study Variables	Participation
		<p style="text-align: center;"><u>Context of Discrimination: Past 12 Months</u></p> <p>One question by demographics for:</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ○ <i>Campus Environment</i> <ul style="list-style-type: none"> ▪ Campus buildings. ▪ Neighborhoods or other areas surrounding campus. ○ <i>Academic Interactions (Students Only)</i> <ul style="list-style-type: none"> ▪ In my classrooms and classroom settings. ▪ In interactions with faculty. ▪ In interactions with staff. ○ <i>Social Interactions</i> <ul style="list-style-type: none"> ▪ In interactions with peers of other racial/ethnic identities. ○ <i>Law Enforcement Interactions</i> <ul style="list-style-type: none"> ▪ In interactions with law enforcement personnel on campus. ▪ In interactions with law enforcement personnel in the City of Syracuse. 	
Campus Listening Sessions	Campus-wide by select departments, social identity groups, and leadership communities.	<ul style="list-style-type: none"> • Diversity, equity, and inclusion strengths at Syracuse University • Diversity, equity, and inclusion challenges at Syracuse University • Areas to improve diversity, equity, and inclusion at Syracuse University 	N=250
National Benchmarking	<p>Reviewed:</p> <ul style="list-style-type: none"> • Syracuse University • Boston College • Cornell University • George Washington University • Lehigh University • Penn State University • University of Connecticut • Rochester Institute of Technology • University of Michigan • University of Texas at Austin 	<p><u>IPEDS Database Comparison</u></p> <p>Demographics</p> <ul style="list-style-type: none"> • URM student representation • Gender student representation • URM graduation rates • URM tenure-track faculty diversity representation • Women tenure-track faculty diversity representation <p><u>Strategic DEI Analysis</u></p> <ul style="list-style-type: none"> • Institutional expressions of DEI • DEI brand and communication • DEI strategic plans • DEI accountability and implementation • DEI officers and Infrastructure • CDO Leadership reporting structure • CDO Direct reporting units • Campus-wide lateral diversity infrastructure 	Institutions: N=9 plus Syracuse University
SU DEI Inventory	Self-reported inventory from all schools, colleges, and major admin units.	<p><u>DEI Inventory</u></p> <ul style="list-style-type: none"> • DEI General Infrastructure (DEIGI) • Recruitment, Retention, and Outreach (RRO) • Preparing Students for a Diverse and Global World (DGW) • Multicultural & International Research & Scholarship (MIRS) • Affirming Diverse Identities & Community-Building (ADICB) • DEI Training, Campus Climate Research and Policy Development (TCCRP) 	<p>N=27 Syracuse inventory submissions</p> <p>N=2 Institutional comparison case study context</p>

email addresses that allowed us to send a link for the survey to all campus community members defined by OIR, and to place this same tokenized link on student SUES personal pages in order to improve response rates.

Due to the COVID-19 pandemic, campaign efforts to drive response rates were limited to advertisements in the student newspaper; announcements at faculty, student organization, and staff meetings; faculty prioritization of time to complete the survey in classes; and targeted emails from the provost, chancellor, and CDIO, and others promoting survey completion.

These efforts were complemented by weekly e-mail reminders sent by the project research team to drive response rates across the six-week data collection period. Specific follow-up emails were sent to non-respondents. No incentives were used to drive survey completion.

Response Rates and Adjustments for Bias

Response rates are an important factor in any survey (Exhibit 3.2). The final rates for Syracuse University’s three pulse surveys were: a solid 22% for students (N=4,536), a very robust 47% for faculty (N=1,017), and an admirable 42% for staff (N=2,322). Generally speaking, in a non-incentivized survey, a response rate over 10-12% is considered strong, so, even amid a pandemic, community members were certainly responsive to the call for input about the Syracuse University Experience.

Not every participant invited to a survey completes it, potentially creating nonresponse bias (for example, fewer people who are satisfied might respond to a survey compared to those who are dissatisfied). While useful to measure the potential for nonresponse bias, however, response rates do not specifically identify a bias.

Statistical weighting was performed to ensure that the data based on the respondent group correctly represented the entire population for each body surveyed: students, faculty, and staff. Information on the sampling frame and from population counts provided by Syracuse University was used to develop weighting adjustment factors. The characteristics of the respondents (e.g., age, gender, race/ethnicity, etc.) were weighted to match those of the entire population. This technique, known as post-stratification, reduces error and response bias. Essentially, the cross-classification of several characteristics was matched for the distribution of these characteristics in both the respondents and the population.

Exhibit 1.3. Study participation level by campus role (student, faculty, staff)

	Students	Faculty	Staff
Eligible Population	N=20,913	N=2,149	N=5,587
Number of Responses	N=4,536	N=1,017	N=2,322
Participation Rate	21.7%	47.3%	41.6%

These adjustments allow us to assume there are no differences in the survey measures between responders and non-responders after the post-stratification. Under this assumption, analysts can make inferences regarding the entire population using the data in the scorecards.

By comparison, the last institutional climate study fielded in 2016 garnered a total of 21.5% or N=5,617 surveys across the Syracuse University student, faculty, and staff communities, a threshold that this study surpassed across every single group, netting 2,258 more total participants in this study than in the previous one (Rankin and Associates, 2016).

Campus Climate Survey Analysis

Bivariate Analyses: After the data collection and statistical weighting adjustment factors were complete, bivariate analyses were conducted on key study variables mentioned herein. These results are summarized in color-coded scorecards in Sections 3-6 of this report. Note that some of the indexed responses found in the scorecards, for example around the university's COVID-19 response, represent the mean of several questions combined. Detailed results can be found in the accompanying *Syracuse University Student/Faculty/Staff Experience Campus Climate Pulse Technical Reports*.

Multivariate Analyses: In addition to the bivariate analyses and to further explore these relationships, 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 the 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.

Exhibit 1.2 offers the questions we examined and the relevant Cronbach's alpha numbers. We highlight the results of six of these multivariate logistic regressions in this Executive Overview Report (Exhibits 4.12, 5.12, and 6.12), specifically examining Dissatisfaction and Discrimination across the three populations. Those three exhibits include relevant t-statistics, R-squareds, p-values, Ns, and of course the results, in the form of odds ratios. A total of 15 multivariate models in all are included across the accompanying student, faculty, and staff technical reports. For a full discussion, please reference those three reports.

Survey Respondents: Demographics

This study asked a range of detailed demographic questions including age, sex, gender identity, sexual orientation, race/ethnicity, gendered identity, sexuality, disability, positional role and major or primary campus affiliation, and more. The scope of this project allowed for us to mine a full battery of demographic variables that are important to consider when engaging in a deep dive into the campus climate.

Some specific demographic findings include:

- **Sex.** Percent of respondents reporting current sex as female, intersex, male, or “preferred response not listed” were, respectively:
 - Students: 52.3% female, 0.0% intersex, 47.4% male, 0.3% preferred response not listed.
 - Faculty: 44.3% female, 0.1% intersex, 54.7% male, 0.9% preferred response not listed.
 - Staff: 53.3% female, 0.6% intersex, 46.1% male, 0% preferred response not listed.
- **Gender.** Respondents reporting gender identity as woman, transgender or gender nonconforming, man, or “preferred response not listed” were, respectively:
 - Students: 51.6% woman, 1.0% transgender, 46.9% man, 0.5% preferred response not listed.
 - Faculty: 43.8% woman, 0.8% transgender, 54.5% man, 0.9% preferred response not listed.
 - Staff: 53.0% woman, 0.6% transgender, 46.0% man, 0.4% preferred response not listed.
- **Sexual Orientation.** Most respondents to the survey identified as (cisgender) heterosexual (76.1% students, 84.7% faculty, 85.9% staff) compared to LGBTQIA⁴ (23.9% students, 15.3% faculty, 14.1% staff).
- **Financial Stability.** We split answers to five questions into two categories: financially stable (“I do not have to worry about money” and “I have extra money after paying the bills”) and financially struggling (“I am breaking even,” “I am barely making it,” and “I cannot make ends meet”). Those

⁴ Includes lesbian, gay, bisexual, transgender, queer, asexual, and pansexual.

reporting financially stable situations included 51.4% of students, 73.3% of faculty, and 54.4% of staff. Those reporting as financially challenged represented 48.6% of students, 26.7% of faculty, and 45.6% of staff.

- *Race.* As noted in Exhibit 1.4, the majority of respondents at the student (54.0%), faculty (75.9%), and staff (79.4%) levels were White.

For a complete overview of all response rates in detail, plus other demographic elements, including religious background, disability identity, military experience, and education, refer to the Technical Reports.

Exhibit 1.4. Study participants by racial and ethnic identity, by percent

Participant Identity	Students	Faculty	Staff
African American/Black	7.7	5.8	13.1
Asian American/Asian	20.1	11.3	2.7
Hispanic/Latinx	9.7	3.0	1.9
Middle Eastern/North African	3.3	0.3	0.1
Native American/Alaskan Native	0.8	0.0	0.1
Native Hawaiian/Other/Pacific Islander	0.2	0.0	0.0
White	54.0	75.9	79.4
Multiracial/Ethnic (Two or more selections)	3.6	1.9	1.9
Preferred Response Not Listed	0.6	1.8	0.8

Listening Sessions

The SUE listening sessions were conducted face-to-face in small groups by a multiracial, multiethnic, and gender- and sexuality-diverse team of experienced researchers. All sessions were conducted by at least two researchers, with one taking notes and the other facilitating responses to the three key questions that were asked: What is going well with respect to DEI at Syracuse University? What are the challenges at Syracuse University with respect to DEI? And what are recommendations for change at Syracuse University with respect to DEI?

In addition to the verbal questioning, every participant was asked to complete a hand-written protocol that laid out each of these three questions again. All data were transcribed, coded, and analyzed for themes and key insights using a traditional open-coding method, where we looked to identify common concepts and categories grounded in the collected data (Strauss and Corbin, 1990).

National Benchmarking Examination

This DEI strategic benchmarking review provides a 100,000-foot view of a number of institutions similar to Syracuse University in terms of size, research intensiveness, geographic location, decentralization and prominence. A key factor in selecting these institutions was that they were either considered peer institutions by Syracuse University or they have a strong national reputation for their work in the area of diversity, equity, and inclusion.

Three primary sources of data power this review:

- (1) Information publicly available through websites, social media and public documents.
- (2) Data gathered from the Integrated Post-Secondary Education Data Systems (IPEDS).

- (3) Data gathered through primary interviews with chief diversity officers and others conducted at three of the ten institutions.

For each of these 10 institutions, we examined its faculty/staff and student demographic profiles, summarized in Section 7 below, as well as its strategic diversity leadership capabilities and its chief diversity officer division, summarized in Section 8.

The Strategic DEI Inventory

In October 2020, representatives from Syracuse's 28 schools, colleges, and divisions responded to a comprehensive survey or inventory distributed by CSDLSI that sought to document the programs and span of each unit's existing DEI strategies and structures. Phone calls and meetings collected additional or captured missing information.

We also engaged in a comparison of Syracuse University's inventory survey results with two other case study institutions where we recently implemented the same process. This comparison creates context for understanding the level of DEI activity and strategy on campus, complementing the national benchmarking research that is discussed in Sections 7 and 8 of this report. This report's insights and recommendations in this segment rest on a solid foundation of current DEI research and best practices as well as insights gained from our experience working in the field of diversity, equity and inclusion with hundreds of institutions of higher learning and companies across the United States.

Study Limitations

As mentioned, selection bias was adjusted for. In all segments of this complex study, the data are highly credible, being grounded in best-in-class measures, in conservative but fully adequate analysis techniques and in very strong response rates. Further, the inclusion of so many different types of data from the various studies offers several important benefits of triangulation that further validate this research.

One such benefit is the ability to clarify the meaning of responses to listening sessions in a way that allows us to generate further depth of insights by cross-examining data results from our pulse survey, benchmarking, and inventory research. The goal is to not just clarify what people said, but, hopefully, to understand the root causes behind how Syracuse University community members are experiencing the campus climate across social identities and groups. You will find that we try to make clear what we believe the data mean, providing a starting point for interpretation. That interpretation builds into the recommendations offered here and, centrally, goes toward molding the strategy the university will put into place moving forward.

SECTION 2. LISTENING SESSION CAMPUS CLIMATE FINDINGS

This examination of all the 2020 campus dialogue and listening sessions provides a bird’s-eye view of campus climate and sets the stage for our discussions in later sections of this report. These conversations with the campus community provide a solid sense of the institutional environment as well as key on- and off-campus issues that are shaping the experience of students, faculty and staff.

Each dialogue session began with each participant introducing themselves by stating the main factor in their choice of Syracuse University. Three key research questions then guided the discussion and provided a written protocol filled out by most participants:

- (1) What are the current diversity, equity and inclusion *strengths* at Syracuse University?
- (2) What are the key *challenges and opportunities* for diversity, equity and inclusion at Syracuse?
- (3) What are the most important *recommendations* to help the Syracuse University move forward to support diversity, equity and inclusion?

Exhibit 2.1. Data sources and their descriptions, research variables and participation levels

Source	Description	Overview
Campus Dialogue & Listening Sessions Jan-March 2020	Open-ended dialogue or board member listening sessions with written three-question protocols were designed to gain insights into current campus climate and collect recommendations for change. These sessions were organized by social identity groups and leadership communities as selected by Syracuse University leadership.	In total, 37 dialogue sessions and 20 listening sessions were held on campus, facilitated by staff from CSDLIS. Handwritten protocols were offered at the beginning of most dialogue sessions, which asked about: <ul style="list-style-type: none"> • Diversity and inclusion strengths at SU • Diversity and inclusion challenges at SU • How to improve diversity and inclusion at Syracuse University

Dialogue sessions were conducted with at least two SU board members present and listening sessions were conducted with at least one member of the Independent Advisory Panel present, during February and March 2020.

Themes and Insights: Strengths, Challenges, and Recommendations

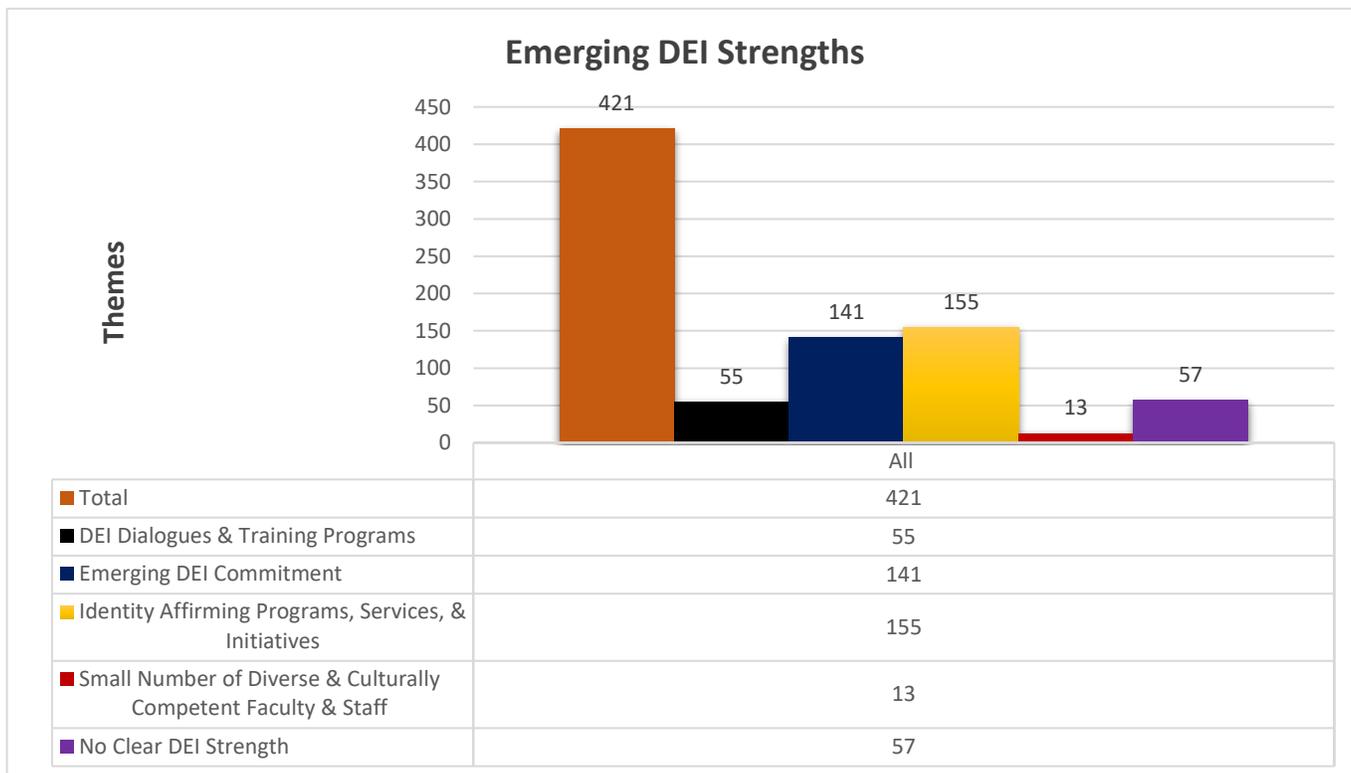
In total, we conducted more 57 intergroup dialogues, listening, and interview sessions with SU students, faculty, staff, community members, and alumni. These data resulted in more than 1,500 thematic impressions, with more than 250 participants engaging in this external review (Exhibit 2.1). These qualitative data were developed into a comprehensive database. In this section, we discuss the themes in these data that reflect both the emerging strengths and the opportunities with the campus climate and DEI capacity on campus.

Thematic Impressions

A thematic impression is defined as any instance a concept is mentioned in an interview, dialogue, listening protocol, or conversation. For example, if someone talked about the need to develop a plan to increase the number of diverse faculty on campus, this counted as a single impression in the theme “Develop a DEI Strategic Plan.” In the Syracuse sessions, we identified five major thematic strengths (Exhibits 2.2 and 2.3) and five thematic challenges (Exhibits 2.4 and 2.5).

Thematic impressions are important to understanding the general perspective of study participants. Taken together, these 1,500 thematic impressions show us the big-picture DEI challenges and opportunities that exist at Syracuse University, powered by the voices of these participants. It is by no means a campus climate study, nor even a campus climate pulse project. Instead, these themes provide a directional indicator and

Exhibit 2.2. Emerging DEI strengths by engagement type, Syracuse University



foundational insights into perceptions of campus climate, leadership, institutional diversity capabilities and DEI institutional commitment.

For example, one theme that took our conversation with leaders in a different direction was an expressed need for leadership to develop a more complete diversity and inclusion framework to guide the university’s efforts. Participants felt that while the university has elevated issues of race and ethnicity, more should be done to emphasize—and track—other dimensions of diversity, for example those defined as gender, disability and LGBTQIA. They argued that these diversity dimensions diversity were not reflected in the portfolio of responsibilities for any current senior diversity officer, and that it was important to evolve this aspect of DEI. Participants talked about the need to engage diversity in less monolithic ways, attending to the unique realities of diverse groups as well as the intersectional dynamics that exist across groups.

Findings: DEI Emerging Strengths

In a discussion of DEI issues, it is easy to jump to DEI challenges—what is not going well. While challenges can certainly point to the path forward, we have always found a powerful positive, an asset to build on when developing your DEI strategy, when we examine the emerging strength themes. In the simplest terms, this asset-based approach focuses on strengths, allowing participants to define the positive aspects of their experience. While Syracuse University clearly has challenges, the university also has several assets that became evident in this discussion of emerging strengths.

Four positive themes of emerging strength are presented in Exhibits 2.2 and 2.3. Exhibit 2.5 breaks out these themes by the number of data points gathered for each. These assets not only indicate a place for university leadership to build from, but they also foreshadow some of the university’s challenges as well. When considered closely, the four positive themes (and one related point) that emerge from the data are as follows:

- (1) *DEI Dialogues and Training Programs.* Students, faculty, and staff all mentioned DEI dialogue and training programs as a foundation for the university to improve going forward. Some mentioned intergroup dialogue programs. Others noted unconscious bias training in the Department of Public Safety as well as across the university's schools and colleges. One participant asked for training in how to mentor well, knowing that mentoring can make a significant difference. Generally, training was perceived as necessary and helpful.
- (2) *A Growing DEI Strategy and Commitment.* Participants noted a noticeably stronger institutional commitment to DEI issues following the Theta Tau incident. They pointed to the hiring of a new CDO, appointing diversity officers across campus, the Board of Trustees' DEI external review and creating SEM 100 (now supplanted by FYS 101 and an upper-level class) as positive steps in the right direction. At the same time, these constructive comments generally included a counter-narrative as well: While intergroup dialogue programs were touted, this positive was balanced against these programs not being well funded or utilized across campus. While the CDO role was built, some pointed to his limited staff, budget, and policy authority. The positives of SEM 100 were balanced by critical voices that requested refinements (these comments predated its replacement). This critical perspective hangs like a shroud over the positives and foreshadows the important work that lies ahead for the university in rebuilding trust, fostering community, and showing a deep and consistent commitment to DEI issues over the long haul.

Exhibit 2.3. Syracuse University: overview of DEI emerging strengths

Thematic Area	Description	Partial List of Examples
Presence of DEI Dialogues and Training Programs (N=55/421)	The presence of trainings, dialogue programs, and courses focused on topics related to diversity, equity, and inclusion.	<ul style="list-style-type: none"> • Intergroup dialogue program • Courses focused on DEI • DEI training and professional development programs • DEI-focused educational events • Development of SEM 100 (now FYS 101 plus an upper-level class)
A Growing DEI Strategy and Commitment (N=141/421)	An emerging prioritization of DEI that can be seen in word and deed on campus.	<ul style="list-style-type: none"> • Actions taken after Theta Tau • Hiring of a new CDO • Appointment of new diversity officers on campus • Willingness to immediately negotiate with students in November 2019 • Commitment to #NotAgainSU demands
Identity-Affirming Programs, Services and Initiatives (N=155/421)	Programs, policies, student organizations, and initiatives that affirm and support diverse identities on campus.	<ul style="list-style-type: none"> • Diversity programs and speakers • Veterans center • Disability services • Hendricks Chapel • Counseling services • Office of Multicultural Affairs • La Casita • LGBT Resource Center • Diverse student organizations • Center for International Studies
A (Small) Number of Diverse and Culturally Competent Faculty and Staff (N=13/421)	Diverse faculty, staff, and graduate assistants are a key asset that is under-recognized yet foundational to supporting diversity on campus.	<ul style="list-style-type: none"> • Staff in diversity units • Examples of individual faculty who helped diverse students to navigate the campus community • University chaplains
No Clear DEI Strengths (N=57/421)	No DEI-positive or -affirming idea was presented	<ul style="list-style-type: none"> • Positives focused on non-DEI related elements • Too new to have an informed perspective

- (3) *Identity-Affirming Programs, Services and Initiatives.* The most frequently mentioned strength was the presence of identity-affirming offices, spaces, and programs that help diverse students to establish a sense of belonging on campus (N=155). Jewish, racial and ethnic minority, LGBTQIA, veteran, Muslim, disability, interfaith, and other students all touted the importance of diverse cultural spaces and the benefits they receive therein. These dedicated cultural environments help these students, and at times faculty and staff, to navigate campus in powerful ways. The power of these spaces is longstanding, given that multicultural alumni who graduated in the 1970s, 80s, and 90s made similar comments about how such services were their lifeline on campus as well.
- (4) *A (Small) Number of Diverse and Culturally Competent Faculty and Staff.* The presence of diverse and culturally competent staff was mentioned as a key factor in supporting diverse students. While mentioned as being far too few in number, it was noted that they played a crucial role in helping students manage the emotional, cultural and psychological challenges of navigating the Syracuse University environment, both on and off campus. The process of mentoring, both formally and informally, provides crucial resources and connections to diverse students. This point was also made, without prompting, by African American and Latinx alumni from earlier eras.
- (5) *No Clear DEI Strengths.* The fifth positive theme may sound negative. These comments arose in the initial session segment that asked what the university is doing well. A few participants made statements like “nothing,” or “I can’t think of anything positive.” These “empty” comments should not be ignored. Their frequency denotes a level of discouragement in the campus climate that should be considered a concern, underlining the urgency of addressing the issues in this report.

Findings: DEI Challenges and Opportunities

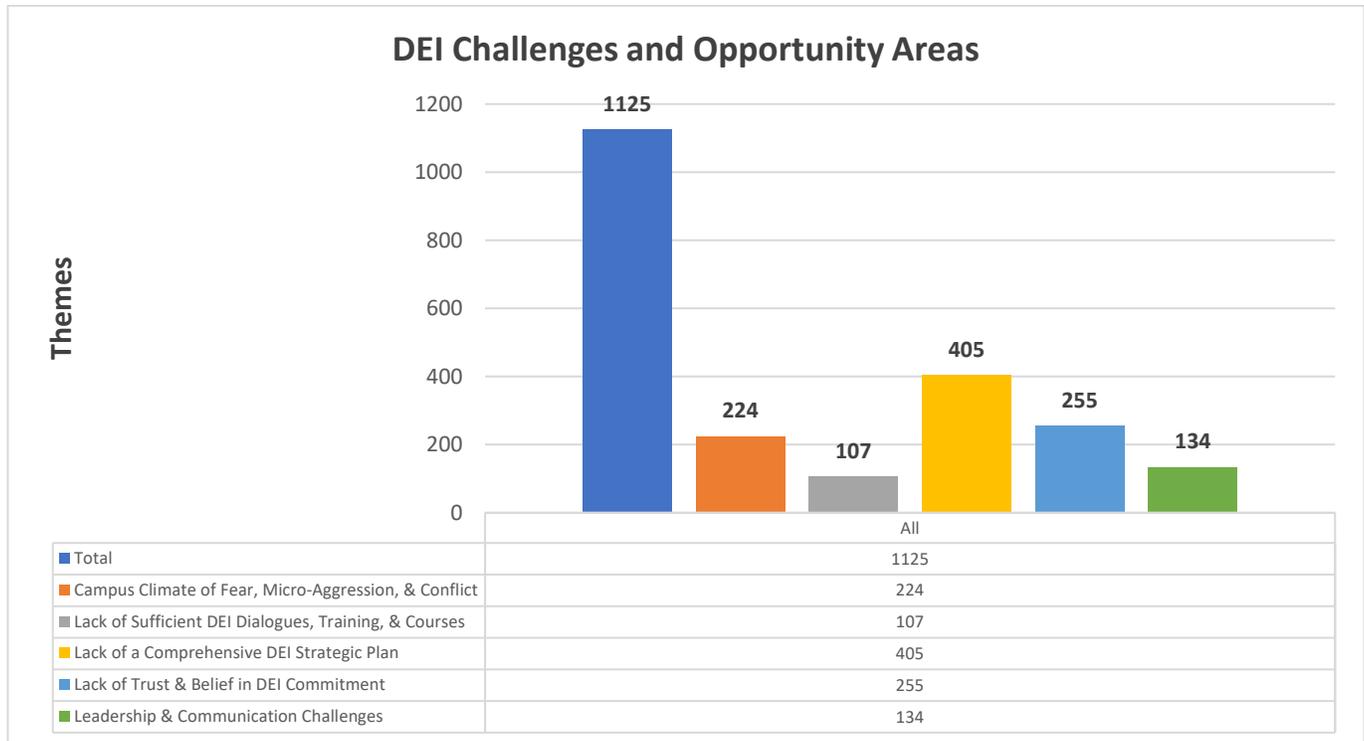
A core goal of this exercise is to unwrap the campus DEI challenges that underlie expressed dissatisfaction and see them accurately, and in detail, through the eyes of session participants. Challenges mentioned across all sessions could be gathered into five main themes (Exhibits 2.4 and 2.5), ranging from personal negative experiences on campus to university-level leadership and communication challenges. Each of these areas represents a significant focal point for Syracuse to improve its DEI structure and functioning.

Often we heard these challenging issues broadly perceived and described (Exhibit 2.4). That is, though many issues stemmed from individual personal experiences on campus, they were generalized as applying to all students or to the university as a whole as reflecting a profound bias problem. This negative and generalized perception is a serious issue for attention at the university level. Exhibit 2.5 breaks out these areas of opportunity by the number of data points gathered for each.

Looking at each of these themes individually, we see:

- (1) *A Campus Climate of Perceived Fear, Microaggression, and Conflict.* Many of the comments aggregated under this theme expressed personal experiences of bias at Syracuse University. Stories shared included: an overarching sense of fear and foreboding following the fall 2019 incidents: a veteran being asked if he had killed anyone; a Native American student being told her people are extinct (therefore she can’t be what she is); fear of police and DPS; professors using ableist and sexist language; a Black guest speaker saying, with an audience member who was Jewish, that only the Black students know what it feels like to have their history erased; professors questioning or refusing disability accommodations or religious observance absences. Sadly, these same experiences were noted by Black and Brown alumni who spoke with us during our virtual focus group, hosted by the alumni association.
- One experience noted repeatedly was being “the only one” of an identity in a class or group and having to educate everyone there about their identity (or educating a professor during office hours instead of asking questions). Worse was being asked to speak for that identity group or being invalidated, attacked, or ridiculed in front of class. We heard a general fear of (often white men)

Exhibit 2.4. DEI challenge and opportunity areas by engagement type, Syracuse University



Greek system members as well as of Greek row. Students mentioned that some schools/colleges, dorms, and areas of campus feel significantly less welcoming of diverse students than others.

- There were diverse reactions to the #NASU protests, with some students expressing strong support, some expressing a desire to learn more while admitting a lack of full understanding of the issues, and others feeling bullied into silence if they did not agree with the protesters.
- For Asian (sidebar, next page) and other international students as well as many other affinity groups, several factors underpin what may be perceived as “self-segregation” but may in fact be social isolation. The language gap is one—it’s one thing to learn formal English in a class and another to engage with slangy speech on campus. The location of English language programs may segregate geographically. Any factor that separates a group from others should garner attention.
- A dearth of “authentic” Asian, kosher, Halal, and other ethnic or regional food on campus was noted and is both symbolic and much more significant than imagined. These students are often unable to buy groceries and/or cook, leaving them disconnected from home and their identities, relying on unsatisfactory food daily or even having to skip meals.
- An issue specific to the COVID-19 pandemic involves the degree to which popular myths about Asians may be believed and acted upon, such as the fear of catching it from someone who looks Asian or that China and Chinese people are to blame for the disease. (These statements are clearly not true.) The ongoing US-China conflict further exacerbates the situation.
- It is important to note that many of the Jewish students at Syracuse University come from the greater New York City/Long Island/Westchester area, which has been heavily impacted by anti-Semitic violence and the COVID-19 pandemic. It will be important for the university to be aware, to be understanding, and to be supportive of these students now that campus has reopened.

Asians: Not a Homogenous Collective

In considering the lived experiences of both nonresident Asians and Asian Americans, it is important to recognize that these two groups differ from each other significantly and should be viewed separately.

Like all Americans, Asian Americans come in a vast variety of predilections, political views, and religious beliefs. Asian Americans vary widely in the degree to which they are bicultural. They may be sixth-generation, mixed-race, foreign adoptees raised by white parents, or have immigrant parents or grandparents. Americans of Indian descent are included in the term Asian American.

Historically, Asians have long been treated as a “model minority.” They are not included in most definitions of underrepresented minorities (URM) and tend to have higher average income than other minority groups. Important to note is that studies show Asian and Asian American students care on average much more than other groups, including whites, about the rank of an educational institution.

It is a mistake, however, to pool all Asians together. Nonresident Asians have different concerns than do other international students, with further distinctions between undergraduates and graduate (often older and with families) students. And they certainly have different needs than do Asian Americans.

- For a variety of reasons, tensions have also risen between diverse groups on campus, escalating the potential for intra-group hostility.
- Sadly, some diverse dialogue group participants stated they did not want to be on campus or were not interested in returning next year, and many mentioned friends who had not returned or were intending to leave Syracuse.

(2) *Reported Lack of Sufficient DEI Skills, Dialogues, and Trainings.* While one of the positive themes reflected an acknowledgement of the existence and value of DEI training and dialoguing at Syracuse, we also heard a strong category of thought that more such skills and trainings are needed. Suggestions specifically requested training be regular and ongoing for both students and staff/faculty and that this training build upon itself, both deepening and broadening skills and insights. The two topics requested most often were: understanding the lived experiences and cultural aspects of specific identities and how to interact across difference. One point mentioned was that the folks who most need bias or sensitivity training were the least likely to attend trainings. Participants wished for a solution such as making training mandatory and working it into both formal job responsibilities and the performance review process. Another frustration reflected how difficult it was to find truly useful and effective training, and several participants requested that good resources be shared across the university.

(3) *Perceived Lack of a Comprehensive DEI Strategic Plan and Systematic Approach to DEI.* This theme collected several related categories of comments that all point to a lack of clear policy and systems set up to enhance and support DEI and/or a lack of information dissemination about it. Many systemic challenges at the university were pointed out as formally unaddressed, for example: a lack of or loss of diverse staff/faculty and leadership; overburdened diverse staff/faculty (who, in addition to their usual responsibilities, often mentor and support diverse students and sit on many committees as what one participant called “the token” representative); resident advisors who don’t recognize words of hate or bias; faculty who make DEI mistakes or hold hostile attitudes (noted as a source of fear and a call for training earlier, and as a systemic issue here); and a lack of diversity incorporated into class curricula in all departments, including STEM, music, math, history, and more.

To address these systemic challenges, participants requested formal structures, plans, processes, shared vision, policy, and more, including accountability structures and consequences for when people fail to meet standards; clear ownership of diversity efforts in each unit; a set of requirements regarding DEI and training; funding and resources for DEI; and addressing inequities with policy and enforcing

Exhibit 2.5. Syracuse University: overview of DEI challenges and opportunities

Thematic Areas	Description	Partial List of Examples
Campus Climate of Fear, Microaggression, and Conflict (N=224/1125)	Perceptions and experiences of discrimination, microaggression, unconscious bias and lack of safety in the overall campus community.	<ul style="list-style-type: none"> • Microaggressions from faculty, staff, other students; microassault • Anti-Semitism • Singled out in class to speak for race/group/identity • International student marginalization, ESL challenges • Intergroup: discrimination/bias or lack of interaction. • Negative perceptions of police and community
Lack of Sufficient DEI Skills, Dialogues, Training and Courses (N=107/1125)	Perception that students, faculty, and staff need more training to interact well across difference, to understand white and other privileges, to understand the experiences and needs of diverse groups, and to develop empathy for diverse identities.	<ul style="list-style-type: none"> • Lack of DEI knowledge, skills, abilities • Need to learn to avoid insensitive, problematic language • Learn how to build relationships across difference • Fear of talking about race and racism • Strengthen community-based policing with diverse communities and others • Calls for mandatory DEI training • Need for more intergroup dialogue • DEI training to be incorporated into job goals/review
Lack of a Comprehensive DEI Strategic Plan and Systematic Approach (N=405/1125)	Perception that the university does not have a university-wide, evidence-based, systematic approach to DEI change and capacity-building.	<ul style="list-style-type: none"> • Lack of clear bias reporting protocols • Systemic challenges are unaddressed • Need for accountability for senior administration, deans, department chairs, faculty • Need for an evidence-based approach • Need to add staff and resources to the CDO unit • Need to incorporate DEI into curriculum broadly • Requests for funding, financial commitment to DEI
Lack of Trust and Belief in DEI Commitment (N=255/1125)	A lack of trust in administration or students working on activist-oriented DEI issues and feelings that the university administration is not committed to diversity, equity and inclusion.	<ul style="list-style-type: none"> • Perception of lying, spin, PR, or fluff in any university or senior administration communication • Relying on students/social media for “good” information • Perception that university/senior administration erred handling DEI issues, e.g., Theta Tau, or still a problem • Negative SU actions during Crouse Hinds • Perception that DPS/police cannot be trusted • Perception that administration or students are lying • Desire for university to publicly apologize
Leadership and Communication Challenges (N=134/1125)	The lack of effective or consistent communication representing the university; hierarchy and general campus climate of silos impeding work; and inability to execute.	<ul style="list-style-type: none"> • Leaders not on the same page • Deans and schools/colleges operating out of synch, DEI culture varies across schools/colleges • Not sharing best practices, good programs • Lack of communication; insensitive or inauthentic university communications • Not utilizing experts • Not understanding or including diverse perspectives

such guidelines as well as rules already in place. (Example: the well-crafted and approved DEI statement that was designed to go on every curriculum is instead being edited, shortened, or not used.)

- (4) *Perceived Lack of Trust in or Belief in Syracuse University’s DEI Commitment.* Whether true or not, the university is perceived by many participants as untrustworthy or as trying to spin or hide information and manipulate perceptions (especially of students) to eliminate conflict or promote one version of events. A surprising number of student participants admitted that they don’t trust anything the university says and only rely on other students and social media for “good” information. If true, such a situation could lead to a problem in case of a “code red” situation on campus.

In this theme, we also found the perception of mistakes by the university and DPS in response to the bias/hate incidents of 2019 and the #NASU student protesters. Participants cited a heavy-handed response to protestors, failing to share that the alleged bias crime perpetrators had been ousted from campus, lingering harm from the Theta Tau incident, and more. A lack of demonstrated policy, process (see previous theme), and DEI efforts appear to have contributed to this lack of trust with the university and the assumption of a lack of commitment to DEI.

- (5) *Leadership and Communication Challenges.* Leadership issues reported by participants varied from a lack of implementation of DEI plans and policy as well as requests for embodying DEI leadership ideals such as vision, transparency, and collaboration. One clear undercurrent heard was about leadership being out of synch (or in conflict) with each other, including issues such as: siloing, variation in DEI policies and training among schools/colleges, deans not communicating regularly with each other nor the board, best practices and successful programs not being shared, not utilizing resources available today, group-think dynamics, and a lack of regular and proactive communication from leadership. Finally, overall university communication was one of the most frequent subthemes mentioned (often secondarily in other points), especially the lack of a single, visible university-wide voice or spokesperson.

Another impassioned request was to better incorporate student government in decisions affecting the student body. Participants mentioned they would like to be consulted with when the university sends out missives about them, and noted past missives that contained errors and microaggressions of misunderstanding (example: Judaism was referred to as a faith when it is a culture for many).

Finally, as mentioned, many participants requested more intra-university communications about what DEI (or DEIA) is, why are we doing it, how are we doing it, programs/policies/trainings, and more information about the Chief Diversity Officer office and activities. One (faculty) participant humbly admitted to only just recently learning about the existence of a CDIO at Syracuse.

The Positive Power of Listening

In direct conversations with faculty, staff, and student participants, many insights were collected that give a taste as to the current campus climate at Syracuse. While there were many positives, they were often paired with related negatives that asked for more or better options. For example, participants affirmed growing DEI planning at the university—and wanted more. Participants noted many identity-affirming programs, spaces, or efforts on campus—and asked for expansion.

The two challenge areas not offset by positives are serious issues: a lack of trust in the university or a lack of belief in the university's DEI commitment, and issues with the university's way of communicating, either its content, tone or absence of communication. We revisit these points later.

Participants responded positively to the university holding dialogue and listening sessions. In many ways, listening to participants is cathartic for those who have experienced a time of heightened emotions or trauma either personally or as a member of an institution. Listening helps participants discover and focus on an emergent future. These in-person sessions with SU community members have been foundational to Syracuse University embracing the journey of change towards Inclusive Excellence. By building a container in which these individuals feel validated and can pause to analyze the past, focus on the present, and envision the future together, the process itself has begun enacting change and healing in the minds and hearts of those who participated.

The process of listening and respectfully dialoguing across difference, in this and other venues, not only accesses the problems at hand but works from an asset-based perspective, empowering each participant to envision the potential for a stronger SU experience and to become an architect of change themselves. Such action is certainly required of leaders as they cascade positive change through the institution and inspire others toward achieving a shared vision (Cramer, 2014).

SECTION 3. A SCORECARD ASSESSMENT FRAMEWORK FOR INTERPRETING SUE SURVEY DATA

The Scoring Assessment Matrix

In this report, we use a proprietary color-coded assessment matrix (Exhibit 3.1) that acts as an infographic or scorecard allowing immediate understanding of patterns in the data collected (Williams and Wade-Golden, 2019). Survey results are color-coded, based on their values, from positive results (green) to more negative results (red). Green zones represent areas of clear strength at Syracuse University. Blue zones represent areas of emerging strength. Yellow zones point to areas of concern, and red zones represent major challenges that require attention. By applying this scorecard system, we help unpack and interpret the Syracuse University Experience data at a glance, and in many ways deepen our understanding from the qualitative listening data reported in Section 2.

Exhibit 3.1. The CSDLSI scoring assessment matrix⁵

	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 and Wade-Golden (2019).

While a traditional, statistical treatment of the data is presented in the corresponding *The State of DEI: The Syracuse University Campus Climate Student, Faculty and Staff Technical Reports*, we chose a more visual, and in some ways simplified, way of presenting findings in this Executive Report. As noted in the introduction, the goal is not to develop another informational report that sits on the shelf, but rather to develop an insightful report that is easily consumable by the most people, as it examines a range of aspects of the campus climate and identifies areas of strength as well as opportunities for action and improvement in the Syracuse University experience.

Why an Organizational Assessment Matrix?

We chose this framework as way of strengthening the campus-wide conversation—to enable every student, faculty, staff, alumni, parent and community member to easily interpret these findings and participate in the process of dialogue, skill-building, and strengthening the Syracuse University experience for all. Only

⁵ In this scorecard framework, DEI indices, satisfaction, and discrimination thresholds 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 accompanying Syracuse University Technical Reports, fine-tuning the scorecard model to work in synchronicity with the technical reports' analyses.

by establishing a shared understanding of the collective experience and how it converges and diverges for campus citizens can we point up those areas requiring focused, and at times urgent, attention.

The hope at Syracuse University is of course for every student, faculty and staff member to have a “perfect” experience, indicated by a score of 5.0 (100 percent satisfaction and 0 percent discrimination felt) across all groups and indicators. Unfortunately, this expectation is not a realistic one; such a data story has not yet manifested in any credible social scientific assessment of any campus climate that we have seen to date. As a result, with no indicator scored at a perfect level, areas for improvement abound in this study, though some areas are presented as directionally positive, and others as a clear strength for the University to build upon.

Level of Analysis

As you can see in Exhibit 3.1, four levels of coding are used to clarify the data and guide the discussion presented in this report. At the highest level of this framework are “Clear Strength” indicators. In the tables that follow, this level is identified by the color green and represents responses that scored 4.0-5.0 (for scaled or index indicators), 80-100 percent (for single-item indicators), or 0-9% for a very low score (which is the most positive response) in terms of discrimination felt. This level of the framework is depicted as “the green zone” to indicate areas of health and strength in survey responses. Put simply, these areas are where the university is doing well, although there may be differences between the scores of different groups.⁶ The aspirational vision of this study is that every indicator tested would score in the green zone.

The blue zone represents indicators described as an “Emerging Strength.” These indicators represent responses that scored 3.6-3.9 for index responses, 70.0-79.9% for percentage responses, or 10-15% in terms of discrimination felt. One step down from the green zone in our assessment matrix, the blue zone is an area of performance where the University is operating from a place of relative strength from the perspective of respondents. While the sentiment is not as strong as with green indicators, blue indicators are directionally positive, implying a possible area for improvement, but not an acute concern in the same way as indicators coded yellow or red are.

The yellow zone signifies an “Area of Concern” and clearly indicates challenge points for the university that require attention. Indicators in the yellow zone represent responses that fell in the ranges of 3.0-3.5 for index responses, 60.0-69.9% for percentage responses, or 16-24% for discrimination responses.

And of course, even more serious are indicators coded in the red zone, areas of “Major Challenge,” which scored below 3.0, below 60.0%, and 25 percent and above, representing the lowest level of the assessment matrix presented in Exhibit 3.1.

Overall Comparison: Students, Faculty, Staff

Our first summary scorecard pans back to compare data at the level of institutional identity, across our three groups of participants (Exhibit 3.2). Notably, all three groups reported similar perspectives in their views about Satisfaction, Institutional Commitment to DEI, and Perceptions of Discrimination over the last 12 months. Students were more critical of the Universities response to COVID than faculty and staff. The majority of students and faculty felt a Sense of Belonging on Campus (Emerging Strength), with staff just missing this threshold, identifying belonging as an area of concern.

⁶ For a full review of the statistical significance of all bivariate and multivariate analyses, please see the Syracuse University Experience Student, Faculty and Staff Technical Reports. Along with those companion reports as well as the code book, which features a frequency distribution for all variables in the Syracuse University Experience database, this Executive Report provides analysis and conversation aimed at promoting ease of interpretation and, most importantly, administrative action to drive conversation, planning and strategic action to continue creating a positive and empowered Syracuse University experience for all students, faculty and staff.

Some specific findings in this context include:

- *Satisfaction Felt Over the Last 12 months.* Students, faculty and staff all scored their general sense of Satisfaction with the Campus Climate as a Major Challenge with scores ranging between 37 and 43% satisfied. This finding is a clear challenge, implying that the entire Syracuse University community is generally disenchanting with their campus experience, a finding that is somewhat unsurprising given the recent resurgence of unrest due to racial inequality, coupled with the unsettling impact of the pandemic on the entire university, and more broadly the world. In examining the bivariate relationship between satisfaction and COVID-19 institutional response, we did, indeed, find that students, faculty, and staff who were less positive about the university's response to COVID-19, were also less satisfied overall.
- *Discrimination Felt Over the Last 12 months.* Students (18.5%), faculty (19.6%) and staff (16.1%) scored this indicator as an area of concern, the yellow zone. While not in the red zone, the general perspective of respondents is that they have felt discriminated against over the last 12-months at Syracuse University, whether they are taking classes, teaching classes, or engaging in the critical leadership and support functions of the campus.
 - Finding patterns of discrimination among BIPOC, women, disability, and members of the LGBTQIA community is common. It is not so common to see a general pattern of discrimination experienced among groups that tend to be more privileged members of the university community. These findings are consistent with the general malaise felt across SU, and again may be rooted in the very difficult realities of dealing with the multi-layered stressors of the pandemic. In examining the bivariate relationship between discrimination and COVID-19 institutional responses, we found that students, faculty, and staff who were less positive about the university's response to COVID-19, were also more likely to report feeling discriminated against.
- *Perceptions of Institutional Commitment to DEI Index.* Institutional Commitment to DEI Scale is defined by a measure of general DEI commitment, as well as a measure examining the sufficient allocation of resources and programs to advance DEI at Syracuse University.
 - The SU community does not have a positive assessment of the campus's Institutional Commitment to DEI, with an average score in the yellow zone of between 3.2 and 3.4 across all three groups. This campus-wide finding is consistent with the major theme from listening session participants who questioned the University's commitment to improving DEI issues at Syracuse University, and the lack of a comprehensive DEI strategic plan.
 - The perception of a lack of DEI commitment generally, and in terms of the allocation of resources and programs to drive DEI success buttresses the need to ensure a broad and participatory engagement with these data, and, most importantly, with the actions steps under development for creating positive change on campus as a way of helping the broad community to understand the very real investments that are being made to improving DEI.
- *Perceptions of Belonging and Valued Index.* A surprising finding given the level of dis-satisfaction, discrimination felt, and lack of perceived institutional commitment is that students and faculty, perceived their experience as one where they felt a positive sense of fitting in and worth on campus, while staff just missed this standard. That they responded with a sense of membership and affinity to the Syracuse university experience with indicators coded in the blue zone, scoring 3.6 and above for students (3.6) and faculty (3.6).
 - It's important to note that we report *Perception of Belonging and Valued* as a multi-item scale. As noted in table 1.2 this concept is defined by a battery of questions suggesting that students, faculty, and staff, not only feel a sense of value and belonging as individuals at Syracuse

Exhibit 3.2. Overall comparison of students, faculty, and staff findings across SUE indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge		
	STUDENT	FACULTY	STAFF
Satisfaction: Past 12 Months	43.5%	37.2%	42.9%
COVID-19 Institutional Response	68.4%	71.2%	77.5
Perceptions of Institutional Commitment to DEI (Index)	3.3	3.2	3.4
Discrimination Felt: Past 12 Months	18.5%	19.6%	16.1%
Perceptions of Belonging & Valued (Index)	3.6	3.6	3.5
Perceptions of Equitable Success (Index)	3.7	3.4	3.4

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

University, but that they also have generally decided to stay at Syracuse University, that they are treated with respect, that they feel their opinions matter, and that they have importantly found one or more communities or groups, where they have defined membership in the Syracuse University community on their own terms.

- Sense of belonging is rooted in identity themed experiences (Hurtado and Carter, 1997). For faculty and staff this may mean participation in both formal and informal community organizations on and off campus, engagement in a supportive department or research team; while for students this may mean involvement in interest or identity specific spaces like the Student Government, LGBTQ Resource Center, Veterans Affairs, and other units touted as important in our listening sessions with students.
- *Perceptions of Equitable Access to Opportunity & Growth* is also a scaled variable that showed a blended pattern of findings across the indicators of the blue and yellow zones. Syracuse University students (blue zone, 3.7), more than faculty and staff (both in the yellow zone, 3.4) feel that they are able to perform up to their full potential, have opportunities for success that are similar to their peers, that the University has had a positive influence on their developmental experience and that they have generally not had to work harder than others to be valued equally. This is a very positive finding for students and an emerging strength to build from as we consider ways to improve the lived campus experience.
- *Administrative Response to Covid-19*. Another positive finding is that, overall, faculty (71.2%) and staff (77.5%) felt that the University administration had done a good job of protecting them from the negative health consequences of COVID-19 actually scoring in the blue zone. Students scored slightly lower than the SU employee community, scoring 68.4% nearly in the blue zone.

Context of Discrimination Felt

We examined the Syracuse University context of discrimination in four related areas as indicated by Exhibit 3.3, rating the experience of those students, faculty, and staff who reported discrimination in the study. The *Campus Environment* context examines campus buildings and neighborhoods surrounding campus. The *Academic Interactions* context examines discrimination from the context of the classroom and classroom settings, interactions with faculty, and interactions with staff. The *Social Interaction* context is assessed by examining interactions with peers and colleagues of other racial/ethnic identities. The *Engagement with Law Enforcement* context is measured by interactions with law enforcement personnel on campus and also interactions with law enforcement personnel in the City of Syracuse.

Using the same discrimination scoring scheme (Exhibit 3.3), we rated these four context of discrimination dimensions of the campus climate. The red zone captures any group reporting 25% or more of their discriminating experience as happening in this context. The yellow zone is reported as 16-24% of their experience happening in this context. The blue zone means 10-15% of their discriminating experiences happening in this context, while the green zone is defined as 0-9% of discrimination taking place in this environmental context.

Some specific findings in this context include:

- *Campus Environment*. All three groups had experienced discrimination at the level of concern across campus buildings, with students (27.3%) and staff (26.7%) reporting discrimination at red zone levels.
- *Academic Interactions*. Only students were assessed in this environment, scoring in the red zone in terms of the general academic setting, and in terms of interactions with faculty. Points that we return to in Section 4 of this report.
- *Social Interactions*. Students, faculty, and staff all reported red zone level, experiencing discrimination in their interactions with peers/colleagues of other racial and ethnic identities, further

Exhibit 3.3. Overall comparison of students, faculty, and staff findings across several contexts of felt discrimination variables

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge
CONTEXT		STUDENTS	FACULTY	STAFF	
Campus Environment	Campus buildings	27.3%	23.3%	26.7%	
	Neighborhoods or other areas surrounding campus	16.1%	10.0%	6.4%	
Academic Interactions	In my classrooms and classroom settings	37.2%	-	-	
	In interactions with faculty	35.6%	-	-	
	In interactions with staff	19.9%	-	-	
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	28.0%	40.4%	33.5%	
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	15.8%	8.5%	5.3%	
	In interactions with law enforcement personnel in the City of Syracuse	8.9%	6.2%	4.7%	

For those answering "Yes" to having felt discriminated against, student N=3,860, faculty N=394, staff N=868.

supporting some of the microaggression and bias related findings indicated by our listening sessions, which highlight intergroup conflict among students, faculty, and staff.

- *Engagement with Law Enforcement.* Faculty and staff reported very positive experiences with campus and City of Syracuse Law enforcement with students scoring in the yellow zone, as an area of concern, for campus interactions with law enforcement.

Summary: Students, Faculty, Staff Comparison

This panoramic snapshot sets the stage for the details that follow, where we see this general pattern replicate over and over—namely, that many are dissatisfied with the Syracuse University experience over the last 12 months, and generally see challenges across specific indicators of this research that probed the lived experience of diversity, equity and inclusion. This pattern will be clarified and areas of urgency noted as subsequent scorecards are disaggregated by gender, race/ethnicity, LGBTQIA identity, religion, and disability status across these same indicators for students, faculty and staff.

SECTION 4. THE SYRACUSE STUDENT EXPERIENCE DATA: OVERVIEW

What follows is a detailed discussion of the student experience at Syracuse University that leverages our scorecard analysis illustrations to quickly identify both areas of imbalance and where experience differs among groups. In this report we consider groups based on gender, race/ethnicity, sexual orientation, disability, and religion across the six key indicators measured: Perceptions of Satisfaction, COVID-19 Administrative Response, Institutional Commitment to DEI, Perceptions of Discrimination, Feeling Valued and Belonging, and Equal Access to Opportunity and Growth. Further, we discuss *the context of discrimination* for each group reporting discrimination, examining *where* discrimination is happening across the campus environment, whether in academic interactions, social interactions, specific locations, or in interactions with law enforcement.

Response Rates

Students offered a solid 21.7% response rate to the survey, with 4,536 submitting completed surveys out of 20,913 eligible students (Exhibit 4.1). As mentioned in Section 3, statistical weighting was then performed to ensure that the data based on the respondent group correctly represented the entire population of students across several dimensions. These adjustments allowed us to make inferences for the entire population in the scorecard data below.

Exhibit 4.1. Response Rate for Students

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

Overview of Student Findings

Students are not satisfied with their general Syracuse experience and are critical of the University's commitment to DEI, with all groups expressing concern (yellow zone). By comparison, an emerging strength is found in students' overall sense of belonging and feeling valued on campus, with nearly all groups scoring in the blue zone, or very nearly at this threshold. This result suggests that they may not be considering leaving Syracuse and that many have found community, despite so many noting that they have experienced discrimination in the previous 12 months, especially in their academic experience on campus.

Indeed, as an example, when looking more closely at one of the individual questions included in the Perceptions of Belonging and Being Valued Index, we found that 62% of African American students reported that they had "found one or more communities or groups where I feel I belong at Syracuse University." This proportion is in parity with the roughly 64% of White students who reported the same. This finding is particularly noteworthy given that African American students tended to fare the least well among the various racial/ethnic groups across a number of indicators. Further, this finding shines a light on the formidable infrastructure that SU has created that serves as a needed buffer for students when they undergo challenging times and experiences on campus.

In terms of discrimination experienced (N=3,860), when the student data are examined through the lens of race and ethnicity, African American/Black and Hispanic/Latinx students, and in some instances Asian American/Asian students, were likely to have the lowest scores compared to their White peers, often dipping into the red (major challenge) and yellow (area of concern) zones. Similarly, students with disability reported that they are very dissatisfied with their experience, consistently scoring, along with African Americans/Blacks, in the red zone along numerous indicators.

Highlights of the results for students include:

- Across the board, students are unsatisfied with and are skeptical of the university's commitment to DEI, suggesting a need to create communication, engagement, dialogue, and opportunities for healing across campus.
- While the majority of students felt that the university had done a good job protecting them from the negative consequences of COVID-19, BIPOC communities were most critical of the University's actions, generally scoring in the yellow zone, with the Hispanic/Latinx community scoring in the red zone.
- Students identifying as women were likely to report a lesser experience with campus climate compared to men, with both groups generally viewing the campus climate as one that is fraught with challenges.
- LGBTQIA students reported a consistently less positive experience than their heterosexual peers.
- Students with disability reported a consistently lesser experience than their peers without disability and were the single most dissatisfied student group at Syracuse University, followed by African American/Black students.
- The disability community's level of reported discrimination with faculty (56.6%) is the single highest level of discrimination reported across all student groups and is the single most critical perspective offered for any context of the discrimination dimension across all groups included in this analysis. One particular struggle we heard repeated in the listening sessions was students' frustrations with faculty who claimed to either not understand or not believe them about their needs surrounding "invisible" disabilities such as mental health conditions or learning disabilities.
- Every student group outside of African American/Black students and students with disability generally feel a sense of belonging at Syracuse and that they are able to equally access opportunity on campus.
- Students reporting discrimination were most likely to identify their general academic experience and interactions with faculty as the contexts in which they experienced discrimination the most, followed by their cross-racial interactions with peers.
- One finding that was particularly evident was that African American/Black students were least satisfied and reported feeling the most discriminated against, followed by Hispanic/Latinx students, a point further corroborated by our multivariate modeling.
- While not featured in a standalone scorecard here, students facing financial challenges (who make up a sizeable 48.6% of the study body) scored more poorly on every Syracuse University experience indicator when compared to those without such challenges. These details are available in the accompanying Syracuse University Experience Student Technical Report.

We conclude this section with a treatment of two multivariate analyses. We look at Perceptions of Satisfaction and Perceptions of Discrimination as two dependent Syracuse University experience indicators and use them to further this discussion of students' lived experience on campus and in the local community of the City of Syracuse. When controlling for multiple social identity factors in our multivariate analyses, statistically significant relationships were found that further validated the above findings:

- African American/Black students, Hispanic/Latinx students, Asian American/Asian students and Multiracial students each were more likely to have felt discriminated against than their White peers at Syracuse in the prior 12 months.

- African American/Black students, Hispanic/Latinx students, and Multiracial students each were more likely to have felt less satisfied than their White peers at Syracuse in the prior 12 months.
- In a similar vein, women students were more likely to have felt discriminated against and to feel less satisfied than men peers.
- LGBTQIA students were more likely to have felt discriminated against and to feel less satisfied than their heterosexual peers.
- Students with disability were more likely to both have felt discriminated against and to have felt less satisfied than their peers without disability.
- Those experiencing financial struggles were more likely to have felt discriminated against and to feel less satisfied than their financially stable peers.

Overall, the student survey findings discussed in this section triangulated strongly to data collected both in our listening sessions in early 2020 (Section 2), and in other instances to data collected in the campus DEI inventory (Section 9), specifically around the lack of DEI plan and the strength of formal and informal identity-affirming experiences on campus, for BIPOC, LGBTQIA, religiously diverse students, and students with disability.

Students: SUE Indicators by Gender

Men and women reported fairly similar and consistent student perspectives across the indicators of Satisfaction, Institutional COVID-19 Response, Discrimination, Sense of Belonging, and Equitable Access to Opportunity and Growth (Exhibit 4.2). In each of these instances, women reported slightly more negative feedback than men did. This finding is consistent across all six indicators and is further clarified in the multivariate analysis that is highlighted at the end of this section’s overview of the Syracuse University student experience.

Exhibit 4.2. Students: Gender comparison scorecard across SUE Indicators

DIMENSION	<div style="display: flex; justify-content: space-around; font-size: 0.8em; margin-bottom: 5px;"> Clear Strength Emerging Strength Area of Concern Major Challenge </div>	
	WOMEN	MEN
Satisfaction: Past 12 Months	41.3%	45.9%
COVID-19 Institutional Response	65.9%	71.3%
Perceptions of Institutional Commitment to DEI (Index)	3.1	3.5
Discrimination Felt: Past 12 Months	21.0%	15.8%
Perceptions of Belonging & Valued (Index)	3.6	3.7
Perceptions of Equitable Success (Index)	3.6	3.7

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

Some specific findings around students when analyzed by gender include:

- *Satisfaction*: Both women and men students reported a low level of satisfaction with the general campus climate over the last 12 months, reporting satisfaction in the red zone, at the level of a major challenge, as did every other student grouping.
- *COVID-19 Response*: While the majority of women and men felt the university had done a fairly good job protecting students from the negative consequences of COVID-19, women (65.9%, yellow zone) were more critical of the university’s actions than men (71.3%, blue zone).
- *Institutional DEI Commitment*: Both women (3.1) and men (3.5) characterized Syracuse University’s institutional commitment to DEI as an area of concern.
- *Discrimination Felt*: Both women and men reported having felt discriminated against over the prior 12 months, with results falling in the yellow zone for women (21.0%) and the blue zone for men (15.8%).
- *Valued and Belonging, Equitable Access to Opportunity and Growth*: Both women and men reported a similar sense of belonging (3.6 and 3.7, respectively) as well as feelings of equitable access to opportunity and growth (3.6 and 3.7, respectively) as emerging strengths. Although men scored slightly higher than women in both measures, it is interesting that they scored so low in satisfaction while also scoring better in these two measures. We will dig into this juxtaposition later.

Student Context of Discrimination by Gender

Some pointed findings for students around the *context* of reported discrimination (Exhibit 4.3) include:

- Women reporting discrimination noted concerns in seven of the eight areas, with four rising to the level of a major challenge. Only one measure for women, engagement with law enforcement personnel in the City of Syracuse, was viewed as an emerging strength, in the blue zone. Women students’ responses were less favorable than men’s in all categories. For a university who pioneered the matriculation of women, work remains to be done in this area.

Exhibit 4.3. Students: Gender scorecard across context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge
STUDENT CONTEXT		WOMEN	MEN		
Campus Environment	Campus buildings	28.3%			
	Neighborhoods or other areas surrounding campus	19.4%			11.2%
Academic Interactions	In my classrooms and classroom settings	42.5%			29.3%
	In interactions with faculty	40.4%			28.5%
	In interactions with staff	21.2%			17.9%
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	28.7%			26.9%
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	18.1%			12.4%
	In interactions with law enforcement personnel in the City of Syracuse	9.6%			7.8%

For students who answered “Yes” to having felt discriminated against, N=3,860.

- Both women and men experiencing discrimination reported that they had negative interactions in the academic dimension of their experience, citing classroom settings as well as specific interactions with faculty as points of major challenge (red zone), and interactions with staff as yellow zone concerns.
- About 29% of women and 27% of men reported experiencing discrimination in their interactions with student peers of a different racial/ethnic group (red zone), the closest finding between these two genders.
- In terms of engagement with law enforcement, just over 18% of women reported experiencing discrimination across interactions with campus law enforcement (yellow zone), with less than 10% reporting discrimination in their experiences with City of Syracuse law enforcement (blue zone).
- Men reporting discrimination did so at the level of concern across five of the eight contexts. All three types of academic interactions were a hotspot for men. While 29.3% of men reported discrimination in the classroom environment, this result was much lower than women (42.5%). Men reported positive interactions in neighborhoods surrounding campus and in their engagement with campus law enforcement as well.

Students: SUE Indicators by Race and Ethnicity

The discussion around the Syracuse University experience becomes much clearer when viewed through the lens of race and ethnicity. Here, BIPOC students generally report a negative perception regarding their experience at Syracuse University (Exhibit 4.4). This result depicts a classic theme in the higher-education and organizational research in this area (Harper and Hurtado, 2007). In the research, BIPOC groups tend to report a widely divergent experiences compared to their majority peers at the same institutions, all too often less-than-favorable, a finding replicated in the Syracuse University Experience study.

Exhibit 4.4. Students: Race and ethnicity comparison scorecard across SUE Indicators

DIMENSION	<div style="display: flex; justify-content: space-around; font-size: 0.8em; font-weight: normal;"> Clear Strength Emerging Strength Area of Concern Major Challenge </div>					
	AFRICAN AMERICAN/BLACK	ASIAN AMERICAN/ASIAN	HISPANIC/LATINX	WHITE	NATIVE HPI ME/NA	MULTIRACIAL
Satisfaction: Past 12 Months	31.7%	49.6%	33.1%	44.2%	54.0%	40.3%
COVID-19 Institutional Response	62.3%	68.1%	59.3%	70.4%	76.5%	67.8%
Perceptions of Institutional Commitment to DEI (Index)	2.9	3.6	3.1	3.3	3.3	3.1
Discrimination Felt: Past 12 Months	39.9%	21.1%	26.3%	12.6%	18.6%	26.6%
Perceptions of Belonging & Valued (Index)	3.4	3.7	3.5	3.7	3.6	3.5
Perceptions of Equitable Success (Index)	3.2	3.5	3.5	3.8	3.6	3.6

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

Some pointed findings for students regarding race and ethnicity include:

- **Satisfaction:** Every group reported a low level of satisfaction with their general experience over the prior 12 months, landing in the red zone of major challenges. These data illustrate how unique the time is that we are in, where so many study participants across racial groups share a strong and consistent perspective of dissatisfaction.
 - In a community where all students are reporting dissatisfaction as a major concern across campus, the (combined) Native American/Hawaii Pacific Islander/Middle Eastern student communities were most satisfied (54.0%), followed by Asian American/Asian students (49.6%), and then White students (44.2%).
 - The least satisfied group was African American/Black students (31.7%), followed closely by Hispanic/Latinx students (33.1%). Another way to think of this is that nearly seven out of 10 of these students failed to indicate satisfaction with their experience at Syracuse University.
- **COVID-19 Response:** While the majority of students noted that the university has done a good job protecting them from the health consequences of the pandemic, these data show a pattern where those student communities most impacted by the pandemic nationally are most critical of the university's actions.
 - Hispanic/Latinx students rated the university in the red zone (59.3%), while African American/Black (62.3%), Asian American/Asian (68.1%), and Multiracial student communities (67.8%) reported a yellow-zone level of concern.
 - The most supportive communities, scoring in the blue zone, were the Native|HPI|ME|NA (76.3%) and White students (70.4%).
- **Institutional Commitment to DEI:** Many students shared a similar critique of the DEI commitment at Syracuse, scoring that factor in the yellow zone level among Hispanic/Latinx (3.1), Native|HPI|ME|NA (3.3), White (3.3), and multiracial (3.1) communities.
 - It is notable that White students also identified institutional commitment to DEI as an area of concern (3.3). This finding indicates that most students have a consciousness about this challenge that we do not always find, based on our experience with similar studies at other institutions and in terms of the general literature in this area (Harper and Hurtado, 2007).
 - Only the Asian American/Asian community felt that Institutional DEI commitment was an area of lesser concern, reporting in the blue zone (3.6).
 - Consistent with nearly every other indicator in this study, African American/Black students were most critical of the university's institutional commitment to DEI and the types of resources that were present to advance issues of DEI on campus (2.9, the only group in the red zone).
 - This level of White student consciousness, where most recognize that Syracuse University has challenges with DEI issues, is something to build upon as the university moves into the action-oriented phase of building a plan to improve the Syracuse University experience. Too often, the responsibility for DEI change efforts becomes a burden that is disproportionately carried by BIPOC and other diverse communities. If the entire community can carry responsibility for leading DEI change efforts, a collaborative and ultimately more impactful change journey will result.
- **Discrimination Felt:** Results here were not surprising given the insights learned in our listening sessions and the rash of bias incidents that gained national attention beginning in November of 2019. Nearly 40% of African American/Black students reported feeling discriminated against at SU

(39.9%), by far reporting the worst experience, compared to less than 13% of White students (blue zone), who reported the least discriminatory experience.

- Hispanic/Latinx (26.3%) and Multiracial (26.6%) communities also reported feeling discriminated at the red zone level, echoing the level of challenge of their African American/Black peers.
- More than one in five Asian American/Asian students (21.1%) also noted feeling discriminated against because of their racial identity over the last year, scoring in the yellow zone.
- The pattern of BIPOC discrimination findings corroborated themes noted in Section 2 of this report, which reported on the campus listening session data. There the BIPOC student community discussed institutional experiences of bias, microaggression and microassault across campus.
- *Valued and Belonging:* The Valued and Belonging indicator is a key variable in defining a student's lived experience on campus. It is not uncommon to find that White students feel a stronger sense of belonging simply because of their majority numbers on campus; the general campus experience often affirms their identity and presence through the large number of faculty, staff, and students that look like them, not to mention the subtle and often not so subtle signals validating their presence. The same is often not the case for BIPOC community members, particularly when they report a high level of Dissatisfaction and feelings of Discrimination.
 - The Asian American/Asian (3.7), White (3.7) and Native|HPI|ME/NA (3.6) student communities reported feeling that they are valued and belong on campus, reporting in the blue zone.
 - In the yellow zone were found Hispanic/Latinx and Multiracial students, coming in at 3.5, and African American/Black students at 3.4, areas of concern. While these students did not quite meet the threshold of the blue zone, their results near the top of the yellow zone indicate that something positive may be happening for these communities in terms of feeling valued and belonging. Indeed, it is notable that, despite experiences that a number of BIPOC students found racially challenging, many are still able to find communities and affinity groups in which to thrive and grow within an overall difficult institutional experience. This finding is consistent with the listening session data, which revealed the profound value of identity-themed student organizations, programs, social spaces, and support services as important lifelines to academic and cultural success for BIPOC and other diverse community members. Again, this finding presents a positive theme to build on in developing a stronger DEI strategy institutionally.
- *Equitable Access to Opportunity and Growth:* Much as we saw in the Valued and Belonging Indicator, most student communities scored this indicator similarly with two standouts, one being White students with the highest value, 3.8 (blue zone), and African American/Black students with the lowest response, 3.2, in the yellow zone. We have found similar orderings in student studies at other universities and colleges as well.

Despite clear issues that leadership, faculty, and the student community themselves must address to eliminate bias and microaggressive dynamics on campus, the data around the last two indicators, Valued and Belonging and Equitable Access to Opportunity and Growth, may positively suggest that the barriers students face are not so insurmountable as to prevent experiencing academic/professional growth and achieving their full potential. These data may also imply a resilient mindset among students who feel as if they are able to get their needs met, despite a difficult and challenging experience.

Student Racial Context of Discrimination

In this discussion we examine the same four dimensions of the campus environment discussed in the first (gender) subsection, highlighting the least and the most frequent contexts of discrimination that exist across campus in terms of four focus areas: Campus Environment, Academic Interactions, Social

Interactions, and Engagement with Law Enforcement (Exhibit 4.5). Three contexts continue to be thematically troublesome across racial and ethnic differences: in campus buildings and classroom settings, in interactions with staff, and in interactions with peers of other races. Red across the board and a serious area of major challenge, were student interactions with faculty.

Some pointed findings regarding race, ethnicity, and the context of discrimination include:

- African American/Black students reported areas of concern across seven of the eight contexts, with six squarely in the red zone. Scores ranged from highs of 42.5% and 42.4% reporting discrimination in their interactions with faculty and in classroom settings, to 27.7% reporting discriminatory interactions with Syracuse University law enforcement personnel, 30.7% reporting discriminatory interactions in campus buildings, and 17.5% in neighborhoods in the immediate surrounding areas of the university. Over 40% reported discrimination in their interactions with other students, another troubling finding.
 - Positively, African American/Black students reported less discrimination in their interactions with City of Syracuse law enforcement (14.2%, blue zone) than in any other context, an emerging strength for this group, although that number is still higher than most other communities reporting better interactions with law enforcement.
 - While not featured in this racial context of discrimination scorecard, African American/Black students reported the highest levels of discrimination experienced in the residence halls as well, with 28.7% reporting discrimination in this context.
- Asian American/Asian students reported discrimination at a level of concern in six of the eight areas, with three of these areas at the level of major concern. This group most frequently reported discrimination in their experiences in campus buildings (32.1%), where they reported discrimination more frequently than any other group, including African American/Black students who reported the worst overall discrimination.
 - Positively, Asian American/Asian students reported far fewer issues in their interactions with campus (8%) and City of Syracuse (5%) law enforcement, scoring in the green zone.

Exhibit 4.5. Students: Racial scorecard for context of discrimination

STUDENT CONTEXT		Clear Strength		Emerging Strength		Area of Concern		Major Challenge	
		AFRICAN AMERICAN/BLACK	ASIAN AMERICAN/ASIAN	HISPANIC/LATINX	WHITE	NATIVE HPI ME/NA	MULTI-RACIAL		
Campus Environment	Campus buildings	30.7%	32.1%	26.8%	23.8%	21.5%	29.7%		
	Neighborhoods or other areas surrounding campus	17.5%	18.6%	23.4%	12.7%	6.0%	15.7%		
Academic Interactions	In my classrooms and classroom settings	42.4%	23.2%	49.7%	37.2%	46.4%	40.9%		
	In interactions with faculty	42.5%	25.0%	34.6%	37.9%	40.1%	42.5%		
	In interactions with staff	24.6%	16.7%	19.0%	20.8%	6.1%	27.7%		
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	40.8%	27.8%	38.7%	16.5%	30.2%	38.8%		
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	27.7%	8.0%	21.9%	11.9%	21.8%	20.0%		
	In interactions w/law enforcement personnel in the City of Syracuse	14.2%	5.0%	9.1%	6.5%	15.4%	17.4%		

For all students who answered “Yes” to having felt discriminated against, N=3,860.

- *Hispanic/Latinx students* reported discrimination at the level of concern in seven of the eight areas, with four areas at the level of major concern. This community reported the highest level of discrimination experiences in the classroom—roughly half of Hispanic/Latinx students identifying experiences in the classroom as problematic (49.7%), 34.6% reported discriminatory interactions with faculty, and 38.7% reported negative interactions with their student peers of other races and ethnicities.
- *White students* reported experiencing discrimination at a level of concern across five of the eight areas, with only two rising to the level of major challenge (the lowest number of categories in the red zone). Roughly 37% of White students reported discriminatory experiences in their general classroom interactions and roughly the same percent specifically with faculty.
 - White students reported positive experiences in neighborhoods surrounding campus, and in interactions with law enforcement, a marked difference from most of their BIPOC peers.
- *The Native|HPI|ME|NA analysis group* showed a different pattern of discrimination, reporting at the level of concern in five of the eight areas, with three rising to a major challenge. Like other BIPOC communities, these students most frequently noted discrimination took place in the classroom (46.4%) and in interactions with faculty (40.1%). They also reported that peer-to-peer issues also fell in the red zone (30.2%).
 - Positively, this respondent community reported much less discrimination experienced in interactions with staff (6.1%, the only response in the green zone), in neighborhoods surrounding campus (6.0%, also the only response in the green zone), and in interactions with City of Syracuse police (15.4%, blue zone).
- The Multiracial and -ethnic student community was the only group to report at the level of concern across all eight contexts of discrimination, with five of the eight scoring in the red zone. Similar to other BIPOC communities, more than 40% of multiracial students experiencing discrimination reported that it happened in the academic dimensions of the campus environment. Close to 40% reported discriminatory interactions with their peers, echoing other groups' findings. This group is the only community that reported concerns with both campus and Syracuse police, scoring in the yellow zones.

Students: SUE Indicators by Sexual Orientation

Exhibit 4.6 presents the Syracuse University analysis scorecard comparing the experiences of LGBTQIA community members with those who identify as (cisgender) heterosexual. We recognize that this level of analysis is limited due to grouping. We respect the unique differences among the various diverse communities that fall within the pan-identity category of LGBTQIA, and we recognize the importance of understanding how each of these groups uniquely experiences the Syracuse University campus climate. At the same time, specific sub-group analyses of these groups were beyond the scope of this report, similar to our inability to explore the differences between sub-communities within race and disability pan-identity categories. Nevertheless, the use of the LGBTQIA category as a pan-identity community does allow us to engage in a pulse-level analysis illustrating the top-level similarities and differences that this community shares with their heterosexual peers as it relates to their engagement in their Syracuse University experience.

Overall, LGBTQIA student community members report a less positive experience than their heterosexual peers, with every Syracuse University experience indicator, with three of the five indicators in yellow or red zones. Similar to their heterosexual peers and consistent with findings noted previously, LGBTQIA community members do feel a sense of belonging and equal access to opportunity and growth as emerging strengths.

Exhibit 4.6. Students: Sexual orientation scorecard across SUE Indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge	
	LGBTQIA	HETEROSEXUAL
Satisfaction: Past 12 Months	37.2%	45.3%
COVID-19 Institutional Response	63.4%	70.1%
Perceptions of Institutional Commitment to DEI (Index)	3.0	3.4
Discrimination Felt: Past 12 Months	24.6%	16.6%
Perceptions of Belonging & Valued (Index)	3.5	3.7
Perceptions of Equitable Success (Index)	3.5	3.7

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

Some specific findings include:

- Satisfaction:** While both groups report Satisfaction in the red zone, LGBTQIA members were much less satisfied with the campus climate than their heterosexual peers, scoring in the red zone at 37.2% (versus 45.3% satisfied), implying that this area of concern is significant for this group.
- COVID-19 Response:** While the majority of LGBTQIA community members agreed that the university had done a good job protecting students from the negative health consequences of the pandemic, their level of support (63.4%, yellow zone) was lower than heterosexual peers, who viewed the university's efforts more favorably (70.1%, blue zone) as an emerging strength.
- Institutional DEI Commitment:** Both LGBTQIA (3.0) and heterosexual students (3.4) reported institutional commitment to DEI in the yellow zone. At this level, they question the commitment of the university to proactively advance a clear strategy related to DEI and to make sufficient targeted investments into its advancement.
- Discrimination Felt:** The LGBTQIA community reported discrimination experienced as major challenge (24.6%) versus their heterosexual peers (16.6%, yellow zone). This finding echoes those noted in our assessment of the same measures across the BIPOC community.
 - Overall, heterosexual respondents identified yellow-zone level concerns with the two primary measures of climate on campus: Institutional Commitment to DEI (3.4) and Discrimination Felt (16.6%), echoing findings noted in our overall, gender, and racial dissections of the data.
- Valued and Belonging, Equitable Access to Opportunity and Growth:** The LGBTQIA and heterosexual communities each gave these measures the same score. A sense of belonging and equal access to opportunity and growth were emerging strengths for the heterosexual community (3.7 in both categories) and areas of concern for their LGBTQIA peers (3.5 in both categories).

Student Sexual Orientation Context of Discrimination

In this discussion we examine the same eight variables of the campus environment discussed in the gender and race discussions. We highlight the least and the most frequent contexts of discrimination across campus in terms of four categories: *The Campus Environment*, *Academic Interactions*, *Social Interactions*, and *Engagement with Law Enforcement* (Exhibit 4.7).

Some pointed findings regarding sexual orientation and the context of discrimination reported include:

- LGBTQIA students reported areas of concern across all eight contexts, with five squarely in the red zone, among those who have experienced discrimination. In terms of discrimination context, only the LGBTQIA community reported discrimination across all eight contexts at a minimum yellow zone level of concern.
- Notably, the LGTBQIA community reported more discrimination than their heterosexual peers in every category.
- The five red zone scores ranged from a high of 43.0% and 42.2% reporting discrimination in their interactions with faculty and in classroom settings, respectively, to 30.1% reporting discrimination in campus buildings, 26.9% reporting discriminatory interactions with peers/colleagues of other racial/ethnic groups, and 25.4% reporting discriminatory interactions with Syracuse University law enforcement personnel.
- LGBTQIA community members reported as areas of concern interactions with staff (22.2%), interactions with City of Syracuse Law enforcement (16.0%), and interactions in neighborhoods or other areas surrounding campus (21.3%).
- Notably, members of the heterosexual community reported as areas of strength interactions in neighborhoods surrounding campus (14.1%), and their interactions with City of Syracuse law enforcement (5.5%, green zone), and campus law enforcement (11/5%). These three findings stand in sharp contrast to the findings reported by the LGBTQIA community in these areas.

Exhibit 4.7. Students: Sexual orientation scorecard for context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge
STUDENT CONTEXT		LGBTQIA		HETEROSEXUAL	
Campus Environment	Campus buildings	30.1%		26.2%	
	Neighborhoods or other areas surrounding campus	21.3%		14.1%	
Academic Interactions	In my classrooms and classroom settings	42.2%		34.7%	
	In interactions with faculty	43.0%		32.3%	
	In interactions with staff	22.2%		18.9%	
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	26.9%		28.5%	
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	25.4%		11.5%	
	In interactions with law enforcement personnel in the City of Syracuse	16.0%		5.5%	

"Heterosexual" includes all participants reporting cisgender heterosexual orientation. For all students who answered "Yes" to having felt discriminated against, N=3,860.

Students: SUE Indicators by Religion

When looking at the Syracuse University community through the lens of religion and faith, we found the same general pattern as in other groups that we have examined (Exhibit 4.8). Unsurprisingly, every community expressed a lack of satisfaction, with scores dipping as low as 40.7% satisfied. No group reported any clear strengths, but every group scored Valued and Belonging as emerging strengths, in the blue zone.

Some specific findings noted here include:

- **Satisfaction:** Although every group fell in the red zone, suggesting that satisfaction is a major challenge, the Muslim student community was the most satisfied, with 55.3% reporting they were satisfied with their Syracuse University experience. The other groups were under 50%: Additional Religions at 47.7%, Jewish students reporting 46.2%, Christian students at 44.0%, and students in the Agnostic/Atheist/None group at 40.7% satisfaction.
- **COVID-19 Response:** While most students indicated that Syracuse University has done a good job protecting students from the negative health consequences of COVID-19, the Muslim (77.6%), Additional Religions (70.0%), and Christian (69.9%) communities were particularly supportive in identifying the university's actions as an emerging strength. The Agnostic/Atheist/None students and Jewish students trailed close behind at 66.6% and 65.6%.
- **Institutional DEI Commitment:** Notably, every group was critical of the institutional commitment to DEI, scoring in the mid-yellow zone across the board. Again, this consistency indicates a recognition of diversity challenges and the desire for Syracuse University to express greater levels of commitment to DEI.

Exhibit 4.8. Students: Religion scorecard across SUE indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge				
	AGNOSTIC/ ATHEIST/ NONE	JEWISH	MUSLIM	CHRISTIAN	ADDITIONAL
Satisfaction: Past 12 Months	40.7%	46.2%	55.3%	44.0%	47.7%
COVID-19 Institutional Response	66.6	65.6	77.6	69.9	70.0
Perceptions of Institutional Commitment to DEI (Index)	3.2	3.3	3.4	3.3	3.4
Discrimination Felt: Past 12 Months	16.7%	25.7%	15.6%	18.2%	22.2%
Perceptions of Belonging & Valued (Index)	3.6	3.7	3.6	3.7	3.6
Perceptions of Equitable Success (Index)	3.6	3.8	3.5	3.7	3.5

Due to limited sample sizes of the Bahá'í, Buddhist, Confucian, Hindu, Taoist, and Unitarian Universalist religious backgrounds, these groups were combined into one group for analysis as "Additional" religions.

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

- The Jewish student community was the only group reporting discrimination experienced as a red-zone issue. They reported the most discrimination felt, at 25.7%, a point that was reflected in our conversations with Jewish students during listening sessions.
- In listening sessions, Muslim students also discussed feeling significant discrimination on campus, a point that is implied in these data, where 15.6% of Muslim students reported discrimination to us, experienced as a yellow zone level concern.
- *Valued and Belonging, Equitable Access to Opportunity and Growth*: All religious groups expressed a sense of belonging and being valued on campus, as well as equal access to opportunity and growth, with most scoring very closely to each other. Two modest outliers were the Muslim student community and members of the Additional Religions group, scoring as areas of concern.

Student Religious Context of Discrimination

In this discussion, we examine the same eight variables of the campus environment discussed in previous subsections, highlighting the least and the most frequent contexts for discrimination across campus in terms of four categories: *Campus Environment*, *Academic Interactions*, *Social Interactions*, and *Engagement with Law Enforcement* (Exhibit 4.9).

Some pointed findings regarding religion and the context of discrimination for students include:

- *All religious groups* reported a red-zone level of discrimination felt in campus buildings. All reported similar red-zone levels of discrimination experienced in classrooms, interactions with faculty, and interactions with peers across racial differences, save for Jewish students who rated these three contexts in the yellow zone. Concerns arose in interactions with staff (Muslim students reported a clear-strength level of interaction with staff).
- *Jewish students* who have experienced discrimination reported areas of concern across six of the eight contexts, with one area in the red zone. The two law enforcement questions were green-zone categories for Jewish students, reporting fewer negative experiences with both teams of law

Exhibit 4.9. Student: Religious scorecard for context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge	
STUDENT CONTEXT		AGNOSTIC/ ATHEIST/NONE	JEWISH	MUSLIM	CHRISTIAN	ADDITIONAL
Campus Environment	Campus buildings	29.4%	26.9%	40.6%	24.8%	28.1%
	Neighborhoods or other areas surrounding campus	18.1%	18.9%	13.8%	14.1%	17.0%
Academic Interactions	In my classrooms and classroom settings	36.4%	22.4%	51.1%	39.6%	38.8%
	In interactions with faculty	38.7%	23.3%	37.4%	33.8%	41.3%
	In interactions with staff	22.0%	16.6%	8.9%	19.3%	19.3%
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	26.6%	22.5%	38.7%	28.9%	30.1%
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	13.4%	8.8%	35.5%	17.5%	16.1%
	In interactions with law enforcement personnel in the City of Syracuse	8.6%	4.6%	18.1%	8.4%	11.0%

For all students who answered "Yes" to having felt discriminated against, N=3,860.

enforcement in the Syracuse community broadly. While expressing a level of general concern with the amount of discrimination experienced in the classroom academic setting (22.4%, yellow zone), they are the only group not expressing this challenge at a red-zone level.

- Jewish students identified campus buildings as the most problematic space for them in terms of experiencing discrimination, the only red zone indicator that came up for this group (26.9%). The Student Campus Climate Technical Report suggests a similar level of discrimination experienced in campus residence halls, as 25.8% of Jewish students experiencing discrimination identified this part of the campus environment as a major problem area.
- While not included in the religious scorecard here but noted elsewhere in our student technical report, 25.3% of Jewish and 24.3% of Muslim students identified interactions with Greek life organizations as spaces where they have experienced discrimination.
- *Muslim students* reported areas of concern across six of the eight contexts, with five areas in the red zone, among those who have experienced discrimination. They are the only group who reported little discrimination experienced in their interactions with staff (8.9%) as a clear strength. They also reported a relatively low level of discrimination in neighborhoods across campus (13.8%, in the blue zone).
 - Muslim students identified campus buildings as a space where they have experienced much discrimination (40.6%). While not featured in the religion scorecard, the student technical report notes that 23.4% Muslim students reported discrimination at bus stops and 11.7% in parking lots, further supporting ideas noted in our listening sessions and these data indicating problematic public spaces for this student community. By comparison, only 4% of Jewish students and 7% of Christian students identified campus bus stops as context where they had experienced discrimination. Less than 3% of Jewish and Christian students identified campus parking lots as spaces of discrimination experienced.
 - Muslim students were the only group that reported red zone discrimination levels in the general academic setting (51.1%), interactions with faculty (37.4%), interactions with peers of a different racial/ethnic group (38.7%), and engagement with Syracuse University law enforcement (35.5%).
- *The Agnostic/Atheist/None group* of students noted six areas of concern, with four areas in the red zone as a major challenge. Like most groups, their most problematic environmental context is the academic dimensions of the general academic/classroom environment (36.4%) and interactions with faculty (38.7%).
- *Christian students* reported six areas of concern out of eight, with four areas in the red zone: they noted discrimination across campus buildings (24.8%), in classrooms (39.6%) and with faculty (33.8%) in the academic context, and also in social interactions with individuals of another racial/ethnic group (28.9%).

Students: SUE Indicators by Disability Status

When looking at the Syracuse University community through the lens of those with disability and those without disability, we found the same general pattern as with other groups we have examined (Exhibit 4.10). Some important differences, however, included that this group did not express the same level of Value and Belonging and a feeling that they can access Equal Opportunity and Growth.

Some specific findings noted here include:

- *Satisfaction*: Both groups are in the red zone, suggesting that satisfaction is a major challenge for those with disability and those without disability, similar to all other communities under review.

- Only 30.6% of the disability community are satisfied with their Syracuse University experience, making this community the least satisfied group of any community that we examined in terms of race, gender, LGBTQIA, and religion. They are more dissatisfied than even African American/Black students, who consistently reported the worst experience with the campus climate among student communities.
- **COVID-19 Response:** Students with disability gave the university a lower rating on its response to the COVID-19 pandemic, at 60.2%. While also in the yellow zone, students without disability rated the university's response significantly higher, at 69.4%
- **Institutional DEI Commitment:** Both those with disability and those without disability were critical of the university's commitment to DEI, scoring at least a yellow level of concern for the lack of a general plan and the specific development of resources and programs to support issues of diversity, equity, and inclusion.
 - The disability community is as critical of the university's commitment to DEI (2.9) as African American/Black students, scoring it in the red zone, although other groups were close at a 3.0 level (Hispanic/Latinx).
- **Discrimination Felt:** Students with disability reported discrimination as a red zone level challenge, with 29.3% of students with disability feeling discriminated against over the prior 12 months of their experience at Syracuse University. By comparison, only 17.2%, of those without a disability felt discriminated against.
- **Valued and Belonging:** Students with disability, along with just a few other student groups (African American/Black, Hispanic/Latinx, Multiracial, and LGBTQIA), were the only groups to score feelings of Value and Belonging as a concern, at the yellow zone level (3.4), while all other groups scored it as an emerging strength.
- **Equitable Access to Opportunity and Growth:** Students with disability scored this indicator as an area of concern, 3.5, while those without disability scored at the blue zone level of emerging strength.

Exhibit 4.10. Students: Disability status scorecard across SUE indicators

DIMENSION	WITH DISABILITY		WITHOUT DISABILITY	
	Clear Strength	Emerging Strength	Area of Concern	Major Challenge
Satisfaction: Past 12 Months	30.6%		45.0%	
COVID-19 Institutional Response	60.2%		69.4%	
Perceptions of Institutional Commitment to DEI (Index)	2.9		3.3	
Discrimination Felt: Past 12 Months	29.3%		17.2%	
Perceptions of Belonging & Valued (Index)	3.4		3.6	
Perceptions of Equitable Success (Index)	3.5		3.7	

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

Student Context of Discrimination by Disability Status

In this discussion we examine the four categories of context for discrimination: *Campus Environment*, *Academic Interactions*, *Social Interactions*, and *Engagement with Law Enforcement* (Exhibit 4.11) for students with and without disability.

- Students with disability scored six of the eight contexts as levels of concern with five in the red zone and consistently scored significantly more poorly than students without disability except in one context where they nearly matched (campus buildings). Students without disability scored five of eight contexts as concerning, with four in the red zone yet with only one context slightly higher: discrimination in campus buildings.
- The disability community’s level of reported discrimination with faculty (56.6%) is the single highest level of reported discrimination across all student groups, and the single most critical perspective offered of any context of discrimination dimension across all groups included in these analyses.
- Within the disability community, among those reporting discrimination, 27.0% identified campus buildings as a place where they have experienced discrimination.
- Students without disability reported findings that followed the same general trend: red zone challenges in academic interactions with faculty, in academic buildings, and in the general academic classroom setting; yellow-zone interactions with staff and in neighborhoods near campus.

Exhibit 4.11. Student disability context of discrimination

STUDENT CONTEXT		Clear Strength Emerging Strength Area of Concern Major Challenge			
		WITH DISABILITY		WITHOUT DISABILITY	
Campus Environment	Campus buildings	27.0%		27.4%	
	Neighborhoods or other areas surrounding campus	13.7%		16.6%	
Academic Interactions	In my classrooms and classroom settings	49.6%		35.0%	
	In interactions with faculty	56.6%		31.5%	
	In interactions with staff	32.4%		17.4%	
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	27.8%		28.0%	
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	23.1%		14.5%	
	In interactions with law enforcement personnel in the City of Syracuse	13.9%		8.0%	

For all students who answered “Yes” to having felt discriminated against, N=3,860.

Diversity Matters: Multivariate Analysis for Students

Exhibit 4.12 presents two multivariate predictive models, for student perceptions of (Dis)Satisfaction and of Discrimination. Both dependent measures are based upon each student's experiences over the 12 months prior to the survey. This type of testing is important because it helps to quantify whether a result is more likely due to chance or is a genuine effect, helping to ascertain the level of confidence that differences found in the study are real.

This multivariate analysis examined the relative impact of gender (women relative to men), sexual orientation (LGBTQIA relative to cisgender heterosexual), ability status (disability relative to no disability), financial stability (those expressing the experience of financial challenges relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA, and Multiracial communities, relative to Whites) on the outcomes of Satisfaction ("Dissatisfied" or "Very Dissatisfied") and of Discrimination ("Yes").

Generally, these findings confirmed the findings outlined in each of the scorecards presented in Exhibits 4.1 to 4.10—namely, that students experience Syracuse University in ways that are influenced by their identities as women, as LGBTQIA, as those with disability, as members of BIPOC communities, and as economically struggling. As presented in Exhibit 4.12, the majority of these social identity measures is a statistically significant predictor of perceptions of (Dis)Satisfaction and Discrimination. These findings further illustrate that *a student's social identity matters*—and is a key factor in the type of experience they have at Syracuse University.

Students: Multivariate Findings on Satisfaction

All but one of the differences in results between groups were significant in our survey of students in this dimension. Some pointed findings in our multivariate analyses of Satisfaction 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 disability are 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, the strongest indicator in this model.
- Students who are struggling financially are 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, BIPOC students are more likely to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University compared to White students, with African American/Black and Hispanic/Latinx students reporting the highest levels of perceived dissatisfaction among all racial groups.
- African American/Black and Hispanic/Latinx students are 1.59 and 1.44 times (59% and 44%, respectively) more likely than White students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.

Exhibit 4.12. Students: Multivariate predictive model for Dissatisfaction and Discrimination

Multivariate Logistic Regressions: Odds Ratios for Key Metrics in the Past 12 Months at Syracuse University		
	Dissatisfaction ("Dissatisfied or Very Dissatisfied")	Discrimination ("Yes")
Women (Relative to Men Students)	1.08* (0.92)	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 (Relative to Financially Stable Students)	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

Odds ratios with t-statistics shown in parentheses. *p<0.05, **p<0.01, ***p<0.001. Two-tailed tests.

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

For all students who answered "Yes" to having felt discriminated against, N=3,860.

Not every respondent answered every question; "Respondents" refers to the number who answered that particular question.

For further details, please consult the Syracuse University Student Experience: Campus Climate Pulse Technical Report.

- Those students who are multiracial are 1.03 times more likely than White students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.

Students: Multivariate Findings on Discrimination

All but one of the differences in results between groups were significant in our survey of students in this dimension. Some pointed findings in our multivariate analysis of Discrimination indicate that:

- Women students are 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 are 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 disability are 2.21 times (121%) more likely than students without a disability to report feeling as if they had been discriminated against in the past year at Syracuse University.
- Students who are struggling financially are 1.78 times (78%) more likely than students who are financially stable to report feeling as if they had been discriminated against in the past year at Syracuse University.
- With respect to race, generally, minority students are more likely to report feeling as if 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 all racial groups.

- The largest effect observed in this model (and indeed throughout this student section) is that African American/Black students are 4.61 times (361%) more likely than White students to report feeling as if they had been discriminated against in the past year at Syracuse University.
- Hispanic/Latinx students are 2.42 times (142%) more likely than White students to report feeling as if they had been discriminated against in the past year at Syracuse University.
- Asian American/Asian students are 2.02 times (102%) more likely than White students to report feeling as if they had been discriminated against in the past year at Syracuse University.
- Multiracial students are 2.19 times (119%) more likely than White students to report feeling as if they had been discriminated against in the past year at Syracuse University.
- Those members of the NA|HPI|ME/NA group did not show a statistically significant relationship to discrimination when controlling for other variables in the model.

Summary: Student Experience

Students experience Syracuse University in ways that are distinctly influenced by their social identity. Across every measure of this study, racial minority, disability, and other diverse student communities reported a less favorable experience than their majority counterparts. This fact can be found whether examined through the social identity lenses of gender, race/ethnicity, sexuality, religion, disability, or financial stability.

While all students have expressed general dissatisfaction with the Syracuse University experience and question institutional commitment, diverse students in particular expressed deep challenges with their Syracuse University experience that too often dipped into the red zone. This was particularly so for African American/Black and Hispanic/Latinx students, and students with disability, who consistently exhibited the lowest scores across all groups. Further, the more powerful multivariate predictive models confirm the narrative told by the data scorecards and reveal a profound lack of satisfaction as well as feelings of discrimination among diverse communities at Syracuse University.

One trend in the context of discrimination findings offers an opportunity for the university: the consistent red zone level findings across the general academic setting and in interactions with faculty, imply a need to seriously consider the quality of interactions that are happening between students and faculty and staff, identifying how they can be improved.

Historically, SU was a pioneer in inviting women to study in 1870, decades (to over a century) before other universities. At the time, trustee Dr. Jesse Truesdell Peck charged the faculty toward impartiality, that "...there shall be no invidious discrimination here against woman..." Given this distinguished history, it seems unquestionable that Syracuse continues to strive towards minimizing discrimination against not only women but every underrepresented identity community.

SECTION 5. THE SYRACUSE UNIVERSITY FACULTY EXPERIENCE DATA: OVERVIEW

What follows is a detailed discussion of the faculty experience at Syracuse University that again leverages our scorecard illustrations to tease out trends and identify imbalances. As in Section 4, we consider gender, race/ethnicity, sexual orientation, disability status, and religion across the six key indicators this study measured: Perceptions of Satisfaction, COVID-19 Administrative Response, Institutional Commitment to DEI, Perceptions of Discrimination, Feeling Valued and Belonging, and Equal Access to Opportunity and Growth. Further, we discuss *the context of discrimination* for each group reporting discrimination, examining five specific areas where discrimination is happening across the campus environment, in three categories of the campus environment, interpersonal interactions, or interactions with law enforcement.

Response Rates

Faculty members provided an outstanding 47.3% response rate to the survey, with 1,017 faculty submitting completed surveys out of 2,149 eligible faculty (Exhibit 5.1). As mentioned in Section 3, statistical weighting was then performed to ensure that the data based on the respondent group correctly represented the entire population of faculty across several dimensions. These adjustments allowed us to make inferences for the entire population in the scorecard data below.

Exhibit 5.1. Response rate for faculty

Eligible Population of Faculty	N=2,149
Final Response Rate	47.3% (N=1,017)

Overview of Faculty Findings

Among the three campus segments examined in Sections 4, 5, and 6, the faculty body is visibly the least satisfied with their Syracuse University experience, with a greater number of lower responses in the red zone of major challenges than either students or staff across the response scorecards. Consistent with the other bodies, faculty are critical of the University's commitment to DEI, with every single group expressing this issue as a major challenge, in the red zone.

Overall, when the faculty data are examined through the five lenses of this report, several groups stand out clearly as distressed. These include: African American/Black faculty, Hispanic/Latinx faculty, faculty members in our Native American | Hawaii Pacific Islander | Middle Eastern/North African grouping, disabled faculty, and faculty of the Muslim faith. These groups can be spotted in the scorecards, often with stark columns of red (major challenge) and yellow (area of concern), with noticeably lower scores compared to their White peers or other members of historically privileged groups.

The number of faculty responding "Yes" to discrimination felt was 394. In terms of the context in which discrimination was reported to have occurred, the number-one greatest area of concern is between faculty members of differing cultural or racial backgrounds.

Additional highlights of the results include:

- Across the board, faculty are not satisfied with and are skeptical of the university's commitment to DEI, suggesting a need to create communication, engagement, dialogue, and opportunities for healing across campus.
- While faculty felt that the university had done a fair job protecting them from the negative consequences of COVID-19, this category saw a reversal of other trends, where White faculty, Asian American/Asian faculty and Hispanic/Latinx communities were most critical of the University's

actions, followed by African American/Black and Multiracial faculty (yellow zone), and with faculty in the Native |HPI|ME/NA group grading SU's response the most positively, in the blue zone.

- Faculty identifying as women were likely to report a lesser experience with campus climate compared to men, with both groups generally viewing the campus climate as one that is fraught with challenges.
- LGBTQIA faculty reported a consistently less positive experience than their heterosexual peers.
- Faculty with disability reported consistently lesser experiences than their peers without disability.
- Every single faculty group studied reported concerns with being able to equally access opportunity on campus. Responses were lowest (red zone) for the Native|HPI|ME/NA group (2.4), Muslim faculty members (2.6), and for African American/Black faculty (2.9). In all segments, these findings were lower for minority groups compared to the majority group.
- While not featured in a standalone scorecard, faculty facing financial challenges (who make up almost 29% of the faculty body) scored more poorly on every Syracuse University experience indicator when compared to those without financial challenges. These details are available in the accompanying Syracuse University Experience Faculty Technical Report.

We conclude this section with a treatment of two multivariate analyses. We look at Perceptions of (Dis)Satisfaction and Perceptions of Discrimination as two dependent Syracuse University experience indicators and use them to further this discussion of faculty's lived experience on campus and in the local community of the City of Syracuse. When controlling for multiple social identity factors in our multivariate analyses, statistically significant relationships were found that further validated these findings:

- Women faculty were more likely than men faculty to report feeling less satisfied with the overall climate and to report feeling they had been discriminated against in the previous 12 months at Syracuse University.
- With respect to race, African American/Black faculty are more than twice as likely as White faculty to report feeling dissatisfied with the campus climate in the previous year. Additionally, minority faculty in general were more likely to report feeling they had been discriminated against in the previous 12 months at Syracuse University compared to White faculty, with Native|HPI|ME/NA and African American/Black faculty reporting the highest levels of perceived discrimination among racial groups.
- The largest effect observed in this model is that Native|HPI|ME/NA faculty are 7.32 times (632%) more likely than White faculty to report feeling they had been discriminated against in the past year at Syracuse University.
- LGBTQIA faculty were 1.79 times (79%) more likely than heterosexual faculty to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- Faculty with disability were more likely to report feeling dissatisfied or very dissatisfied with the overall climate as well as to report feeling they had been discriminated against in the previous year at Syracuse University, compared to faculty without disability.

Finally, the faculty survey findings discussed in this section triangulated strongly to data collected in our listening sessions in early 2020 (Section 2), and to data collected in the campus DEI inventory (Section 9), specifically around the lack of a clear DEI plan.

Faculty: SUE Indicators by Gender

Men and women faculty members reported consistently dissimilar perspectives across the indicators of Satisfaction, Discrimination, Sense of Belonging, and Equitable Access to Opportunity and Growth (Exhibit 5.2). In each of these instances, women reported a somewhat more negative experience than men did. This finding is further clarified in the multivariate analysis that is highlighted at the end of this section's overview of the Syracuse University faculty experience.

Some specific findings around faculty when analyzed by gender include:

- **Satisfaction:** Both women and men faculty reported a high level of dissatisfaction with the general campus climate over the last 12 months, reporting Satisfaction in the red zone, at the level of a major challenge. As we will see, this happened across every segment of the faculty population.
- **COVID-19 Response:** While both women and men felt the university had done a good job protecting faculty from the negative consequences of COVID-19, women (68.0%, yellow zone) were more critical of the university's actions than men (73.7%, blue zone).
- **Institutional Commitment to DEI:** Men (3.3) characterized Syracuse University's institutional commitment to DEI as an area of concern while women (2.9) rated it a major challenge.
- **Discrimination Felt:** Both women and men reported having felt discriminated against over the last 12 months, with women (25.9%, red zone) reporting far more discriminatory experiences than men did (14.6%, blue zone).
- **Valued and Belonging:** Men reported a sense of belonging (3.7) as an emerging strength while women reported their sense of being valued and belonging as slightly lower, in the area of concern. Women make up only 44% of the faculty body, an underrepresented portion, possibly leading to more negative conclusions about the institution's commitment, to a sense of discrimination, and to a reduced perception of being valued or belonging at Syracuse University.

Exhibit 5.2. Faculty: Gender comparison scorecard across SUE Indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge	
	WOMEN	MEN
Satisfaction: Past 12 Months	33.7%	40.0%
COVID-19 Institutional Response	68.0%	73.7%
Perceptions of Institutional Commitment to DEI (Index)	2.9	3.3
Discrimination Felt: Past 12 Months	25.9%	14.6%
Perceptions of Belonging & Valued (Index)	3.5	3.7
Perceptions of Equitable Success (Index)	3.2	3.6

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

- *Equitable Access to Opportunity and Growth*: Of all the community groups examined in this study of faculty, the highest response to feeling equitable access to opportunity came from men faculty members, who offered the only response scoring in the emerging strength blue zone, 3.6. Women faculty scored several points lower at 3.2, an area of concern.

Faculty Context of Discrimination by Gender

Some pointed findings for faculty around the context of reported discrimination (Exhibit 5.3) include:

- The standout context of discrimination for both men and women faculty members is in interactions with peers and colleagues of other racial or ethnic identities, with women reporting at 36.4% and men even higher at 46.2%—both levels of major challenge.
- Women reporting discrimination experienced it in more concentrated contexts than men faculty, noting concerns in only two of the five contexts. In addition to colleagues noted in the first bullet, the second context was discrimination in campus buildings, with 23.9% of women naming that context, in the yellow zone.
 - On the positive side and paralleling results from women staff, women faculty reported less than 10% (green zone) levels of discrimination in three settings: in neighborhoods surrounding campus (9.3%), and in interactions with both campus (9.0%) and City of Syracuse (3.7%) law enforcement.
- Men reporting discrimination noted levels of concern in two of the five contexts. In addition to the standout red-zone interactions with peers mentioned in the first bullet, 22.4% of men faculty reported discrimination in campus buildings, a yellow zone area of concern.
 - Men faculty members reported experiencing discrimination more broadly than women faculty, with two blue zone contexts where women reported at green zone levels: neighborhoods surrounding campus (11.1% for men) and interactions with City of Syracuse law enforcement (9.9%).

Exhibit 5.3. Faculty: Gender scorecard across context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge
FACULTY CONTEXT		WOMEN	MEN		
Campus Environment	Campus buildings	23.9%	22.4%		
	Neighborhoods or other areas surrounding campus	9.3%	11.1%		
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	36.4%		46.2%	
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	9.0%		7.9%	
	In interactions with law enforcement personnel in the City of Syracuse	3.7%		9.9%	

For all faculty members who answered “Yes” to having felt discriminated against, N=394.

Faculty: SUE Indicators by Race and Ethnicity

In viewing the Syracuse University experience for faculty members through the lens of race and ethnicity, noticeable trends emerge. Here, BIPOC faculty generally report a more negative perception regarding their experience at Syracuse University (Exhibit 5.4). This result depicts a classic theme in the higher-education and organizational research in this area (Harper and Hurtado, 2007). In the research, BIPOC groups tend to report a widely divergent experiences compared to their majority peers at the same institutions, all too often less-than-favorable, a finding replicated in the Syracuse University study. Particularly with regards to BIPOC faculty members experiencing discrimination, this pattern correlates as well with the multivariate analysis presented at the end of this Section and is reflected in listening session comments.

Some pointed findings for faculty regarding race and ethnicity include:

- **Satisfaction:** Every single faculty grouping reported a low level of satisfaction with their general experience over the last 12 months, landing in the red zone of major challenges. These data illustrate the unique time we are in, where so many study participants consistently, *across racial groups*, share a strong perspective of dissatisfaction.
 - In a community where all faculty are reporting dissatisfaction as a major concern across campus, the Asian American/Asian community was far and above most satisfied (51.9%). Training by over 14 percentage points was White faculty (37.2%), then Native|HPI|ME/NA (32.0%), Hispanic/Latinx (29.1%), and Multiracial (29.0%) faculty.
 - The least satisfied group by far, and the lowest satisfaction percentage for any racial/ethnic group among students, faculty, and staff, was African American/Black faculty, at 16.9%. Another way to think of this is that less than one in five of these faculty members failed to indicate satisfaction with their experience at Syracuse University.
- **COVID-19 Response:** These data show an unexpected pattern, different from the student and staff bodies. Only one group of faculty rated the university's COVID-19 response in the blue zone, the highest response category awarded: the Native American | Hawaiian Pacific Islander | Middle Eastern/North African collective group at 74.6%.

Exhibit 5.4. Faculty: Race and ethnicity comparison scorecard across SUE Indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge					
	AFRICAN AMERICAN/BLACK	ASIAN AMERICAN/ASIAN	HISPANIC/LATINX	WHITE	NATIVE HPI ME/NA	MULTIRACIAL
Satisfaction: Past 12 Months	16.9%	51.9%	29.1%	37.2%	32.0%	29.0%
COVID-19 Institutional Response	62.0%	55.7%	51.2%	55.0%	74.6%	65.3%
Perceptions of Institutional Commitment to DEI (Index)	2.5	3.4	2.9	3.2	2.6	2.7
Discrimination Felt: Past 12 Months	39.5%	27.1%	34.8%	15.7%	55.7%	37.3%
Perceptions of Belonging & Valued (Index)	3.2	3.6	3.2	3.6	2.7	3.2
Perceptions of Equitable Success (Index)	2.9	3.4	3.1	3.5	2.4	3.3

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

- Two groups graded the university's pandemic response in the yellow zone of concern: Multiracial faculty (65.3%) and African American/Black faculty members (62.0%).
- The lowest rating for university response came from the Hispanic/Latinx faculty community (51.2%), closely followed by White faculty at 55.0% and Asian American/Asian faculty at 55.7%, all in the red zone of major challenge.
- *Institutional Commitment to DEI:* Many faculty shared similar critiques of the Syracuse University DEI commitment, scoring this factor in the red or yellow zones. This finding indicates that most faculty have a consciousness about this challenge, one we do not always see in a climate study.
 - The two communities offering the highest ratings on institutional commitment to DEI were Asian American/Asian faculty, nonetheless reporting it as an area of concern at 3.4, followed by White faculty members reporting slightly lower at 3.2.
 - Consistent with nearly every other indicator in this study, African American/Black faculty were most critical of the university's institutional commitment to DEI, grading the university's effort at a low 2.5, in the red zone. Also in the red zone were the Native|HPI|ME/NA group at 2.6, Multiracial faculty at 2.7, and Hispanic/Latinx faculty at 2.9.
 - This level of faculty consciousness across groups, where most recognize that Syracuse has challenges with DEI issues, is something to build upon as the university moves into the action-oriented phase of building a plan to improve the Syracuse University experience. Too often, the responsibility for DEI change efforts becomes a burden disproportionately carried by BIPOC and other diverse communities. If the entire community can carry responsibility for leading DEI change efforts, a collaborative and ultimately more impactful change journey will result.
- *Discrimination Felt:* The results for this indicator paint a stark picture of discrimination experienced by faculty working at Syracuse University based on their race or cultural identities: The response of five BIPOC groups fell in the red zone, while White faculty reported a standout blue-zone rate of 15.7% for discrimination felt.
 - One group's response rate was over 50%, a shocking level in the red zone. More than one out of every two people reported discrimination in the combination of Native American, Hawaiian Pacific Islander, and Middle Eastern/North African communities, at 55.7%, the highest rate of discrimination of any group across students, faculty, and staff.
 - Also feeling discrimination at a red-zone level we found the African American/Black faculty (39.5%, or four in ten), Multiracial faculty (37.3%), Hispanic/Latinx faculty (34.8%) and Asian American/Asian faculty (27.1%, approximately one in five) communities.
 - The pattern of BIPOC discrimination findings corroborated themes noted elsewhere in this report, which reported on the campus listening session data. There the BIPOC faculty community discussed institutional experiences of bias, microaggressions and microassaults across campus.
- *Valued and Belonging:* The Valued and Belonging indicator is a key variable in defining one's lived experience on campus. It is not uncommon to find that White faculty feel a stronger sense of belonging given their majority numbers on campus. True to that expectation, the Syracuse White faculty and Asian American/Asian faculty both reported perceptions of Valued and Belonging at the highest levels, 3.6 for both, a blue zone level of emerging strength.
 - On the low end and the only red-zone group, was the combined Native|HPI|ME/NA category at 2.7, in an encore of their troubling results in Discrimination Felt.

- In the middle, three groups reported yellow-zone areas of concern at exactly the same number—3.2—including: African American/Black faculty, Hispanic/Latinx faculty, and Multiracial faculty.
- In the listening sessions, we heard many Native American community members shared their experiences of the high levels of ignorance around them about America’s aboriginal peoples. For example, even though the local Haudenosaunee people’s flag flies in the quadrangle before Hendricks Chapel, very few non-native campus community members are aware of what the flag represents. Considering that these faculty are working on their ancestors’ traditional land, we cannot imagine how unwelcoming it would feel to not be known or recognized.
- *Equitable Access to Opportunity and Growth*: This question asked whether participants felt they had access to the same types of opportunities for advancement and growth as other colleagues do, an important factor for faculty retention. Four faculty communities scored this area in the yellow zone of concern and two BIPOC groups rated it in the red zone, a potential retention concern.
 - Once again, we find the Native|HPI|ME/NA grouping with the absolute lowest rating of any community group studied across student, staff, and faculty bodies for equitable access to opportunities and growth, at a dismal 2.4. Also in the red zone are African American/Black faculty members at 2.9.
 - Groups finding themselves most equitably able to access to opportunity and thrive still reported scores at the level of concern including: White faculty (3.5), Asian American/Asian faculty (3.4), Multiracial faculty (3.3), and Hispanic/Latinx (3.1).

Faculty Context of Discrimination by Race/Ethnicity

In this discussion we examine the same three dimensions of the campus environment discussed in the first (gender) subsection, highlighting the least and the most frequent *contexts* of discrimination by race/ethnicity across campus in terms of: Campus Environment, Social Interactions, and Engagement with Law Enforcement (Exhibit 554).

Exhibit 5.5. Faculty: Racial scorecard for context of discrimination

FACULTY CONTEXT		Clear Strength		Emerging Strength		Area of Concern		Major Challenge	
		AFRICAN AMERICAN/BLACK	ASIAN AMERICAN/ASIAN	HISPANIC/LATINX	WHITE	NATIVE HPI ME/NA	MULTI-RACIAL		
Campus Environment	Campus buildings	28.1%	16.0%	73.1%	19.0%	41.3%	39.7%		
	Neighborhoods or other areas surrounding campus	21.3%	20.8%	12.3%	4.5%	23.8%	14.3%		
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	86.2%	68.5%	90.4%	18.8%	57.1%	68.3%		
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	28.1%	3.2%	32.0%	3.5%	0%	16.9%		
	In interactions with law enforcement personnel in the City of Syracuse	17.5%	10.5%	21.6%	2.0%	0%	7.2%		

For all faculty members who answered “Yes” to having felt discriminated against, N=394.

Some pointed findings regarding race, ethnicity, and the context of discrimination include:

- Overall, two of the contexts stood out starkly as “trouble spots” for discrimination: (1) in campus buildings and (2) in interactions with peers and colleagues of other racial/ethnic identities. As was the case with staff, every single group across the board gave their lowest two ratings to these two locations. Moreover, some of the worst ratings among any groups fell into the category of interactions with peers/colleagues, hitting as high as 90.4% for Hispanic/Latinx faculty members, followed closely by 86.2%, for African American/Black faculty members. Put another way, *nine out of ten* of the distinguished members of these two groups have experienced discrimination from their peers in the last 12 months. This level of discrimination is simply unacceptable and must be addressed.
- African American/Black faculty reported areas of concern across two of the five contexts, with their other three responses falling in the red zone. Lesser scores included 17.5% experiencing discrimination in interactions with City of Syracuse law enforcement and 21.3% in neighborhoods surrounding campus (which is still one in five, not insignificant).
 - In the red zone, African American/Black faculty reported experiencing discrimination equally in campus buildings and in interactions with campus law enforcement personnel (28.1%), and the concerning 86.2% in interactions with peers, as noted in the first bullet.
- *Asian American/Asian faculty* reported discrimination at every level, from green to red. As with every other racial/ethnic group examined, Asian American/Asian faculty encountered the most discrimination from peers and colleagues of other racial/ethnic identities, with 68.5% of respondents naming this context, a result well into the red zone.
 - Positively, Asian American/Asian faculty reported far fewer problems in their interactions with campus law enforcement (3.2%, green zone) and with City of Syracuse law enforcement (10.5%, just into the blue zone).
 - Areas of concern included discrimination in campus buildings (16.0%) and the areas surrounding campus (20.8%), both yellow zone ratings.
- *Hispanic/Latinx faculty* reported discrimination at the level of major challenge in three of the five areas, as did their African American/Black colleagues, with one area at the level of area of concern (interactions with City of Syracuse law enforcement, 21.6%) and another in the blue zone (neighborhoods around campus, 12.3%).
 - In the red zone, as stated, nine in ten (90.4%) Hispanic/Latinx faculty members reported discrimination in interactions with colleagues or peers of differing racial/ethnic identities, the highest rating in that context. Approximately three in four (73.1%) experienced discrimination in campus buildings, also the highest rating among faculty groups in that context. Nearly one third (32.0%) experienced discrimination with campus law enforcement, yet again the highest score of faculty groups in that context as well.
- *White faculty* was the only group reporting no contexts of discrimination ratings in the red zone. They reported discrimination at a level of concern in the two trouble spots out of the five examined, with the other three contexts in the low green zone. The highest rating was 19.0% (yellow zone) in campus buildings and 18.8% in interactions with colleagues of other racial/ethnic identities.
 - White faculty reported positive experiences in neighborhoods surrounding campus (4.5%), with their campus (3.5%) and City of Syracuse (2.0%) law enforcement interactions in the green zone, a marked difference from their BIPOC peers.

- *The Native|HPI|ME/NA analysis group* reported at the level of concern or challenge in three of the five areas. Like other BIPOC communities, they most frequently noted discrimination took place in campus buildings (41.3%) and in interactions with peers of differing race/ethnicity (57.1%). An area of concern was the neighborhoods and areas around campus, reporting at 23.8%, an area of concern.
 - Positively, this respondent community reported less discrimination experienced in interactions with on-campus and City of Syracuse police, scoring not just in the green zone but at zero reported discrimination incidents, the lowest of any category.
- The Multiracial and -ethnic community reported discrimination at levels of challenge (red zone) in the two out of the five contexts. Like all other faculty communities, this group reported its worst level of experiences in the two trouble spots mentioned earlier: within campus buildings (39.7%) and in interactions with peers and colleagues of other racial/ethnic identities (68.3%).
 - The remaining three categories included: 16.9% (yellow zone) reporting discrimination in interactions with campus law enforcement, 14.3% (blue zone) pointing to the context of neighborhoods around campus, and in the green zone, 7.2% reporting discrimination in interactions with City of Syracuse police.

Faculty: SUE Indicators by Sexual Orientation

Exhibit 5.6 presents the Syracuse University analysis scorecard comparing the experiences of LGBTQIA community members with those who identify as heterosexual. We recognize that this level of analysis is limited due to grouping. We respect the unique differences among the various diverse communities that fall within the pan-identity category of LGBTQIA, and recognize, too, the importance of understanding how each of these groups uniquely experiences the Syracuse University campus climate. At the same time, specific sub-group analyses of these groups were beyond the scope of this report, similar to our inability to explore the differences between sub-communities within the race, religion, and disability pan-identity categories. Nevertheless, the use of the LGBTQIA category as a community does allow us to engage in a pulse-level analysis illustrating the top-level similarities and differences that this community shares with their hetero-sexual peers as it relates to their engagement in their Syracuse University experience.

Exhibit 5.6. Faculty: Sexual orientation scorecard across SUE Indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge	
	LGBTQIA	HETEROSEXUAL
Satisfaction: Past 12 Months	27.8%	38.8%
COVID-19 Institutional Response	62.6%	72.9%
Perceptions of Institutional Commitment to DEI (Index)	2.9	3.2
Discrimination Felt: Past 12 Months	28.4%	18.0%
Perceptions of Belonging & Valued (Index)	3.3	3.6
Perceptions of Equitable Success (Index)	3.2	3.5

“Heterosexual” includes all participants reporting cisgender heterosexual orientation.

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

Overall, LGBTQIA community members report a less positive experience than their heterosexual peers across every Syracuse University experience indicator, all six of the indicators in either yellow or red zones.

Some specific findings include:

- *Satisfaction*: While all groups reported Satisfaction in the red zone, LGBTQIA members were much less satisfied (27.8%) with the general campus climate than their heterosexual peers (38.8%), a valuable insight.
- *COVID-19 Response*: While most heterosexual community members agreed that the university had done a fairly good job protecting faculty from the negative health consequences of the pandemic, rating the efforts at 72.9%. in the blue zone, the LGBTQIA community rated the response more than 10 percentage points lower, at 62.6%, in the yellow zone.
- *Institutional Commitment to DEI*: LGBTQIA faculty members perceived institutional commitment to DEI in the red zone at 2.9, meaning they view the climate of inclusion as a major challenge at Syracuse University. At this level, participants are questioning the commitment of the university to proactively advance a clear strategy related to DEI and to make sufficient targeted investments into its advancement. Heterosexual community members rated it higher, though still in the yellow zone of concern, 3.2.
- *Discrimination Felt*: The LGBTQIA faculty community reported experiencing discrimination as major challenge at 28.4%, in the red zone, versus their heterosexual peers, who reported experiencing discrimination as a yellow-zone area of concern at 18.0%.
- *Valued and Belonging*: The community of heterosexual faculty members clearly feels more valued and more like they belong at Syracuse University than do their LGBTQIA peers, as indicated by their blue-zone rating of 3.6. In contrast, LGBTQIA faculty members scored this indicator lower, at 3.3, an area of concern.
- *Equitable Access to Opportunity and Growth*: The perception of a fair game, of equal offers made to all and equal chances of succeeding is important for work satisfaction. Both communities scored in the yellow zone of concern here, however, with LGBTQIA faculty reporting at 3.2, lower than heterosexual peers, at 3.5.
 - Notably, the ratings for LGBTQIA and heterosexual staff were the same in the last two categories as they were for faculty, indicating some shared sentiment in these topics.

Faculty Context of Discrimination by Sexual Orientation

In this discussion we examine the same five variables of the campus environment discussed in the gender and race discussions: *The Campus Environment*, *Social Interactions*, and *Engagement with Law Enforcement* (Exhibit 5.7). We highlight the least and the most frequent contexts of discrimination across campus for both LGBTQIA and heterosexual communities.

Some pointed findings regarding sexual orientation and the context of discrimination include:

- *LGBTQIA faculty* reported areas of concern or challenge across four of the five contexts, with two squarely in the red zone, among those who have experienced discrimination. The fifth category was an emerging strength. Except in one category where they exactly tied (ironically, in a red zone) these results are each significantly worse than those of the heterosexual community.

Exhibit 5.7. Faculty: Sexual orientation scorecard for context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge
FACULTY CONTEXT		LGBTQIA		HETEROSEXUAL	
Campus Environment	Campus buildings	40.9%		18.7%	
	Neighborhoods or other areas surrounding campus	14.0%		9.1%	
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	40.5%		40.5%	
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	22.5%		4.1%	
	In interactions with law enforcement personnel in the City of Syracuse	18.3%		2.9%	

"Heterosexual" includes all participants reporting cisgender heterosexual orientation. For all faculty members who answered "Yes" to having felt discriminated against, N=394.

- LGBTQIA faculty experienced concerning levels of discrimination with both campus law enforcement (22.5%) and City of Syracuse law enforcement (18.3%). They reported significant discrimination in the two faculty hotspots: campus buildings (40.9%) and interactions with peers/colleagues of differing racial/ethnic identity (40.5%).
- LGBTQIA results demonstrated more discrimination in more places than heterosexual faculty, who reported concerning levels of discrimination in only the two faculty hotspots of campus buildings (18.7% vs 40.9% for LGBTQIA) and social interactions with peers/colleagues of differing racial/ethnic identities (40.5%, red zone, for both).
- In the remaining three categories, heterosexual faculty members experienced only green zone ranges of discrimination: 9.1% near campus, and 4.1% and 2.9%, respectively, in interactions with campus and with City of Syracuse law enforcement.

Faculty: SUE Indicators by Religion

When looking at the Syracuse University community through the lens of religion and faith, we found the same general pattern as in other bodies that we have examined (Exhibit 5.8). We grouped faculty responses about their religion into five groups for this analysis. Unsurprisingly, as in other analyses, every community expressed a major lack of satisfaction, with scores dipping as low as 27% satisfied. No group reported any clear strengths, but one faculty group stood out with five of the six indicators in the red zone: the Muslim community, a clear area of potential focus.

Some specific findings in this analysis include:

- *Satisfaction:* Although every faculty religious group level fell in the red zone, suggesting that satisfaction is a major challenge across all religions, the Muslim community was the least satisfied, with 26.8% reporting they felt satisfied with their Syracuse University experience over the previous 12 months. Jewish faculty were next lowest in dissatisfaction (30.2%), then the Additional Religions group (31.7%), and the Agnostic/Atheist/None group (37.4%). Christians were the least dissatisfied of the groups analyzed here, at 40.1% satisfaction.

Exhibit 5.8. Faculty: Religion scorecard across SUE indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge				
	AGNOSTIC/ ATHEIST/NONE	JEWISH	MUSLIM	CHRISTIAN	ADDITIONAL
Satisfaction: Past 12 Months	37.4%	30.2%	26.8%	40.1%	31.7%
COVID-19 Institutional Response	70.5%	60.3%	61.0%	76.1%	61.7%
Perceptions of Institutional Commitment to DEI (Index)	3.1	3.0	2.6	3.3	3.0
Discrimination Felt: Past 12 Months	18.7%	13.1%	41.0%	18.6%	28.8%
Perceptions of Belonging & Valued (Index)	3.6	3.6	2.9	3.6	3.5
Perceptions of Equitable Success (Index)	3.5	3.5	2.6	3.5	3.3

Due to limited sample sizes of the Bahá'í, Buddhist, Confucian, Hindu, Taoist, and Unitarian Universalist religious backgrounds, these groups were combined into one group for analysis as "Additional" religions. Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

- COVID-19 Response:** While many faculty indicated that Syracuse University has worked to protect faculty from the health consequences of COVID-19, only two groups' responses were particularly supportive, identifying the university's actions as an emerging strength: Christians and the Agnostic/Atheist/None group.
 - In the yellow zone, the other three faculty groups came in fairly close to one another in considering the university's COVID-19 response: Jewish faculty (60.3%), Muslim faculty (61.0%), and faculty in Additional Religions (61.7%).
- Institutional DEI Commitment:** Notably, every group was critical of the institutional commitment to DEI, scoring in the yellow zone, with Muslims in the red zone. Again, this consistent negativity indicates a broad recognition of diversity challenges and the desire for Syracuse University to express greater levels of commitment to DEI. Values in the yellow zone ranged from 3.0 (Jewish and Additional Religions) to as high as 3.3 (Christians).
- Discrimination Felt:** The findings in this set of questions varied significantly, from blue to red zones.
 - The Muslim faculty community was one of two groups that reported discrimination as a red-zone issue, at 41%. The other was the Additional Religions group, at 28.8%.
 - For the Agnostic faculty group, 18.7% of their membership reported experiencing discrimination and Christians reported at 18.6%. Jewish faculty reported the least discrimination felt, at 13.1%.
- Valued and Belonging:** All religious groups expressed a modest sense of belonging and being valued on campus, with results fairly close to each other and mostly in the blue zone of emerging strength. Those feeling less like they belong were Muslim faculty, rating this question 2.9, compared to all other groups at 3.6 or 3.5.

- *Equitable Access to Opportunity and Growth*: Four of the groups (similar to other analyses in this section) rated this category in the yellow zone area of concern. Three at 3.5 (Agnostic group, Jewish faculty, Christians), just below the blue zone, and one at 3.3 (Additional Religions). In contrast and clearly feeling they do not have equal access to the opportunities their peers can access, were Muslim faculty members, at a significantly lower level of 2.6.

Faculty Context of Discrimination by Religion

In this discussion, we examine the same five locations around the campus environment we did in previous context subsections, highlighting the least and the most frequent contexts for discrimination across campus for faculty in terms of three main categories: *Campus Environment*, *Social Interactions*, and *Engagement with Law Enforcement* (Exhibit 5.9).

Some pointed findings regarding religion and the context of discrimination include:

- As in other analyses in this faculty section, two campus hotspots emerged for those who reported discrimination: within buildings on campus and in interactions with peers/colleagues of differing racial/ethnic identities. In contrast, two areas showing many green zones of clear strength involved interactions with law enforcement both on and off campus.
- Discrimination in campus buildings was a major challenge for three groups (56.5% of Muslim faculty, 50.9% of Jewish faculty, and 25.6% of the Additional Religions group reported that context).
- The group reporting the most discrimination in campus buildings was Muslim faculty members at 56.5%. One location-oriented concern we heard from Muslim participants in the listening sessions had to do with their struggles in stepping away from responsibilities for prayer times and in finding appropriate private spaces on campus for daily prayers.
 - Other groups reporting in the red zone for discrimination in campus buildings were Jewish faculty members at a close second, 50.9%, and those in the Additional Religions grouping.
 - The context of campus buildings was an area of lesser concern for faculty members in the Agnostic/Atheist/None group (17.0%) and for Christian faculty (23.1%).

Exhibit 5.9. Faculty: Religious scorecard for context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge	
FACULTY CONTEXT		AGNOSTIC/ ATHEIST/NONE	JEWISH	MUSLIM	CHRISTIAN	ADDITIONAL
Campus Environment	Campus buildings	17.0%	50.9%	56.5%	23.1%	25.6%
	Neighborhoods or other areas surrounding campus	11.5%	12.2%	16.3%	9.0%	9.3%
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	34.3%	17.6%	72.8%	44.0%	45.9%
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	4.0%	4.7%	0%	15.1%	4.3%
	In interactions with law enforcement personnel in the City of Syracuse	5.1%	0%	16.3%	8.0%	4.6%

For all faculty members who answered “Yes” to having felt discriminated against, N=394.

- Once again, interactions with peers and colleagues of other racial/ethnic identities was context of major challenge (red zone) for all but Jewish faculty members (17.6%, yellow zone). The highest percentage reporting discrimination with peers came from Muslim faculty members, at a high rate of 72.8%. Other groups reporting discrimination with peers and colleagues were faculty in Additional Religions (45.9%), Christian faculty (44.0%), and the Agnostic/Atheist/None group of faculty (34.3%).
- On the positive side, all groups reported green-zone single-digit levels of discrimination in interactions with law enforcement with two exceptions: Christians with campus police (15.1%, blue zone) and Muslim faculty with City of Syracuse law enforcement (16.3% yellow zone).

Faculty: SUE Indicators by Disability Status

Across the board, approximately 10% of the Syracuse University population has one or more disabilities, whether student, faculty, or staff. When looking at the campus community through the lens of disability status, we found similar patterns to other groupings we have examined (Exhibit 5.10). In short, the people in this smaller minority group (faculty with disability) are not reporting having the same quality experience as is the majority (faculty without disability).

Some specific findings noted here include:

- *Satisfaction:* As with other communities under review, both groups here reported overall satisfaction in the 12 months prior to the survey, in the red zone, suggesting that satisfaction is a major challenge for those both with disability and those without. Only 30.6% of the disability community is satisfied with their Syracuse University experience, compared to 37.9% of their faculty peers without disability.
- *COVID-19 Response:* Faculty members without disability rated the university’s response to the COVID-19 pandemic more highly (72.3%) than did those faculty with disability (60.9%).

Exhibit 5.10. Faculty: Disability status scorecard across SUE indicators

DIMENSION	WITH DISABILITY		WITHOUT DISABILITY	
	Clear Strength	Emerging Strength	Area of Concern	Major Challenge
Satisfaction: Past 12 Months	30.6%			37.9%
COVID-19 Institutional Response		60.9%		72.3%
Perceptions of Institutional Commitment to DEI (Index)	2.8			3.2
Discrimination Felt: Past 12 Months	32.4%			18.2%
Perceptions of Belonging & Valued (Index)	3.1			3.6
Perceptions of Equitable Success (Index)	3.0			3.5

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

- *Institutional DEI Commitment:* As we have seen elsewhere, both those with disability and those without disability were critical of the university’s commitment to DEI, yet here the disability community scored a red zone level of challenge. The spread was slightly smaller between the two groups in this dimension compared to the others, suggesting they are somewhat more aligned in thought here.
- *Discrimination Felt:* Faculty with disability reported discrimination as a red-zone major challenge, with 32.4% feeling discriminated against over the last 12 months of their experience at Syracuse University. By comparison, only 18.2% of those without a disability felt discriminated against. We examine discrimination in more detail in the next subsection, context of discrimination.
- *Valued and Belonging:* Unsurprisingly, faculty without disability felt more like they belonged and were valued at Syracuse university (3.6, blue zone) than did faculty with disability (3.1, yellow zone), a notable differential.
- *Equitable Access to Opportunity and Growth:* While both faculty with disability and those without disability both scored this indicator in the yellow zone, the score is lower for those faculty members with disability (3.0) than for those without (3.5).

Faculty Context of Discrimination by Disability Status

In this discussion we examine the three categories of context for discrimination reported by faculty members: *Campus Environment*, *Social Interactions*, and *Engagement with Law Enforcement* (Exhibit 5.11) for faculty with and without disability.

- Once again, the top challenging context for faculty reporting discrimination is in interactions with peers and colleagues of other racial/ethnic identities. Both faculty with disability (44.0%) and faculty without disability (39.8%) reported this form of discrimination as a major challenge.
- The second most common area is the other hotspot for faculty overall: campus buildings, with 45.4% of faculty with disability experiencing discrimination there, in the red zone, compared to a much lower 18.9% for faculty without disability. Some of this discrimination of course involves

Exhibit 5.11. Faculty disability context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge
FACULTY CONTEXT		WITH DISABILITY		WITHOUT DISABILITY	
Campus Environment	Campus buildings		45.4%	18.9%	
	Neighborhoods or other areas surrounding campus		17.2%	8.7%	
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities		44.0%	39.8%	
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus		18.7%	6.6%	
	In interactions with law enforcement personnel in the City of Syracuse		16.6%	4.2%	

For all faculty members who answered “Yes” to having felt discriminated against, N=394.

encounters with others within those buildings. In listening sessions, however, we heard comments regarding the disability community’s frustration with older buildings, the hurtful connotations of the university placing them in a former hospital building, and a pervasive lack of understanding about their needs. On the positive side, going forward Syracuse’s renewed DEIA efforts will begin to examine more pointedly how to improve accessibility throughout the campus.

- In three contexts, faculty without disability reported green-zone areas of strength where the faculty disability community responses were two to four times higher and all areas of concern, including: Neighborhoods around campus (17.2% vs 8.7%), interactions with campus law enforcement (18.7% vs 6.6.%), and interactions with City of Syracuse police (16.6% vs 4.2%).

Diversity Matters: Multivariate Analysis for Faculty

Exhibit 5.12 presents two multivariate predictive models, for faculty perceptions of (Dis)Satisfaction and of Discrimination. Both dependent measures are based upon each faculty member’s experiences over the 12 months prior to the survey. This type of testing is important because it helps to quantify whether a result is more likely due to chance or is a genuine effect, helping to ascertain the level of confidence that differences found in the study are real.

This multivariate analysis examined the relative impact of gender (women relative to men), sexual orientation (LGBTQIA relative to cisgender heterosexual), ability status (disability relative to no disability), financial stability (those expressing the experience of financial challenges relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA, and Multiracial communities, relative to Whites) on the outcomes of Satisfaction (“Dissatisfied” or “Very Dissatisfied”) and of Discrimination (“Yes”).

Exhibit 5.12. Faculty: Multivariate predictive model for Dissatisfaction and Discrimination

Multivariate Logistic Regressions: Odds Ratios for Key Metrics in the Past 12 Months at Syracuse University		
	Dissatisfaction ("Dissatisfied or Very Dissatisfied")	Discrimination ("Yes")
Women (Relative to Men Faculty)	1.59*** (3.23)	1.96*** (3.85)
LGBTQIA (Relative to Heterosexual Faculty)	1.79** (2.97)	1.52 (1.78)
Disability (Relative to Faculty with No Disability)	1.74* (2.38)	1.86* (2.30)
Financially Challenged (Relative to Financially Stable Faculty)	0.89 (-0.68)	1.22 (1.01)
Race (Relative to White Faculty)		
African American/Black	2.15* (2.45)	3.44*** (3.56)
Asian American/Asian	0.71 (-1.41)	2.10** (2.98)
Hispanic/Latinx	1.28 (0.52)	2.91* (2.19)
Native HPI ME/NA	1.55 (0.56)	7.32* (2.48)
Multiracial	1.23 (0.66)	2.83** (3.03)
Respondents	933	934

Odds ratios with t-statistics shown in parentheses. *p<0.05, **p<0.01, ***p<0.001. Two-tailed tests.

“Heterosexual” includes all participants reporting cisgender heterosexual orientation.

For all faculty members who answered “Yes” to having felt discriminated against, N=394.

Not every respondent answered every question; “Respondents” refers to the number who answered that particular question.

For further details, please consult the Syracuse University Faculty Experience: Campus Climate Pulse Technical Report.

Generally, these findings reinforced the findings outlined in each of the scorecards presented in Exhibits 5.1 to 5.10—namely, that faculty members experience Syracuse University in ways that are influenced by their identities as women, as LGBTQIA, as those with disability, as members of BIPOC communities, and as economically struggling. As summarized in Exhibit 5.12, many of these social identity measures are statistically significant predictors of perceptions of (Dis)Satisfaction and Discrimination. Simply put, a *faculty member's social identity matters*—and is a key factor in the type of experience they have at Syracuse University.

Faculty: Multivariate Findings on Satisfaction

Some pointed findings in our multivariate analyses of Satisfaction indicate that:

- Women faculty were 1.59 times (59%) more likely than men faculty to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- LGBTQIA faculty were 1.79 times (79%) more likely than heterosexual faculty to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- Faculty with disability were 1.74 times (74%) more likely than faculty without a disability to report feeling dissatisfied, or very dissatisfied with the overall climate in the past year at Syracuse University.
- There was no significant difference found between faculty who are financially challenged and those who are financially stable.
- With respect to race, African American/Black faculty are 2.15 times (115%) more likely than White faculty to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.

Faculty: Multivariate Findings on Discrimination

Some pointed findings in our multivariate analysis of Discrimination indicate that:

- Women faculty were 1.96 times (96%) more likely than men faculty to report feeling they had been discriminated against in the past year at Syracuse University.
- There was no statistically significant difference found between LGBTQIA and heterosexual faculty.
- Faculty with disability were 1.86 times (86%) more likely than faculty without a disability to report feeling they had been discriminated against in the past year at Syracuse University.
- There was no significant difference found between faculty that are financially challenged and those that are financially stable.
- With respect to race, generally, minority faculty were more likely to report feeling they had been discriminated against in the past year at Syracuse University compared to White faculty, with Native|HPI|ME/NA and African American/Black faculty reporting the highest levels of perceived discrimination among all racial groups.
- The largest effect observed in this model is that Native|HPI|ME/NA faculty are 7.32 times (632%) more likely than White faculty to report feeling they had been discriminated against in the past year at Syracuse University.

Summary: The Syracuse University Faculty Experience

Faculty clearly experience Syracuse University in ways that are distinctly influenced by, and differ by, their social identity. Across every measure of this study, racial minority, disability, and other diverse faculty communities reported a less favorable experience than their majority counterparts. This fact can be found whether examined through the social identity lenses of gender, race/ethnicity, sexuality, religion, disability, or financial stability.

While all faculty have expressed general dissatisfaction with the Syracuse University experience and tend to question institutional commitment, diverse faculty in particular expressed deep challenges with their Syracuse University experience that too often dipped deeply into the red zone.

This was particularly so for African American/Black faculty, Hispanic/Latinx faculty, faculty members in our Native American | Hawaii Pacific Islander | Middle Eastern/North African grouping, disabled faculty, and faculty of the Muslim faith. Of note is the small size of the Native|HPI|ME/NA grouping and faculty of the Muslim faith at Syracuse, groups which consistently displayed statistically significant results and whose experiences occasionally hit surprisingly low levels. Being such a small percentage of the population may feel generally oppressive. Yet, given their numbers, reaching out in person to check in and micro-affirm their value to the institution would be a doable effort.

The more powerful multivariate predictive models we offer here confirm the narrative told by the data scorecards and reveal a profound lack of satisfaction as well as feelings of discrimination among diverse communities at Syracuse University, across several dimensions. Considering the expensive, lengthy nature of faculty searches and hires, it could be rewarding to leverage recruiting funding, redirecting some portion toward ameliorating these experiential differences among faculty, with the purpose of retaining current talent.

Two trends in the context of discrimination findings offer clear opportunities for the university. One involves examining more thoroughly and then addressing the consistent red-zone level findings across the setting of campus buildings. But the discriminatory interactions with faculty especially imply a need to seriously consider and address the quality of interactions that are happening between faculty (and between faculty and students, as noted in Section 4), and move toward identifying how they can be improved (for example with diversity and anti-racism trainings).

SECTION 6. THE SYRACUSE UNIVERSITY STAFF EXPERIENCE: OVERVIEW

What follows is a detailed discussion of our Staff analysis scorecards, considering gender, race/ethnicity, sexual orientation, disability, and religion across the six key indicators measured: (1) Perceptions of Satisfaction, (2) COVID-19 Administrative Response, (3) Institutional Commitment to DEI, (4) Perceptions of Discrimination, (5) Feeling Valued and Belonging, and (6) Equitable Access to Opportunity and Growth. Further, we analyzed *the context of discrimination* reported for each group experiencing discrimination, examining *where* that interaction is happening across the campus environment, whether in social interactions, specific locations, or with law enforcement.

Response Rates

Staff members provided an excellent 41.6% response rate to the survey, with 2,322 staff members submitting completed surveys out of 5,587 eligible staff (Exhibit 6.1). As mentioned in Section 3, statistical weighting was then performed to ensure that the data based on the respondent group correctly represented the entire population of staff across several dimensions. These adjustments allowed us to make inferences for the entire population in the scorecard data below.

Exhibit 6.1. Response rate for staff

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

Overview of Staff Findings

Overall, as in other Syracuse University populations studied, we found that staff members were not very satisfied with their general SU experience over the 12 months prior to this study, with every single group we studied expressing strong (red zone) concerns in this area. While selected groups did experience the university across other indicators at the level of emerging and clear positive strengths, those groups were, unsurprisingly, historically majority groups.

In most categories, staff are largely skeptical of the university's commitment to DEI, particularly African American/Black and Hispanic/Latinx staff, suggesting a need to create healing across the campus.

One key theme encountered with staff centered around their clearly not feeling they have equitable access to opportunities to grow and thrive at Syracuse University. No matter how we grouped the respondents, every single staff group scored this factor as an area of concern. Since growth and opportunity are important and uplifting factors in one's work or career, this widespread dysphoria with opportunities clamors for attention.

In terms of discrimination experienced, 868 staff members answered "Yes" when asked if they had felt discriminated against. When the data for staff noting discrimination felt are examined through the lens of race and ethnicity, Hispanic/Latinx staff and African American/Black staff were most likely to have the lowest scores compared to their White peers.

Additional highlights of the results for staff include:

- Staff identifying as women were likely to report a lesser experience with campus climate compared to men, with both groups generally viewing the campus climate as fraught with challenges.
- LGBTQIA staff reported a consistently less positive experience than their cisgender heterosexual peers.

- Similarly, staff with disability consistently scored more negatively than staff without disability in all measures.
- While most staff felt that the university had done a good job protecting them from the negative consequences of COVID-19, BIPOC communities were more critical of the university's actions, generally scoring lower than White staff and Asian American/Asian staff, with the Hispanic/Latinx community responses falling into in the red zone.
- Among the many groups of staff reporting discrimination, two key contexts were clearly and consistently identified above others as troublesome for staff groups—in campus buildings and in interactions with peers or colleagues of differing race or culture. These results parallel the findings for faculty and point to a need shared by all employees for better mutual sensitivity, understanding, and improved conduct.
- While not featured in a standalone scorecard, faculty facing financial challenges (who make up a meaningful 45.6% of the staff body) scored more poorly on every Syracuse University experience indicator when compared to those without financial challenges. These details are available in the accompanying Syracuse University Experience Staff Technical Report.

We conclude this section with a treatment of two multivariate analyses, which show us, among other factors, the predictability of these statistics individually even though we are complex individuals with multiple, intersectional identities. We look at Perceptions of Satisfaction and Perceptions of Discrimination as two dependent Syracuse University experience indicators. Highlights from that analysis further validated results in the scorecards, including:

- Women staff were more likely to feel less satisfied and to have felt discriminated against than men staff in the past year at Syracuse University.
- BIPOC staff were more likely to feel less satisfied and to have felt discriminated against than their White peers.
- LGBTQIA staff were more likely to have felt discriminated against than their heterosexual peers.
- Staff with disability were more likely than staff without a disability to both report feeling dissatisfied/very dissatisfied with the overall climate and to have felt discriminated against in the prior year at Syracuse University.

The staff survey findings in this section triangulated strongly to data collected in our listening sessions in early 2020 (Section 2), and to data collected in the campus DEI inventory (Section 9), specifically around the lack of a clear DEI plan.

Staff: SUE Indicators by Gender

Staff who identify as women reported more positive reactions than staff who identify as men in only one indicator: Institutional Response to COVID-19 (Exhibit 6.2). In all other indicators, women consistently reported slightly more negative perspectives compared men across Satisfaction, Institutional Commitment to DEI, Discrimination, Perceptions of Value and Belonging, and Equitable Access to Opportunity and Growth. This finding is consistent across these five indicators and is further clarified in the multivariate analysis highlighted at the end of this section's overview of the Syracuse University staff experience.

Exhibit 6.2. Staff: Gender comparison scorecard across SUE Indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge	
	WOMEN	MEN
Satisfaction: Past 12 Months	39.6%	46.8%
COVID-19 Institutional Response	77.8%	77.0%
Perceptions of Institutional Commitment to DEI (Index)	3.3	3.4
Discrimination Felt: Past 12 Months	17.8%	14.1%
Perceptions of Belonging & Valued (Index)	3.5	3.6
Perceptions of Equitable Success (Index)	3.4	3.5

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

Some specific findings around staff when analyzed by gender include:

- **Satisfaction:** Both women (39.6%) and men (46.8%) reported concerning satisfaction levels with the general campus climate over the last 12 months, reporting Satisfaction in the red zone, at the level of a major challenge.
- **COVID-19 Response:** While the majority of women and men felt the university had done a good job protecting staff from the negative consequences of COVID-19, both scoring in the blue zone, women staff (77.8%) were more positive about the university's actions than men (77.0%).
- **Institutional Commitment to DEI:** Both men (3.4) and women (3.3) characterized Syracuse University's institutional commitment to DEI as an area of concern.
- **Discrimination Felt:** Both women and men reported having felt discriminated against over the last 12 months, with women (17.8%) falling into the yellow zone, an area of concern, and men (14.1%) scoring in the blue zone.
- **Value and Belonging:** Men staff members reported a sense of belonging (3.6) that scored slightly higher than women, just into the blue zone, compared to women at 3.5, the top of the yellow zone.
- **Equitable Access to Opportunity and Growth:** Feelings about having the same access to opportunity and growth that peers do were areas of concern for both men and women staff members, with men reporting slightly higher at 3.5 and women at 3.4.

Staff Context of Discrimination by Gender

Some pointed findings for staff around the context of reported discrimination (Exhibit 6.3) include:

- While three contexts for discrimination were green zone clear strengths for both men and women staff members, two contexts stood out noticeably as major challenges for both genders: interactions in campus buildings and with colleagues of different racial identities.

Exhibit 6.3. Staff: Gender scorecard across context of discrimination

STAFF CONTEXT		<div style="display: flex; justify-content: space-around; font-size: 0.8em; font-weight: normal;"> Clear Strength Emerging Strength Area of Concern Major Challenge </div>	
		WOMEN	MEN
Campus Environment	Campus buildings	29.1%	23.4%
	Neighborhoods or other areas surrounding campus	6.6%	6.2%
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	29.1%	39.9%
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	5.1%	5.5%
	In interactions with law enforcement personnel in the City of Syracuse	4.6%	4.8%

For all staff members who answered “Yes” to having felt discriminated against, N=868.

- A full 29.1% of women staff members reporting discrimination noted these negative interactions happened in campus buildings, and 29.1% reported discrimination occurring in interactions with peers of other racial/ethnic identities.
- Men staff members reported the greatest amount of discrimination in any category as happening in interactions with peers of other racial identities—39.9%, a number 10 percentage points higher than women reported for this context. In campus buildings, 23.4% of men reported discrimination there, a yellow zone area of concern.
- Both men and women staff members experienced discrimination in low numbers (green zone) in the neighborhoods/areas surrounding campus and in interactions with either campus or City of Syracuse law enforcement.

Staff: SUE Indicators by Race and Ethnicity

When broken down by race and ethnicity, staff members report fewer areas of major challenge overall than faculty members did, yet the two bodies overlap with students in noting dissatisfaction across the board over the 12 months prior to the survey (Exhibit 6.4). As mentioned in the other sections, a classic theme in the higher-education and organizational research notes that BIPOC campus community members typically report a widely divergent experiences compared to majority peers (Harper and Hurtado, 2007). Even with fewer areas of concerns noted compared to faculty, we can still see that effect here in the staff body at Syracuse University.

Some pointed findings for staff regarding race and ethnicity include:

- *Satisfaction:* As with the student and faculty bodies, all racial/ethnic staff groups reported a low level of satisfaction with their general experience over the previous 12 months, all red zone major challenges. As mentioned elsewhere, it is unique for so many study participants to share such a consistent perspective of dissatisfaction at such high numbers across all racial groups.
 - Asian American/Asian staff were the least dissatisfied (49.8%), followed by White staff (45.3%), although both still fall into the red zone.

Exhibit 6.4. Staff: Race and ethnicity comparison scorecard across SUE Indicators

DIMENSION	AFRICAN AMERICAN/BLACK	ASIAN AMERICAN/ASIAN	Clear Strength		Emerging Strength		Area of Concern		Major Challenge	
			HISPANIC/LATINX	WHITE	NATIVE HPI ME NA	MULTIRACIAL				
Satisfaction: Past 12 Months	32.0%	49.8%	27.3%	45.3%	32.1%	37.6%				
COVID-19 Institutional Response	65.2%	79.8%	57.9%	80.1%	75.9%	74.2%				
Perceptions of Institutional Commitment to DEI (Index)	2.8	3.4	2.9	3.5	3.3	3.2				
Discrimination Felt: Past 12 Months	35.9%	23.6%	30.0%	12.1%	26.7%	19.3%				
Perceptions of Belonging & Valued (Index)	3.4	3.6	3.4	3.6	3.4	3.4				
Perceptions of Equitable Success (Index)	3.1	3.4	3.2	3.5	3.2	3.2				

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

- The least satisfied group by far was Hispanic/Latinx staffers, with just over one in 4 reporting satisfaction with their experience at Syracuse University (27.3%).
- Three groups reported satisfaction in the 30s, noting significantly low levels of satisfaction: Multiracial staff members (37.6%), the Native|HPI|ME|NA group (32.1%), and African American/Black staff members (32.0%).
- It may be possible to carefully redirect this widespread phenomenon of dissatisfaction into motivation and broad participation in DEI change efforts to improve the Syracuse University experience for staffers. If the entire community can bear responsibility for leading change efforts, a more collaborative and ultimately impacting change journey will result.
- **COVID-19 Response:** Staff members offered a more positive review than either faculty or students when it came to the university's efforts to protect them from the pandemic, with two groups (White staff and Asian American/Asian staff) scoring institutional response in the green zone. While we can still observe that those staff communities most impacted by the pandemic nationally were more critical of the university's actions, overall they remain less negative than students and faculty.
 - Only one group, Hispanic/Latinx staff, rated the university's response in the red zone (57.9%). African American/Black staff were the only group in the yellow zone (65.2%). These two communities have been hit hard by the pandemic across the country.
 - Distinctly more positive views, in the blue zone area of emerging strength, came from the Native|HPI|ME|NA group (75.9%) and multiracial staff (74.2%).
 - Two groups scored the university's response to COVID-19 in the green zone, White staff and Asian American/Asian staff, both reporting at approximately 80% positive. This was the only category to garner any green-zone responses by race/ethnicity.
- **Institutional Commitment to DEI:** Ranging from 2.8 to 3.5, every response result in this category fell into the red or yellow zones, including from White staff. Again, such a consistently low response is

unusual and denotes an awareness that may be able to be leveraged into across-the-board participation in future change.

- The most positive results, although still in the yellow zone area of concern, were White staff (3.5), Asian American/Asian staff (3.4), Native|HPI|ME/NA (3.3), and Multiracial staff (3.2).
- Consistent with nearly every other indicator in this study, African American/Black staff were most critical of the university's institutional commitment to DEI (2.8), followed closely by the Hispanic/Latinx community (2.9).
- *Discrimination Felt:* The pattern of responses for staff across racial/ethnic groups here echoes those of students and faculty: African American/Black staff and Hispanic/Latinx staff reported feeling discriminated against at SU the most, in the red zone, while White staff reported the least, in the blue zone. These findings were consistent with results from the qualitative sessions discussed in Section 2.
 - About 36% of African American/Black staff and 30% of Hispanic/Latinx staff reported feeling discriminated against at Syracuse University at levels in the red zone of major challenges, reporting three times and 2.5 times, respectively, the level of discrimination felt by White staff (about 12%). Also in the red zone were Native|HPI|ME/NA staff, with over a quarter, or 26.7%, feeling discrimination in the previous 12 months.
 - In the yellow zone we found two groups. One group, Asian American/Asian staff members (23.6%), experienced elevated discrimination nationally associated with the pandemic, which may have influenced this high number. For multiracial staff members 19.3% reported feeling discriminated against because of their racial identity over the last year—approximately one in five for both groups, an area of concern.
- *Valued and Belonging:* The Valued and Belonging indicator is a key variable affecting one's lived experience on campus. It is not uncommon to find that White staff feel a stronger sense of belonging because of their majority numbers on campus, and this was indeed so here. Unlike faculty, no groups scored in the red zone for feeling valued and like they belong at Syracuse University.
 - Asian Americans/Asian staff (3.6) was the only other group besides White staff members (also 3.6) to score in the blue zone for this indicator, where we can interpret that most members of these groups most likely feel a stable sense of belonging and being valued.
 - The other four groups scored identical results, at 3.4, in the yellow zone, an area of concern for the university: African American/Black staff, Hispanic/Latinx staff, Native American|HPI|ME/NA staff, and multiracial staff.
- *Equitable Access to Opportunity and Growth:* This line of questioning, centered around whether staff feel they have equitable access to the same opportunities that their peers or colleagues do and whether they feel they are growing, reflected a shared assessment from every one of the six groups, all reporting in the yellow zone.
 - For staff, every racial/ethnic group felt they were only moderately able to equitably thrive and grow, with slight variation. Unsurprisingly, African American/Black staff members reported the lowest result, at 3.1. Hispanic/Latinx staff, those in the Native American and other diverse groups category and multiracial staff each reported in at 3.2. The most positive ratings, though still in the yellow zone, came from Asian American/Asian (3.4), and White staff (3.5) communities.

- Despite clear issues that leadership, faculty, and the Staff community themselves must address to eliminate bias and microaggressive dynamics on campus, the data around the last two indicators, Valued and Belonging and Equitable Access to Opportunity and Growth, may positively suggest that the barriers staff face are not so insurmountable as to prevent experiencing professional growth and achieving their full potential. These data may also imply a resilient mindset among staff who feel as if they are able to get their needs met, despite a difficult and challenging experience.

Staff Context of Discrimination by Race/Ethnicity

In this discussion we examine the same three dimensions of the campus environment for context for discrimination: Campus Environment, Social Interactions, and Engagement with Law Enforcement (Exhibit 6.5). In total, there are five sub-areas. Scanning down the columns provides insights into where each group is experiencing discrimination. Scanning across the rows can identify both trouble spots and areas of less concern. These valuable patterns can be used to allocate resources more effectively to create the most positive change.

Some pointed findings regarding race, ethnicity, and the context of discrimination include:

- Overall, the number one context in which multiple racial/ethnic groups clearly experienced most of the discrimination leveled at them, was in their interactions with peers and colleagues of other racial/ethnic identities. Training in this area for all staff could create a significant impact on these numbers going forward.
- *African American/Black staff* reported areas of concern in three of the five contexts, with two squarely in the red zone and two in the green zone. The highest score, 61.2%, reflected very high levels of discrimination—almost two out of three respondents—in the context of interactions with peers of other racial/ethnic identities, a troubling finding.
 - The second highest score was half that, 29.2%, reflecting discrimination in the context of campus buildings. The third highest score, shifting down into the blue zone, was less than half again, at 11.1% reporting discrimination in the context of interactions with law enforcement on campus.
 - On the positive side, African American/Black staff reported interactions with City of Syracuse law enforcement at only 9.2%, in the green zone, a clear strength. This group reported the least frequent context for discrimination in interactions in the surrounding neighborhoods and areas near campus (6.4%).
- *Asian American/Asian staff* reported discrimination at a level of concern in two of the five contexts, with one falling into the red zone. This group most frequently reported discrimination in interactions with peers of other racial/ethnic identities, a major concern at 61.3%, far and away the most frequent context for discrimination, slightly surpassing the highest level for African American/Black staff members. The second most common context for discrimination was in campus buildings (23.1%, yellow zone).
 - Two contexts in the blue zone for this group were discrimination in interactions with City of Syracuse law enforcement (15.0%) and in neighborhoods/areas surrounding campus (13.0%).
 - Positively, Asian American/Asian staff reported far fewer problems in their interactions with law enforcement personnel on campus (7.7%), scoring squarely in the green zone.
- *Hispanic/Latinx staff* reported discrimination at the level of concern in three of the five areas, including two red zone areas and one yellow. Much like the first two groups, this community

Exhibit 6.5. Staff: Racial scorecard for context of discrimination

STAFF CONTEXT		Clear Strength		Emerging Strength		Area of Concern		Major Challenge	
		AFRICAN AMERICAN /BLACK	ASIAN AMERICAN/ ASIAN	HISPANIC/ LATINX	WHITE	NATIVE HPI ME/NA	MULTI-RACIAL		
Campus Environment	Campus buildings	29.2%	23.1%	28.4%	25.4%	0%	43.0%		
	Neighborhoods or other areas surrounding campus	6.4%	13.0%	16.9%	5.2%	0%	13.2%		
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	61.2%	61.3%	53.7%	16.1%	35.9%	65.6%		
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	11.1%	7.7%	0%	2.3%	0%	16.9%		
	In interactions with law enforcement personnel in the City of Syracuse	9.2%	15.0%	8.4%	1.4%	0%	12.5%		

For all staff members who answered “Yes” to having felt discriminated against, N=868.

reported the highest level of discrimination experiences in interactions with peers of other racial/ethnic identities—over half of those reporting discrimination, at 53.7%. Campus buildings were another red zone context for discrimination, at 28.4%, or over one in four reporting there. In the yellow zone fell discrimination in the surrounding neighborhoods or other areas near campus.

- In the green zone, with a bright and shiny zero reported instances, was found interactions with law enforcement on campus, with only 8.4% reporting discrimination in interactions with City of Syracuse law personnel.
- *White staff* experiencing discrimination reported at the level of concern across two of the five contexts, with only one rising to the level of major concerns: discrimination in campus buildings (25.4%). The next most common context involved 16.1% of White staff reporting discriminatory experiences in interactions with peers of other racial identities.
 - White staff reported positive experiences in neighborhoods surrounding campus (5.2%), and with campus and City of Syracuse law enforcement interactions (2.3% and 1.4%, respectively) rating in the green zone.
- *The Native|HPI|ME/NA analysis group* reported only one context at the level of major challenge out of the five areas: 35.9% of participants reported experiencing discrimination in interactions with peers of other racial/ethnic identities. All four other categories of discrimination on the scorecard were zero, a clear strength. Although not pictured here, the staff technical report illuminates parking lots of garages and interactions with colleagues of other religions as problem areas for this group, each resting at the high end of the yellow zone (both at 23.9%).
- *The Multiracial and -ethnic community* was the only group without any green zone responses. This group of staff reported areas of concern across three of the five contexts of discrimination, with two scoring in the red zone. This group reported the highest result in discrimination occurring in the context of interactions with peers of other racial/ethnic identities, at 65.6%—two out of three staff members. In terms of discrimination occurring in campus buildings, this group reported a red-zone result of 43%, higher by far than any other group in that context. (The next highest score was 29.2% for African American/Black staff members.).

- Falling into the yellow zone for multiracial staff members was interactions with law enforcement personnel on campus (16.9%). In the blue zone fell the neighborhoods and areas around campus (13.2%), followed by interactions with City of Syracuse law enforcement—yet even as the least common context for discrimination for multiracial staff, this figure was still in the double digits, at 12.5%. These high numbers should elicit further inquiry into the lived experiences of these diverse members of the Syracuse University campus community.

Staff: SUE Indicators by Sexual Orientation

Exhibit 6.6 presents the Syracuse University analysis scorecard comparing the experiences of LGBTQIA staff community members with those who identify as heterosexual. We recognize that this level of analysis is limited due to grouping. We respect the unique differences among the various diverse communities that fall within the pan-identity category of LGBTQIA and recognize the importance of understanding how each of these groups uniquely experiences the Syracuse University campus climate. The use of the LGBTQIA category as a pan-identity community does allow us to engage in a pulse-level analysis examining top-level similarities and differences between this community and their heterosexual peers in their Syracuse University experience.

Overall, LGBTQIA community members report a less positive experience than their heterosexual peers, with every single of their Syracuse University experience indicators falling in either the yellow or red zones. These differences between the two groups are all statistically significant. Unsurprisingly, the greatest difference between the two groups is in the level of discrimination LGBTQIA staff members have felt they experienced in the last 12 months (red zone) vs. their heterosexual peers (blue zone).

Some specific findings:

- **Satisfaction:** While both groups report Satisfaction in the red zone, LGBTQIA members were much less satisfied with the general campus climate over the previous 12 months than were their heterosexual peers. LGBTQIA staff scored Satisfaction in the red zone at 33.5%, about halfway between the responses from LGBTQIA faculty (27.8%) and students (37.2%), yet far lower than their heterosexual staff peers (44.0%), a major challenge area.

Exhibit 6.6. Staff: Sexual orientation scorecard across SUE Indicators

DIMENSION	SUE Indicators	
	LGBTQIA	HETEROSEXUAL
Satisfaction: Past 12 Months	33.5%	44.0%
COVID-19 Institutional Response	64.9%	79.5%
Perceptions of Institutional Commitment to DEI (Index)	3.0	3.4
Discrimination Felt: Past 12 Months	26.0%	14.5%
Perceptions of Belonging & Valued (Index)	3.3	3.6
Perceptions of Equitable Success (Index)	3.3	3.5

“Heterosexual” includes all participants reporting cisgender heterosexual orientation. Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

- *COVID-19 Response:* While the majority of LGBTQIA community members agreed that the university had done a good job protecting staff from the negative health consequences of the pandemic, their level of support was an area of concern (64.9%, yellow zone) versus heterosexual peers who viewed the university's efforts much more favorably (79.5%, green zone).
- *Institutional Commitment to DEI:* LGBTQIA staff members reported Syracuse University's commitment to DEI at an area of concern, 3.0, as did their heterosexual peers, at 3.4, both in the yellow zone. At this level, participants question the commitment of the university to proactively advance DEI issues and to make sufficient targeted investments toward its advancement.
- *Discrimination Felt:* The LGBTQIA community clearly experiences more discrimination, a red zone challenge area at 26.0%, versus their heterosexual peers, who reported a blue zone level of 14.5%. In our multivariate analysis later in this section, we show that LGBTQIA staffers were 1.75 (75%) more likely to experience discrimination than their heterosexual peers.
- *Valued and Belonging:* This category garnered a blue-zone rating for heterosexual staff members (3.6), while LGBTQIA staffers reported a yellow zone area of concern at 3.3. The array of other responses in this survey from the LGBTQIA community, for example the high level of feeling discriminated against and a lower rating of feeling cared for by the institution's COVID-19 response to name two, can add some insights as to why this community may feel less valued and less like they belong at Syracuse University.
- *Equitable Access to Opportunity and Growth:* Both the LGBTQIA and heterosexual communities indicated that a sense of equal access to opportunity and growth were areas of concern, rating them 3.3 and 3.5, respectively. This indicator was reported as a yellow zone area of concern across every single staff group, indicating that this issue may be a broader one involving how the university treats its staff overall, rather than an issue of specific communities within the staff body.

Staff Context of Discrimination by Sexual Orientation

In this discussion we examine the same five variables of the campus environment discussed in the gender and race discussions. We highlight the least and the most frequent contexts of discrimination across campus in terms of four categories: *The Campus Environment*, *Social Interactions*, and *Engagement with Law Enforcement* (Exhibit 6.7).

Some findings regarding the context of discrimination for LGBTQIA and heterosexual communities include:

- LGBTQIA staff who have experienced discrimination reported contexts at the level of concern across two of the five contexts, one in the red zone (campus buildings), one in the yellow (interactions with peers of other racial/ethnic identity), with the other three falling in the green zone.
- In contrast, the heterosexual community, reporting discrimination in smaller numbers as seen in the previous scorecard, reported two red zone contexts for that discrimination: both campus buildings and interactions with peers of other racial/ethnic identity.
- In campus buildings, 33.7% of LGBTQIA staff and 25.0% of heterosexual staff reporting discrimination experienced it there, both red zone levels.
- Because of the intersectional nature of our identities as humans, this discrimination may or may not directly be due to their sexual orientation, but of course may be due to the other factors in this research, including gender, race, or religion. Nonetheless, campus buildings and interactions with other peers should be two areas of focus.

Exhibit 6.7. Staff: Sexual orientation scorecard for context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge
STAFF CONTEXT		LGBTQIA		HETEROSEXUAL	
Campus Environment	Campus buildings		33.7%	25.0%	
	Neighborhoods or other areas surrounding campus	8.4%		6.0%	
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities		23.6%	37.2%	
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	5.5%		5.4%	
	In interactions with law enforcement personnel in the City of Syracuse	4.7%		4.8%	

For all staff members who answered “Yes” to having felt discriminated against, N=868.
 “Heterosexual” includes all participants reporting cisgender heterosexual orientation.

- Areas of strength or green zone contexts for discrimination against LGBTQIA and heterosexual staff members included neighborhoods/areas surrounding campus (8.4% and 6.0%, respectively), interactions with campus police (5.5% and 5.4%, respectively), and interactions with City of Syracuse law enforcement (4.7% and 4.8%, respectively).

Staff: SUE Indicators by Religion

In considering the Syracuse University experience through the lens of religion and faith, we found similar patterns as with the other groups that we have examined (Exhibit 6.8). Unsurprisingly, every community expressed a red-zone lack of satisfaction across the board, yet scores dipped as low as 27% satisfied in this cross-section of the community. As in other segments of the study, perceptions of institutional commitment to DEI and of equitable access to opportunity and growth scored in the yellow zone across all religions, with none standing better or worse off in those areas.

Only two groups reported green zone clear strengths, yet these responses fell in only one category (Christian and Jewish view of institutional response to COVID-19).

Some specific findings noted here include:

- **Satisfaction:** Although every group fell in the red zone, suggesting that satisfaction is a major challenge, as in the other analyses, the Muslim community was the most satisfied with their staff experience at SU, at 57.2%, just under the 59% threshold to the yellow zone. Jewish staff reported the next highest level of satisfaction, 54.0%, then Christians, 44.5%, and the agnostic/atheist/none grouping at 40.4%.
 - Notably, the Additional grouping, which includes a smattering of religious groups with fewer respondents (Bahá'í, Buddhist, Confucian, Hindu, Taoist, and Unitarian Universalist), responded with the lowest rating for satisfaction in this segment and one of the lowest in the entire survey among all groups.
- **COVID-19 Response:** This category saw two green, two blue and one yellow zone responses. While most staff indicated that Syracuse University has done a good job protecting staff from the

Exhibit 6.8. Staff: Religion scorecard across SUE indicators

DIMENSION	Clear Strength Emerging Strength Area of Concern Major Challenge				
	AGNOSTIC/ ATHEIST/NONE	JEWISH	MUSLIM	CHRISTIAN	ADDITIONAL
Satisfaction: Past 12 Months	40.4%	54.0%	57.2%	44.5%	27.0%
COVID-19 Institutional Response	73.5%	79.6%	76.9%	80.0%	67.9%
Perceptions of Institutional Commitment to DEI (Index)	3.2	3.4	3.3	3.4	3.0
Discrimination Felt: Past 12 Months	11.5%	15.2%	45.1%	16.2%	27.5%
Perceptions of Belonging & Valued (Index)	3.5	3.7	3.5	3.6	3.4
Perceptions of Equitable Success (Index)	3.4	3.5	3.2	3.5	3.3

Due to limited sample sizes of the Bahá'í, Buddhist, Confucian, Hindu, Taoist, and Unitarian Universalist religious backgrounds, these groups were combined into one group for analysis as "Additional" religions.

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

negative health consequences of COVID-19, the Christian (80.0%) and Jewish (79.6%) communities were particularly supportive, followed by the Muslim (76.9%) and agnostic/atheist/non group (73.5%).

- *Institutional Commitment to DEI:* Notably, every group was somewhat critical of the institutional commitment to DEI, scoring in the yellow zone. Again, this consistency indicates a recognition of diversity challenges and the desire for Syracuse University to express greater levels of commitment to DEI. Many scores were similar here, with the Additional group giving the lowest rating, 3.0.
- *Discrimination Felt:* While answers range from blue zone to red zone answers, the clear standout in this finding is the Muslim staff community, with a 45.1% rating on discrimination felt over the last 12 months. This rating echoes the stories heard in listening sessions about such instances as university busses refusing to pick up women in hijabs, and more. Second to Muslim staff, the Additional group, which combined several more sparsely populated religions, rated discrimination also in the red zone, at 27.5%.
 - On the more positive side, Christian staff reported 16.2% discrimination felt, just slightly past the 16% threshold into the yellow zone, while the agnostic/atheist/none group (11.5%) and Jewish staff members (15.2%) reported results in the blue zone.
- *Valued and Belonging:* Jewish (3.7) and Christian (3.6) staff members expressed higher levels of feeling valued and belonging on campus, in the blue zone of emerging strengths, while other groups reported experiences in the yellow zone.
- *Equitable Access to Opportunity and Growth:* All religious groups expressed a yellow zone level of equal access to opportunity and growth, consistent with every single breakdown of the staff body in this category. Responses varied from 3.2 (Muslim staff) to 3.5 (both Jewish and Christian staff).

Staff Context of Discrimination by Religion

In this discussion, we examine the same five variables of the campus environment discussed in previous subsections, highlighting the least and the most frequent contexts for discrimination across campus in terms of three categories: Campus Environment, Social Interactions, and Engagement with Law Enforcement (Exhibit 6.9). Further details can be found in the accompanying Technical Reports.

Some pointed findings regarding religion and the context of discrimination include:

- *Every religious staff group* reported a red-zone level of discrimination felt in campus buildings, all between 25.6% and 31.3%, approximately one in four in ratio. Each religious group also experienced either a yellow zone or red zone level of discrimination in interactions with peers/colleagues of other racial/ethnic identities. The most broadly challenged group was the Additional category, a combined set of Bahá'í, Buddhist, Confucian, Hindu, Taoist, and Unitarian Universalist staff members.
- *The Agnostic/Atheist/None group* noted two areas of concern, campus buildings (26.0%) and interactions with peers of other racial/ethnic identities (26.4%), demonstrating the intersectionality of identity. Three green zone categories included neighborhoods around campus (8.4%), City of Syracuse police (6.0%), and campus law enforcement (4.4%)
- *Jewish staff* who have experienced discrimination reported two areas of concern across the five contexts, with one area in the red zone (campus buildings). Social interactions with peers was a yellow zone area of concern at 20.8%. On the positive side, the two law enforcement contexts were zeroes for Jewish staff, while the surrounding neighborhoods context for discrimination rated 8.7%.
- *Muslim staff* also reported two areas of concern across the five contexts, with campus buildings the only indicator in the red zone, among those who have experienced discrimination. As for interactions with law enforcement, Muslim staff members reported 10.2% of discrimination with City of Syracuse officers and 9.8% with campus officers. Muslim staff reported zero discrimination in neighborhoods around campus.

Exhibit 6.9. Staff: Religious scorecard for context of discrimination

		Clear Strength	Emerging Strength	Area of Concern	Major Challenge	
STAFF CONTEXT		AGNOSTIC/ ATHEIST/NONE	JEWISH	MUSLIM	CHRISTIAN	ADDITIONAL
Campus Environment	Campus buildings	26.0%	27.9%	25.6%	26.9%	31.3%
	Neighborhoods or other areas surrounding campus	8.4%	8.7%	0%	5.6%	12.2%
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	26.4%	20.8%	20.5%	37.3%	38.6%
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	4.4%	0%	9.8%	5.0%	11.0%
	In interactions with law enforcement personnel in the City of Syracuse	6.0%	0%	10.2%	3.6%	10.9%

For all staff members who answered "Yes" to having felt discriminated against, N=868.

- *Christian staff* reported two areas of five in the red zone: they noted discrimination across campus buildings (26.9%), and in social interactions with individuals of another racial/ethnic group (37.3%). On the positive side, the two law enforcement contexts were in the green zone (5.0% and 3.6%, respectively), while the surrounding neighborhoods context for discrimination also rated in the green zone at 5.6%.
- The Additional category of several religions (Bahá'í, Buddhist, Confucian, Hindu, Taoist, and Unitarian Universalist) had the most challenging results overall, with two red zone categories (campus buildings and interactions with peers of other ethnic/racial identities) and three blue zone responses where most other groups had green: surrounding neighborhoods (12.2%), campus law enforcement (11.0%), and Syracuse law enforcement (10.9%).

Staff: SUE Indicators by Disability

Accessibility is an important factor in Syracuse University’s DEIA focus. Looking at the campus community through the lens of those with disability and those without disability, we found a similar general pattern to other groups we have examined (Exhibit 6.10). This segmenting allowed us to see some noticeable differences in the experiences of these two groups. Overall, the disability community expressed a deep lack of satisfaction and lower or lesser scores in every dimension compared to people without disability, a notable difference.

Some specific findings noted here include:

- *Satisfaction*: Both groups fell in the red zone, suggesting that satisfaction is a major challenge for both those with disability and those without disability, similar to other communities under review. Staff with disability rated satisfaction at 28.8%, meaning that only approximately one in four are satisfied with their SU experience—the second lowest satisfaction rating among any staff group we examined. Also notable is the gap between these two groups: 15.8 percentage points.
- *COVID-19 Response*: Both staff with and without disability rated the university’s response to COVID-19 in the emerging strength category, 70.4% (a number near the bottom of the blue zone)

Exhibit 6.10. Staff: Disability scorecard across SUE indicators

DIMENSION	WITH DISABILITY		WITHOUT DISABILITY	
	Clear Strength	Emerging Strength	Area of Concern	Major Challenge
Satisfaction: Past 12 Months	28.8%		44.6%	
COVID-19 Institutional Response	70.4%		78.4%	
Perceptions of Institutional Commitment to DEI (Index)	3.1		3.4	
Discrimination Felt: Past 12 Months	36.7%		13.7%	
Perceptions of Belonging & Valued (Index)	3.2		3.6	
Perceptions of Equitable Success (Index)	3.1		3.5	

Index values shown represent the mean of responses based on a 1-5 scale (1=most negative, 5=most positive).

and 78.4%, respectively. The detailed version of this survey segment gives more details in the Staff Technical Report, showing a fear of illness and hospitalization and less of a feeling of support and consideration from the university.

- *Institutional Commitment to DEI:* Both those with disability (3.1) and those without disability (3.4) were critical of the university’s commitment to DEI, scoring in the yellow-zone level of concern. In the listening sessions, this community shared comments and insights about their many frustrations with a pervasive lack of understanding about disability as well as with older buildings and other accessibility challenges.
- *Discrimination Felt:* Staff with disability reported discrimination as a red-zone level challenge. At almost three times the rate of staff without disability—36.7% versus 13.7%—discrimination is clearly an issue that staff with disability have dealt with frequently during the previous 12 months of their experience at Syracuse University.
- *Valued and Belonging:* The highest score any cohort of staff garnered in this survey was a 3.6, in the blue zone, which was matched by staff without disability. Staff with disability, however, scored in the yellow zone, showing that they clearly feel less valued and less like they belong than do staff members without disability.
- *Equitable Access to Opportunity and Growth:* Interestingly, staff with disability and those without disability both scored this indicator at the yellow zone level, an area of concern. As noted previously, every single grouping of staff rated this issue in the yellow zone. The score is much lower for those with disability (3.1) than for those without (3.5).

Staff Context of Discrimination by Disability Status

In this discussion we examine the same three categories of context for discrimination: Campus Environment, Social Interactions, and Engagement with Law Enforcement (Exhibit 6.11) for staff with and without disability. The interesting thing about this analysis is that, unlike the previous set of numbers, staff with and without disability overlap a great deal in where exactly they have experienced discrimination. There are two very clear (red) zones for both those with and without disability and three categories that are green for both groups.

Exhibit 6.11. Staff disability context of discrimination

STAFF CONTEXT		WITH DISABILITY		WITHOUT DISABILITY	
		WITH DISABILITY	WITHOUT DISABILITY	WITH DISABILITY	WITHOUT DISABILITY
Campus Environment	Campus buildings	30.0%	26.1%	26.1%	26.1%
	Neighborhoods or other areas surrounding campus	6.0%	6.7%	6.7%	6.7%
Social Interactions	In interactions with peers/colleagues of other racial/ethnic identities	32.4%	33.9%	33.9%	33.9%
Engagement with Law Enforcement	In interactions with law enforcement personnel on campus	5.1%	5.4%	5.4%	5.4%
	In interactions with law enforcement personnel in the City of Syracuse	7.4%	3.9%	3.9%	3.9%

For all staff members who answered “Yes” to having felt discriminated against, N=868.

Some specific findings noted here include:

- *Staff both with and without disability* reported challenges in two of the five context areas, at the red zone level of major challenge: in campus buildings (30.0% and 26.1%, respectively) and in interactions with peers of another racial/ethnic identity 32.47% and 33.9%, respectively). This correlates a great deal with the listening sessions with the SU disability community.
- The three green zones (for both groups) included (1) Interactions with City of Syracuse law enforcement, where the differential was the most substantial, at 7.4% for those with disability and 3.9% for those without disability; (2) Neighborhoods surrounding campus, at 6.0% and 6.7%, respectively, and (3) In interactions with campus law enforcement, at 5.1% and 5.4%, respectively.

Diversity Matters: Multivariate Analysis for Staff

Exhibit 6.12 presents two multivariate predictive models, for staff perceptions of (Dis)Satisfaction and of Discrimination. Both dependent measures are based upon each staff's experiences over the 12 months prior to the survey. This type of testing is important because it helps to quantify whether a result is more likely due to chance or is a genuine effect, helping to ascertain the level of confidence that differences found in the study are real.

This multivariate analysis examined the relative impact of gender (women relative to men), sexual orientation (LGTBQIA relative to cisgender heterosexual), ability status (disability relative to no disability), financial stability (those expressing the experience of financial challenges relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA, and Multiracial communities, each relative to Whites) on the outcomes of Satisfaction (reverse coded as "Dissatisfied" or "Very Dissatisfied") and of Discrimination ("Yes").

Generally, these findings confirmed the findings outlined in each of the scorecards presented in Exhibits 6.1 to 6.10. As presented in Exhibit 6.12, the majority of these social identity measures are statistically significant predictors of staff perceptions of (Dis)Satisfaction and Discrimination. Simply put, *a staff member's social identity matters*—and is a key factor in the type of experience these staff members have at Syracuse University.

Staff: Multivariate Findings on Satisfaction

Some pointed findings in our multivariate analyses of Satisfaction indicate that:

- Women staff are 1.31 times (31%) more likely than men staff to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- There was no significant effect found for LGBTQIA.
- Staff with disability are 1.75 times (75%) more likely than staff without a disability to report feeling dissatisfied, or very dissatisfied with the overall climate in the past year at Syracuse University.
- Staff who are challenged financially are 1.26 times (26%) more likely than staff who are financially stable to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University.
- With respect to race, African American/Black staff are 1.62 times (62%) more likely than White staff to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Syracuse University. Members of other racial/ethnic groups did not show a statistically significant relationship to dissatisfaction when controlling for other variables in the model.

Staff: Multivariate Findings on Discrimination

Some pointed findings in our multivariate analysis of Discrimination indicate that:

- Women staff are 1.36 times (36%) more likely than men staff to report feeling they had been discriminated against in the past year at Syracuse University.
- LGBTQIA staff are 1.74 times (74%) more likely than heterosexual staff to report feeling they had been discriminated against in the past year at Syracuse University.
- Staff with disability are 3.54 times (254%) more likely than staff without a disability to report feeling as if they had been discriminated against in the past year at Syracuse University.
- Staff who are challenged financially are 1.46 times (46%) more likely than staff who are financially stable to report feeling as if they had been discriminated against in the past year at Syracuse University.
- With respect to race, African American/Black, Asian American/Asian, and Hispanic/Latinx staff are more likely to report feeling as if they had been discriminated against in the past year at Syracuse University compared to White staff.
- The largest effect observed in this model (and indeed throughout this report) is that African American/Black staff are 4.10 times (310%) more likely than White staff to report feeling they had been discriminated against in the past year at Syracuse University.
- Those members of the NA|HPI|ME/NA group and multiracial staff did not show a statistically significant relationship to discrimination when controlling for other variables in the model.

Exhibit 6.12. Staff: Multivariate predictive model for Dissatisfaction and Discrimination

Multivariate Logistic Regressions: Odds Ratios for Key Metrics in the Past 12 Months at Syracuse University		
	Dissatisfaction ("Dissatisfied or Very Dissatisfied")	Discrimination ("Yes")
Women (Relative to Men Staff)	1.31* (2.38)	1.36* (2.10)
LGBTQIA (Relative to Heterosexual Staff)	1.34 (1.89)	1.74** (2.92)
Disability (Relative to Staff with No Disability)	1.75*** (3.40)	3.54*** (7.07)
Financially Challenged (Relative to Financially Stable Staff)	1.26* (2.05)	1.46** (2.62)
Race (Relative to White Staff)		
African American/Black	1.62* (2.37)	4.10*** (6.64)
Asian American/Asian	1.00 (-0.01)	2.83*** (3.19)
Hispanic/Latinx	1.42 (0.95)	2.72** (2.66)
Native HPI ME/NA	1.20 (0.34)	2.50 (1.61)
Multiracial	1.43 (1.64)	1.37 (1.26)
Respondents	2,197	2,195

Odds ratios with t-statistics shown in parentheses. *p<0.05, **p<0.01, ***p<0.001. Two-tailed tests.

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

For all staff members who answered "Yes" to having felt discriminated against, N=868.

Not every respondent answered every question; "Respondents" refers to the number who answered that particular question.

For further details, please consult the Syracuse University Staff Experience: Campus Climate Pulse Technical Report.

Summary: The Staff Syracuse University Experience

Staff experience Syracuse University in ways that are distinctly influenced by their social identity—as women, as LGBTQIA, as those with disability, as members of BIPOC communities, and as economically struggling—as well as by their role as staff employees of the university. Across most measures of this study, racial minority, disability, and other diverse staff communities reported less favorable experiences and feelings than their majority counterparts. This fact bears out through the social identity lenses of gender, race/ethnicity, sexuality, religion, disability, and financial stability.

Across the board, staff members have expressed significant dissatisfaction with the Syracuse University experience. It is concerning that staff members have expressed in every single category a yellow-zone reluctance to agree that they have equitable opportunities for growth and development at SU.

A noticeable upside in these results was that, for those who experienced discrimination, most have reported minimal discrimination at the hands of either campus law enforcement or that of the City of Syracuse, a potentially surprising finding. Within buildings on campus and with peers and colleagues of differing race/ethnicity, however, these staff have experienced red-zone levels of discrimination that beg for attention, providing two clear targets for future DEIA efforts at SU.

Finally, the more powerful, multivariate models confirm the narrative told by the data scorecards and reveal both a predictable and significant lack of satisfaction as well as feelings of discrimination among diverse communities at Syracuse University.

PART 2: NATIONAL DEMOGRAPHIC BENCHMARKING AND STRATEGIC DEI INVENTORY

SECTION 7. HIGHLIGHTS OF NATIONAL DEI DEMOGRAPHIC BENCHMARKING OF PEER AND ASPIRANT INSTITUTIONS

This DEI strategic benchmarking review provides a 100,000-foot view of a number of institutions that are similar to Syracuse University in terms of size, research intensiveness, geographic location, decentralization, and prominence. A key factor in selecting these institutions was that they were either considered peer institutions by Syracuse University or they are similar in many dimensions while having a strong national reputation for their work in the area of diversity, equity and inclusion.⁷

For each of these 10, we examined its faculty/staff and student demographic profiles (Exhibit 7.1), as well as its strategic diversity leadership capabilities and its chief diversity officer division (Section 8). Three main data sources powered this review: (1) Information publicly available through websites, social media and public documents. (2) Data gathered from the Integrated Post-Secondary Education Data Systems (IPEDS). (3) Data gathered through primary interviews conducted with chief diversity officers and others at three of the 10 institutions.

Exhibit 7.1. Benchmarking elements overview

Institutions	Dimensions	Description	Areas of Interest
<ul style="list-style-type: none"> • Syracuse University • Boston College • Cornell University • George Washington University • Lehigh University • Penn State University 	Demographic Overview of University (Section 7)	Key demographic variables indicating general DEI progress along dimensions of race, ethnicity and gender among faculty, students and management.	<ul style="list-style-type: none"> • URM student representation • Gender student representation • URM graduation rates • URM tenure-track faculty diversity • Women tenure-track faculty diversity representation
<ul style="list-style-type: none"> • University of Connecticut • Rochester Institute of Technology • University of Michigan • University of Texas at Austin 	Strategic Diversity Leadership Capabilities (Section 8)	Important elements associated with implementing a campus-wide DEI commitment in word and deed.	<ul style="list-style-type: none"> • Institutional expressions of DEI • DEI brand and communication • DEI strategic plans • DEI accountability & implementation • DEI officers and Infrastructure
	Chief Diversity Officer Divisional Capabilities (Section 8)	Strategic elements that define a high-functioning higher education CDO unit in terms of spans of attention, control and relationships.	<ul style="list-style-type: none"> • Leadership reporting structure • Direct reporting units • Lateral diversity infrastructure

Benchmarking Limitations

While this comparative context is evidence-informed and theoretically grounded, this review has a few limitations to keep in mind. First, no comparative assessment of institutions is ever an apples-to-apples comparison. Every university is nested in a unique fiscal, policy, cultural, and regional context, for example Michigan's Proposition 2 limitations, the explosive demographic growth of the Latinx community in Texas, and public vs. private fiscal realities in higher education. All these factors create a range of strategic contexts that institutional leadership must balance.

⁷The comparison group was selected from the Syracuse University peer group of institutions provided by the registrar. This initial group of 23 institutions was refined to a core group of six, based on location, reputation for engaging issues of DEI as a top priority, institutional size, and control. Three aspirational peer institutions were then added to the list that are similar to SU in size and reputation and have each won the national Higher Education Excellence in Diversity (HEED) award in the last three years.

Second, with only three of the 10 institutions providing personal interviews, we do not have complete data on the strategic diversity leadership and CDO divisional capabilities of each. Third, the most current IPEDS information reflects the years up to and including the 2018/2019 academic year. As a result, our analysis focused on 2013-2018 six-year trend data, as well as data for the 2018/2019 academic year.

Fourth is the varying ways institutions define DEI plans, accountability, units, departmental budgets, senior leadership teams and capacities. To address this variance, we made reasoned judgments in our analyses that are grounded in our extensive past experience and in relevant research. A fifth limitation reflects the reticence of many institutions to provide detailed financial information about their DEI efforts, in an understandable attempt to avoid any unintended consequences and backlash. Again, for these and other reasons, this report is intended to be directional more than precise.

The Demographic Trends in Diversity Scorecard

Exhibit 7.2 presents a scorecard of sorts for comparing demographic trends of all benchmark institutions across a number of student, faculty, and staff dimensions. “Underrepresented Minority” or URM is defined as any group whose percentage population in a given group is lower than their percentage of the country’s population. In these analyses, historically underrepresented minorities are defined as the sum of all Black/African American, Hispanic/Latinx, and Native American (“American Indian” in IPEDS). Non-resident aliens are denoted as “International” here.

In Exhibit 7.2, a thematic rating system illustrates how the institutions compare to one another. For the data between 2013 and 2018, a dash (-) represents no change in the data; a single check mark (√) indicates a negative or downward trend; two check marks (√√) indicate a positive trend, up to 5%; and three check marks (√√√) indicate rapid growth of more than 6% during this six-year period.

Exhibit 7.2. Benchmarking trend analysis by select institutions: demographic categories 2013-2018

	International Students (UG + G)	URM Undergraduate Students	URM Graduate Students	Women Graduate Students	URM TT Faculty	Women TT Faculty	URM Leadership	Women Leadership
Syracuse University	√√	√	√√	√	-	√√	√√	√√√
Boston College	√√	-	√√	√	-	√√	-	√
Cornell University	√√	√√	-	√√	√√	√√	√√	√√
George Washington	-	√√	√√	√√	√	√√	√√√	√√√
Lehigh University	√√	√√	√√	√	-	√√√	√√	√√√
Penn State University	√√	√√	√√	-	-	√√	√√	√√
U Conn	√√	√√	√√	√√	-	√√	√√	√√
RIT	√√	√√	-	√√√	-	√√	√	-
University of Michigan	√√	√√	√√	√√	-	√√	√√	√√
UT Austin	√√	√√	√√	√√	√√	√√	√√	√√√

Source: Integrated Post-Secondary Education Data Systems (IPEDS)

Key: - = No Change, √ = Declining (Negative) Trend, √√ = Positive Trend Growth (1-5%), √√√ = Rapid Trend Growth (>6%)

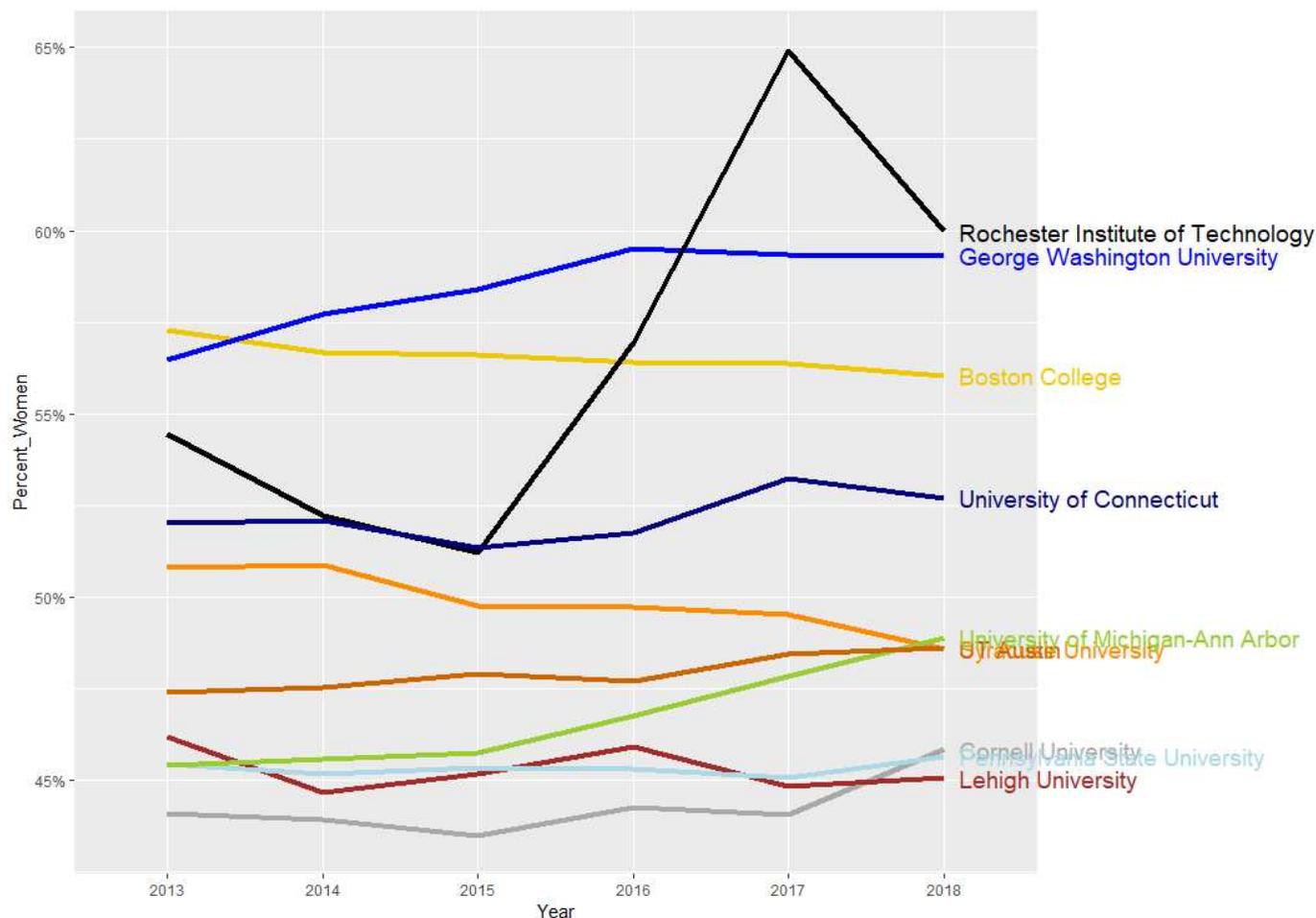
Between 2013 and 2018, every institution in this analysis experienced growth in the demographic diversity of their university (Exhibit 7.2). Directionally, Syracuse is making modest progress at increasing the level of (1) Combined graduate and undergraduate international student diversity, (2) URM graduate student

diversity, (3) Tenure-track women faculty, and (4) URM and women in leadership. While the gains may not be explosive and the baselines may be low, these trends are meaningful and do show progress along a number of key dimensions in the diversity conversation.

Decline in Women in Graduate School

Two areas offer Syracuse an opportunity to improve: the number of women in graduate school and URM undergraduate enrollment (Exhibit 7.2). Women graduate students declined slightly from 51% in 2013 to 49% in 2018, ranking Syracuse seventh among peer institutions in this study (Appendix A). During this period, most other institutions in our review witnessed an increase in women in graduate school (Exhibit 7.3). (These data likely do not include nonresident/online-only graduate students, who are typically classified by IPEDS in another category, called Distance Education.)

Exhibit 7.3. Women graduate students: six-year trends, peer institutions 2013-2018



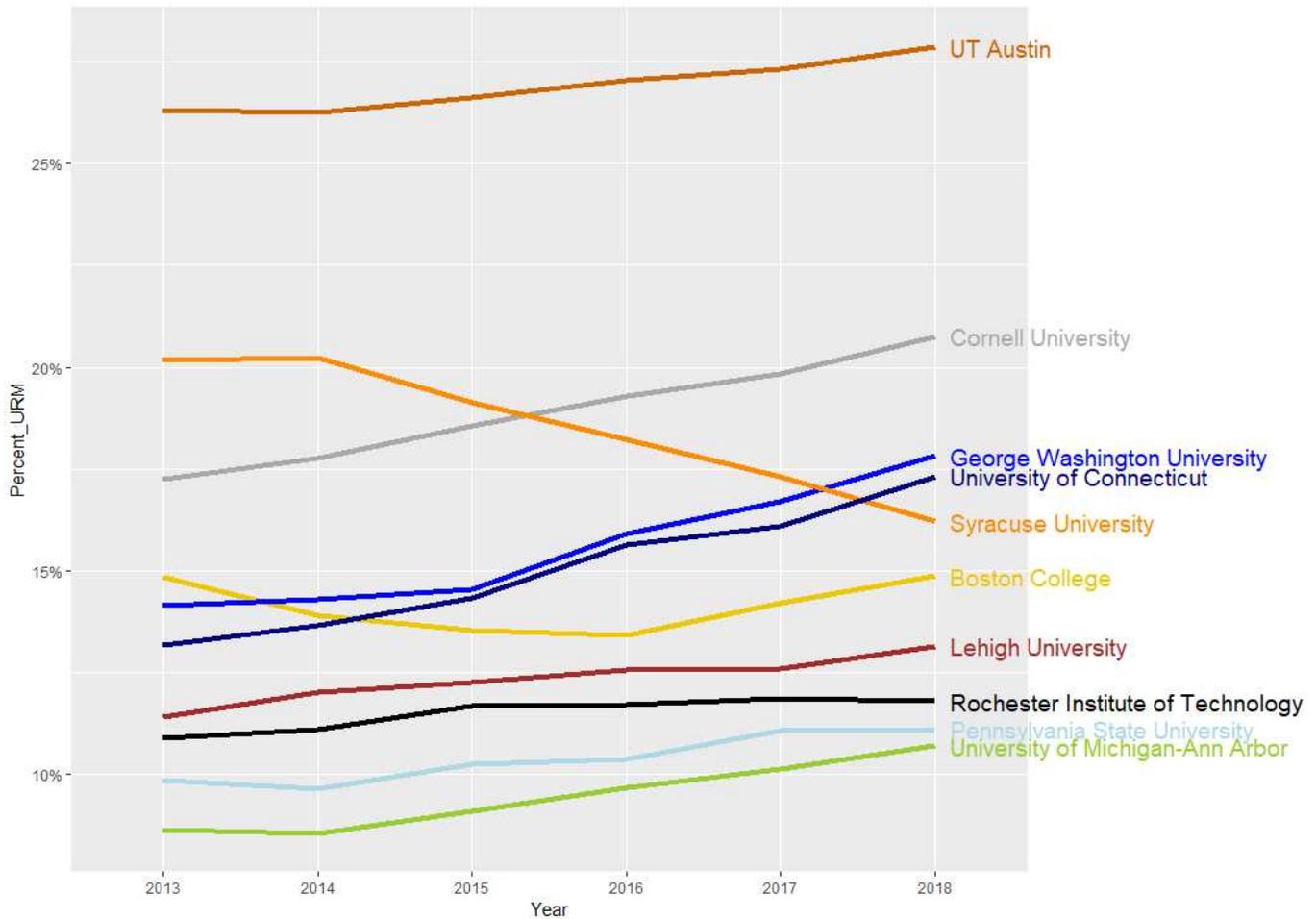
Source: Integrated Post-Secondary Education Data Systems (IPEDS).

Decline in URM Undergraduate Students

Syracuse was also the only institution to show a decline in the number of URM undergraduate students during the period of our review (Exhibits 7.2 and 7.4). Moreover, this decline was consistent during the period. In essence, Syracuse fell from being the clear leader among its peers to the middle of the pack along this critical dimension of strategic diversity leadership. While the pattern these data reflect is surely not new to SU leaders, in the context of other institutions, it opens up important questions regarding SU’s strategy. We would like to see Syracuse re-attain the top of this chart.

We did identify one factor that may have contributed to the decline in URM undergraduates: New York State’s Excelsior Scholarship. Initiated in the fall of 2017, it is the first state program to make college tuition free statewide (Mishory, 2018). Nearly one million middle-class New York residents in families making under \$125K per year were qualified to attend any SUNY or CUNY college tuition-free if they meet the program’s requirements. This scholarship to in-state institutions may have drained middle-class students, including URM students, away from Syracuse, at least partially contributing to the decline since 2016’s peak. Interestingly, neither Cornell nor RIT experienced such a decline. A causal analysis of these trends is beyond the scope of this project.

Exhibit 7.4. URM undergraduate students: six-year trends, peer institutions 2013-2018



Source: Integrated Post-Secondary Education Data Systems (IPEDS).

Diving deeper into the URM decline, Syracuse enrolled 15,097 undergraduate students in 2013 and 15,226 in 2018, expanding the total undergraduate student footprint by 0.85%. Within those totals, Syracuse admitted 3,047 URM undergraduate students in 2013 and 2,469 in 2018, a decrease of -18%. Notably, during the same time span, Black, Latinx, and Native American undergraduate graduation rates increased substantively. The stronger academic achievements of Syracuse URM undergraduates resulted in a *significant net increase* in the total number of URM students that received SU baccalaureate degrees between 2013 (368) and 2018 (527).

The strong graduation performance of URM students is a silver lining in this overall demographic decline. As it turns out, Syracuse has lower equity gaps between minority students and the overall graduation rate than many of the peer institutions included in this review (Appendix B). For example, the Black student graduation rate is 82% and the overall SU graduation rate is 83%, illustrating just a -1% equity gap. For

Latinx students, the equity gap is roughly -5%. Moreover, these differences have continued to shrink, from 2013 to 2018. The equity gap for Native Americans remains an area of major concern, however, at -36%.

Growth: International Students

Over the period in question, the number of both graduate and undergraduate international students at Syracuse University expanded consistently (Exhibits 7.2, 7.5). Indeed, every institution experienced growth in this dimension. Such trends are important to note in order to evaluate whether relevant available staff, services, space, and support are keeping up with such demographic trends.

The above demographic trends elevate important conversations about access, equity, revenue generation, and institutional priorities moving forward. The COVID-19 pandemic will force many hard decisions in the days and months ahead, and it will be important for leaders to consider these demographic insights as the campus makes decisions now and into the future.

Demographic Diversity Rankings

Exhibit 7.5 presents another view of the most recent (2018) demographic data along a broader spectrum of indicators. We looked at *rankings* of the undergraduate, faculty, and management demographic data comparatively among the selected institutions, across a number of gender, economic background, STEM participation rates, race/ethnicity, and internationalization.

Undergraduate Demographic Rankings

Some key Syracuse undergraduate demographic insights (Exhibit 7.5) include:

- SU had the highest proportion of international (13%) and Native American students (0.53%) among any of its peers, although the percentages were extremely small for Native American students.

Exhibit 7.5. Undergraduate students: ranking by percent of diverse identities on campus 2018/2019

Institution	Pell Grant	Women	Women STEM	Int'l	URM	Black/ AA	Hispanic/ Latinx	American Indian	Asian American	White
Syracuse University	4 (16%)	2 (54%)	8 (6%)	1 (13%)	5 (16%)	3 (6%)	7 (9%)	1 (0.53%)	9 (7%)	6 (57%)
Boston College	7 (15%)	5 (53%)	6 (9%)	7 (9%)	6 (15%)	9 (4%)	4 (11%)	10 (0.02%)	6 (10%)	5 (58%)
Cornell University	4 (16%)	4 (53%)	3 (17%)	4 (11%)	2 (21%)	2 (7%)	2 (13%)	2 (0.37%)	2 (19%)	10 (36%)
George Washington	9 (13%)	1 (61%)	8 (6%)	3 (11%)	3 (18%)	1 (7%)	5 (10%)	9 (0.07%)	5 (11%)	8 (50%)
Lehigh University	4 (16%)	9 (46%)	4 (12%)	6 (9%)	7 (13%)	10 (3%)	6 (10%)	7 (0.10%)	8 (8%)	3 (63%)
Penn State University	9 (13%)	8 (47%)	5 (9%)	2 (12%)	9 (11%)	6 (4%)	9 (7%)	8 (0.08%)	10 (6%)	1 (66%)
U Conn	3 (19%)	6 (51%)	7 (8%)	5 (10%)	4 (17%)	4 (6%)	3 (11%)	3 (0.14%)	4 (11%)	7 (56%)
RIT	1 (31%)	10 (32%)	10 (3%)	9 (6%)	8 (12%)	5 (4%)	8 (7%)	6 (0.12%)	7 (9%)	2 (63%)
University of Michigan	7 (15%)	7 (50%)	2 (19%)	8 (7%)	10 (11%)	7 (4%)	10 (6%)	5 (0.12%)	3 (15%)	4 (58%)
UT Austin	2 (22%)	3 (54%)	1 (31%)	10 (6%)	1 (28%)	8 (4%)	1 (23%)	4 (0.13%)	1 (22%)	9 (40%)

Source: Integrated Post-Secondary Education Data Systems (IPEDS).

- SU was ranked third among this group in the percentage of Black/African American undergraduate students (6%), but only seventh in terms of Hispanic/Latinx students (9%). For Black/African American students, there was only one percentage point difference between SU's third ranking and the first ranking percent of 7%.
- SU was number two in the percentage of women undergraduate students (54%) yet it ranked eighth in terms of the number of women studying in the critical STEM fields (6%).
- SU ranked fourth in percentage of Pell Grant eligible students (16%), tied with Cornell and Lehigh and trailing RIT, UT Austin, and U Conn.

Faculty Demographic Rankings

Some key Syracuse tenure-track faculty demographic insights (Exhibit 7.6) include:

- SU lead the pack in the percent of tenure-track women (38%) and African Americans (5.9%).
- SU ranked third in this peer group on the URM faculty variable (9%).
- SU came in last for the percentage of Hispanic/Latinx tenure-track faculty (3.03%), and second to last in the percentage of Native American tenure-track faculty (0.15%).
- SU fell towards the middle along the dimension of International (fifth) and Asian American faculty (sixth in the group).

Exhibit 7.6. Tenure-track faculty: ranking by percent of diverse identities on campus 2018/2019

Institution	Women	Internat'l	URM	Black/AA	Hispanic/Latinx	American Indian	Asian American
Syracuse University	1 (38%)	5 (1.06%)	3 (9%)	1 (5.92%)	10 (3.03%)	9 (0.15%)	6 (12.6%)
Boston College	2 (38%)	7 (0.84%)	9 (7%)	8 (3.16%)	7 (3.59%)	2 (0.42%)	8 (10.8%)
Cornell University	9 (31%)	3 (1.21%)	5 (8%)	5 (3.92%)	6 (3.82%)	3 (0.37%)	9 (10.7%)
George Washington	3 (37%)	10 (0.15%)	8 (8%)	3 (3.99%)	9 (3.38%)	8 (0.15%)	1 (16.0%)
Lehigh University	8 (31%)	1 (1.46%)	10 (6%)	10 (2.62%)	8 (3.50%)	10 (0%)	2 (15.2%)
Penn State University	10 (30%)	2 (1.26%)	6 (8%)	6 (3.87%)	5 (3.87%)	4 (0.37%)	5 (13.6%)
U Conn	4 (34%)	9 (0.21%)	7 (8%)	9 (2.90%)	3 (4.40%)	6 (0.32%)	4 (14.5%)
RIT	5 (32%)	6 (0.94%)	2 (9%)	7 (3.38%)	2 (5.07%)	1 (0.56%)	7 (11.8%)
University of Michigan	7 (31%)	8 (0.42%)	4 (8%)	4 (3.93%)	4 (4.11%)	5 (0.32%)	3 (15.1%)
UT Austin	6 (32%)	4 (1.18%)	1 (11%)	2 (4.32%)	1 (6.28%)	7 (0.26%)	10 (10.1%)

Source: Integrated Post-Secondary Education Data Systems (IPEDS).

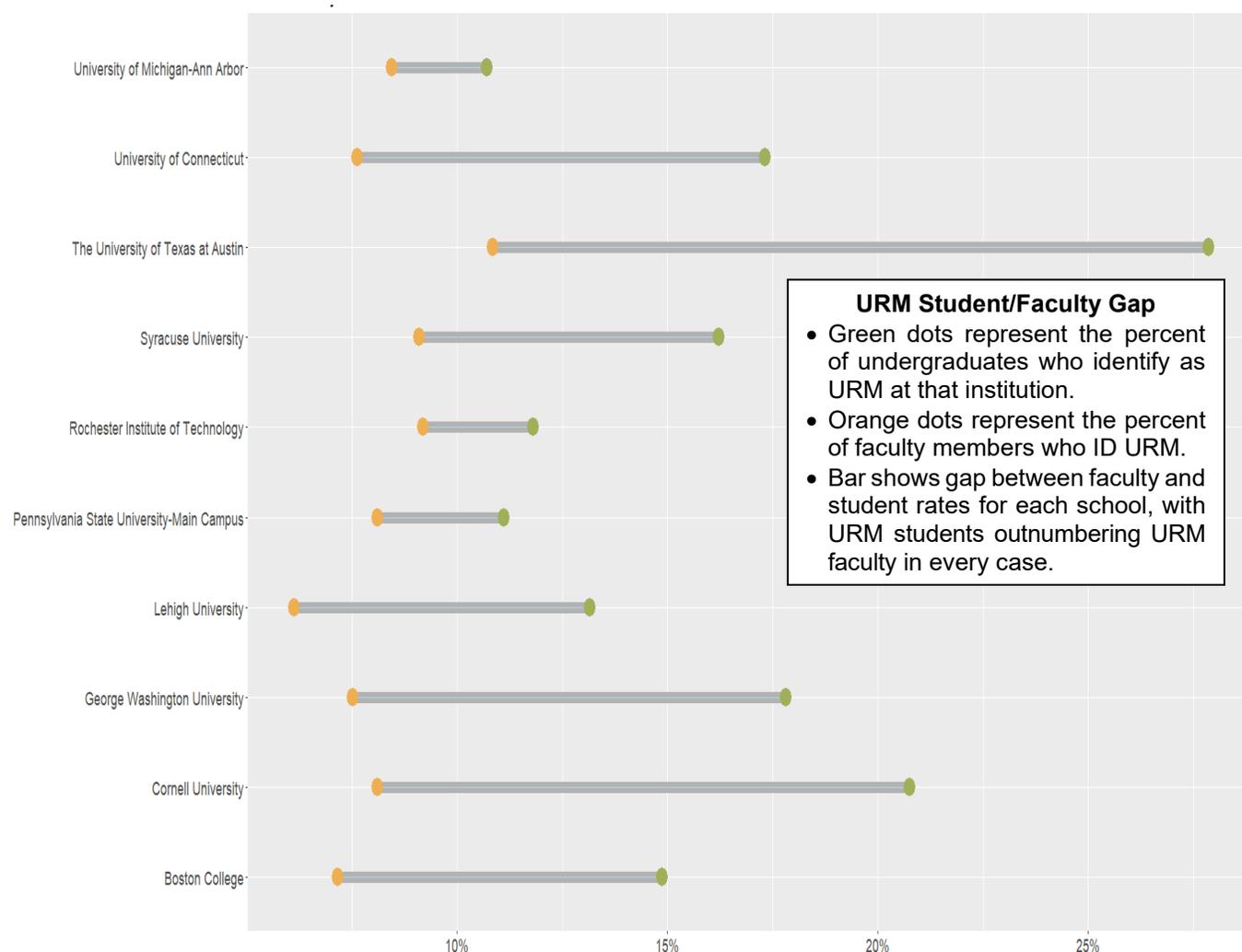
URM Student and Faculty Representation Gaps

One comment we often heard in the listening and dialogue sessions at Syracuse University (as well as at other institutions) is “I don’t see enough faculty who look like me.” To determine to what degree this is so, we plotted the difference in percentages between URM faculty (full-time, tenure-track) and URM undergraduate students in a dumbbell chart (Exhibit 7.7). While this analysis does sum all types of underrepresented minorities together, it gives an immediate insight into significant overall gaps.

Some key insights for Syracuse include (Exhibit 7.7):

- SU had an equity gap of seven percentage points between the number of URM faculty (9%) and the number of URM students (16%) (Exhibit 7.7). This gap placed Syracuse near the middle of the pack compared with institutions in this peer group analysis.
- At the same time, this gap showed that there were almost two URM students for every one URM faculty at Syracuse in 2018, which may be one factor behind requests for more URM faculty.

Exhibit 7.7. Representation gaps: URM faculty versus undergraduate students (percent), peer institutions, 2018/2019



Source: Integrated Post-Secondary Education Data Systems (IPEDS).

Institutional Leadership and Management

Some key insights about institutional leadership demographics at Syracuse (Exhibit 7.8) include:

- SU has the fourth highest percentage of women in management and leadership roles (59%).
- SU has the third highest percentage of Black/African Americans in management and leadership roles (6%).
- SU is near the bottom in the percentage of Hispanic/Latinx (3%) and Asian American (2%) individuals in management and leadership roles.
- While the percent is very small, Syracuse University leads among this peer group in terms of the percentage of Native Americans in leadership and management.

Exhibit 7.8. Institutional leadership: percentage of diverse identities on campus 2018/2019

Institution	Women	International	URM	Black/AA	Hispanic/Latinx	American Indian	Asian American
Syracuse University	4 (59%)	3 (0.28%)	5 (10%)	3 (6%)	8 (3%)	1 (0.56%)	9 (2%)
Boston College	7 (53%)	5 (0.19%)	8 (8%)	8 (5%)	6 (3%)	3 (0.19%)	3 (4%)
Cornell University	9 (50%)	6 (0.11%)	10 (6%)	9 (4%)	10 (1%)	8 (0%)	5 (3%)
George Washington	1 (66%)	1 (0.73%)	1 (25%)	1 (21%)	2 (4%)	7 (0.09%)	1 (6%)
Lehigh University	5 (58%)	2 (0.48%)	4 (10%)	6 (6%)	4 (3%)	8 (0%)	6 (3%)
Penn State University	10 (57%)	7 (0.07%)	9 (6%)	10 (4%)	9 (2%)	5 (0.13%)	8 (2%)
U Conn	2 (60%)	9 (0%)	6 (9%)	7 (6%)	3 (3%)	2 (0.31%)	7 (2%)
RIT	8 (51%)	9 (0%)	7 (9%)	4 (6%)	7 (3%)	8 (0%)	10 (2%)
University of Michigan	3 (60%)	4 (0.23%)	3 (10%)	2 (7%)	5 (3%)	6 (0.12%)	2 (5%)
UT Austin	6 (54%)	8 (0.06%)	2 (20%)	5 (6%)	1 (14%)	4 (0.17%)	4 (4%)

Source: *Integrated Post-Secondary Education Data Systems (IPEDS)*.

Summary

While these data have some limitations, they suggest that SU is one of the more diverse institutions included in this review. SU in fact lead the pack along the demographic dimensions of international students, Native American students, Black/African American tenure-track faculty, and women tenure-track faculty. SU fell to number two among its peers in terms of the percent of women undergraduate students, and the school boasts one of the most diverse management teams in the nation.

At the same time, the university is trending negative along the critical dimension of URM undergraduate students, women in graduate school, and women studying in the STEM disciplines—even though it has significantly increased the URM graduate rate between 2013 and 2018. SU also is experiencing a dearth of Hispanic/Latinx and Asian Americans in roles of leadership as well as on the faculty. We identified a

noticeable gap of seven percentage points between the number of URM faculty and the number of URM students as well, creating a noticeable, almost 2:1 ratio of students to faculty.

In this moment, Syracuse has an opportunity to be proactive. While Syracuse has strategically increased enrollment of Asian foreign nationals (especially from China), faculty expressed to us some concerns about fully supporting these enrollment changes, including that international students tend to have greater expectations for personal mentoring and often need help navigating a new culture, language, and country. Another issue here is an uneven distribution of foreign students across colleges and departments that creates a differential burden. Given political tensions with China, visa restrictions, and cultural fallout from the pandemic, Syracuse may already be witnessing a loss of enthusiasm among Asians about both the institution and studying in the U.S. These factors could impact the number of nonresident Asians on campus in the future.

With so much diversity in the SU community, it begs the question: how does SU's DEI strategy compare to those institutions included in this report? We forge forward with that discussion in the next section.

SECTION 8. HIGHLIGHTS OF NATIONAL STRATEGIC DIVERSITY LEADERSHIP BENCHMARKING OF PEER AND ASPIRANT INSTITUTIONS

What follows in this section is a big-picture review across the 10 benchmark institutions in this study, focused on three factors: (1) Diversity Planning and Accountability, (2) CDO Role (CDIO at Syracuse) and Infrastructure, and (3) Notable DEI Findings. Appendix C contains a detailed summary table listing many of these data, including structures, strengths and weaknesses, and notable findings for each peer institution. Although the COVID-19 pandemic interfered to some extent in data collection, we highly encourage readers to examine this table and its rich offerings in detail.

Diversity Planning and Accountability Findings

Diversity plans “can’t breathe” without Accountability, Infrastructure, Incentives, and Resources—or AIIR. These four factors empower a diversity plan to make a helpful and genuine difference. This analysis provides solid directional information that helps to clarify why and how some institutions are building DEI strategic capacity. Specifically, we provide a selection of top-level insights to help understand some of these AIIR dynamics within the institutions included in this competitive review.

- *Ongoing Bias Incidents.* Campus bias incidents tend to cluster around hateful and/or insensitive social media postings, vandalizing campus diversity spaces, racialized graffiti, nooses, swastikas, and microaggressive interactions and encounters. Many of the universities in this review had developed new DEI initiatives after experiencing high-profile campus bias incidents, much like Syracuse University. Specifically, these institutions included Boston College, George Washington University, Lehigh University, University of Michigan, and the University of Connecticut.

One finding here was an ongoing pattern of high-profile incidents that happened *nearly every year* at many institutions between 2016 and 2020. That is, some type of DEI flashpoint occurred that caught the attention of both traditional and social media, mobilized students, and forced the university to respond.

- *Generation Z/Millennial Activism.* In many instances, a very clear pattern emerged where diverse and activist students requested/demanded that university leadership engage these issues systematically, often citing the “institutionalized, historic, and cultural racism” embedded across campus. This is consistent with the Syracuse activist student demands as well as the culture of socially conscious activism associated with generation Z and millennial students (Milkman, 2017, and Rhoads, 2016).
- *Consistent Responses.* The majority of institutions that experienced high-profile bias incidents created new DEI plans. Many of these plans created or elevated the CDO role. They also called for more and mandatory DEI training and courses for students, increases in the levels of faculty diversity, routine reviews of campus climate by outside evaluators, and greater levels of DEI accountability.
- *The Lehigh Example.* In 2014 Lehigh University entered a voluntary resolution agreement with the U.S. Office of Civil Rights to complete several actions that ensure that they are inclusive and compliant with Title VI regulations of the Civil Rights Act of 1964. Public accountability was clear with regards to fulfilling the process-based actions of that agreement—developing a campus-wide institutional DEI policy, reviewing codes of conduct, developing a campus climate study, implementing DEI training, reporting and addressing campus climate issues, and more.
- *Weak Accountability.* Most institutions had very limited or no public mention of their DEI accountability processes and systems. When accountability was mentioned, it was generally in the form of “reporting numbers,” not in terms of the procedural completion of publicized DEI commitments, nor in accomplishing higher-level DEI outcomes. Largely absent were outcomes like quantitative improvements in the campus climate, strategic growth in DEI demographic representation, elimination

of achievement gaps or even process-based efforts that track implementation of the campus DEI plan. In most cases, reporting was defined as accountability, or no accountability existed at all.

- *The Michigan Example.* Only the University of Michigan has developed a best-in class DEI planning, implementation, activation, and accountability process that we found to be aspirational. They have a highly structured, shared DEI framework and goals that feature an activation plan in every school, college, and major administrative unit on campus. In all, 50 individual University of Michigan DEI activation plans ladder up to an overall institutional plan. Additionally, their process includes an annual reporting regimen for every activation plan, the accountability of deans and vice presidents back to the president, and the full support of their board of regents.

While our review is far from conclusive, it is difficult to find a recent pattern of diversity flashpoints, student activism, and institutional response by U of M administration since the very high profile events of 2017. While campus bias incidents have surely occurred during this period, they have seemingly not metastasized in the same way they have at other institutions and haven't required high-profile commitment actions after their initial institutional commitments.

- *Public Financial Commitment.* University of Michigan is the only school to offer a public financial illustration of their DEI campus-wide commitment—\$85 million over five years, and \$40 million in new resources.
- *One Bias Response Team Elimination.* Every institution in our review had a campus climate bias response team in place, but only the University of Michigan has been forced to dismantle their campus climate bias response team. This was done in 2019 as part of a settlement with a nonprofit organization that argued the team's policies had the potential to interfere with open expression and alter students' views. A "Campus Climate Support Program" replaced the team.
- *Top DEI Websites.* Several institutions have a strong DEI web presence that they use to elevate DEI-related work. Often the university's DEI gateway is one and the same with the CDO website. All are stronger than Syracuse University's site. The best are: RIT, U of Michigan, Cornell, and UT Austin. A strong DEI website should include: statements from senior leadership, clarity on the DEI plan, links to the DEI infrastructure campus-wide, story-based elevation of DEI work, clear timelines and history of DEI efforts, public access to DEI data, reports and accountability, opportunities to report bias, public reporting of bias findings, opportunities to apply for DEI grant funding, opportunities to give to DEI, and perhaps opportunities to request DEI speakers and engagement from the CDO and campus DEI content experts. Currently, the strongest sites also provide dynamic information about the DEI-related elements of the COVID-19 pandemic.
- *HEED Award.* Lehigh University, University of Michigan, UT Austin and RIT have all won the Higher Education Excellence in Diversity Award (HEED) given by *Insight in Diversity* magazine. *Insight into Diversity* uses instruments developed by researchers at the Center for Strategic Diversity Leadership and Social Innovation to quantify insights on strategic DEI activity across campus.
- *Belonging Framework.* Only Cornell University has adopted a "Belonging" framework for their DEI work. The idea of belonging centers on the importance of not just becoming diverse demographically, or even creating inclusion efforts, but working to ensure that every person on campus feels as if they are a welcomed member of the community—as if they belong. Belonging is quickly emerging in the strategic diversity leadership movement as a conceptual framework for campus DEI efforts.

CDO and Campus-Wide DEI Infrastructure

Every institution in this study maintains a campus-wide DEI committee, and many have DEI committees in schools and colleges. While most institutions have diversity officers in their schools and colleges, we found

them installed at varying levels of rank, with inconsistent portfolios, some without budgets, and many lacking a role in leading DEI issues within the college. Additional insights include:

- Eight of the 10 institutions in this review had a dedicated CDO role or function; only Boston College and Cornell did not. While the Boston College Diversity Officer does meaningful work, the role was not established at the typical level of seniority, titled at the Executive Director level. Cornell maintains a completely divergent structure, apparently with no identifiable DEI point person or CDO.
- Cornell has an interesting approach in linking human resources, academic affairs, and student affairs into a conjoined presidential diversity advisory. This shared responsibility should be part of any DEI infrastructure, whether a CDO is present or not. Cornell considers their diversity advisory infrastructure as a replacement for a CDO, a viewpoint inconsistent with research and promising practices.
- Syracuse was one of six CDO roles in the group with a clear reporting relationship to the president/chancellor. The Syracuse CDIO unit was the newest one in this review, likely explaining the more limited infrastructure.
- Among the seven units that supervise diversity units, the majority have multicultural affairs, cultural centers, and affirmative action and equity in their portfolio.
- Two officers include the term “Community Engagement” in their title, and six have high-profile external responsibilities on behalf of the university.
- UT Austin, University of Michigan, and RIT have the strongest vertical integration of units in their portfolios, in that order. These units control strong, vertically integrated budgets.
- The U of Michigan and UT Austin CDO divisional infrastructures are often lauded as examples of promising practices nationally because of their unique portfolios, positioning of the officer to lead campus-wide, discretionary budgets to drive change, and strong strategic relationships with deans and other VPs across campus.

Summary Concepts for Consideration

Generation Z students are diverse and socially conscious. We find them frequently calling for a higher gear of DEI commitment and responsiveness from their institutions. Many of the institutions in this review are more diverse now than ever before in their history, evidenced in our demographic review. Such diversity provides a new context for university leadership, and institutions like Boston College, George Washington University, and Lehigh are just developing the renewed infrastructure to manage this complexity. By comparison, University of Michigan, UT Austin, RIT, and Penn State have more mature DEI infrastructures and, candidly, do not seem to have as much controversy and diversity brand pain currently.

That said, many institutions in this review developed DEI capacity in the wake of high-profile diversity flashpoint moments, microaggressions, and campus climate incidents that sparked student activism. A similar launch point occurred at Syracuse University, although none of these incidents appear to have the same degree of controversy as occurred during the Crouse-Hinds occupation.

Flashpoints and Bias Response

It was surprising to see how many campuses have experienced a high-profile DEI flashpoint event at least once per year. Today’s diverse campuses, in combination with ongoing national polarization and social media’s instant connectivity, suggests that DEI flashpoints are part of a new normal. Syracuse University leadership must upshift in response to this context, a point of which the board is clearly cognizant.

Important foundations for managing DEI flashpoints when they occur include: the development of a high-profile DEI commitment, consistent programming, numerous leaders involved with activation beyond the nominal CDO and their team, and high-level DEI communication along with opportunities for participatory engagement. All of the campuses studied have bias response systems, campus climate studies and myriad diversity and inclusion efforts in place, which run the gamut from diversity offices, units, faculty diversity initiatives, diversity-themed living/learning programs, and more. Many institutions have seemingly compelling DEI training and intergroup dialogue programs, particularly Cornell, Lehigh, and George Washington Universities. Nevertheless, it is difficult to determine whether these efforts are scaling—whether they are having a broad-based campus impact, particularly among faculty and staff.

Scaling such programs and implementing multi-sequenced learning DEI certificate programs that are more than one-time efforts are key to building long-term DEI capacity among faculty and staff. Building definitive capacity in this way would be a key point of difference for Syracuse's DEI work. And the university is off to a promising start. The DEI faculty training programs built in association with SEM-100 were, honestly, the only scaled faculty DEI training program that we saw across our review. At present, the work Syracuse is doing in this area may represent leadership among peers, even as much more work remains to be done.

Accountability

It was disappointing to see such weak DEI accountability systems across the institutions in this study. Many have made high-profile DEI commitments, and some have even promised mandatory DEI training. Yet for the University of Connecticut and George Washington University, it was difficult to find their accountability reports, metrics, and updates via their websites. This does not mean that these factors don't exist, but it may mean that accountability is more talk than demonstrative process, leadership, and actions.

Only the University of Michigan appears to have a clear system of DEI accountability and campus-wide activation. With DEI activation officers in every school and college and a clear plan that joins together a decentralized campus, their approach also features a shared framework, localized activation plans, president-authorized accountability, shared metrics, public moments of engagement, and a prominent financial investment that is best-in-class by far. Every institution in this review expressed commitment, yet only Michigan made their commitment clearly visible. As a result, they leveraged past and new investments as part of a DEI-centered brand-building effort to position the institution as a leader, even as they grapple with the challenges of Proposition 2 and a consistent stream of legal attacks working to curtail their efforts.

DEI Infrastructure and Cultural Space

The CDIO campus DEI infrastructure at Syracuse University is nascent and needs much investment and organization when compared to peer institutions in this study. While University of Michigan and UT Austin are clear infrastructure leaders, every institution save Cornell and Boston College have a stronger dedicated DEI infrastructure than Syracuse.

The answer to building this infrastructure is a combination of targeted investments and consolidation of current resources, as the majority of CDOs in this review led a portfolio of units. Diversity infrastructure consolidation efforts are always political and, at times, contested. Yet at the same time they are often necessary to create a more tightly woven approach to aligning strategy and structure on campus.

Every institution we examined has dedicated cultural space to create inclusion and belonging dynamics across campus. As we pick this work up moving forward, it will be important to look closely at these structures. While sheltering in place and social distancing will make co-location irrelevant for some time, offering cultural space is a foundation to creating inclusion dynamics on campus. The Universities of Connecticut and Michigan in particular have very strong cultural spaces. What lessons that can be learned from UConn's venerable cultural centers and Michigan's new cultural center may prove helpful to building out SU's capacity as you evolve your current space to meet today's student needs.

SECTION 9. THE SYRACUSE UNIVERSITY STRATEGIC DEI INVENTORY HIGHLIGHTS

In Sections 2-6 of this report, we identified several areas of strength and opportunity in terms of SU's overall level of campus diversity, the lived experience of students, faculty, and staff, and community members' perceptions of the university's overall commitment to DEI. In Sections 7 and 8, we identified where the university stands compared to nine peer institutions in terms of both demographics and DEI policies and structures. In this section, we triangulate these earlier findings against a discussion of the University's current DEI capacity and programs to answer one overall question—does the perception by community members of a low level of DEI institutional commitment at SU accurately reconcile with the focus, number, and quality of DEI strategy, programming, and academic initiatives shared in this strategic inventory review?

Building DEI Capability

We define DEI organizational capability as those programs, initiatives, course, policy, processes, structures, and learning programs that help students, faculty, and staff to consistently deliver a high level of DEI outcomes. At most institutions, if you ask campus leaders about their efforts around campus in terms of DEI work, they will often give you a laundry list of “things we are doing.” Much more effective would be an organized expression of DEI tactics or methodologies that interlock to form institutional DEI capability in a given category, in a way that is aligned strategically to achieve a clear set of targeted results.

Additionally, our national studies have found that institutional DEI commitment is difficult to accomplish without *Accountability, Infrastructure, Incentives, and Resources* (AIIR) to power the change journey (Williams, 2013). More specifically, institutions need accountability parameters to shape behavior; dedicated and general DEI infrastructures to guide and support change; incentives to elevate DEI to more than an unfunded mandate; and investment of resources to ensure that change happens in both word and deed. Without the currency of consistent prioritization, strategic focus, and the investment of human, financial, and technical resources, DEI commitment becomes counterfeit in the eyes of community members who desire a higher level of change. These community members are typically looking for more intentionality, transparency, and consistency in how institutions approach DEI efforts campus-wide.

This section of the *Syracuse University Experience Executive Overview Report* focuses squarely into SU's DEI capabilities and their degree of AIIR. We leverage in this section the results of a DEI capacity auditing survey fielded across all major academic and administrative units of the university. (The full results, in the accompanying databases, are being provided to the CDIO's office.) In addition to looking at SU's capabilities, we make a high-level comparison with two other prominent universities that have implemented a similar DEI initiative inventory. While not a perfect comparison (for reasons we address), this discussion provides value and texture to the university's current position with respect to overall strategic DEI capacity.

The SU Strategic DEI Inventory

Our national benchmarking analysis (Sections 7 and 8) explored DEI demographics, strategy, structure, and programming at the campus-wide level. We asked whether there was a campus-wide CDO, DEI plan, public accountability, and more. In this SU Strategic DEI Inventory, we move our analyses from the institutional level to the school/college and administrative unit level of analysis. More explicitly, we analyze all decentralized DEI capacity found under the purview of deans, vice presidents, senior vice chancellors, and other senior administrative leaders. At SU, deans and divisional leaders move independently and creatively in stewarding their units within the overall campus mission and strategic priorities. Given the extreme level of independence that exists across Syracuse University, this level of analysis is especially important.

The first step in developing a well-defined set of DEI capabilities is to map the university's DEI efforts in a way that allows us to understand their major foci, the demographic communities they serve, whether or not the programs are evidence-based or not, and, candidly, whether the programs can demonstrate their impact through data tracking.

To help us begin mapping the DEI capabilities of the university, the teams for 28 senior administrative leaders at Syracuse University completed our Strategic DEI Inventory Survey in two major areas:⁸

- (1) *Strategy*: First, they provided information on their overall DEI strategy, structure, accountability process, and areas of targeted DEI financial investment.
- (2) *Programs*: Second, they provided specific detail into their DEI programs, designed to enhance diversity demographics, graduation, retention, outreach, teaching and learning, leadership and professional development, and the overall lived experience of students, faculty, and staff.

We specifically outline these categories in a later part of this section and provide a full discussion in the accompanying *Strategic DEI Inventory Technical Report*. What follows here is a select treatment of inventory elements that we chose to highlight. More information can be found in the technical reports.

Institutional Case Study Comparisons

At various points in this discussion, we present Syracuse University unit level data in context with two other institutions who have also completed our unit-level inventory process. In our earlier benchmarking (Sections 7 and 8), we matched the nine peer institutions across a number of important dimensions of size, selectivity, research mission, and more. This comparative context is coarser, providing a general context in which to situate the technical report data more meaningfully.

Simple, comparative profile data on the three universities is presented in Exhibit 9.1. While the institutions differ in size, they are in the same place, generally, in terms of launching a comprehensive and coordinated institutional DEI strategy initiative. Indeed, all three appointed full-time CDO-level roles in 2020 and are just beginning the DEI strategic planning process after completing a major DEI inventory project.

Exhibit 9.1. Profile data: Syracuse University and the two case studies

University	CDO	DEI Strategic Planning	Approximate Enrollment	Units Responding
Syracuse University	CDO appointed in fall 2018	Developing Institutional DEI plan in June 2021	22,000	27 Units
Institutional Case Study #1*	CDO appointed in fall 2020	Developing Institutional DEI plan in 2021/2022	10,000	22 units
Institutional Case Study #2*	CDO appointed in fall 2020	Developing Institutional DEI plan in 2021/2022	35,000	22 units

Source: CSDL SI, *DEI Inventories from Syracuse University and two other cases, 2020*. *Pseudonym.

This section of the Executive Report comments to institution-wide DEI capability at the unit level, making no distinction between the academic and administrative units of the campus community. By comparison, the accompanying *Strategic DEI Inventory Technical Report* discusses all variables by overall institution as well as by academic and administrative units yet does not offer the institutional case-study element to that discussion, focusing exclusively on the SU environment itself.

Institutional Commitment to DEI

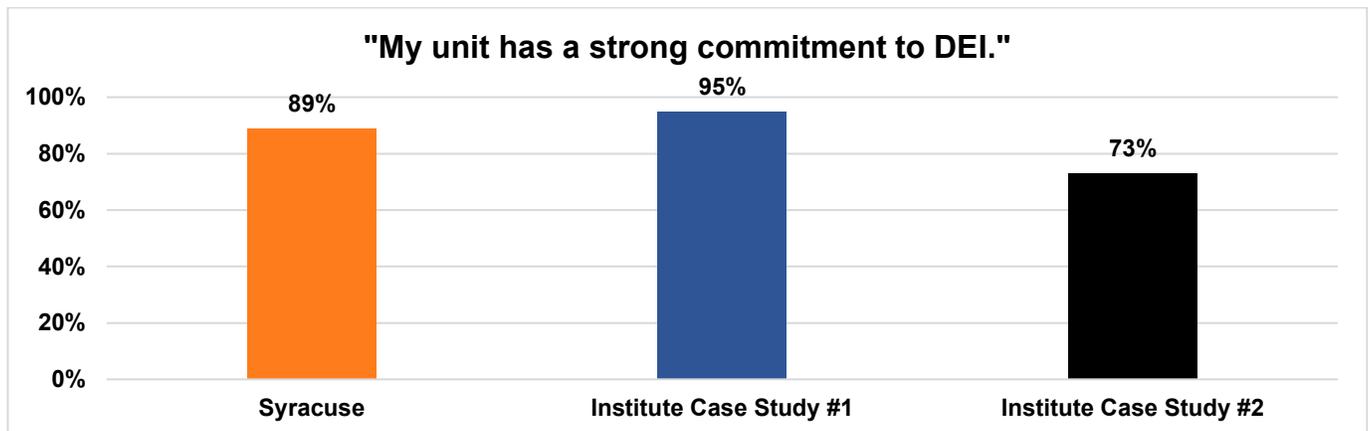
One of the major findings of the campus climate pulse surveys were that many students, faculty, and staff questioned the university’s overall commitment to DEI, indeed even found it absent. Listening session

⁸ A division-level unit is defined as the school, college, and major administrative areas of the university. This includes the Maxwell School, Newhouse School, College of Letters and Sciences, Division of Enrollment Management and Student Experience, Office of the CDIO, Office of the Provost, and more. For a full overview of all 28 responding units, please see the *SU Strategic DEI Inventory Technical Report*.

participants doubled down on this point, specifically criticizing the university for not having a strategic DEI plan and an institutional approach to accountability.

In the DEI inventory, however, when we asked unit leaders to tell us about their unit's commitment to DEI, our findings revealed a sharp contrast to the general opinion of the campus community. Nearly 90% of division unit leaders agreed that their unit has a strong commitment to DEI, compared to the yellow and red levels of concern about DEI commitment outlined in our comparison scorecards for students, faculty, and staff, even when controlling for a number of demographic categories (Exhibit 9.2).

Exhibit 9.2. Percent of respondents espousing unit level commitment



Source: CSDLSI DEI Inventories from Syracuse and two other universities, 2020.

Syracuse: N=28 units; Institutional Case Study #1: N=22 units; Institutional Case Study #2: N=22 units.

SU's strong unit-level expressions of DEI commitment is inconsistent with the overall perception held by the campus community. Recent events back up this observation. For instance, in early March the university announced a significant \$50 million investment towards improving faculty diversity. These hiring and retention initiatives should result in the addition of 70 faculty and 100 postdoctoral scholars from underrepresented backgrounds. Yet some would assert that the communications about these investments appeared to be perceived as lip service, not hailed as actual progress. Currently the SU community is challenged to interpret such actions as the concrete progress they have been clamoring for.

This finding may imply one of two things, or a combination of both. For one, a communication challenge might be creating a gap between what is going on to advance DEI and what the general campus community understands is going on, where many are simply not aware of what is taking place. Or two, there might be a gap between what leaders define as institutional DEI commitment and what the campus community is looking for as an expression of that commitment—that is, what the campus community is looking for as an operationalization of that commitment in terms of concrete plans, goals, action steps, timelines, programs, initiatives, and infrastructure to lead and coordinate DEI change that the university community can see and feel.

DEI Commitment Can't Breathe Without A.I.I.R.

SU's high level of expressed DEI commitment at the unit level (89%) is positive and something to build from. We find similarities in the expressed commitments of the two institutional case study universities, which checked in at 95% and 73% DEI commitment belief, respectively (Exhibit 9.2). Nevertheless, neither SU nor the two institutional case-study comparison institutions had operationalized their DEI commitment at the same level. Their implementation varied in terms of the plans, accountability systems, infrastructure, incentives, and resources that must be present to create the type of systems change that can truly move an institution's culture forward (Exhibit 9.3).

Exhibit 9.3. Percent of units reporting each component of DEI strategy and infrastructure

	Division-Level DEI Strategic Plan	DEI in Divisional Annual Reports	DEI in Individual Performance Reviews	DEI Committee in Place	DEI Officer In Place	Discretionary Funding for DEI
Syracuse	41%	26%	59%	63%	48%	56%
Institutional Case Study #1	32%	14%	14%	55%	82%	77%
Institutional Case Study #2	23%	5%	27%	41%	36%	23%

Source: CSDLSI DEI Inventories from Syracuse and two other universities, 2020.

Syracuse: N=28 units; Institutional Case Study #1: N=22 units; Institutional Case Study #2: N=22 units.

Exhibit 9.3 outlines six core dimensions of DEI commitment that ideally should be in place in each independent unit of a university. Specifically across the various schools and colleges of Syracuse University, our DEI inventory found the following:

- *DEI Strategic Plans:* Only 41% of SU units have a DEI strategic plan to guide their DEI journey. A strategic plan is important for a number of reasons. While this number was low in general, it was more advanced than at the comparison case-study sites, which were slower to begin their DEI strategic planning journey.
- *DEI Accountability at the Unit Level:* Only 26% of SU units reported writing annual DEI accountability reports. While this low level of DEI reporting was disappointing, it was not surprising given the comparison institutions had even less of this type of accountability system in place, at 14% and 5%, respectively.
- *DEI Accountability at the Individual Level:* A very positive finding at Syracuse was that nearly 60% of unit leaders reported assessing DEI as part of the employment performance assessments of faculty and staff. As reported, this capability was far more present at Syracuse than at the comparison case-study institutions, and one we applaud. While the quality and caliber of these processes was unclear from this review, this finding represents a clear building block for the university toward creating a stronger gear of individual accountability that will advance DEI across the entire employee community. (Outside of this review, we note that a commitment to DEI is upheld in SU’s Performance Partnership program and that the inclusion of DEI-relevant action steps is expected and part of the performance review for every staff member at the university.)
- *DEI Structure–Committee:* Sixty-three percent of SU unit leaders indicated that they had a DEI committee in their divisional units. This factor is another positive building block for the university to expand upon, although each of these committees stands at varying levels of performance and clarity in their construction, mission, visibility, and level of strategic value to their respective unit. Some are a clear promising practice like the School of Social Work *Committee on Engagement of Students, Faculty, and Staff on Social and Racial Justice*, where they have organized themselves into sub-groups focused on dialogue, curriculum and course modifications, and developing a framework to guide their work in the area of Social and Racial Justice, while others seem to have much less structure and focus to their efforts.
- *DEI Structure–DEI Officer:* Less than half of SU units (48%) had a DEI officer position to help catalyze and coordinate the DEI journey with their peers. While any role set up to be the sole leader and contributor to DEI advancement is doomed to fail, when managed well these roles can in fact play a pivotal role activating DEI change work institutionally (Williams and Wade-Golden, 2013).

- Indeed, one of the fastest growing trends in the higher education DEI space is the appointment of DEI officers at all levels of the institution. Institutional Case Study’s 82% level of DEI officer roles is actually more the direction in which we see campuses going now in our various engagement efforts.
- In our review, we found that SU’s unit DEI officer roles showed wide variance in their positioning to be successful. They vary in rank, resources, reporting lines, staff, and background. While leadership roles always differ across campus, the level of variance that we saw in these positions suggests that many of these officers are not set up for success moving forward.
- *DEI Incentives–Discretionary Funding:* One crucial resource for incenting DEI change is the ability to seed new DEI initiatives through competitive DEI challenge grants, funded partnerships, and creative investments into new initiatives. While we did not specifically explore these tactics at this level of detail in our survey, the presence of DEI discretionary funding offers the potential to build these types of programs moving forward. At SU, 56% of units agreed that they had some level of DEI discretionary resources in their budgets, a level that was middling when compared to the two institutional case studies.

While Syracuse unit leadership was clear in their assertion that their unit has a strong DEI commitment (89%), these data paint a different picture, suggesting a need for most units to take a hard and informed look at their current approach to making DEI a strategic priority. These findings also largely corroborate the feelings expressed institutionally by community members that questioned the presence of a clear DEI vision for the campus community to rally around. This theme is strengthened in subsequent components of this discussion that follow.

DEI Resources for Success and Training

Two ways that a university can improve the overall campus climate and create a more inclusive institutional experience are: (1) To provide effective DEI learning, training, and professional development activities for students, faculty, and staff, and (2) To invest in programs and initiatives designed to transform the experience of diverse students, faculty, and staff, for example by creating programs, spaces, and resources that affirm their cultural identity and provide belonging.

In addition to creating bias-reporting policy and review processes, this two-tiered approach to building knowledge, skills, and abilities—combined with creating positive and affirming programs that support the resilience, development, and achievement of diverse communities—is foundational to establishing a strong campus climate improvement effort. We continue this discussion of institutional DEI commitment by looking specifically at these two approaches at the school, college, and administrative unit levels at all three institutions (Exhibit 9.4).

Exhibit 9.4 outlines six dimensions of DEI commitment in terms of training and success across the various schools and colleges of Syracuse University. For SU we found that:

- *DEI Training for Students.* Within Syracuse units, 48% of respondents felt that they had in place sufficient DEI learning and training programs for students, a level that leaves much to be desired, yet far exceeded our two comparison institutions (23% and 27%).
- *DEI Training for Faculty.* At SU, 41% of respondents felt that they had sufficient DEI learning and training programs in place for faculty, a level that was consistent with one of our comparison institutions (41% and 31%).
- *DEI Training for Staff.* At SU, 59% of respondents felt they had in place sufficient DEI learning and training programs for staff, a level that exceeded our two comparison institutions (50% and 23%).

Exhibit 9.4. Percentage of units agreeing with each statement about training and resources

	“My college or division has sufficient...”			“My unit sufficiently funds...”		
	Diversity Training for Students	Diversity Training for Faculty	Diversity Training for Staff	Diverse Student Success	Diverse Faculty Success	Diverse Staff Success
Syracuse	48%	41%	59%	59%	33%	37%
Institutional Case Study #1	23%	41%	50%	27%	23%	27%
Institutional Case Study #2	27%	32%	23%	45%	32%	45%

Source: CSDLSI DEI Inventories from Syracuse and two other universities, 2020.

Syracuse: N=28 units; Institutional Case Study #1: N=22 units; Institutional Case Study #2: N=22 units.

- *DEI Student Success Investment.* At SU, 59% of respondents felt that they had sufficiently invested in the diverse student success, a level that again exceeds the level of the two comparison institutions (27% and 45%) yet leaves much room for improvement.
- *DEI Faculty Success Investment.* Leaders at SU were highly critical of their investment in the success of diverse faculty, with only 33% of leaders reporting that they had sufficiently invested in this important area of the campus community. These success investments in faculty were correspondingly low at comparison institutions (27% and 45%).
- *DEI Staff Success Investment.* SU leaders were highly critical of their investment in the success of diverse staff as well, with only 37% of leaders reporting that they had sufficiently invested in this important area of the campus community advancement. The comparison institutions offered similarly low levels, although Institutional Case Study #2 was higher than Syracuse (27% and 45%).

Unfortunately, this low level of DEI program capacity was validated by listening session participants calling for more DEI training and with climate survey data illustrating concerning levels of discrimination felt across diverse communities. Organizations that are most effective at advancing their organizational goals overall are more likely than others to link learning and training to performance as integral parts of their capability-building programs (McKinsey, 2014). The perceived lack of adequate DEI training and learning programs for faculty and staff at Syracuse is particularly troubling, given the high level of DEI challenge that diverse students discussed experiencing in terms the classroom setting and their interactions with SU faculty and staff. This gap between a lack of high-caliber DEI learning opportunities and a low level of DEI performance in terms of satisfaction, discrimination felt, and more illustrates a need for sufficient ongoing DEI learning programs to help students, faculty, and staff accumulate cultural awareness and build the necessary skills to more effectively handle DEI conflict when it emerges.

These findings further reinforce the fact that that SU leaders need to match aspirational visions of DEI commitment to material investment into sufficient DEI programs that will not only build new skills and abilities but improve the lived experience of diverse groups and community members. SU’s inventory scores across each of these dimensions of DEI commitment were low, even though they were consistently better than the comparison institutions that we are able to tap for this discussion.

This shared struggle in operationalizing DEI institutional commitment stands in direct contrast with the overall high levels of DEI commitment expressed across all three institutions. That Syracuse is experiencing the same challenge as other institutions is a commentary on the evolving nature of higher education strategic DEI leadership as much as it is an area of opportunity for the university.

Syracuse University DEI Programs

In addition to unit leaders offering insights into the DEI plans, accountability, and infrastructures that exist within their units, they also took inventory of the major DEI “programs” in their division, school, or college. In all, we identified 445 Syracuse University DEI programs. Respondents reported a total of 271 DEI initiatives via our online survey. Respondents also uploaded DEI-relevant documentation, from which we pulled 127 additional programs. Finally, our researchers scraped Syracuse’s events calendar, from which we pulled 97 DEI-focused events.

The accompanying inventory technical report includes full details about these initiatives: Here we will report high-level findings in comparison with the two other case-study universities. It’s important to reemphasize that this comparison is not a true benchmarking activity, but that these data are offered to give more texture to our interpretation of the SU campus inventory. Because the inventory process differed slightly between institutions, we tend to focus more on percentages rather than the raw number of DEI program inputs at each institution.

Defining DEI Programs

We use the term “DEI program” generally to refer to any DEI-focused intervention, course, initiative, event, fellowship, partnership, scholarship program, student development effort, training, study abroad, or research center or area of scholarship and inquiry that advances the university’s DEI agenda, broadly defined. As in every facet of this overall study, the Syracuse DEI Inventory defined *diversity* broadly to include race, ethnicity, gender, faith, sexual orientation, disability, economic background, nationality, and other aspects of this constantly evolving concept (Williams, 2013). To this end, we gathered information about the DEI focus of the university’s efforts across a broad spectrum of activity, not on limited only to race and ethnicity.

Exhibit 9.5 organizes examples of SU’s DEI programs into six major program categories:

- (1) DEI General Infrastructure (DEIGI)
- (2) Recruitment, Retention, and Outreach (RRO)
- (3) Preparing Students for a Diverse and Global World (DGW)
- (4) Multicultural and International Research and Scholarship (MIRS)
- (5) Affirming Diverse Identities and Community Building (ADICB)
- (6) Training, Campus Climate Research, and Policy Development (TCCRPD)

A few SU examples of this organizing schema (Exhibit 9.5) include:

- The DEI Student Advisors that are part of the Office of Diversity and Inclusion are identified as part of the DEI General Infrastructure (DEIGI).
- The Our Time Has Come Scholarship, out of the Division of Advancement and External Affairs, is categorized as a Recruitment, Retention, and Outreach (RRO) program.
- A Maxwell School First Year DEI seminar is referred to as a DEI program in the area of Preparing Students for a Diverse and Global World (DGW).
- The *Caribbean Journal of Psychology* that comes out of the Falk School considered Multicultural and International Research and Scholarship (MIRS).

Exhibit 9.5. Syracuse University: DEI program categories, descriptions, and examples

Program Type	Description	Examples from Syracuse
DEI General Infrastructure (DEIGI)	DEI efforts focused on initiating, coordinating, and leading DEI efforts.	<ul style="list-style-type: none"> • DEI Student Advisors (ODI) • IDEA Coalition Student Group (ODI) • Accessibility Information and Computing Technology Policy Council • Developing messaging to share during games (Athletics) • SUCOL Diversity Website (Coll of Law) • DEI Questions in Course Evals (Architecture) • SURFACE Institutional Repository (Syracuse Libraries)
Recruitment, Retention and Outreach (RRO)	Efforts focused on increasing the representation and success of diverse groups on campus at the K-12, undergraduate, graduate, faculty, and staff levels.	<ul style="list-style-type: none"> • Our Time Has Come Scholarship (Advancement and External Affairs) • Posse Scholarship Program (ODI) • High School Research Program (College of Engineering and Computer Science) • Recruitment Assistance and Guidelines (Faculty Affairs) • Dedicated Student Recruitment (Office of Veteran and Military Affairs) • Native Student Program (Enrollment and Student Experience)
Preparing Students for a Diverse and Global World (DGW)	Curricular and co-curricular programs, classes, service learning programs, study abroad programs designed to help students develop knowledge, skills, and abilities to succeed in a diverse, global world.	<ul style="list-style-type: none"> • Dialogue Circles with Inter-Faith (ODI and Hendricks, with Univ. Participation) • First Year Seminar Focused on DEI (Maxwell) • Native American & Indigenous Studies Program (College of Arts and Sciences) • Study Abroad Programs + Diversity Course Requirements (university-wide) • Citizenship and Civic Engagement Major (Maxwell)
Multicultural and International Research and Scholarship (MIRS)	Research and scholarly centers, Institutional initiatives, awards, and projects focused on multicultural and globalization topics and themes of inquiry.	<ul style="list-style-type: none"> • Tenth Decade Call for Proposals for Systemic Racism (Maxwell) • Taishoff Center for Inclusive Higher Education (School of Education) • <i>Caribbean Journal of Psychology</i> (Falk) • Moynihan Institute for Global Affairs (Maxwell) • Lerner Center for Public Health Promotion (Maxwell)
Affirming Diverse Identities & Community Building (ADICB)	Programs that support principles of self-acceptance, identity affirmation, and community empowerment.	<ul style="list-style-type: none"> • Women in Science and Engineering (Engineering and Computer Science) • Visiting Artist Lecture Series (Coll of Visual and Performing Arts) • LGBTQ+ History Month Programming (Enrollment and Student Experience) • IceAbility (Enrollment and Student Experience)
DEI Training, Campus Climate Research, and Policy Development (TCCRP)	Programs that focus on specific training, professional development, and policy work designed to create a more diverse and inclusive environment.	<ul style="list-style-type: none"> • In the Moment Supervisor Series (ODI) • Disability Law and Policy Program (SUCOL) • Barnes DEI Conference for Staff (Enrollment and Student Experience) • Developing infrastructure for online DEI trainings in response to COVID-19 (ODI)

Note: These examples are illustrative of excellent work at Syracuse University.

- LGBTQ history month programming coming out of Enrollment Management and the Student Experience is referred to as an Affirming Diverse Identities and Community Building (ADICB) program.
- The Barnes DEI Conference for staff is coded as a DEI Training, Campus Climate, Research, and Policy development initiative (TCCRP).

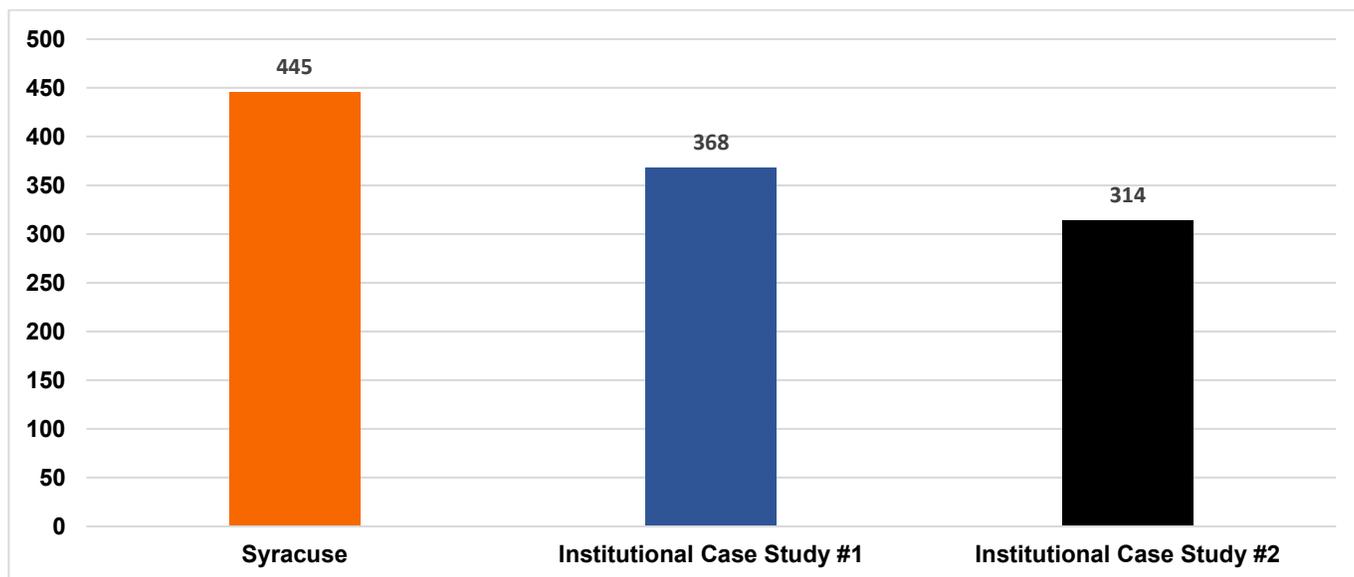
Overall Level of DEI Programming

We identified nearly 450 DEI programs at Syracuse University,⁹ compared to 368 and 314, respectively, at the comparison institutions in this study (Exhibit 9.6). While the study methodology was nuanced between institutions, it's also fair to say that Syracuse University has a more mature DEI programming effort than the two comparison institutions, even though they are in similar places in terms of working to create a more strategic, coordinated, and cohesive approach to advancing DEI efforts institutionally.

While impressive, we know that the overall number of programs identified here are probably just the tip of the iceberg of what is taking place on campus. We expect that many more efforts exist that did not emerge across our research.¹⁰

The absorption of diverse communities into higher education has never been a simple matter. It has always resulted in the development of not only new communities of people, but new capabilities that extend the reach of the institution in special and at times unforeseen ways. From the outset of the first wave of racial and ethnic diversification of our campuses in the 1960s and 70s through our fuller recognition of the needs

Exhibit 9.6. Syracuse University: Total number of DEI programs vs case-study institutions



⁹ The Strategic DEI Inventory data reported here are accurate as of our February 23, 2021, report submission. If in the future any of these findings change, it is due to our efforts to continue gathering information and refining the story to most accurately reflect the myriad of programs and efforts taking place institutionally.

¹⁰ While not covered in this portion of the inventory, we note the strides that Syracuse has made in their curricula in terms of beginning to decolonize it and in folding in an anti-racist approach. We also note the breadth of their social justice-oriented offerings and cultural studies. Examples include: (1) Cultural studies program offerings such as the Center for African American Studies, Native American and Indigenous studies, and Women's and Gender Studies in the College of Arts and Sciences. (2) The Cultural Foundations in Education department in the School of Education, offering important interdisciplinary work in social justice curricula. And (3) The College of Visual and Performing Arts is training students for communications across difference in a global world in its Communication and Rhetorical Studies department.

of women, the LGBTQIA community, and additional groups, the increased presence of diverse groups has resulted in the creation of new office structures and roles, courses, community spaces, and terrains of knowledge such as LGBT studies, disability studies, Middle Eastern studies, women’s studies, Latinx studies, and so much more.

While clear opportunity exists at Syracuse to increase the number of women in STEM and the representation of Hispanic/Latinx students, faculty, and staff, it is also clear that Syracuse is a demographic leader compared to their peers, a point that we made in Section 7 of this report. In some ways the level of diverse programming at Syracuse is not surprising given the level of demographic diversity that already exists on campus.

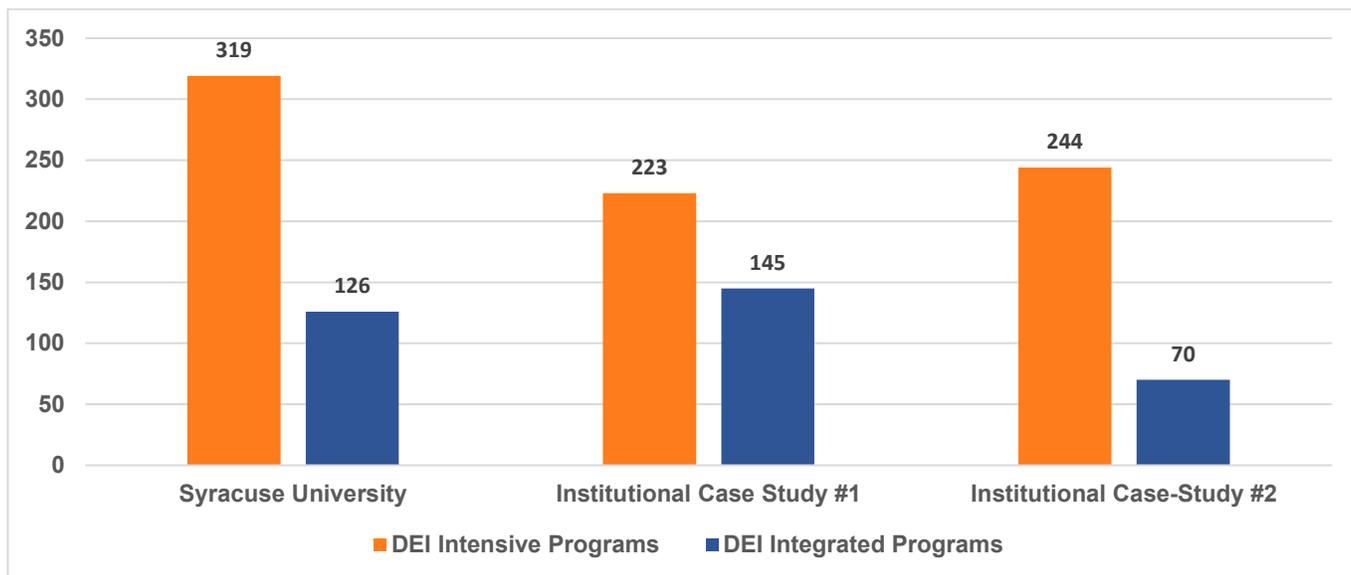
High Levels of Investment into DEI Programs

While we did not execute a financial audit as part of this inventory, it is clear from our review that the university has made many investments into DEI that in some ways explain why senior leadership in each unit had such a strong opinion of their unit’s commitment to DEI (89%). Similar to our discussions earlier in this section of the report, the schism between the level of DEI programs and the perceived lack of commitment is a function of DEI strategy, communication, engagement, and perhaps the *types* of DEI programs that exist institutionally. We return to these points in our commentary throughout this discussion.

DEI Intensive versus Integrated DEI Programs

Another part of our review asked whether the various initiatives across the dimensions of the inventory framework are “DEI intensive” or “integrated DEI” programs (Williams, 2013). Taken together, as well as in combination with the everyday DEI-supporting actions of individual students, faculty and administrative leaders, and staff, both DEI-intensive and integrated capabilities define an institution’s ability to drive DEI-related outcomes.

Exhibit 9.7. Syracuse University: Total number of DEI programs vs case-study institutions



DEI Intensive: DEI-intensive programs are mission-focused on DEI as the top, or possibly only, strategic priority, no matter how they may define diversity, equity, and inclusion. Multicultural affairs offices, women’s studies departments, queer theories courses, unconscious bias trainings, and social-justice-oriented excursions (domestic and global) can all be considered DEI intensive capabilities. They are designated as DEI intensive because they generally advance some aspect of DEI as their top institutional priority, whether

it is in terms of teaching and learning, recruitment and outreach, research, or improving and transforming the lived experience of students, faculty, and staff.

Integrated DEI: Beyond these dedicated DEI capabilities, institutions have also developed “integrated” DEI efforts. These efforts directly infuse DEI priorities into umbrella campus academic and administrative programs and efforts. In this way, DEI goals become the norm. Two examples include prioritizing the inclusion of ethnic and racially diverse students in the university honors program or integrating DEI priorities into a unit’s strategic plan. Another type is general, campus-wide or all-population programs DEI programs where DEI is part of the effort, but not its singular focus.

DEI-Intensive Programs

A few thoughts about Syracuse’s DEI programming include:

- In a world where many institutions are not making substantive investments into dedicated DEI courses, training, and spaces, Syracuse *is* making major investments into new cultural centers, veterans affairs initiatives, disability efforts, training programs, and more. Overall, we identified 319 DEI-intensive programs at SU, versus 223 DEI-intensive programs at Case Study Institution #1 and 244 DEI Intensive programs at Case Study Institution #2 (Exhibit 9.7).
- The volume of DEI programs on campus at SU suggests a high level of DEI programming, which flies in the face of the community’s perceived lack of institutional commitment. Yet these programs may not be fully hitting the mark in terms of the types of efforts that are necessary to advance feelings of satisfaction and belonging. This may be true even though the programs may be incredibly important to advancing outcomes like learning, research, service, and scholarly impact. We return to this point in our discussion of the DEI programming mix that exists on campus.
- The majority of campus DEI programming at Syracuse is DEI intensive (71.2%), meaning that it was established with the sole goal of advancing DEI as strategic priority or focus of impact. By comparison, DEI-integrated programs exist as part of an overall set of activities and may not be as direct or as focused on DEI as a program with a single objective. Nonetheless, DEI-integrated efforts infuse DEI into the general administrative structures, policies, courses, trainings, and systems of the institution.
- The *Rethinking the Disability Paradigm* initiative created within the Division of Enrollment and the Student Experience is a good example of a DEI Intensive Program. It is a collaboration between the ADA coordinator and Staff Accommodation Specialists, with the Center for Disability Resources to present a three-hour workshop on disability and ableism. This is a DEI-intensive activity, for all Employees, designed to enhance awareness, skill, and ultimately improve the campus climate. By comparison, “emphasizing diversity as a topic” in an overall leadership workshop is also important but may not have the same type of strategic impact on DEI learning as the Rethinking Disability Paradigm workshop.

While both DEI-intensive and integrated DEI programs add value on campus, DEI-intensive programs, whether DEI speaker series, trainings, recruitment efforts, staff positions, or even research initiatives, offer a different type of impact. They were established with the express purpose of increasing the number or success of diverse groups, improving the campus climate, enhancing cultural competence and awareness, sparking learning about diverse groups and people, or advancing DEI knowledge and scholarship as their first or sole priority. DEI Intensive programs have the benefit of making sure that DEI issues cut through the noise of so many things happening across campus and provide a direct and meaningful way of expressing DEI commitment. They also transform the landscape of our institutions by the presence and contributions of diverse groups, by creating clear opportunities for outsiders to those communities, to be transformed by identities, conversations, scholarship, and learning opportunities that have relevance on campus and in a broader world that is growing increasingly more diverse, global, and interconnected.

Focus on Both DEI-Intensive and Integrated DEI Programs

For generations of DEI efforts, establishing dedicated programs was the pathway to showing true commitment—a point that is as true today as it ever was. Yet the steps that we must take moving forward will require educational institutions to not only continue to invest in DEI-intensive efforts, but to equally invest in integrated DEI efforts that transform their general approaches to teaching and learning, supervision, collaboration, conflict resolution, and so much more.

In the end, campuses today need both DEI-intensive and DEI-integrated efforts. As we looked across the Syracuse University portfolio of DEI programming efforts, we found that you may need to increase the level and perhaps the intentionality of your approach to creating DEI-integrated programs. Such initiatives would function to move DEI efforts from the margins to the center of how students, faculty, and staff live and operate on campus.

Embracing the Inclusive Excellence Change Model

The Inclusive Excellence DEI change model is about having a high level of both dedicated and integrated DEI efforts across campus, infusing DEI prioritization, thinking, and impact across all that you do (Williams, Berger, & McClendon, 2005). It is about reconceptualizing inclusiveness and excellence as one and the same and so making DEI ubiquitous across the curriculum, in every HR system, in every student development program, in all recruitment and leadership development efforts, and more.

As this report is being published, the National Institute of Health (NIH) is in the midst of a major RFP, valued at up to \$250 million built upon the notion of Inclusive Excellence, the NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) Program.¹¹ This new, up to 10-year program explicitly adopts the Inclusive Excellence model, arguing that this new change program must establish DEI as “hallmarks of excellence and organizational effectiveness; operationalizing inclusion across organizational functions; and creating education and professional development processes that have diversity, equity, and inclusion at their core. Achieving Inclusive Excellence at the national level must be preceded by transformation at the institutional level, through broad adoption of enhanced diversity of faculty and culture change, creating a welcoming environment to recruit and retain scientific talent. In this way, Inclusive Excellence hinges on both enhancing diversity and inclusion, as well as institutional culture change.”

- SU has made towering investments into dedicated DEI structures, something that is enormously important and critical to advancing DEI efforts. Achieving Inclusive Excellence will require an equally intentional effort of infusing DEI into all that you do going forward. For instance, examining how faculty can lead the way in creating an integrated approach to DEI as a general education requirement, integrating the best of approaches found in the College of Arts and Sciences Critical Reflections Requirement, or in the two new courses requirement on social justice/social differences by the School of Visual and Performing Arts, or across the many other examples of promising practices that live in pockets but are not yet scaled across campus.
- While SEM 100 was far from perfect, it was a good first step towards helping students to develop enhanced DEI skills and abilities. (It has now been replaced by the one-credit First Year Seminar 101 plus a tiered upper-level course that students can select from a list.) The idea behind it is to develop integrated initiatives that scale across every department and to create more initiatives, such as the pilot efforts in the iSchool and School of Architecture. In each of these areas, the change efforts are not high cost, yet they could be enormously valuable when fully scaled across the campus. Examples include: in the iSchool, where a small group of faculty have started reviewing the syllabi of their colleagues to determine whether they are “integrating diverse perspectives;” or in the Architecture School DEI course evaluation initiative, where they have added

¹¹ Please see <https://grants.nih.gov/grants/guide/rfa-files/RFA-RM-20-022.html> for an overview of the grant and definition of their approach to the Inclusive Excellence change model.

a set of DEI assessment questions into their overall course evaluations. As these new efforts are put into place, the key is to infuse them with meaning and value by doing business differently.

Admittedly, changing how we normally do business is much more difficult and complex than simply establishing a new dedicated DEI program. Integrating DEI forces us to truly examine our values at their core and stand up to implement them in everyday activities. It makes us consider our mindset about what it means to embrace DEI as fundamental to excellence and truly build new ways of living, leading, setting policy, and teaching with that mindset.

For years, integrating DEI into general administrative efforts was a sure-fire way to lose sight of DEI goals and objectives. Put simply, to infuse a DEI mindset into general efforts was a cover story, a papering over of DEI commitment. It was seen as an excuse to do nothing tangible or of real value. Yet as we look to the future, the next generation of SU DEI success will be defined by your ability to continue advancing dedicated DEI efforts *at the same time* that you examine the general structures, courses, and processes of the campus, asking how these institutional capabilities can become more focused on advancing diversity, equity, inclusion, and accessibility outcomes as part of their normal ways of doing business. Dedicated DEI systems are foundational. But high-caliber, dedicated, DEI-integrated systems may catalyze an even deeper level of institutional change, allowing no person or group to fall through the cracks.

Delineating the DEI Programming Mix

Colleges and universities tend to have a fair amount of DEI programming that happens across campus, but rarely, if ever, do they develop a more corporeal understanding of their DEI efforts, beyond general lists of programs. Developing an understanding of the DEI programming mix across campus is important to coordinating, improving, and making visible the university's varied investments. As we looked inside SU's many DEI programs, we found a campus that was vibrant with a varied set of programs that impact the academic, social, and cultural experience for the entire university community (Exhibits 9.8 and 9.9). In this section, we provide a high level of discussion of some key findings in the program areas of *Affirming Identity and Building Community* at Syracuse and in terms of *DEI training and Campus Climate Research and Policy*.

Affirming Diverse Identity and Community Building (ADICB)

- The most frequent number of DEI programs (N=95) is in the area of Affirming Diverse Identities and Building Community (ADICB). We identified more capacity in this area at SU versus any of the comparison institutions (Exhibit 9.9)
- The majority of ADICB programs focused on the entire university community (N=49), in the form of campus speaker series; heritage month celebrations such as Black, Women, or Latinx; the Disability Day of Mourning; and others.
- The SU Campus Climate Pulse Surveys found that faculty and staff communities were generally more dissatisfied, more critical of the university's DEI commitment, and felt more discriminated against than students did. As noted in Exhibit 9.8, we also learned that many diverse faculty and staff feel as if they have not found community or a place of belonging within the university community. While the expectation of finding community is not as great for employees as it is for students, nonetheless, these findings are troubling and indicate a need for us to consider what types of affinity and community-building programs specifically focus on creating a more inclusive work environment for faculty and staff.
- We were pleasantly surprised to identify a number of seemingly new, DEI affinity groups emerging out of Faculty Affairs, Veterans and Military Affairs, the Maxwell school, SU Athletics, and also the Division of Enrollment Management and the Student Experience that specifically focused on the needs of veteran, BIPOC, LGBTQIA, and other faculty and staff communities.

- As these new affinity structures are emerging, leaders should consider ways to resource them with budgets, support their development of strategic plans, establish specific leadership development and advancement initiatives, and an annualized calendar of programs to help them achieve success, as a way of creating a higher gear of engagement for diverse employee communities and ultimately success and performance in their teaching, research, and administrative responsibilities.
- Among the 95 ADICB programs, roughly 45% of them had an explicit focus on race and ethnicity, 10% on LGBTQIA, 12% were intersectional, and 8% each focused on the needs of the disability community and of the military community, with only 6% focused on women.
- Participants in the well-attended listening sessions stressed the profound importance of ADICB program spaces like the La Casita Cultural Center, the Disability Resource Center, LGBTQ Resource Center, the Office of Multicultural Affairs, and the Office of Veterans and Military Affairs.
- Students also stressed the importance of continuing to strengthen these spaces moving forward. The Latinx community was adamant that the La Casita Cultural Center was not adequate to support the needs of this community, a point that is readily evident when compared against other cultural spaces that exist across campus, and perhaps in the fact that only 54.7% of these students reported finding a community where they feel like they belong on campus, a number that is similar to the LGBTQIA community (58.5%), disability community (56.8%), and even women (59.1%) (Exhibit 9.8).

Exhibit 9.8. Syracuse University: Student, faculty, and staff level of agreement with the statement “I found one or more communities or groups where I feel I belong”

People who identify as:	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	LGBTQIA	Jewish	Disability	Women
Students	62.3	51.7	54.7	63.5	58.5	70.1	56.8	59.1
Faculty	50.4	49.8	56.7	55.7	51.3	57.2	39.0	54.2
Staff	41.6	47.3	37.1	47.0	42.4	63.7	42.8	43.9

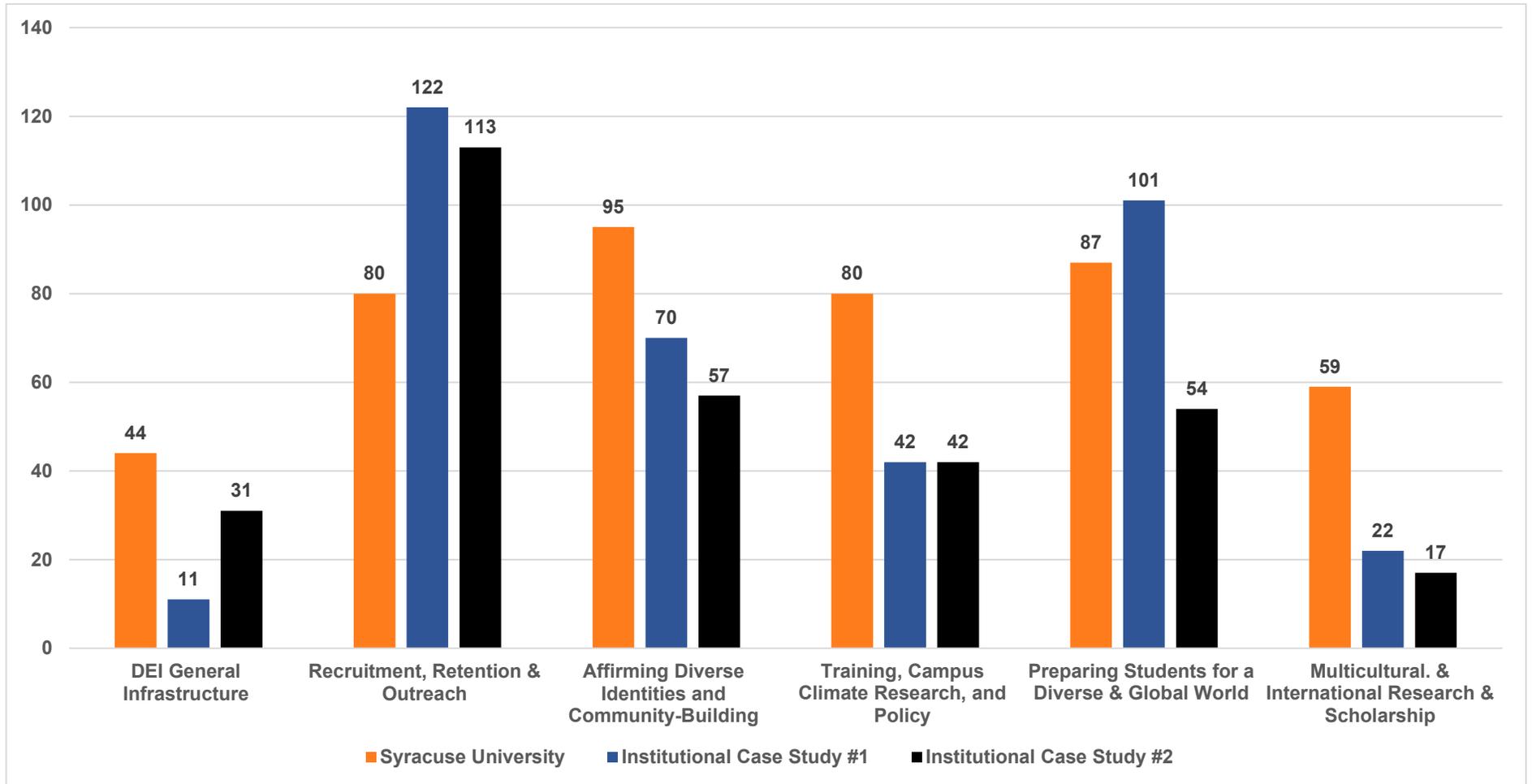
Source: Syracuse University 2021 student, faculty, and staff pulse survey.

- We mentioned in our discussion of the student climate data that African American students, faculty, and staff reported feeling discriminated against most frequently. Yet 62% of African American students reported that they had "found one or more communities or groups where I feel I belong at Syracuse University." This proportion is in parity with the roughly 64% of White students who reported the same. Moreover, it is stronger than the response from every other BIPOC and diverse community group noted here other than the Jewish student community (70.1%).
- This finding is particularly noteworthy given that African American students tended to score least well of the various racial/ethnic groups across a number of indicators. Further, this finding shines a light on the need to continue building efforts that support African American students, while also establishing a greater pathway to community and belonging for other diverse groups as well.

DEI Training, Campus Climate Research, and Policy (TCCRP)

One of the major challenges that persisted across the student, faculty, and staff climate survey responses were challenges around discrimination experienced both in the classroom and in cross-racial interactions with peers. Leaders also noted that they did not yet have sufficient DEI training and professional development programs in place for students, faculty, or staff. Because of these challenges, we were enthused to see so many DEI Training, Campus Climate, Research and Policy Initiatives taking place

Exhibit 9.9. Syracuse University total number of DEI programs compared to case-study institutions



across the campus (Exhibit 9.9). Our review noted 80 initiatives as well as what positively seems like an increasing velocity to the number of new programs emerging institutionally, with comparison institutions at roughly half that level of training program volume (Exhibit 9.9).

- Among SU's 80 TCCRP programs, 52% focus on faculty and staff, with 22% focused explicitly on either enhancing faculty DEI skills or on creating policy positively impacting this group on campus. The challenge that exists across many of these programs is that, while often well attended: (1) Most seem like episodic or one-off events, (2) There is no shared learning framework to guide which programs are put into place, (3) There is no central system to catalog or track the learning that is happening among faculty and staff specifically, (4) It is seemingly unclear whether some of the most promising efforts are getting any attention so that they can be scaled potentially to more communities across campus.
- Nearly every unit reported something that they had implemented to build greater levels of anti-racism awareness, cultural competency, and overall DEI skills. We found a really interesting set of programs that exist across campus that should be considered for further investment, proof of concept testing, and scale-up possibilities. These programs included structured trainings, ongoing workshop series, common book reading initiatives, changes in class evaluation instruments, implementing local campus climate studies, and more.
- Some particularly promising spaces to scale-up, expand programming, and drive greater reach are:
 - *Hot Moments Training*: Led by Professors Jeff Mangram and Melissa Luke, the hot moments training series is offered by the Division of Faculty Affairs within the office of Academic Affairs. Hot moments are defined as moments when someone says or does something that creates inequity or communicates less than full inclusion of all students in the learning space. The workshop offers a series of potential responses that participants choose and practice, peer to peer. Real-life scenarios from the college/school/department context are employed to transform hot moments into learning experiences that center the well-being of their students. The focus on real-world scenarios, skills of strategic response, dialogue, and engaging these issues in the classroom suggest that this program might represent the foundation for a new DEI certificate program for faculty and staff, and as the core for an *Equity Teaching Annual Institute*.
 - *HR New Employee Orientation Training*: New Employee Orientation is for all benefits-eligible staff. It is an opportunity for individuals to learn about campus resources and information to help ensure their success as a new employee. The Chief Diversity and Inclusion Officer discusses diversity, conscious and unconscious bias, diversity dimensions, the role of equity, how individuals may become more involved, and the various resources available throughout the campus community. While a number of topics have to be covered, imagine if this program was substantively expanded, even doubled, and the additional space focused exclusively on high-impact DEI professional development, using similar types of case study approaches as noted in the Hot-Moments training.
 - *Evolving Course Evaluation Instruments to Focus on DEI*. As mentioned previously, the Architecture school has created a series of DEI centric questions added to their course evaluations. This type of information collected systematically across every course on campus, and used in a developmental and not perfunctory way, could play a key role in shaping a different type of lived experience in the classroom.

These examples are just a few of the programs that jumped out as offering scalable potential, and there are even more, that we discuss in the *Strategic DEI Inventory Technical Report*.

“Fewer, Bigger, Better”

As the University continues to develop DEI training programs, we think that the Office of the CDIO, in collaboration with the Division of Faculty Affairs, Human Resources, and Enrollment Management and the Student Experience, should collaborate in defining a shared campus-wide DEI approach and that you should use the mantra of “fewer, bigger, better” to guide your efforts here. While many programs are incredibly promising and have launched to a fast start in some areas, we wonder if your efforts could be enhanced by a central set of offerings that allowed for bigger potential impact, rather than more and more programs that are disconnected from one another. We return to this idea in our recommendations (Section 10).

Challenges in Bias Incident Response

With regards to the campus bias response process, roughly 50% of DEI inventory leaders responded affirmatively to the question, “Does this school, college, or division have a formal process for reporting and investigating claims and incidents of bias and/or harassment? (e.g. incidents of sexual harassment, classroom climate issues, claims of discrimination).” We also asked them to type in a freeform response to this question. As we reviewed their submissions in this area, three general patterns were found:

- (1) Some units responded generally that they “adhere to all university policy,” subtly telling us nothing about their processes.
- (2) Others discussed how they use the campus-wide *STOP Bias Portal*, encouraging faculty, staff, and students to submit bias-related incidents, and reported that this was the universal approach used.
- (3) Others detailed school/college-specific processes ranging from the simple to the intricate, for example noting “The dean handles that directly,” to “We use different approaches for students, faculty, and staff,” to “I checked yes but it remains a bit unclear. After consulting with leadership about our process, it is not as formalized as expected. A student has several avenues she can pursue to file a complaint through a faculty member, chair, associate dean or dean; However, what happens after that is not entirely clear, except that there is no investigative aspect in our unit, but that the complaint would be handed at the University level.”

When we probed further in targeted conversations, we found that some respondents may have been confused by the question, affecting their answers. At the same time, one has to notice the juxtaposition between the (1) very high general levels of dissatisfaction and of discrimination experienced both in the classroom and in interactions across groups and (2) the lack of clarity that we heard in the DEI Inventory around bias reporting and response. These results may indeed imply a need to:

- (1) Examine the bias incident reporting process and results across campus.
- (2) Consider best practices and ensure that the current process is the best system. The STOP Bias portal being managed by SU campus police is probably not the right system for building a developmentally focused conflict resolution approach.
- (3) Then establish a high-level campaign to ensure EVERY unit understands and is adhering to the new system, and that students, faculty, and staff understand and have trust in that system.

While more may need to be done, and be done differently, moving forward, it is obvious that Syracuse University has a high volume of DEI programming already taking place as part of their commitment to institutional change and transformation. The key is for that programming to become more evidence-based, to achieve greater coordination across campus, and for the university to identify high-leverage programs and scale up those efforts over time. Finally, strategically working a DEI mindset into everyday programs, policies, and processes is another long-term success strategy for strengthening Inclusive Excellence and creating an even more extraordinary Syracuse University Experience.

PART 3: NEXT STEPS

SECTION 10. POTENTIAL ACTION STEPS FOR STRATEGIC DIVERSITY LEADERSHIP AT SYRACUSE UNIVERSITY

What follows are a set of potential action steps for the Syracuse University DEIA task force to consider in developing their own set of recommendations and a campus-wide strategic DEIA plan. *Please know that we offer these potential action steps in an advisory capacity, as another contribution to inform the university's conversations, more than to demonstratively present action steps that must be put into place.*

While perhaps not all of these initiatives can be immediately accomplished, we believe these are positive, “big bet” type steps forward that can make a true difference for the SU community. In each category, the action steps are ordered by importance to provide some guidance toward implementation, yet every one of them is a significant initiative.

Given all the research and inputs delineated in previous sections that are available for consideration, our strongest perspective is that SU can benefit most from scaling its efforts in a shared and more coordinated manner across campus. So far, what the university is doing is not yet adding up to more than the sum of its parts. For efforts to do this, they must meet two criteria:

- (1) They must be consistently designed and shared across campus, across schools and administrative units, across all students, all faculty, all staff, and all leadership for that matter. No areas can escape unaddressed. These initiatives must also fit within the shared goals and guidelines of a clearly expressed university-wide umbrella of DEIA goals and aspirations, for example one put together by the CDIO office and DEIA task force.
- (2) Efforts must also be regular, with a periodic cadence built into the very fabric of the university. These programs and steps must be expected, anticipated, neither episodic nor only for putting out fires. In this way, Syracuse University's DEI goals will become part of everyday calculations and will begin to have a ubiquitous effect.

With this in mind, and recognizing the recommendations already provided in other reports, we outline five categories of potential action steps for the DEIA task force to consider in making their recommendations. We focus on a select few areas that should benefit Syracuse University the most.

1. Committing to a Systematic Approach to Strengthen Campus DEI Plans, Structures, and Accountability Systems

- (1) *Continue to Build the Office of the Chief Diversity and Inclusion Officer (CDIO):* Continue to make targeted investments in building the CDIO office and campus-wide DEIA infrastructure that includes cultural centers and dedicated DEI units that play a key role affirming diverse student identity and transforming the lived experience for the many who identify as BIPOC, women, LGBTQIA, certain religious, and as students with disabilities.
- (2) *Build a stronger and more consistent lateral DEI infrastructure:* Establish parallel DEI infrastructures, plans, and shared DEI programs in all major academic and DEI officer units to strengthen overall levels of capacity and approaches to driving DEI within the hyper-decentralized environment of the campus. The current level of planning and infrastructure is inconsistent, and at times not well designed and positioned for success. More lateral connections need to be made.
- (3) *Create a campus-wide DEI accountability system to achieve meaningful and measurable progress:* This system might include a shared public DEI dashboard, annual reporting from every dean and senior divisional leader on DEI specifically. Make DEI leadership a top requirement in all supervisor appointments and contracts. Require DEI contributions in all annual and merit reviews, faculty activity

reports, and external DEI advisories attached to each school and college. These efforts do exist already, but again, the question for Syracuse is, “How do we make them systematic and shared?”

2. Elevating DEI as a Visible Strategic Priority in Communications, Engagement, and Fundraising

- (1) *Create an elevated DEI platform* for the community to engage with annually around progress and, more consistently, around DEI actions. Commit to a high-profile annual “State of DEI” conference to showcase best practices, DEI progress, and challenges, creating an ongoing and very high profile space for learning, engagement, and discussing progress against the DEI plan. The dean or senior leader of every school/college and major administrative unit should be required to showcase their work for the entire university community. This platform might be complemented by a regular semester-based campus dialogue about DEI issues that is open to everyone and consistently ongoing with the entire campus community, not just in times of DEI crisis and flashpoints.
- (2) *Explore the establishment of a campus-wide DEI innovation fund*: A campus-wide challenge grant program can spark DEI innovation programming especially around the most difficult issues to improve, not just any well-intentioned DEI activity. This program might offer a competition for students, faculty/staff, and collaborating units to solve serious issues. It might ask participants to focus into equitable classroom instruction, creative conflict resolution, and, from a disability perspective specifically, creating an accessible learning, living, and work environment for all students, faculty, and staff.
- (3) *Elevate DEI as a shared fundraising priority*: Elevate DEI as a shared fundraising priority across campus, making it an at most three- to five-item agenda centrally, as well as within the schools and colleges. Pursuing a transformational DEI grant to help fund the university’s DEI agenda would be powerful in not only resourcing the campus plan, but in establishing a number of shared DEI initiatives that might exist campus-wide. A good example is the Haas DEI transformational gift at UC Berkeley (Williams, 2013).
- (4) *Strengthen the campus-side DEI website* and provide template guidance for every school, college, and divisional unit so they have a common DEI web platform to communicate their programs, progress, data, and initiatives. This shared approach, integrated to a centralized hub, would make a big difference in telling a shared story of DEI engagement campus-wide.

3. Putting DEI and Intergroup Dialogue at the Center of Professional Development Training and Leadership Development for Students, Faculty, and Staff

- (1) *Scale up intergroup dialogue programming*: Sustained intergroup dialogue programs are some of the most evidence-based approaches that exist to building DEI skills and generating intergroup understanding. Syracuse University has many such efforts going on institutionally, but the opportunity exists to reach across the campus community at scale. How can SU build a model that infuses the principles of intergroup dialogue into multiple areas of the campus community and builds a shared program that is scaled? Part of this approach may involve racial healing dialogues and healing circles intended to repair the breach that has occurred particularly over the last year.
- (2) *Continue to develop comprehensive DEI certificate programs for students, faculty, and staff*: The university has committed to an impressive number of DEI training and professional development programs. But the approach can be seen as fragmented, not guided by a shared set of DEI learning goals, nor appropriately organized to allow for tracking of DEI skill development. We recommend establishing a DEI learning goals framework and building an adaptable, certificate model that has a baseline of required programs, in combination with the flexibility to validate DEI learning programs that exist campus-wide. We also recommend establishing participation and growth goals for scaling the program across all faculty, staff, and administrative leadership. It is not enough to just build the certificate, you must drive participation, setting year over years goals, holding deans and other senior leaders responsible for their participation and the participation of their faculties and staff.

- (3) *Continue building mandatory faculty DEI programming.* Academic DEI flashpoints were major challenge areas seen consistently in our student surveys and focus groups. In addition to the certificate program, consider developing an institute to help faculty and graduate students strengthen their: (1) Understanding of diverse generation Z students, (2) Their own identity and how that impacts the process of teaching and learning, (3) How to handle hot-button issues in the classroom environment, and the subtle and often explicit othering of diverse students, (4) How to infuse DEI issues into their curricula, and (5) How to structure their classes to maximize potential for intergroup dialogue and collaborative solution-building, essential DEI skills. This institution might run cohorts of faculty across the entire university, including faculty from the STEM fields.
- (4) *Establish a DEI peer educator program:* SU has many engaged student leaders. Now the university needs a program to involve them as trained facilitators and peer educators in every school, college, and major administrative unit. Developing a DEI peer educator model could powerfully engage SU students to be change leaders and equity partners in leading campus DEI efforts in a complementary manner.
- (5) *Establish a DEI faculty fellows program:* SU has many engaged faculty leaders as well, including those doing DEI-oriented research. The university can inspire and engage these faculty members to further their leadership in areas of DEI by engaging them in a leadership role, supporting faculty DEI efforts in their schools and colleges as well as institution-wide.

4. Improving Campus Climate by Building Community and Developing Opportunities for Healing

- (1) *Develop a campus-wide statement* on inclusion, community, and belonging, along with one around learning objectives, in order to shape interactions across students, faculty, and staff. The university needs to create a clear statement that can serve as a shared covenant by which to align student admissions processes, job descriptions, leadership programs, and more. We see this statement as establishing an important north star to help further shape and define community values around issues of DEI.
- (2) *Audit all classrooms, buildings, and public spaces for accessibility,* and create an overarching strategy for enhancing learning and accessibility. Review the dialogue session notes and suggestions from the SU disability communities to inform your starting point and focal points. Given their level of disenchantment across campus, a key is to identify one or two big-bet initiatives that can dramatically create ripple effects of support on campus.
- (3) *Build a DEI staff initiative:* Consider funded affinity groups, an annual leadership conference, and a staff rotational leadership program, all designed to create visible opportunities for BIPOC staff to grow and evolve in their leadership on campus.
- (4) *Scale up DEI-centric living-learning communities (LLCs) for student residences.* These units are in demand by students, moreover they can both improve cross-cultural interactions and education and provide a safe, affinity-oriented home base for students.

5. Enhancing Faculty and Staff Diversity

- (1) *Establish a Latinx taskforce* to identify ways to strengthen the presence of Latinx students, faculty, and staff.
- (2) *Continue building your strategic faculty and staff hiring initiatives,* focused on URM candidates, women in STEM, and individuals with a DEI-based research agenda. This effort might especially focus into Latinx faculty and leadership, whose presence and number are limited on campus. A signature effort of the office might be *partnering with the deans in designing a target-of-opportunity recruitment effort* focused on women, URM candidates, and individuals with a DEI-focused research agenda, as part of your new \$50 million public commitment to faculty diversity. Also consider a *cluster hiring program* focused on areas of social justice, equity, and anti-racism, with a parallel visiting scholars program.

SECTION 11. CONCLUDING THOUGHTS AND HOW TO USE THIS REPORT

This report and its four companion technical reports comprise a tremendous body of research about the state of DEI at Syracuse University. The numerous insights contained herein can be leveraged to position SU to better advance issues of diversity, equity, and inclusion and to reap the rewards of doing so. Within this research, we offered a deep look into SU's campus climate as well as promising practices and recommendations to build on what is already good. We outlined building a clear framework of action, strengthening everyday inclusion skills for everyone on campus, driving awareness, and strengthening the campus-wide DEI infrastructure so both immediate and long-term goals can be more easily addressed.

While we offer this report to the university as a way of strengthening DEI work at Syracuse, we do so in full acknowledgement that many individuals must become involved if Syracuse is going to blossom into a more diverse, equitable, and inclusive institution of learning and research. Part of the reason that the university has not given a clear welcoming signal to every diverse community member is partially a lack of communication and partially a need to incorporate DEI goals into everyday operations and policies, scale up what is working, and spread it generously across campus.

As this discussion and other research has shown, educational institutions need a clear DEI infrastructure and plan to guide their work if it is to succeed. This formal structure is critical not only for building capacity in times of calm, but for helping leaders to respond well and swiftly in moments of crisis. Leadership generally tends to move from issue to issue, crisis to crisis, with no big-picture strategy, compass or map for the journey. And while this university has made meaningful investments in DEI infrastructure to date, now is the time to redouble these efforts and accelerate them into the future by scaling DEI big-bet learning programs in particular.

How to Leverage This Report

As you consider these findings and themes and weigh your next actions, there are several particularly powerful ways for Syracuse University to leverage this report:

- (1) Use this report and its rich abundance of data and insight as a roadmap and a reference for developing the university's strategic DEIA plan.
- (2) *Engage the SU campus community* by hosting a series of presentations of the data's major findings, particularly the student data.
- (3) *Develop discussion guides* that include this report as well as guidance on how to host a dialogue session around these data and how they can be creatively leveraged to spark capacity on campus.
- (4) *Provide the Executive Summary of this report to stakeholders* to let them know (beyond the headlines) the data collected and that Syracuse University is moving forward to create a stronger and more powerful climate of diversity, equity, and inclusion.
- (5) *Integrate the findings of this report* into the emerging work of the Diversity, Equity, Inclusion, and Accessibility task force, developing the campus's new DEIA plan.
- (6) *Use this report as a reference guide and strategic tool*, again and again. You may refer to it as you are writing grants, as you are creating strategic plans, or as you are developing strategic partnerships, for example.

An essential next step will be to continue to engage the entire community so that they are aware of and increasingly committed to building an inclusive, supportive campus environment where every member of the faculty, staff and student body is valued and encouraged to reach their highest potential in service to their strategic goals.

Each one of us here at CSDLSI was honored to work with the Syracuse University communities in a series of conversations focused on how the university can become even more welcoming to diverse students and even better embody the principles of Inclusive Excellence.

On behalf of The Center for Strategic Diversity Leadership and Social Innovation, thank you for the opportunity to serve your intentions and efforts as you take advantage of this critical time in your history to accelerate your DEIA journey and drive new impact in the world. We look forward to your next steps and are proud to be a friend to your work.

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APPENDICES

Appendix A: Graduate Student Rankings 2018/19

Exhibit A. Graduate student rankings: percentage of total population, peer institutions, 2018/2019 academic year

Institution	Women	Women in STEM	Inter-national	URM	Black/AA	Hispanic/Latinx	Native American	Asian American	White
Syracuse University	7 (49%)	9, (4%)	5, (31%)	3, (14%)	2 (8%)	4 (6.2%)	2 (0.28%)	7 (4.7%)	5 (46%)
Boston College	3 (56%)	10 (3%)	9 (18%)	6 (10%)	5 (4%)	3 (6.7%)	7 (0.10%)	6 (5.4%)	1 (55%)
Cornell University	8 (46%)	3 (12%)	2 (43%)	7 (8%)	8 (3%)	7 (5.5%)	6 (0.15%)	4 (6.9%)	10 (30%)
George Washington	2 (59%)	8 (8%)	10 (17%)	1 (19%)	1 (12%)	2 (7%)	1 (0.35%)	1 (9.9%)	7 (45%)
Lehigh University	10 (45%)	2 (14%)	4 (37%)	9 (7%)	9 (2%)	9 (4.7%)	9 (0.06%)	8 (3.4%)	4 (48%)
Penn State University	9 (46%)	4 (12%)	3 (41%)	8 (8%)	7 (3%)	8 (4.9%)	8 0.06%	9 (3.3%)	9 (43%)
U Conn	4 (59%)	5 (11%)	8 (24%)	4 (12%)	3 (6%)	6 (5.7%)	5 (0.18%)	5 (6.6%)	2 (45%)
RIT	1 (60%)	7 (9%)	1 (58%)	10 (4%)	10 (2%)	10 (2.7%)	10 (0.03%)	10 (3.1%)	3 (49%)
University of Michigan	5 (43%)	1 (16%)	6 (29%)	5 (11%)	4 (4%)	5 (6%)	4 (0.20%)	2 (8.9%)	8 (45%)
UT Austin	6 (49%)	6 (9%)	7 (27%)	2 (15%)	6 (3%)	1 (11.6%)	3 (0.21%)	3 (7.9%)	6 (50%)

Source: Integrated Post-Secondary Educational Data Systems.

Appendix B: Graduation Rate Rankings 2018/19

Exhibit B. Graduation rate rankings: diverse identity groups, peer institutions, 2018/2019 academic year

Institution	Overall	Men	Women	Native American	Asian American	Black/ AA	Hispanic/ Latinx	White	Internat'l
Syracuse University	7 (83%)	7 (80%)	7 (85%)	9 (47%)	8 (83%)	3 (82%)	4 (78%)	8 (85%)	8 (80%)
Boston College	2 (92%)	3 (90%)	2 (94%)	1 (100%)	4 (90%)	1 (89%)	1 (92%)	2 (93%)	5 (85%)
Cornell University	1 (95%)	1 (93%)	1 (96%)	4 (91%)	1 (97%)	2 (87%)	1 (92%)	1 (96%)	1 (92%)
George Washington	9 (82%)	7 (80%)	9 (83%)	1 (100%)	7 (84%)	6 (77%)	9 (72%)	9 (83%)	4 (87%)
Lehigh University	4 (87%)	4 (83%)	4 (92%)	-	3 (91%)	8 (73%)	4 (78%)	4 (89%)	3 (89%)
Penn State University	5 (85%)	5 (82%)	5 (88%)	7 (67%)	9 (81%)	8 (73%)	4 (78%)	6 (87%)	6 (81%)
UConn	5 (85%)	6 (81%)	5 (88%)	1 (100%)	6 (85%)	5 (78%)	7 (75%)	5 (88%)	9 (76%)
RIT	10 (67%)	10 (63%)	10 (76%)	8 (50%)	10 (71%)	10 (54%)	10 (58%)	10 (71%)	10 (61%)
University of Michigan	2 (92%)	2 (91%)	3 (93%)	6 (79%)	2 (93%)	4 (81%)	3 (87%)	2 (93%)	2 (91%)
UT Austin	7 (83%)	7 (80%)	7 (85%)	5 (86%)	5 (88%)	7 (74%)	8 (74%)	7 (86%)	6 (81%)

Source: Integrated Post-Secondary Educational Data Systems.

Appendix C: DEI Infrastructure at Peer Institutions

Exhibit C. Promising practices and DEI attributes: comparison matrix of peer institutions, April 2020

Institution	DEI Plans and Accountability	CDO	CDO and DEI Infrastructure	Notable Findings
Syracuse University	<ul style="list-style-type: none"> • New DEI efforts in part catalyzed by recent campus diversity incidents • No dedicated DEI plan • Limited public DEI web presence • No public DEI goals • Public DEI protest commitments • No public DEI accountability reports—commitments move in that direction • No DEI accountability infrastructure—commitments move in that direction • No public-facing account of DEI spend 	<p>Reports to Chancellor</p> <p>Chief Diversity Officer is formal title, no designated rank (VP, VC, AVC)</p>	<ul style="list-style-type: none"> • New CDIO central function • No divisional infrastructure with direct reporting units • 4 Person total FTE CDIO unit • 2 of CDIO staff are new • Retained DEI strategy support • No CDIO-dedicated DEI innovation budget • Campus-wide Inclusion Leadership Council • Numerous DEI officers in schools and colleges – no consistent level of authority or positioning • Veterans unit is a promising practice for replication with other diverse communities 	<ul style="list-style-type: none"> • No central DEI plan. • Much DEI activity. • Intense DEI unrest. • Commitments can potentially build towards a powerful accountability system. • Academically oriented new first-year experience program implemented at scale. • Scaled 3-hour inclusive classroom professional development workshop for instructional community and department chairs. (More than 700 participants.) • Strong intergroup dialogue program—possible to scale to entire campus community. • DEI officers across schools and colleges have potential, but need investments, and strategic positioning. • OMA, Disability, La Casita, Hendricks Chapel, Veterans Center, LGBTQIA unit do good work—how can we align to university strategic direction? • Annual bias reports are not publicly available. • Four cultural exploration and diversity learning communities offer great possibility for further scaling and supporting intergroup learning and support for diverse students.
Boston College	<ul style="list-style-type: none"> • New DEI efforts in part catalyzed by recent campus diversity incidents. • No dedicated DEI plan. • DEI is integrated into the 2017 strategic plan. • Limited DEI public web presence. • No public DEI goals. • Student diversity demographics is made public. • No public accountability reports. • No public-facing account of DEI spend. • Campus climate study completed, but no public reporting. 	<p>Reports to Provost</p> <p>Executive Director Office of Institutional Diversity</p>	<ul style="list-style-type: none"> • Weak CDO central function. • 3-person FTE CDO unit. • No divisional infrastructure with direct reporting units. • Formerly Office of Affirmative Action. • No direct reporting units. • CDO Innovation budget under \$50K. • Some DEI officers in schools and colleges: no consistent level of authority or positioning. 	<ul style="list-style-type: none"> • No central DEI plan. • Non-recommended approach to CDO infrastructure. • Non-recommended DEI website. • Strong bias reporting framework on public DEI website. • Strong campus DEI annual summit is a promising practice drawing most university leaders in a day-long discussion of key DEI topics and priorities. • Strong university affiliates professional development program for diverse faculty and staff is a promising practice. • Strong cultural competence engagement training is a promising practice and has “certificate like qualities.” • Strong campus DEI program offerings through the CDO unit.

Institution	DEI Plans and Accountability	CDO	CDO and DEI Infrastructure	Notable Findings
Cornell University	<ul style="list-style-type: none"> • No dedicated DEI plan. • Public DEI “intentions more than goals.” • Moved to a “belonging” DEI framework—as has Harvard University, similar to corporate concept of belonging. • Belonging framework is very progressive. • Mention DEI metrics, but provide no data story. • No public DEI accountability reports or process. • No public-facing account of DEI spend. • Campus climate study completed and available via the web. 	No centralized professional CDO function	<ul style="list-style-type: none"> • No CDO central function. • President’s Diversity Advisory on Diversity and Equity (PADE) include Dean of Students, AVP for Inclusion & Workforce Diversity, VP for Academic Affairs. • Numerous DEI officers in schools and colleges; no consistent level of authority or positioning. 	<ul style="list-style-type: none"> • No published central DEI plan, but DEI initiatives on website. • Move to Belonging framework is progressive. • Non-recommended approach to CDO infrastructure. • Strong involvement of HR, Student Affairs, and Academic Affairs as strong DEI collaborators (PADE) is promising. • Public DEI timeline is a very strong promising practice. • Strong intergroup relations course model. Not scaled: 200 student in 7 years, 108 are students of color. • Inclusive Excellence (IE) Network, IE Academy, and other DEI training and dialogue spaces are very promising—but are they scaling? • Longstanding bias reporting process (20 years). Annual reports are made public, a promising practice. • Website is very story-based and is a promising practice. • Public Gender-Inclusion Guidelines is a promising practice. • Supplier diversity is a promising practice. • Center for first-generation student success is very promising as a model.
George Washington University	<ul style="list-style-type: none"> • New DEI efforts in part catalyzed by recent campus diversity incidents • Dedicated DEI strategic plan released in 2018 • More high-level DEI unrest in 2020 • Strategic plan to reduce student enrollment (2020)—impact on URM students possible; calls for president to step down • Strong DEI web presence • No public-facing DEI goals • No public-facing account of DEI spend • Sexual behavior climate study implemented and findings reported • High-profile diversity grant program to spark campus innovation 	<p>Reports to Provost</p> <p>Vice Provost for Diversity, Equity & Community Engagement and CDO</p>	<ul style="list-style-type: none"> • CDO supervises a divisional portfolio of units • CDO has 1 Associate VP level deputy officer • 5 direct reporting units are in the portfolio • Multicultural Student Services, Disability, Diversity Education, Center for Civic Engagement and Service • CDO has prominent Internal and external duties – community engagement • Minimal diversity infrastructure in schools/colleges is not systematic 	<p>DEI Plan released with commitments</p> <p>High profile leadership – president micro-aggressive statements “what if we killed all black students”</p> <p>Vice Provost rank - CDO</p> <p>Unique CDO portfolio with community engagement as part of CDO responsibility</p> <p>CDO has portfolio of units creating a promising practice alignment of structure and strategy potentially</p> <p>New mandatory diversity and inclusion training programs for students, advising, residence life, and Greek life staff.</p> <p>Strong campus DEI annual summit</p> <p>Strong campus DEI program offerings through the CDO unit</p> <ul style="list-style-type: none"> • Diversity grant program is a promising practice – no insights on level of awards – 18 given since 2012 • Board regularly recently engaged DEI racist incidents – no clarity on how at present

Institution	DEI Plans and Accountability	CDO	CDO and DEI Infrastructure	Notable Findings
Lehigh University	<ul style="list-style-type: none"> • New DEI efforts in part catalyzed by recent campus diversity incidents. • Dedicated DEI plan. • US OCR Voluntary Resolution Agreement. • Strong DEI public updates. • Annual campus climate studies. • Multiple years of campus climate study findings are reported. • No public-facing DEI goals. 	<p>Reports to President</p> <p>Vice President Diversity, Inclusion & Equity & Inclusion Officer</p>	<ul style="list-style-type: none"> • CDO supervises a divisional portfolio of units. • 7 direct reporting units in the portfolio. • Center for Gender Equity, Office of Multicultural Affairs, Pride Center for Sexual Orientation & Gender Diversity, Chaplain’s Office, Student Access and Success, and the Office of the Multicultural Liaison. • CDO has one Deputy Vice President/Associate Provost. • CDO has a core team of 9 FTE staff. • Counsel of Equity & Community campus-wide community. • Minimal diversity infrastructure in schools/colleges, not systemic. 	<ul style="list-style-type: none"> • HEED Award winner. • Public DEI timelines. • CDO divisional newsletter creates a strong cadence of communication. • Vertically integrated CDO division is a promising practice creates a high level of integrative energy across campus diversity capabilities. • New integrated DEI training certificate program combining internal training and external training resources—is the program scaling?
Penn State University	<ul style="list-style-type: none"> • DEI is soft-integrated into the campus strategic plan. • DEI goals were drafted from the campus strategic plan, with no mention of the activation plan. • No dedicated DEI strategic plan, but the university has a long history of DEI plans. • Diversity website is dated and “old world.” • Lack of clear activation plan for DEI, 	<p>Reports to Provost</p> <p>Vice Provost for Educational Equity</p>	<ul style="list-style-type: none"> • CDO supervises a divisional portfolio of units, • CDO division founded in 1990, • CDO has 1 Assoc. VP and 1 Asst. VP, • Fifteen direct reporting units, • Notables in division: Trio Programs, Multicultural Resource Center, Disability Services, Office of Veterans Programs, Assessment Unit, Administrative Unit. • Diversity infrastructure exists in most schools and colleges, but at varying levels of seniority and job role. 	<ul style="list-style-type: none"> • Strong alignment of lateral diversity infrastructure. • Commission on LGBTQE. • Commission on Race/Ethnicity. • Commission for Women.

Institution	DEI Plans and Accountability	CDO	CDO and DEI Infrastructure	Notable Findings
University of Connecticut	<ul style="list-style-type: none"> • New DEI efforts in part catalyzed by recent campus diversity incidents. • Dedicated DEI plan launched in 2016. • No public report or accountability. • No connection to HR or performance systems. • No numeric goals. • Web environment is middle of the road. 	<p>Reports to President</p> <p>Vice President for Diversity and Inclusion and Chief Diversity Officer</p>	<ul style="list-style-type: none"> • CDO has 1 Assoc. Vice Provost. • 6 direct reporting units are in the portfolio. • Rainbow Center, African American, Puerto Rican and Latino, Women’s Center, Asian American, Native American Cultural Programs, and the Office of Diversity and Equity in portfolio. • Diversity infrastructure exists in most schools and colleges, but at varying levels of seniority and job role. 	<ul style="list-style-type: none"> • Best-in-class cultural centers in Student Union. • Revolving door in CDO office—5 officers in 12 years. • Multiple CDO models. • Recent DEI plan offers good baseline. • New first-year experience DEI training program at scale. • Clarity in building the UConn Diversity Council across schools, colleges, units, intercollegiate athletics, faculty senate, foundation, and the health center led by the CDO. • Novel STEM faculty partnership initiatives with Historically Black Colleges and Universities and Hispanic Serving Institutions. • Strong NSF-funded STEM programs to increase minority representation have been very successful. • 33 strong academically oriented learning communities are a promising practice. • DEI fundraising is noted in DEI strategic plan.
Rochester Institute of Technology (RIT)	<ul style="list-style-type: none"> • Campus adopted Inclusive Excellence Model in 2010. • DEI plan is integrated into the RIT strategic plan (2015-2025). • Dedicated diversity plan exists to activate DEI. • No guidance on how the DEI plan will be activated campus-wide. • Diversity and inclusion integrated into new strategic plan. • No public numeric diversity goals. • Strong public integration of Inclusive Excellence and Strategic Plan. • No connection to HR performance systems. 	<p>Vice President and Associate Provost and Chief Diversity Officer</p>	<ul style="list-style-type: none"> • CDO supervises a divisional portfolio of units. • High-profile Rochester presence. • Division 10 years old. • CDO has an Associate VP. • 2 Assistant VPs. • 4 Business/operations leaders. • 11 unit staff members. • 7 direct-reporting diversity units. • Collegiate Science Tech Program, HEOP, LSAMP, McNair, Mosaic Center, Multicultural Center for Academic Success, Native American Future Stewards Program, Office of Faculty Diversity and Recruitment, Trio/Upward Bound. • \$2-3M annually controlled by VP, including faculty diversity w/provost. 	<ul style="list-style-type: none"> • HEED Award winner. • Strong DEI web environment. • Superior future faculty diversity program. • Dedicated faculty diversity search unit. • Historically successful in diversifying URM faculty in the late 2000s. • Powerful consolidation of diversity and inclusion infrastructure to drive synergies through the CDO portfolio. • DEI training programs and certificates are significant, but are they scaling? • DEI fundraising is integrated into DEI strategic plan.

Institution	DEI Plans and Accountability	CDO	CDO and DEI Infrastructure	Notable Findings
University of Michigan	<ul style="list-style-type: none"> • New DEI efforts in part catalyzed by recent campus diversity incidents and regent involvement. • New 5-year DEI plan (2016-2021). • High-profile campus website. • Public goals. • Annual reports at board level. • Campus-Wide Diversity Implementation Infrastructure. • Systematic Diversity, Equity and Inclusion officers in every school, college and unit. • D&I connected to human resources performance review systems for leadership at dean level and senior leadership. • D&I seed funds grants. 	<p>Reports to Provost, dotted line to President</p> <p>Vice Provost for Diversity, Equity & Inclusion and Chief Diversity Officer</p>	<ul style="list-style-type: none"> • CDO supervises a divisional portfolio of units. • 30-year institutional role; continues to evolve. • Deputy CDO/associate VP. • 3 assistant VPs. • 3 administrative support. • 75 FTE in divisional unit. • Business unit. • Communications specialist. • Program and research associate. • 4 direct-reporting units. • CDO controls nearly \$1 million in innovation funding annually. • CDO has funds to create target of opportunity faculty lines with the provost. 	<ul style="list-style-type: none"> • HEED Award winner. • Best in class new 100K foot multicultural center. • Best in class campus-wide DEI plan. • Best in class DEI Innovation funds available for campus competitions. • Best-In class campus-wide diversity and inclusion implementation systems. • Best-in class public websites and reports. • Best-in class campus climate research projects connected to campus diversity plan and implementation. • Longstanding intergroup relations programs. • Senior faculty chairs in diversity-themed research areas are used to attract to talent. • National Center for Institutional Diversity is a promising practice DEI research unit.
University of Texas Austin	<ul style="list-style-type: none"> • UT Austin does not have a clear public-facing strategic plan but does have four strategic priorities that are outlined on the president's website. • DEI mentioned as one of three strategic pillars that seem to cut across these priorities. • Well-articulated DEI framework that came online in 2017 and informs the campus-wide model of diversity. • No systematic reporting and accountability model exists in the schools, colleges and units across campus. 	<p>Reports to President</p> <p>Vice President for Diversity and Community Engagement, and Chief Diversity Officer</p>	<ul style="list-style-type: none"> • CDO has 15 AVP level leaders on staff. • Community engagement portfolio. • CDO leads a portfolio of has 34 direct reporting units. • 9 community engagement units. • 7 pre-college units. • 9 undergraduate diversity leadership units. • Campus Climate, Community, Culture (n=8) • 1 business unit. • CDO controls 7-figure discretionary innovation fund annually. • Axillary revenue programs around charter schools, and others across the division. 	<ul style="list-style-type: none"> • HEED Award winner. • Widely regarded best-in-class CDO divisional model. • Strong faculty diversity recruitment programming. • Strong DEI Austin based community engagement programming. • Strong faculty fellow program.

Source: Institution websites, CSDLSI data.

ABOUT THE AUTHORS

Center for Strategic Diversity Leadership and Social Innovation: Research Team

Damon A. Williams, PhD, is a scholar, leader and educator passionate about making organizations inclusive and excellent for all, creating equitable educational outcomes, and activating learning and leadership in ways that are transformative and inspiring of new possibilities. Dr. Williams is one of the nation's recognized experts in strategic diversity leadership, youth development, corporate responsibility and organizational change. He is currently Chief Catalyst for the Center for Strategic Diversity Leadership and Social Innovation (CSDLSI) and a Senior Scholar and Innovation Fellow at University of Wisconsin-Madison's Wisconsin Equity and Inclusion (Wei) Laboratory.

From 2013-2017, Dr. Williams led a \$250M social impact portfolio for the world's largest youth development company, Boys and Girls Clubs of America, representing the interests of nearly four million diverse youth globally, as the Senior Vice President for Programs and Chief Education Officer. In this role, he led the national program strategy for BGCA's strategic outcome areas—academic success, good character and citizenship, and healthy lifestyles—with a focus on strengthening the daily Club experience and creating a new generation of leaders to expand the pipeline into higher education.

Prior to joining BGCA, he served for five years as Associate Vice Chancellor, Vice Provost, Chief Diversity Officer and member of the educational leadership and policy analysis faculty at the University of Wisconsin-Madison. He has authored or co-authored dozens of books, monographs and articles that have influenced thousands worldwide.

Katrina C. Wade-Golden, PhD, is Deputy Chief Diversity Officer within the Office of Diversity, Equity and Inclusion (ODEI), as well as Director of Implementation for the Campus-wide Diversity, Equity and Inclusion Strategic Plan. She brings over 25 years of administrative and research experience working with complex longitudinal datasets and has broad expertise leading research and strategy engagements in the corporate, higher education, and non-profit sectors, utilizing a wide range of qualitative and quantitative techniques. Dr. Wade-Golden possesses particular expertise in the areas of measurement, questionnaire design, social psychology, organizational dynamics, institutional diversity, and complex data analyses.

In her role at the University of Michigan, Dr. Wade-Golden has led several research projects, including a longitudinal multi-method study of intergroup dynamics, identity, experiences with diversity, and student and professional development, the Michigan Student Study. This nationally recognized research project explores the impact of Michigan's increased diversity focus on students and served a pivotal role in buttressing the University's legal rationale before the Supreme Court, surrounding the educational benefits of a diverse student body for all students.

She has published numerous articles, essays, monographs, and reports in these areas, and has recently (May 2013) published a book, *The Chief Diversity Officer: Strategy, Structure, and Change Management* (co-authored with Damon A. Williams), that chronicles the work of an ongoing research project focused on chief diversity officers at nearly 800 institutions across the country and is the first publication to fully explicate the role of chief diversity officers in higher education.

Dr. Wade-Golden has presented at over 100 national, regional, and local conferences on issues related to diversity and multiculturalism, organizational change, gender, racism, and affirmative action. She holds the PhD and Master's of Science degrees in Industrial/Organizational (I/O) Psychology from Wayne State University, and a BA degree from the University of Michigan in Psychology, with an emphasis in human resources and organizational development. Dr. Wade-Golden has consulted to a wide array of higher education, private sector, and corporate institutions.

Sallye McKee, PhD, National Director of Institutional Engagement, CSDLSI

Throughout her 40-year career, Dr. McKee has led as Chief of Student Affairs, in enrollment management and as Chief Diversity Officer at multiple institutions. Her professional experience includes supervisory oversight of multi-million-dollar program budgets and unit portfolios, supervising affirmative action processes, admissions, financial aid, student life and more. On five different occasions, she has successfully launched campus diversity offices and partnered with the president, provost, deans and faculty members to create new campus-wide diversity plans and initiatives. Dr. McKee received her PhD in Curriculum and Instruction from the University of Minnesota.

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Dr. Ping is an inter-disciplinary researcher who combines psychology, data science, and learning sciences to study education. She has taught and mentored hundreds of students, has served as Education Research Director for a multi-million-dollar NSF Science of Learning Center, and spends her free time defending qualitative and quantitative researchers from one another. A first-generation college student and a self-taught coder, Dr. Ping earned her PhD in Psychology from the University of Chicago in 2009.

Katie Schwartz, PhD, Director of Operations and Outreach and Senior Research Associate, CSDLSI

Dr. Schwartz is a risk-based decision-making researcher who worked in professional academic research for almost a decade before branching into data analysis and business operations consulting. Dr. Schwartz has managed a 15-million-dollar research portfolio as well as consulted with small businesses. She earned her PhD in Aerospace Engineering from the Georgia Institute of Technology in 2015.

About the Center for Strategic Diversity Leadership and Social Innovation (CSDLSI)

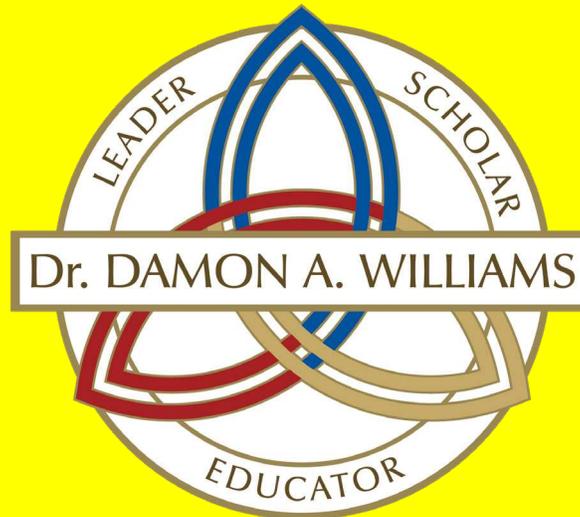
The Center for Strategic Diversity Leadership and Social Innovation (CSDLSI) was founded in 2017 by Dr. Damon A. Williams. Serving as the center's Chief Catalyst, Dr. Williams is an award-winning scholar, educator, speaker, strategist, consultant and social-impact leader with over 22 years of experience working with more than 1,000 colleges and universities, corporations, nonprofit and government agencies. By leveraging evidence-based resources and best practices, validated research instruments and scales, and cutting-edge technology, the center has positioned itself to be a catalyst for change across all sectors.

CSDLSI's mission is to empower leaders, produce results, and help corporations, organizations, and institutions to create a more inclusive environment and community. CSDLSI's work is guided by the principle of *Strategic Diversity Leadership*—the evidence-based approach to leading diversity, equity and inclusion centered strategy, leadership development, change management and research. The center works to strengthen organizational infrastructure and develop strategic planning capabilities by adhering to the center's principles: always begin with “why”—using questions to guide its approach when developing project methodology; apply culturally relevant approaches; and search for and curate excellence, always working to reapply the best solutions. The center achieves its goal by bringing academic credibility and a pragmatic focus to all its projects. Dr. Williams and the CSDLSI team uses design thinking to create new possibilities that can accomplish real and meaningful change in organizations and communities. CSDLSI specializes in and offers the following services:

- **University and Organizational Research and Evaluation**, such as organizational climate and culture research, campus climate and field studies with formal written evaluations and mass survey instrument development and administration.
- **Organizational Change Management and Strategic Planning Consultation**, including leading organizational redesign and change management efforts; designing vertical and lateral diversity structures; diversity planning in higher education; chief diversity officer (CDO) role design; developing diversity accountability strategies; establishing strategic faculty and staff hiring and retention programs; and developing general education diversity distribution requirements.
- **Professional Development and Training Programs (both in-person and online)** designed to focus on capability building, strategic diversity leadership development, and diversity, equity, and inclusion (DEI) research and best practices. Each summer, the CSDLSI offers the National Inclusive Excellence Leadership Academy (NIXLA), a five-week, online, team-based training and professional coaching and development program. Some of the topics featured during the NIXLA are:
 - Strategic Diversity Leadership
 - The Inclusive Excellence Model
 - Higher Education and Shared Governance
 - Expanding Access to Higher Education
 - Faculty and Staff Diversity, Recruitment and Retention Strategies and Best Practices
 - Increasing Women and Underrepresented/ Minority Student participation in STEM
 - Diversity Planning and Implementation
 - Understanding the Centennial Generation
 - Youth and Leadership Development
 - Accountability and Incentives
 - Diversity Crisis Response
 - Assessing and Improving Campus Climates
 - Managing Your Organizational/ Institutional Diversity Brand
 - Fundraising for Diversity and Inclusion
- **Corporate and Executive Consultation**
 - Executive Education and Coaching
 - Thought Leadership Strategy and Development
 - Leadership Development and Executive Coaching Training Program Design

Some of the CSDLSI's past and present clients and partners include:

- BSE Global, Inc.
- NCAA
- FedEx Ground
- American Airlines
- OHM Advisors
- TFA-South Carolina
- National Black MBA Association, Inc.
- Kellogg Community College
- Cal Poly University
- Carnegie Mellon University
- Florida Gulf Coast University
- Syracuse University
- Georgia State University
- Agnes Scott College
- University of Denver



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