THE SYRACUSE UNIVERSITY
STATE OF DIVERSITY, EQUITY & INCLUSION

**The Faculty Experience
Campus Climate Pulse Technical Report**

Damon A. Williams, PhD

Katrina C. Wade-Golden, PhD

Sallye McKee, PhD

Deiadra Gardner, BA

Daria Astara, BA

Edmundo R. Melipillán, PhD

Akshay Agrawal, MS

Raedy Ping, PhD

Katie Schwartz, PhD

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CENTER FOR STRATEGIC DIVERSITY LEADERSHIP & SOCIAL INNOVATION
DrDamonAWilliams.com

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INTRODUCTION

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

The 2020 Syracuse University Experience Campus Climate Pulse Survey

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

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

This document reports the results from the faculty survey component.

SECTION 1: SURVEY DESIGN AND METHODOLOGY

Study Design

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

Survey Instrument

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

Statement of Confidentiality and Consent

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

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

- At the start of the survey, all respondents were provided with a Survey Information page, and were asked to click "Next" if they agreed to what was described. This page served as an informed consent to participate.

- Additionally, the consent form listed several sources where faculty could seek assistance and support should they have adverse emotional or other reactions or concerns while taking the survey.

- Due to the nature of the survey, respondents were not required to answer any questions other than the consent question. If a potential respondent did not consent to participate, however, they were not shown subsequent survey questions. Because participants could choose to skip any questions they did not wish to answer, the number of respondents varies by question in the data tables.

Demographics: Survey Part I

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

Campus Climate: Survey Part II

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

- *Satisfaction:* The degree to which the participant was satisfied with the campus climate/environment over the previous 12 months. Involvement levels in school activities.

- *Institutional Commitment to DEI:* Perceptions of the strength of Syracuse University's commitment and programs related to diversity, equity, and inclusion.

- *Valued and Belonging:* Degree to which the individual feels welcomed, valued, respected, and like they belong at Syracuse University.

- *Equitable Access to Opportunity and Growth:* Ability of the participant to reach their potential, have the same opportunities as others, and can develop well.

- *Discrimination Felt:* Any discriminatory events personally experienced in the previous 12 months, and the contexts in which those events took place.

Additional specialty segments included questions about:

- *COVID-19 Institutional Response:* The participant's concerns about the disease and the pandemic as well as about SU's institutional response to COVID-19.

- *BLM:* Student perceptions of the Black Lives Matter movement and experiences they have had as a result of BLM.

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

Thank You and Contact Information for Support Services

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

Study Methodology

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

Population Frame for Census Survey

The eligible population for this survey included all faculty on the Syracuse University campus who were employed as of September 4, 2020. The Syracuse University Registrar provided the listing of faculty (N=2,149).

Data Collection

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

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

Response Rates

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

Table 1. Response Rate for Faculty

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

Post-Survey Adjustment and Weighting

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

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

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

Study Data Analysis Plan

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

Significance Testing

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

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

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

Multivariate Analyses

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

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

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

SECTION 2. SURVEY RESPONDENTS

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

Faculty Demographics

Sex and Gender Identity: Syracuse University faculty are diverse along a number of dimensions. The percentage of female faculty is just over 44%, while the percentage of male faculty is almost 55% (Table 2). The percentage of faculty who identify their gender as a woman is nearly 44%, while the percentage of faculty identifying as a man is just under 55%, in addition to roughly 1% of faculty identifying as either transgender or gender nonconforming and another percent reporting their preferred response was not listed (Table 3).

Sexual Orientation: With regards to sexual orientation, nearly 85% of Syracuse University faculty identify as heterosexual, approximately 3% identify as bisexual, just over 2% as asexual, nearly 4% as gay, and approximately 2% as lesbian. Table 4 presents the full array of response options to this survey question including additional response options.

Race: About 76% of Syracuse University faculty identify as White, just over 11% identify as Asian American/Asian, 3% as Hispanic/Latinx, nearly 6% as African American/Black, roughly 2% as choosing two or more racial identities. Table 5 presents the full array of response options to this survey question.

Religious Background: Syracuse University has a very pluralistic population with regard to religious beliefs. Overall, roughly 37% of faculty report identifying as Agnostic, Atheist, or having no religious background, roughly 45% identify as Christian, approximately 8% as Jewish, roughly 2% as Muslim, and around 9% identified with the other religious background options on the survey (Table 6).

Financial Status: Drawing from the data presented in Table 7, we can see that roughly 27% of the faculty population at Syracuse University is financially challenged (collapsing the "I cannot make ends meet," "I am barely making it," and "I am breaking even" response categories into one), while the majority of the faculty population (73%) is financially stable (collapsing the "I have extra money after paying the bills" and "I don't have to worry about money" response categories). *Note:* Throughout the remainder of this report, we will use this newly collapsed variable of financial status (Financially Challenged vs. Financially Stable) as a key to better understand Syracuse University faculty survey responses.

Disability: Ten percent of the overall faculty population reports having a disability (Table 8).

Military Experience: Roughly 4% of faculty report having served in the armed forces, military reserves or National Guard (Table 9).

Table 2. What is your current sex?

	Percent of Syracuse University Faculty
Female	44.3
Intersex	0.1
Male	54.7
Preferred Response Not Listed	0.9

Table 3. What is your gender/gender identity?

	Percent of Syracuse University Faculty
Man	54.5
Woman	43.8
Transgender/Gender Nonconforming	0.8
Preferred Response Not Listed	0.9

Table 4. What is your sexual orientation?

	Percent of Syracuse University Faculty
Asexual	2.3
Bisexual	3.2
Gay	3.8
Heterosexual (Cisgender)	84.7
Lesbian	1.6
Pansexual	0.3
Queer	2.4
Questioning	0.3
Preferred Response Not Listed	1.4

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

	Percent of Syracuse University Faculty
African American/Black (AA)	5.8
Asian American/Asian (As)	11.3
Hispanic/Latinx (H)	3.0
Middle Eastern/North African (N)	0.3
Native American/Alaskan Native (N)	0.0
Native Hawaiian/Other Pacific Islander (N)	0.0
White (W)	75.9
Multiracial/-ethnic: Two or More Selections (M)	1.9
Preferred Response Not Listed	1.8

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

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

	Percent of Syracuse University Faculty
Agnostic/Atheist/None (A)	36.7
Christian (C)	45.4
Jewish (J)	7.9
Muslim (M)	1.5
Additional (D)[2]	8.5

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

	Percent of Syracuse University Faculty
I cannot make ends meet.	0.8
I am barely making it.	5.3
I am breaking even.	20.6
I have extra money after paying the bills.	54.0
I do not have to worry about money.	19.3

Table 8. Do you have a disability?

	Percent of Syracuse University Faculty
Yes, I have a disability	10.0
No, I do not have a disability	90.0

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

	Percent of Syracuse University Faculty
Ever served or currently serving	4.2
Never served	95.8

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

SECTION 3. SURVEY RESPONSES

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

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

Exhibit 1. The CSDLSI scoring assessment matrix[3]

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

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

Satisfaction with Overall Campus Climate/Environment

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

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

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

Satisfaction with the campus climate/environment at Syracuse University is an area of challenge for faculty. Overall, only roughly 37% of faculty report being satisfied or very satisfied within the past 12 months, and

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

meaningful differences emerge when you examine the data across various identity groups. A significant gender difference can be found here, with women less often than men reporting being satisfied (Table 10). Significant race differences also are noted among faculty. Specifically, Asian American/Asian and White faculty report higher levels of satisfaction with the overall climate at Syracuse University, compared to other racial groups, with African American/Black faculty reporting the lowest level of satisfaction (Table 11). LGBTQIA faculty report lower levels of satisfaction compared to heterosexual faculty (Table 12). There were no significant differences found for faculty across the various religious backgrounds (Table 13), nor between disabled and non-disabled faculty (Table 14), nor between financially challenged and financially stable faculty (Table 15).

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

	Women	Men	Total
Very Satisfied/Satisfied	33.7	40.0	37.2

Statistically significant difference.

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

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat | HPI | ME/NA	Multiracial
Very Satisfied/Satisfied	16.9	51.9	29.1	37.2	32.0	29.0

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

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

	LGBTQIA	Heterosexual
Very Satisfied/Satisfied	27.8	38.8

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

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

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
Very Satisfied/Satisfied	37.4	30.2	26.8	40.1	31.7

No statistically significant differences.

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

	With Disability	Without Disability
Very Satisfied/Satisfied	30.6	37.9

No statistically significant difference.

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

	Financially Challenged	Financially Stable
Very Satisfied/Satisfied	35.4	38.1

No statistically significant difference.

**Perceptions of Institutional Commitment to DEI, Valued/Belonging,
and Opportunity/Growth at Syracuse University**

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

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

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

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

Factor 1: Perceptions of Institutional Commitment to DEI (α=0.80)

- 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 faculty.

Factor 2, Perceptions of Belonging and Being Valued (α=0.88)

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

Factor 3, Equitable Access to Opportunity and Growth (α=0.82)

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

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

Perceptions of Institutional Commitment to DEI
On average, faculty overall report limited agreement with the idea that Syracuse University has an institutional commitment to DEI (index mean=3.2), with women reporting significantly less agreement than men (Table 16). Generally, underrepresented minority faculty reported less perceived institutional commitment to DEI compared to White and Asian American/Asian faculty, with African American/Black faculty reporting the least perceived institutional commitment compared to the other groups (Table 17). LGBTQIA faculty reported less agreement with the statements about institutional commitment compared to heterosexual faculty (Table 18). Muslim faculty reported the lowest perceived institutional commitment to DEI among the various religious backgrounds (Table 19). Additionally, faculty with disabilities reported less perceived institutional commitment to DEI, compared to faculty without disabilities (Table 20). There is no significant difference between faculty who are financially challenged and those who are financially stable in their assessment of the university's commitment to DEI (Table 21).

<u>Perceptions of Feeling Valued</u>
On average, faculty overall reported modest agreement with the ideas that they are valued and belong at Syracuse University (mean=3.6), with women reporting significantly less agreement than men (Table 16). Generally, underrepresented minority faculty reported less of a sense of being valued and belonging compared to White and Asian American/Asian faculty (Table 17). LGBTQIA faculty reported less agreement with the statements compared to heterosexual faculty (Table 18). Additionally, Muslim faculty reported the least agreement with the statements about being valued and belonging compared to faculty from other religious backgrounds (Table 19). Faculty with disabilities reported less agreement than faculty without disabilities (Table 20). Finally, faculty who are challenged financially reported less of a sense of being valued and belonging compared to those who are financially stable (Table 21).

<u>Perceptions of Opportunity/Growth</u>
On average, faculty report limited agreement with the ideas that they have opportunity and are growing while at Syracuse University (mean=3.4), with women reporting significantly less agreement than men (Table 16). Generally, underrepresented minority faculty reported less of a sense of having opportunity and growing compared to White and Asian American/Asian faculty, with Nat|HPI|ME/NA and African American/Black faculty reporting the least perceived sense of opportunity and growth (Table 17). LGBTQIA faculty reported less agreement with the statements about opportunity and growth compared to heterosexual faculty (Table 18). Additionally, Muslim faculty reported the least agreement with the statements about opportunity and growth compared to faculty from other religious backgrounds (Table 19). Faculty with disabilities reported less agreement than faculty without disabilities (Table 20). Finally, faculty who are challenged financially reported less of a sense of having opportunity and growing compared to those who are financially stable (Table 21).

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

	Women	**Men**	**Total**
Institutional Commitment	2.9	3.3	3.2
Valued and Belonging	3.5	3.7	3.6
Opportunity and Growth	3.2	3.6	3.4

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

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

	African American/ Black	**Asian American/ Asian**	**Hispanic/ Latinx**	**White**	**Nat | HPI | ME/NA**	**Multiracial**
Institutional Commitment	2.5	3.4	2.9	3.2	2.6	2.7
Valued and Belonging	3.2	3.6	3.2	3.6	2.7	3.2
Opportunity and Growth	2.9	3.4	3.1	3.5	2.4	3.3

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

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

	LGBTQIA	Heterosexual
Institutional Commitment	2.9	3.2
Valued and Belonging	3.3	3.6
Opportunity and Growth	3.2	3.5

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.
Statistically significant difference for Institutional Commitment, Valued and Belonging, and Opportunity and Growth.

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

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
Institutional Commitment	3.1	3.0	2.6	3.3	3.0
Valued and Belonging	3.6	3.6	2.9	3.6	3.5
Opportunity and Growth	3.5	3.5	2.6	3.5	3.3

Statistically significant differences for Institutional Commitment: 1) A vs C, 2) M vs C, and 3) C vs D.
Statistically significant differences for Valued and Belonging: 1) A vs M, 2) J vs M, and 3) M vs C.
Statistically significant differences for Thrive and Growth: 1) A vs M, 2) J vs M, 3) M vs C, and 4) M vs D.

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

	With Disability	Without Disability
Institutional Commitment	2.8	3.2
Valued and Belonging	3.1	3.6
Opportunity and Growth	3.0	3.5

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

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

	Financially Challenged	Financially Stable
Institutional Commitment	3.1	3.2
Valued and Belonging	3.3	3.7
Opportunity and Growth	3.2	3.5

No statistically significant difference for Institutional Commitment.
Statistically significant difference for Valued and Belonging and for Opportunity and Growth.

Felt Discrimination

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

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

> A: Yes; No

Overall, approximately 20% of faculty reported feeling that in general over the past 12 months they have been discriminated against at Syracuse University. There is a significant gender difference, with women more often than men reporting this perception (Table 22). Significant race differences were found for faculty. Specifically, White faculty report the lowest level of feeling discriminated against at Syracuse University. Generally, minority faculty more often reported feeling discriminated against at Syracuse University compared to White faculty, with Nat|HPI|ME/NA and African American/Black faculty reporting the highest levels of perceived discrimination among all racial groups (Table 23). LGBTQIA faculty reported higher levels of perceived discrimination compared to heterosexual faculty (Table 24). Additionally, Muslim faculty reported the highest level of perceived discrimination among all religious backgrounds, while Jewish faculty reported the least perceived discrimination (Table 25). Faculty with disabilities reported significantly higher levels of perceived discrimination compared to those without disabilities (Table 26) There were no significant differences found between faculty who are challenged financially and those who are financially stable (Table 27).

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

	Women	Men	Total
Yes	25.9	14.6	19.6

Statistically significant difference.

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

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat | HPI | ME/NA	Multiracial
Yes	39.5	27.1	34.8	15.7	55.7	37.3

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

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

	LGBTQIA	Heterosexual
Yes	28.4	18.0

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

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

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
Yes	18.7	13.1	41.0	18.6	28.8

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

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

	With Disability	Without Disability
Yes	32.4	18.2

Statistically significant difference.

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

	Financially Challenged	Financially Stable
Yes	23.8	18.2

No statistically significant difference.

Context of Discrimination

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

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

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

A: Check All That Apply

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

In Campus Buildings
Overall, nearly one in four faculty (23%) reported experiencing discrimination in campus buildings (Table 28). There was no significant gender difference (Table 28). There was a significant race difference, with Hispanic/Latinx faculty most often reporting discrimination in this context, and White faculty reporting the least (Table 29). LGBTQIA faculty reported more often experiencing discrimination in campus buildings compared to heterosexual faculty (Table 30). There were significant differences found among the various religious backgrounds, with Jewish and Muslim faculty reporting the highest levels of perceived discrimination in campus buildings (Table 31). Faculty with disabilities more often reported discrimination in this context

compared to faculty with no disabilities. (Table 32). There was no significant difference found between faculty who are challenged financially compared to those faculty who are financially stable (Table 33).

<u>In Interactions with Colleagues of Other Racial/Ethnic Identities</u>
Overall, four in 10 faculty (40%) reported experiencing discrimination in interactions with colleagues of other racial/ethnic identities (Table 28). There was no significant gender difference (Table 28). Significant race differences were found for faculty, with White faculty reporting the lowest levels of discrimination in these interactions and Hispanic/Latinx and African American/Black faculty reporting the highest levels of discrimination in these interactions (Table 29). There was no significant difference for LGBTQIA faculty compared to heterosexual faculty in relation to discrimination experienced in interactions with colleagues of other racial/ethnic identities (Table 30). Muslim faculty reported most often experiencing these discriminatory interactions and Jewish faculty reported least often having these interactions (Table 31). There was no significant difference found between faculty with disabilities and those without in relation to discrimination experienced in interactions with colleagues of other racial/ethnic identities (Table 32), nor was there any significant difference found between faculty who are challenged financially and those who are financially stable (Table 33).

<u>In Interactions with Colleagues of Other Sexual Orientations</u>
Overall, roughly 13% of faculty reported experiencing discrimination in interactions with colleagues of other sexual orientations (Table 28). There is no significant gender difference (Table 28). There were no significant race differences found for faculty (Table 29). LGBTQIA faculty more often reported experiencing discrimination in interactions with colleagues of other sexual orientations compared to heterosexual faculty (Table 30). There were no significant differences found for faculty among the various religious backgrounds (Table 31), nor between faculty with disabilities and those without in relation to discrimination experienced in interactions with colleagues of other sexual orientations (Table 32), nor between faculty who are challenged financially compared to those who are financially stable (Table 33).

Table 28. Context of Discrimination: Percent (Yes) of Syracuse University Faculty, by Gender

	Women	Men	Total
Campus Environment			
1. Campus buildings	23.9	22.4	23.3
2. Neighborhoods or other areas surrounding campus	9.3	11.1	10.0
3. Buses or bus stops	2.5	5.3	3.7
4. Parking lots or garages	3.7	9.6	6.1
5. Secluded areas on campus	1.1	0	0.7
6. Walking around campus at night	4.6	2.9	3.9
Social Interactions			
7. Sporting events	2.3	4.3	3.1
8. Parties or other social gatherings	5.0	9.3	6.8
9. In interactions with colleagues of other racial/ethnic identities	36.4	46.2	40.4
10. In interactions with colleagues of other sexual orientations	12.2	14.8	13.3
11. In interactions with colleagues of other religions	9.4	5.0	7.6
Engagement with Law Enforcement			

	Women	Men	Total
12. In interactions with law enforcement personnel on campus	9.0	7.9	8.5
13. In interactions with law enforcement personnel in the City of Syracuse	3.7	9.9	6.2

No statistically significant difference for any response 1-13.

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

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat|HPI| ME/NA	Multiracial
Campus Environment						
1. Campus buildings	28.1	16.0	73.1	19.0	41.3	39.7
2. Neighborhoods or other areas surrounding campus	21.3	20.8	12.3	4.5	23.8	14.3
3. Buses or bus stops	7.3	9.9	0	1.0	23.8	12.3
4. Parking lots or garages	17.5	11.3	10.4	1.9	33.8	7.2
5. Secluded areas on campus	0	2.7	0	0	0	0
6. Walking around campus at night	0	7.6	9.6	3.2	0	0
Social Interactions						
7. Sporting events	5.7	0	21.6	1.9	0	4.6
8. Parties or other social gatherings	10.7	8.6	25.3	3.5	33.8	11.1
9. In interactions with colleagues of other racial/ethnic identities	86.2	68.5	90.4	18.8	57.1	68.3
10. In interactions with colleagues of other sexual orientations	17.1	6.9	21.6	13.9	0	16.4
11. In interactions with colleagues of other religions	0	11.4	0	8.3	17.5	14.2
Engagement with Law Enforcement						
12. In interactions with law enforcement personnel on campus	28.1	3.2	32.0	3.5	0	16.9
13. In interactions with law enforcement personnel in the City of Syracuse	17.5	10.5	21.6	2.0	0	7.2

No statistically significant differences for responses to 5, 6, 10, and 11.
(1) Statistically significant differences for: 1) AA vs H, 2) As vs H, and 3) H vs W.
(2) Statistically significant differences for: 1) AA vs W, and 2) As vs W.
(3) Statistically significant differences for: 1) As vs W, 2) W vs N, and 3) W vs M.
(4) Statistically significant differences for: 1) AA vs W, 2) As vs W, and 3) W vs N.
(7) Statistically significant differences for: 1) H vs W.
(8) Statistically significant differences for: 1) H vs W, and 2) W vs N.
(9) Statistically significant differences for: 1) AA vs W, 2) As vs W, 3) H vs W, and 4) W vs M.
(12) Statistically significant differences for: 1) AA vs As, 2) AA vs W, 3) As vs H, 4) H vs W, and 5) W vs M.
(13) Statistically significant differences for: 1) AA vs W, and 2) H vs W.

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

	LGBTQIA	Heterosexual
Campus Environment		
1. Campus buildings	40.9	18.7
2. Neighborhoods or other areas surrounding campus	14.0	9.1
3. Buses or bus stops	8.2	2.5
4. Parking lots or garages	12.5	4.4
5. Secluded areas on campus	1.9	0.3
6. Walking around campus at night	4.4	3.8
Social Interactions		
7. Sporting events	8.4	1.7
8. Parties or other social gatherings	4.6	7.5
9. In interactions with colleagues of other racial/ethnic identities	40.5	40.5
10. In interactions with colleagues of other sexual orientations	37.7	5.9
11. In interactions with colleagues of other religions	7.5	7.1
Engagement with Law Enforcement		
12. In interactions with law enforcement personnel on campus	22.5	4.1
13. In interactions with law enforcement personnel in the City of Syracuse	18.3	2.9

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.
Statistically significant difference for 1, 10, 12, and 13.
No statistically significant difference for 2, 3, 4, 5, 6, 7, 8, 9, and 11.

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

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
Campus Environment					
1. Campus buildings	17.0	50.9	56.5	23.1	25.6
2. Neighborhoods or other areas surrounding campus	11.5	12.2	16.3	9.0	9.3
3. Buses or bus stops	1.0	0	0	6.5	4.6
4. Parking lots or garages	2.2	0	27.3	9.0	4.3
5. Secluded areas on campus	1.2	4.7	0	0	0
6. Walking around campus at night	3.5	23.5	0	2.2	4.3
Social Interactions					
7. Sporting events	1.5	0	0	6.1	0
8. Parties or other social gatherings	9.6	0	43.5	4.0	3.4
9. In interactions with colleagues of other racial/ethnic identities	34.3	17.6	72.8	44.0	45.9
10. In interactions with colleagues of other sexual orientations	8.9	28.2	0	16.0	16.1
11. In interactions with colleagues of other religions	3.4	22.4	0	6.7	16.0
Engagement with Law Enforcement					
12. In interactions with law enforcement personnel on campus	4.0	4.7	0	15.1	4.3
13. In interactions with law enforcement personnel in the City of Syracuse	5.1	0	16.3	8.0	4.6

No statistically significant differences for responses to 2, 3, 5, 7, 10, and 13.
(1) Statistically significant differences for: 1) A vs J, and 2) A vs M.
(4) Statistically significant differences for: 1) A vs M, and 2) A vs D.
(6) Statistically significant differences for: 1) A vs J, and 2) J vs C.
(8) Statistically significant differences for: 1) M vs C, and 2) M vs D.
(9) Statistically significant differences for: 1) J vs M.
(11) Statistically significant differences for: 1) A vs J, and 2) A vs D.
(12) Statistically significant differences for: 1) A vs C.

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

	With Disability	Without Disability
Campus Environment		
1. Campus buildings	45.4	18.9
2. Neighborhoods or other areas surrounding campus	17.2	8.7
3. Buses or bus stops	5.6	3.3
4. Parking lots or garages	16.8	3.9
5. Secluded areas on campus	1.5	0.5
6. Walking around campus at night	10.9	2.5
Social Interactions		
7. Sporting events	3.8	3.0
8. Parties or other social gatherings	2.6	7.7
9. In interactions with colleagues of other racial/ethnic identities	44.0	39.8
10. In interactions with colleagues of other sexual orientations	23.1	11.4
11. In interactions with colleagues of other religions	7.1	7.2
Engagement with Law Enforcement		
12. In interactions with law enforcement personnel on campus	18.7	6.6
13. In interactions with law enforcement personnel in the City of Syracuse	16.6	4.2

Statistically significant difference for responses for 1, 4, 6, 12, and 13.
No statistically significant difference for responses to 2, 3, 5, 7, 8, 9, 10, and 11.

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

	Financially Challenged	Financially Stable
Campus Environment		
1. Campus buildings	21.4	24.4
2. Neighborhoods or other areas surrounding campus	18.0	6.3
3. Buses or bus stops	4.0	3.6
4. Parking lots or garages	5.8	6.3
5. Secluded areas on campus	0.8	0.6
6. Walking around campus at night	4.0	3.9
Social Interactions		
7. Sporting events	0.5	4.4
8. Parties or other social gatherings	7.2	6.6
9. In interactions with colleagues of other racial/ethnic identities	42.3	39.1
10. In interactions with colleagues of other sexual orientations	14.5	12.8
11. In interactions with colleagues of other religions	3.7	9.5
Engagement with Law Enforcement		
12. In interactions with law enforcement personnel on campus	6.4	9.6
13. In interactions with law enforcement personnel in the City of Syracuse	5.9	6.5

No statistically significant difference to 1, 3, 4, 5, 6, 8, 9, 10, 11, 12, and 13.
Statistically significant difference for 2 and 7.

Perceptions of COVID-19 and Institutional Response

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

> Q: Considering your experiences during the COVID-19 pandemic, please indicate your level of agreement with each of the following statements:
>
> (1) I am concerned that I will contract the coronavirus (COVID-19).
> (2) I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.
> (3) Overall, the administration at Syracuse University has done a good job protecting faculty from the negative health consequences of COVID-19.
> (4) Overall, the administration at Syracuse University has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.
> (5) Overall, the administration at Syracuse University has shown care and concern for me as they make changes in work guidelines in response to COVID-19.
> (6) I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.
>
> A: Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree

Concern About Contracting COVID-19

Overall, roughly 67% of faculty reported feeling concerned that they will contract COVID-19. There was a significant gender difference, with women more often than men reporting this concern (Table 34). There were no significant race differences found for faculty (Table 35). LGBTQIA faculty reported having this concern more often when compared to heterosexual faculty (Table 36). Additionally, faculty who identify as Jewish reported the highest level of concern for contracting COVID-19, and Muslim faculty reported the least level of concern (Table 37). Faculty with disabilities reported higher levels of concern compared to those without disabilities (Table 38). Finally, there was no significant difference found between faculty who are challenged financially and those who are financially stable (Table 39).

Concern about Hospitalization Due to COVID-19

On average, faculty reported less concern about being hospitalized due to COVID-19 compared to their concerns about contracting the virus, with roughly 56% overall reporting the hospitalization concern (Table 34). There was no significant gender difference found for faculty (Table 34), nor any race/ethnicity differences found for faculty around this concern (Table 35). LGBTQIA faculty reported higher levels of concern about potential hospitalization compared to heterosexual faculty (Table 36). Additionally, Jewish faculty reported the highest level of concern about hospitalization among all religious backgrounds (Table 37). Faculty with disabilities reported a higher level of concern compared to those without disabilities (Table 38). There was no significant difference found between faculty who are challenged financially and those who are financially stable (Table 39).

Perceptions of Administration's Efforts to Protect Faculty From Negative Health Consequences

Overall, roughly seven out of 10 faculty (71%) reported that they felt the Syracuse administration had done a good job protecting them from the negative heath consequences of COVID-19 (Table 34). No significant gender difference was found for faculty (Table 34), nor differences based on race (Table 35). LGBTQIA faculty reported less agreement with this statement compared to heterosexual faculty (Table 36). Christian faculty most often agreed with this statement, while Jewish faculty least often agreed with this statement (Table 37). Faculty with disabilities reported less agreement than faculty without disabilities (Table 38). Finally, faculty who are challenged financially reported less of a sense that the administration had done a good job of protecting them from the negative health consequences of COVID-19 compared to those who are financially stable (Table 39).

Perceptions of Administration's Efforts to Help Faculty Adapt to Changes
Overall, roughly 65% of faculty reported that they felt the Syracuse administration had done a good job helping faculty adapt to changes brought about by COVID-19 (Table 34). A significant gender difference was found for faculty, with women faculty less often agreeing with this statement than men faculty (Table 34). No significant race differences were found for faculty (Table 35). LGBTQIA faculty reported less agreement with this statement compared to heterosexual faculty (Table 36). There were no significant differences found among the various religious backgrounds (Table 37). Faculty with disabilities reported less agreement than faculty without disabilities (Table 38). Finally, there was no significant difference between and those who are financially stable in their evaluation of whether the administration had done a good job of helping them adapt to COVID-related changes (Table 39).

Perceptions of Administration's Care and Concern in Response to COVID-19
A little over six out of 10 faculty (62%) reported that the administration had shown care and concern for them as they made adjustments to work guidelines (Table 34). There was a significant gender difference for faculty, with women faculty less often agreeing with this statement compared to men faculty (Table 34). There were no significant race differences found for faculty (Table 35). There was no significant difference found between LGBTQIA faculty and heterosexual faculty in their assessment of whether the administration had shown care and concern for them as they made adjustments to work guidelines (Table 36). Christian faculty reported the most agreement with this statement, while Jewish faculty reported the least agreement (Table 37). There was no significant difference found between disabled and non-disabled faculty (Table 38), nor between faculty who are challenged financially compared to those who are financially stable (Table 39).

Knowing Whom to Contact with Questions about COVID-19
Overall, roughly 65% of faculty reported that they knew whom to contact if they had questions about how institutional changes due to COVID-19 would affect them (Table 34). There was no significant gender difference found for faculty in this measure (Table 34), nor any significant race differences (Table 35). LGBTQIA faculty reported less agreement with this statement compared to heterosexual faculty (Table 36). There were no significant differences found among the various religious backgrounds (Table 37). Faculty with disabilities reported less agreement than faculty without disabilities (Table 38). Finally, there was no significant difference found between faculty who are challenged financially and those who are financially stable with regard to knowing whom to contact if they had questions about how institutional changes due to COVID-19 would affect them (Table 39).

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

	Women	Men	Total
1. I am concerned that I will contract the coronavirus (COVID-19).	71.8	63.8	67.3
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	55.7	55.9	55.8
3. Overall, the administration at Syracuse University has done a good job protecting faculty from the negative health consequences of COVID-19.	68.0	73.7	71.2
4. Overall, the administration at Syracuse University has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.	61.6	68.0	65.1
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	56.5	65.9	61.7
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	62.1	67.8	65.3

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

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

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat|HPI| ME/NA	Multiracial
1. I am concerned that I will contract the coronavirus (COVID-19).	60.9	63.6	77.3	67.4	87.2	81.6
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	62.0	55.7	51.2	55.0	74.6	65.3
3. Overall, the administration at Syracuse University has done a good job protecting faculty from the negative health consequences of COVID-19.	72.1	68.3	66.4	72.3	48.8	63.2
4. Overall, the administration at Syracuse University has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.	62.5	68.2	60.4	65.5	44.2	57.6
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	54.2	69.8	51.9	61.9	40.7	56.3
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	71.3	66.2	61.9	65.7	52.9	49.2

No statistically significant differences for responses to 1, 2, 3, 4, 5, and 6.

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

	LGBTQIA	Heterosexual
1. I am concerned that I will contract the coronavirus (COVID-19).	75.0	66.1
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	62.8	54.5
3. Overall, the administration at Syracuse University has done a good job protecting faculty from the negative health consequences of COVID-19.	62.6	72.9

	LGBTQIA	Heterosexual
4. Overall, the administration at Syracuse University has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.	57.6	66.4
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	56.9	62.4
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	56.4	67.0

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.
Statistically significant difference for 1, 3, 4, and 6.
No statistically significant difference for 2 and 5.

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

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. I am concerned that I will contract the coronavirus (COVID-19).	70.3	80.2	40.6	62.1	75.4
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	55.1	75.7	44.0	51.6	61.0
3. Overall, the administration at Syracuse University has done a good job protecting faculty from the negative health consequences of COVID-19.	70.5	60.3	61.0	76.1	61.7
4. Overall, the administration at Syracuse University has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.	64.1	58.9	52.8	69.4	59.5
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	61.3	49.3	56.0	65.4	59.8
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	62.2	68.9	52.3	67.9	67.8

No statistically significant differences fpr 4 and 6.
(1) Statistically significant differences for: 1) A vs M, 2) A vs C, 3) J vs M, 4) J vs C, 5) M vs D, and 6) C vs D.
(2) Statistically significant differences for: 1) A vs J, 2) J vs M, and 3) J vs C.
(3) Statistically significant differences for: 1) J vs C, and 2) C vs D.
(5) Statistically significant differences for: 1) J vs C.

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

	With Disability	Without Disability
1. I am concerned that I will contract the coronavirus (COVID-19).	78.0	66.0
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	77.9	53.2
3. Overall, the administration at Syracuse University has done a good job protecting faculty from the negative health consequences of COVID-19.	60.9	72.3
4. Overall, the administration at Syracuse University has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.	55.3	66.2
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	53.8	62.7
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	55.9	66.5

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

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

	Financially Challenged	Financially Stable
1. I am concerned that I will contract the coronavirus (COVID-19).	69.9	66.3
2. I am concerned that if I contract the coronavirus (COVID-19), I will require hospitalization.	57.8	55.1
3. Overall, the administration at Syracuse University has done a good job protecting faculty from the negative health consequences of COVID-19.	66.4	73.0
4. Overall, the administration at Syracuse University has done a good job helping faculty adapt to the changes at the institution brought on by the spread of COVID-19.	61.8	66.4
5. Overall, the administration at Syracuse University has shown care and concern for me as they make changes to work guidelines in response to COVID-19.	60.1	62.7
6. I know whom to contact if I have questions about how changes at Syracuse University in response to COVID-19 will affect me.	60.9	67.2

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

Frequency of Worries about COVID-19

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

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

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

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

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

Financial Challenges Due to Work Changes or Uncertainty
Overall, over one in five faculty (22%) reported financial challenges due to work changes or uncertainty as a top worry directly brought on by the COVID-19 pandemic (Table 40). There was a significant gender difference found for faculty on this question, with women faculty more often reporting this concern (Table 40). Multiracial and Nat|HPI|ME/NA faculty most often reported this worry and Hispanic/Latinx faculty least often report it. (Table 41). LGBTQIA faculty more often reported worrying about this issue compared to heterosexual faculty (Table 42). Additionally, there were no significant differences found among the various religious backgrounds (Table 43). Faculty with disabilities reported having this worry significantly more often than those faculty without disabilities (Table 44); and faculty who are challenged financially more often reported worrying about financial challenges due to work changes or uncertainty compared to those faculty who are financially stable (Table 45).

Pressure of Homeschooling Their Child(ren)
Overall, roughly 22% of faculty reported the pressure to homeschool their children as a top worry directly brought on by the COVID-19 pandemic (Table 40). There was a significant gender difference found for faculty on this question, with women faculty more often reporting this concern (Table 40). There were no significant race differences found for faculty (Table 41), nor a significant difference found for sexual orientation among faculty (Table 42). No significant differences were found among the various religious backgrounds (Table 43), nor a significant difference found between disabled and non-disabled faculty on this question (Table 44). Faculty who are challenged financially more often reported worrying about the pressure of homeschooling their children compared to those faculty who are financially stable (Table 45).

Lack of Childcare Resources to Allow Me to Work
Overall, nearly one in five faculty (18%) reported lack of childcare resources to allow them to work as a top worry directly brought on by the COVID-19 pandemic (Table 40). There was a significant gender difference found for faculty on this question, with women faculty more often reporting this concern compared to men faculty (Table 40). There were no significant race differences found for faculty (Table 41), nor a significant difference found for sexual orientation among faculty on this question (Table 42). Additionally, there are no significant differences found among the various religious backgrounds (Table 43), nor a significant difference found between disabled and non-disabled faculty on this question (Table 44). Finally, no

significant difference between faculty who are challenged financially and those who are financially stable was found in relation to worrying about the lack of childcare resources to allow them to work (Table 45).

Table 40. Frequency of Worries About COVID-19: Percent (Very Often/ Often) of Syracuse University Faculty, by Gender

	Women	Men	Total
1. Lack of access to basic human needs (e.g., housing, food).	3.9	4.8	4.4
2. Lack of access to adequate medical treatment.	10.6	9.7	10.1
3. Lack of access to adequate mental health support or counseling services.	12.8	8.7	10.5
4. Lack of access to adequate technology and Wi-Fi.	11.5	7.7	9.4
5. Lack of childcare resources to allow me to work.	25.9	12.5	18.4
6. Pressure of homeschooling my child(ren).	28.1	17.0	21.8
7. Financial challenges due to work changes or uncertainty.	27.1	18.4	22.2
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	12.1	6.2	8.8
9. Bullying and intimidation on campus.	7.1	4.2	5.5

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

Table 41. Frequency of Worries About COVID-19: Percent (Very Often/ Often) of Syracuse University Faculty, by Race

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat|HPI| ME/NA	Multiracial
1. Lack of access to basic human needs (e.g., housing, food).	8.3	5.4	0	4.0	8.1	5.2
2. Lack of access to adequate medical treatment.	12.8	15.5	6.7	9.1	20.3	14.8
3. Lack of access to adequate mental health support or counseling services.	23.1	13.0	5.5	8.7	42.2	23.4
4. Lack of access to adequate technology and Wi-Fi.	10.9	12.2	10.8	8.6	4.6	19.8
5. Lack of childcare resources to allow me to work.	20.7	15.9	21.5	18.2	45.3	22.8
6. Pressure of home-schooling my child(ren).	20.6	23.3	25.1	20.9	60.1	34.7
7. Financial challenges due to work changes or uncertainty.	18.7	25.7	16.0	21.1	49.2	47.2

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat|HPI| ME/NA	Multiracial
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	31.0	22.1	8.8	4.7	41.4	15.3
9. Bullying and intimidation on campus.	7.9	8.7	2.1	4.7	33.9	12.7

No statistically significant differences for responses to 1, 2, 4, 5, and 6.
(3) Statistically significant differences for: 1) AA vs H, 2) AA vs W, 3) As vs N, 4) H vs N, 5) H vs M, 6) W vs N, and 7) W vs M.
(7) Statistically significant differences for: 1) AA vs M, 2) As vs M, 3) H vs M, and 4) W vs M.
(8) Statistically significant differences for: 1) AA vs H, 2) AA vs W, 3) As vs W, 4) H vs N, 5) W vs N, and 6) W vs M.
(9) Statistically significant differences for: 1) AA vs N, 2) As vs N, 3) H vs N, 4) W vs N, and 5) W vs M.

Table 42. Frequency of Worries About COVID-19: Percent (Very Often/Often) of Syracuse University Faculty, by LGBTQIA

	LGBTQIA	Heterosexual
1. Lack of access to basic human needs (e.g., housing, food).	10.9	3.3
2. Lack of access to adequate medical treatment.	21.2	8.2
3. Lack of access to adequate mental health support or counseling services.	22.3	8.3
4. Lack of access to adequate technology and Wi-Fi.	13.4	8.9
5. Lack of childcare resources to allow me to work.	14.2	19.3
6. Pressure of homeschooling my child(ren).	16.3	22.7
7. Financial challenges due to work changes or uncertainty.	31.1	20.8
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	15.5	7.6
9. Bullying and intimidation on campus.	12.7	4.1

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.
Statistically significant difference for responses to 1, 2, 3, 7, 8, and 9.
No statistically significant difference for responses to 4, 5, and 6.

Table 43. Frequency of Worries About COVID-19: Percent (Very Often/ Often) of Syracuse University Faculty, by Religion

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. Lack of access to basic human needs (e.g., housing, food).	4.3	2.8	8.2	4.0	6.8
2. Lack of access to adequate medical treatment.	10.1	11.4	13.2	8.9	15.6
3. Lack of access to adequate mental health support or counseling services.	8.9	11.0	24.4	10.6	15.5
4. Lack of access to adequate technology and Wi-Fi.	9.2	12.9	0	7.6	18.3
5. Lack of childcare resources to allow me to work.	22.0	13.8	18.3	17.3	12.7
6. Pressure of homeschooling my child(ren).	21.4	17.1	33.5	22.0	23.4
7. Financial challenges due to work changes or uncertainty.	22.8	21.6	29.0	21.3	25.6
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	7.9	5.7	13.3	9.3	13.5
9. Bullying and intimidation on campus.	5.8	4.7	0	5.5	6.5

No statistically significant difference for responses to 1, 2, 3, 5, 6, 7, 8, and 9.
(4) Statistically significant differences for: 1) A vs D, and 2) C vs D.

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

	With Disability	Without Disability
1. Lack of access to basic human needs (e.g., housing, food).	14.5	3.3
2. Lack of access to adequate medical treatment.	22.6	8.6
3. Lack of access to adequate mental health support or counseling services.	26.3	8.7
4. Lack of access to adequate technology and Wi-Fi.	15.9	8.7
5. Lack of childcare resources to allow me to work.	19.1	18.3
6. Pressure of homeschooling my child(ren).	21.9	21.8
7. Financial challenges due to work changes or uncertainty.	36.6	20.7
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	16.9	7.9
9. Bullying and intimidation on campus.	12.7	4.7

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

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

	Financially Challenged	Financially Stable
1. Lack of access to basic human needs (e.g., housing, food).	9.9	2.3
2. Lack of access to adequate medical treatment.	19.6	6.5
3. Lack of access to adequate mental health support or counseling services.	19.2	7.3
4. Lack of access to adequate technology and Wi-Fi.	12.8	8.2
5. Lack of childcare resources to allow me to work.	21.8	17.1
6. Pressure of homeschooling my child(ren).	28.0	19.7
7. Financial challenges due to work changes or uncertainty.	47.9	12.8
8. An increased prevalence of microaggressions and unconscious bias as a result of my identity.	11.3	7.9
9. Bullying and intimidation on campus.	6.4	5.2

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

Perceptions of and Experiences with the Black Lives Matter Movement

In response to the emergent societal trends and unrest, and as a complement to our traditional climate survey questions, we asked a series of questions regarding the Black Lives Matter Movement in the survey.

The tables below describe Syracuse University faculty participant responses to the following survey questions:

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

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

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

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

A: Yes; No

While tables 46 through 51 present the full array of results for this survey battery, the following discussion will center the first two questions, whether respondents support the BLM movement, and whether they

have had a recent conversation about race or racial equality with family or friends as a result of the BLM movement. Each of these areas is discussed below.

Support for the BLM Movement
Overall, nearly nine out of 10 faculty (87%) reported supporting the Black Lives Matter movement (Table 46). There was a significant gender difference, with women more often than men indicating this support (Table 46). Significant race differences were found for faculty: While support is strong across the various racial/ethnic groups, it is highest for African Americans/Blacks and lowest for Asian Americans/Asians (Table 47). There was no significant difference for sexual orientation, with both LGBTQIA and heterosexual faculty strongly supporting the movement (Table 48). Faculty who identify as Christian reported a lower level of support for the BLM movement compared to the other religious backgrounds (Table 49). There was no significant difference for disability status, with both disabled and non-disabled faculty strongly supporting the movement (Table 50). Lastly, there was no significant difference for financial status, with both groups strongly supporting the movement (Table 51).

Had Conversations about Race or Racial Equality with Family or Friends
Overall, roughly 94% of faculty reported having had conversations about race or racial equality with family or friends as a result of the Black Lives Matter movement (Table 46). There was a significant gender difference here, with women more often than men indicating this occurrence (Table 46). Significant race differences were found for faculty. While very high proportions of the various groups report these conversations, this occurrence is lowest for Asian Americans/Asians (Table 47). No significant difference was found for LGBTQIA faculty compared to heterosexual faculty (Table 48), nor significant differences found for faculty across the various religious backgrounds (Table 49). There was no significant difference found between disabled and non-disabled faculty (Table 50); and no significant finding between faculty who are challenged financially and those who are financially stable (Table 51).

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

	Women	Men	Total
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	91.3	83.6	87.0
2. Had conversations about race or racial equality with family or friends.	96.2	91.9	93.8
3. Posted or shared content about race and racial equality on social networking sites.	54.9	40.7	47.0
4. Contributed money to an organization to benefit race or racial equality.	56.3	48.0	51.7
5. Contacted a public official to express your opinion about race or racial equality.	34.1	26.1	29.7
6. Attended a protest or rally focused on race or racial equality.	31.9	31.1	31.4

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

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

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat|HPI| ME/NA	Multiracial
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	93.2	73.6	89.7	88.8	87.2	79.9
2. Had conversations about race or racial equality with family or friends.	98.0	82.8	100.0	94.9	95.4	92.9
3. Posted or shared content about race and racial equality on social networking sites.	63.0	25.8	83.1	47.5	36.9	47.2
4. Contributed money to an organization to benefit race or racial equality.	63.2	30.0	66.8	54.0	29.8	42.7
5. Contacted a public official to express your opinion about race or racial equality.	35.0	10.8	51.1	31.3	21.7	25.2
6. Attended a protest or rally focused on race or racial equality.	40.2	14.0	48.4	32.7	25.2	28.5

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

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

	LGBTQIA	Heterosexual
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	89.3	86.6
2. Had conversations about race or racial equality with family or friends.	94.8	93.6
3. Posted or shared content about race and racial equality on social networking sites.	61.8	44.5
4. Contributed money to an organization to benefit race or racial equality.	65.2	49.4
5. Contacted a public official to express your opinion about race or racial equality.	42.6	27.4
6. Attended a protest or rally focused on race or racial equality.	43.4	29.4

"Heterosexual" includes all participants reporting cisgender heterosexual orientation.
No statistically significant difference for responses to 1 and 2.
Statistically significant difference for responses to 3, 4, 5, and 6.

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

	Agnostic/ Atheist/None	Jewish	Muslim	Christian	Additional
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	90.8	92.1	86.7	83.0	85.3
2. Had conversations about race or racial equality with family or friends.	94.0	95.4	81.5	93.9	92.0
3. Posted or shared content about race and racial equality on social networking sites.	48.4	52.6	31.4	45.9	46.4
4. Contributed money to an organization to benefit race or racial equality.	58.2	59.7	12.0	47.1	48.4
5. Contacted a public official to express your opinion about race or racial equality.	31.9	38.1	14.9	26.8	28.2
6. Attended a protest or rally focused on race or racial equality.	36.0	41.7	6.7	26.9	31.1

No statistically significant differences for 2, 3, and 5.
(1) Statistically significant differences for: 1) A vs C.
(4) Statistically significant differences for: 1) A vs M, 2) A vs C, 3) J vs M, 4) M vs C, and 5) M vs D.
(6) Statistically significant differences for: 1) A vs M, 2) A vs C, 3) J vs M, and 4) J vs C.

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

	With Disability	Without Disability
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	89.3	86.7
2. Had conversations about race or racial equality with family or friends.	96.9	93.4
3. Posted or shared content about race and racial equality on social networking sites.	57.5	45.7
4. Contributed money to an organization to benefit race or racial equality.	68.7	49.8
5. Contacted a public official to express your opinion about race or racial equality.	49.5	27.3
6. Attended a protest or rally focused on race or racial equality.	38.8	30.6

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

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

	Financially Challenged	Financially Stable
1. From what you, have read, heard, or experienced, how do you feel about the Black Lives Matter movement?	83.6	88.2
2. Had conversations about race or racial equality with family or friends.	92.9	94.0
3. Posted or shared content about race and racial equality on social networking sites.	49.1	46.1
4. Contributed money to an organization to benefit race or racial equality.	48.1	53.1
5. Contacted a public official to express your opinion about race or racial equality.	34.9	27.7
6. Attended a protest or rally focused on race or racial equality.	38.3	29.1

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

SECTION 4. MULTIVARIATE PREDICTIVE MODELS OF KEY MEASURES

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

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

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

Perceptions of Dissatisfaction and Discrimination

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

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

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

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

The results for Dissatisfaction indicate that:

- Women 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 disabilities 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.

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

	Dissatisfaction[4] "Dissatisfied" or "Very Dissatisfied"	Discrimination[5] "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 Faculty (Relative to Financially Stable)	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

Multivariate logistic regressions. Odds ratios, with t-statistics shown in parentheses. Two-tailed tests.
*p < 0.05, **p < 0.01, ***p<0.001
"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

- There was no significant difference found between faculty that are financially challenged and those that 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.

The results for 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 significant difference found between LGBTQIA and heterosexual faculty.

- Faculty with disabilities 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.

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4 How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Syracuse University within the past 12 months?
5 In general over the past 12 months, have you felt discriminated against at Syracuse University?

- 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.

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

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

- The first model, in the first data column of Table 53, estimates the effects on the levels of agreement that Syracuse University has high institutional commitment to DEI goals (strongly agree=5, strongly disagree=1).

- The second model in Table 53 estimates the effects on the levels of agreement that an individual has feelings of being valued by and belonging at Syracuse University (strongly agree=5, strongly disagree=1).

- The third model in Table 53 estimates the effects on the levels of agreement that Syracuse University is a place where an individual has opportunity and can grow (strongly agree=5, strongly disagree=1).

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

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

The results for Institutional Commitment indicate that:

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

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

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

	Institutional Commitment	Valued and Belonging	Opportunity and Growth
Women (Relative to Men Faculty)	-0.36*** (-5.49)	-0.16** (-3.17)	-0.34*** (-6.44)
LGBTQIA (Relative to Heterosexual Faculty)	-0.30*** (-3.23)	-0.14 (-1.93)	-0.13 (-1.80)
Disability (Relative to Faculty with no Disability)	-0.31* (-2.59)	-0.49*** (-4.99)	-0.45*** (-4.82)
Financially Challenged (Relative to Financially Stable)	-0.06 (-0.82)	-0.27*** (-4.50)	-0.27*** (-4.44)
Race (Relative to White Faculty)			
• African American/Black	-0.65*** (-4.29)	-0.36** (-2.97)	-0.59*** (-4.21)
• Asian American/Asian	0.27** (2.62)	0.01 (0.07)	-0.12 (-1.42)
• Hispanic/Latinx	-0.27 (-1.25)	-0.39* (-1.98)	-0.39* (-2.17)
• Native | HPI | ME/NA	-0.76 (-1.74)	-0.97* (-2.55)	-1.07** (-3.03)
• Multiracial	-0.39** (-2.79)	-0.34** (-3.04)	-0.14 (-1.36)
Respondents	937	938	937
R^2	0.10	0.10	0.14

OLS regression coefficients with t-statistics shown in parentheses. Two-tailed tests.
*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$.
"Heterosexual" includes all participants reporting cisgender heterosexual orientation.

- Faculty with disabilities are less likely than faculty without disabilities to agree with the idea that Syracuse University has an institutional commitment to DEI.

- There was no significant difference found between financially challenged and financially stable faculty.

- Three significant effects emerged for race. First, African American/Black and Multiracial faculty are less likely than White faculty to agree with the idea that Syracuse University has an institutional commitment to DEI. Conversely, Asian American/Asian faculty are more likely than White faculty to agree with this statement.

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

The results for Valued and Belonging indicate that:

- Women faculty are less likely than men to agree with the idea that they feel valued and belong at Syracuse University.

- There was no significant difference found between LGBTQIA and heterosexual faculty.

- Faculty with disabilities are less likely than faculty without disabilities to agree with the idea that they feel valued and belong at Syracuse University.

- Faculty who are challenged financially are less likely than financially stable faculty to agree with the idea that they feel valued and belong at Syracuse University.

- With regard to race, generally underrepresented minority faculty are less likely than White faculty to agree with the idea that they feel valued and belong at Syracuse University.

Opportunity and Growth

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

The results for Opportunity and Growth indicate that:

- Women faculty are less likely than heterosexual faculty to agree with the idea that they have opportunity and are growing while at Syracuse University.

- There was no significant difference found between LGBTQIA and heterosexual faculty.

- Faculty with disabilities are less likely than faculty without disabilities to agree with the idea that they have opportunity and are growing while at Syracuse University.

- Faculty who are challenged financially are less likely than financially stable faculty to agree with the idea that they have opportunity and are growing while at Syracuse University.

- With regard to race, generally underrepresented minority faculty are less likely than White faculty to agree with the idea that they have opportunity and are growing while at Syracuse University.

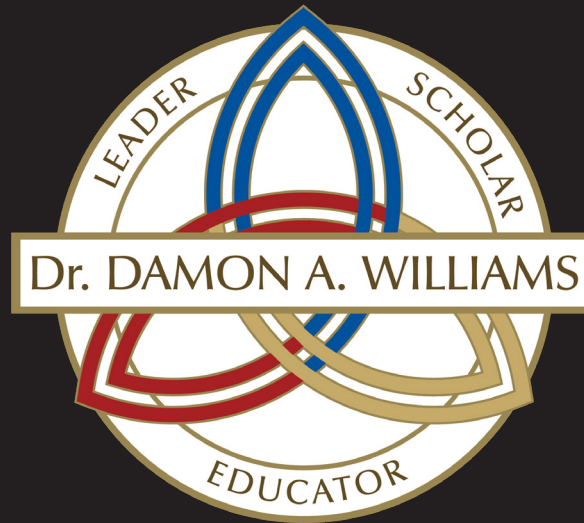# SECTION 5. FACULTY DATA: CONCLUDING THOUGHTS

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

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

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

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

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

LEADER · SCHOLAR · EDUCATOR

Dr. DAMON A. WILLIAMS

For More Information Contact:

**CENTER FOR STRATEGIC DIVERSITY LEADERSHIP
& SOCIAL INNOVATION**

Phone: 1-833-CDO-HELP

Address: 4780 Ashford Dunwoody Road,
PMB 540 No 130, Atlanta, GA 30338

Email: info@drdamonawilliams.com