Rankin & Associates, Consulting

Assessment • Planning • Interventions

Syracuse University

Assessing our Learning, Living, and Working Environment

September 2016

Rankin & Associates, Consulting

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Executive Summary

Introduction

During the Spring 2016 semester, Syracuse University conducted a comprehensive survey of all students, faculty and staff for the purpose of developing a better understanding of the learning, living and working environment on campus. The origins of this effort can be traced to the work of the Chancellor's Work Group on Sexual Assault and Relationship Violence, Prevention, Education and Advocacy, which, in its final report (issued Dec. 17, 2014) detailed 24 recommendations, including a call for a climate survey.

Why is it important to look at the campus climate? Because Syracuse University affirms that diversity and inclusion are crucial to the intellectual vitality of our campus community, and the University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning and living take place in pluralistic communities of mutual respect.

The survey effort began in 2015 with the formation of the University's Climate Assessment Planning Committee (CAPC), with representation by students, faculty, staff and administrators, and co-chaired by Senior Vice President and Dean of Student Affairs Rebecca Reed Kantrowitz and Assistant Vice President for Institutional Research and Assessment Libby Barlow. In summer and fall 2015, the committee worked in cooperation with project consultant Susan Rankin, principal of Rankin & Associates Consulting, to develop the survey mechanism.

In the first phase, Rankin & Associates conducted 20 focus groups composed of 117 participants (51 students; 66 faculty and staff). In the second phase, the CAPC and Rankin & Associates used data from the focus groups to construct questions for the campus-wide survey. The final survey instrument was completed in March 2016. It consisted of 118 items (29 qualitative and 89 quantitative) focused on the experiences and perceptions of various campus constituent groups related to sexual harassment and sexual violence, race, gender identity and gender expression,

sexual orientation, disability services, the academic environment for students, the workplace environment for faculty and staff, employee benefits and other topics.

The survey was made available from February 9-March 28, 2016, via a secure online portal as well as confidential paper surveys for individuals who did not have easy access to an Internet-connected computer or who preferred a paper survey. In total, nearly 6,000 people completed the survey.

The conceptual model used as the foundation for the survey was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes.

The CAPC implemented participatory and community-based processes to review tested survey questions from the Rankin & Associates question bank and develop a survey instrument for Syracuse to capture the various dimensions of power and privilege that shape the campus experience. In this way, the University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at Syracuse University. This report provides an overview of the results of the campus-wide survey.

Project Design and Campus Involvement

The CAPC collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 20 focus groups, which were composed of 117 participants (51 students; 66 faculty and staff). In the second phase, the CAPC and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in March 2016. Syracuse University's survey contained 118 items (29 qualitative and 89 quantitative) and was available via a secure online portal from February 9 – March 28, 2016.

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Syracuse University Participants

Syracuse University community members completed 5,617 surveys for an overall response rate of 21.5%. Only surveys that were at least 50% completed were included in the final data set for analyses.[1] Response rates by constituent group varied: 17% ($n = 2,549$) for Undergraduate Students, 17% ($n = 1,052$) for Graduate Students, 29% ($n = 506$) for Faculty/Librarian, >100% ($n = 77$) for Administrators with Faculty Rank, 33% ($n = 146$) for Administrators without Faculty Rank, and 48% ($n = 1,414$) for Staff. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.[2]

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[1] One hundred-thirteen (113) surveys were removed because they did not complete at least 50% of the survey, and 42 duplicate submissions were removed. An additional response was removed because it was judged to have been problematic (i.e., the respondent did not complete the survey in good faith).
[2] The total n for each demographic characteristic may differ as a result of missing data.

Table 1. **Syracuse University Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position status	Undergraduate Student	2,549	44.4
	Graduate or Law Student	1,052	18.3
	Faculty/Librarian/Administrator with Faculty Rank	583	10.1
	Administrator without Faculty Rank	146	2.5
	Staff	1,414	24.6
Gender identity	Man	2,129	37.1
	Woman	3,488	60.7
	Transgender	85	1.5
	Missing/Unknown	42	0.7
Racial identity	Asian/Asian American	769	13.4
	Black/African American	362	6.3
	Hispanic/Latin@/Chican@	275	4.8
	Other People of Color	87	1.5
	White People	3,657	63.7
	Multiracial	390	6.8
	Missing/Unknown/Other	204	3.6
Sexual identity	LGBQ	604	10.5
	Heterosexual	4,791	83.4
	Missing/Unknown	349	6.1
Citizenship status	U.S. Citizen	4,499	78.3
	Non-U.S./Naturalized Citizen	1,046	18.2
	Multiple Citizenships	151	2.6
	Missing/Unknown	48	0.8
Disability status	No Disability	5,110	89.0
	Single Disability	433	7.5
	Multiple Disabilities	146	2.5
	Missing/Unknown	55	1.0
Military status	Military Service	157	2.7
	No Military Service	5,526	96.2
	Missing/Unknown	61	1.1
Faith-based affiliation	Christian Affiliation	2,506	43.6
	Other Faith-Based Affiliation	669	11.6
	No Affiliation	2,027	35.3
	Multiple Affiliations	284	4.9
	Missing/Unknown	258	4.5

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at Syracuse University**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[3] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

   - 67% ($n = 3,840$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Syracuse University.
   - 72% ($n = 2,276$) of Faculty, Staff, and Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.
   - 79% ($n = 3,278$) of Faculty and Student respondents were "comfortable" or "very comfortable" with the climate in their classes.

2. **Faculty Respondents – Positive attitudes about faculty work**

   - The majority of Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria for tenure were clear (73%, $n = 245$).
   - Tenured and Tenure-Track Faculty respondents felt that teaching (73%, $n = 244$) was valued by Syracuse University.
   - Non-Tenure-Track/Adjunct Faculty respondents felt that teaching (62%, $n = 85$) and research (87%, $n = 117$) were valued by Syracuse University.
   - 68% ($n = 93$) of Non-Tenure-Track/Adjunct Faculty respondents noted that they believed that expectations of their responsibilities were clear.
   - 67% ($n = 357$) of all Faculty respondents noted that they believed their colleagues included them in opportunities that will help their career as much as they do others in their position status.

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[3]Rankin & Reason, 2008, p. 264

- 78% (n = 428) of Faculty respondents indicated that Syracuse University is good place to work.

3. **Staff Respondents –Positive attitudes about staff work**
   - 90% (n = 1,329) of Staff respondents reported that Syracuse University is a good place to work.
   - A large majority of Staff respondents noted that they believed that vacation and personal time benefits (88%, n = 1,330), health insurance benefits (85%, n = 1,250), child care benefits (72%, n = 896), and retirement benefits (88%, n = 1,262) were competitive.
   - 76% (n = 1,146) of Staff respondents noted that they believed that there were clear expectations of their responsibilities.
   - 71% (n = 1,076) of Staff respondents noted that they believed that Syracuse University provided them with resources to pursue training/professional development opportunities.
   - 71% (n = 890) of Staff respondents agreed that policies (e.g., FMLA) were fairly applied across Syracuse University.
   - 69% (n = 1,012) of Staff respondents noted that they believed that Syracuse University was supportive of flexible work schedules.
   - 68% (n = 1,017) of Staff respondents thought their supervisors provided them with resources to pursue training/professional development opportunities.

4. **Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.[4] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[5] Attitudes toward academic pursuits are one indicator of campus climate.

All Student respondents

- The majority of Student respondents felt valued by Syracuse University faculty (70%, $n = 2,511$), by Syracuse University staff (67%, $n = 2,388$), and by their department/program (68%, $n = 2,393$).

- 75% ($n = 2,652$) of Student respondents felt valued by faculty in the classroom.

- 63% ($n = 2,222$) of Student respondents felt valued by other students in the classroom and 60% ($n = 2,128$) by other students outside of the classroom.

- 73% ($n = 2,580$) of Student respondents had faculty whom they perceived as role models and 57% ($n = 2,007$) had staff whom they perceived as role models.

Graduate Student respondents

- A majority of Graduate Student respondents felt that their advisor (90%, $n = 869$), department faculty members (92%, $n = 886$), and department staff (95%, $n = 916$) responded to their emails, calls, or voicemails in a prompt manner.

- 84% ($n = 801$) of Graduate Student respondents felt comfortable sharing their professional goals with their advisor.

- 80% ($n = 772$) of Graduate Student respondents reported that their department advisor provided clear expectations.

- 78% ($n = 742$) of Graduate Student respondents noted that they believed that they received support from their advisor to pursue personal research interests.

- 76% ($n = 730$) of Graduate Student respondents felt that their department faculty members encouraged them to produce publications and present research.

- 76% ($n = 742$) of Graduate Student respondents indicated that they were satisfied with the quality of advising they have received from their department.

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[4]Pascarella & Terenzini, 2005
[5]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Student Respondents – *Perceived Academic Success*

Analyses using the *Perceived Academic Success* scale revealed the following significant differences.

- Undergraduate Student Respondents of Color, Asian/Asian American Undergraduate Student respondents, Black/African American Undergraduate Student respondents, and Hispanic/Latin@/Chican@ Undergraduate Student respondents have less *Perceived Academic Success* than White Undergraduate Student respondents. Black/African American Undergraduate Student respondents also have less *Perceived Academic Success* than Multiracial Undergraduate Student respondents.

- Student Respondents with a Disability had less *Perceived Academic Success* than Student respondents with No Disability.

- Low-Income Student Respondents had less *Perceived Academic Success* than Not-Low-Income Student respondents.

Key Findings – Opportunities for Improvement

1. **Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.**

   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[6] Research also underscores the relationship between workplace discrimination and subsequent productivity.[7] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 20% ($n = 1,160$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[8]
     - 27% ($n = 311$) noted that the conduct was based on their gender/gender identity, and 24% felt that it was each based on their position status ($n = 283$) and ethnicity ($n = 275$).
   - Differences emerged based on various demographic characteristics, including gender identity, ethnicity, and age. For example:
     - By gender identity, a higher percentage of Transgender respondents (46%, $n = 39$) than Women respondents (22%, $n = 774$) and Men respondents (15%, $n = 326$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
       - Sixty-two percent ($n = 24$) of Transgender respondents, 31% ($n = 240$) of Women respondents, and 14% ($n = 44$) of Men respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.

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[6]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001
[7]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999
[8]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

o By position status, Faculty/Librarian/Administrator with Faculty Rank respondents (26%; $n = 149$) and Administrator without Faculty Rank respondents (25%, $n = 36$) were significantly more likely than other respondents to indicate that they had experienced this conduct.

▪ Of those respondents who noted that they had experienced this conduct, 53% ($n = 19$) of Administrator without Faculty Rank respondents, 44% ($n = 142$) of Staff respondents, 30% ($n = 45$) of Faculty/Librarian/Administrator with Faculty Rank respondents, 22% ($n = 44$) of Graduate or Law Student respondents, and 7% ($n = 33$) of Undergraduate Student respondents thought that the conduct was based on their position status.

o By racial identity, significant differences were noted in the percentages of Black/African American respondents (29%, $n = 104$), Respondents of Color (28%, $n = 24$), Hispanic/Latin@/Chican@ respondents (24%, $n = 67$), Multiracial respondents (23%, $n = 91$), White respondents (19%, $n = 675$), and Asian/Asian American respondents (17%, $n = 133$) who noted that they believed that they had experienced this conduct.

▪ Of those respondents who noted that they believed that they had experienced this conduct, significantly greater percentages of Hispanic/Latin@/Chican@ respondents (72%, $n = 48$), Black/African American respondents (60%, $n = 62$), Asian/Asian American respondents (56%, $n = 74$), Multiracial respondents (43%, $n = 39$), and Respondents of Color (38%, $n = 9$) than White respondents (4%, $n = 28$) thought that the conduct was based on their ethnicity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at Syracuse University. Five hundred and eighty two respondents students, faculty, and staff contributed comments regarding these personal experiences. Three themes emerged from their narratives: concerns with the reporting process, hostile campus/work environment, and concerns regarding inclusion.

2. **Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.**

   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students, veterans).[9] Several groups at Syracuse University indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

   - By gender identity: Men respondents were more comfortable than Women respondents and Transgender respondents with the overall climate at Syracuse University, the climate in their department/work units, and the climate in their classes.

   - By racial identity: White respondents were more comfortable than other racial groups with the overall climate at Syracuse University, the climate in their department/work units, and the climate in their classes.

   - By sexual identity: Heterosexual respondents were more comfortable than LGBQ respondents with the overall climate at Syracuse University, the climate in their department/work units, and the climate in their classes.

   - By disability status: Respondents with No Disability were more comfortable than respondents with a Single Disability and Multiple Disabilities with the overall climate at Syracuse University, the climate in their department/work units, and the climate in their classes.

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[9]Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

3. Faculty and Staff Respondents – Challenges with work-life issues

- 62% (*n* = 359) of Faculty/Librarian/Administrator with Faculty Rank respondents, 62% (*n* = 90) of Administrator without Faculty Rank respondents, and 52% (*n* = 733) of Staff respondents had seriously considered leaving Syracuse University in the past year.
  - o 51% (*n* = 605) of those Faculty and Staff respondents who seriously considered leaving did so because of financial reasons and 44% (*n* = 520) because of limited opportunities for advancement.
- 70% (*n* = 1,054) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.
- 52% (*n* = 761) of Staff respondents noted that they believed that their workload was permanently increased without additional compensation as a result of other staff departures.
- 64% (*n* = 316) of Faculty respondents and 20% (*n* = 734) of Staff respondents noted that they believed that people who had children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Syracuse University breaks not scheduled with school district breaks).

4. Faculty Respondents – Challenges with faculty work

- 58% (*n* = 189) of Tenured and Tenure-Track Faculty respondents and 56% (*n* = 74) of Non-Tenure-Track/Adjunct Faculty respondents thought that they performed more work to help students than did their colleagues.
- 49% (*n* = 164) of Tenured and Tenure-Track Faculty respondents noted that they believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations.
- 22% (*n* = 71) of Tenured and Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion.
- Forty-one percent (*n* = 55) of Non-Tenure-Track/Adjunct Faculty respondents felt pressured to do extra work that was uncompensated.

- Only 39% (*n* = 194) of Faculty respondents thought that salaries for adjunct professors were competitive.

Over four hundred Staff/Administrator respondents contributed comments regarding their employment related experiences. Three themes emerged from these comments: (1) Unsustainable workload, (2) ineffective evaluation process, and (3) Inconsistent application of the FMLA policy.

One hundred and seventy five Faculty respondents were provided the opportunity to elaborate on their experiences regarding workplace climate. Two themes emerged from their comments. The first revolved around low morale among faculty. The second theme focused on inadequate salaries and benefits, particularly in light of workload expectations.

5. **A small but meaningful percentage of respondents experienced unwanted sexual experiences.**

   In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. One section of the Syracuse University survey requested information regarding sexual assault.
   - Twelve percent (*n* = 714) of respondents indicated on the survey that they had experienced a form of unwanted sexual contact,[10] with:
     - 1% (*n* = 74) of respondents experiencing relationship violence (e.g., ridiculed, controlling, hitting)
     - 2% (*n* = 132) of respondents experiencing stalking (e.g., following me, on social media, texting, phone calls)

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[10]The survey used the term "unwanted sexual contact" to depict any unwanted sexual experiences and defined it as "unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact."

- 9% (*n* = 488) of respondents experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
- 4% (*n* = 217) of respondents experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the Syracuse University community

- Undergraduate Student respondents, Women respondents, Transgender respondents, LGBQ respondents, and respondents with a Disability more often reported unwanted sexual experiences than their majority counterparts.
- Syracuse University students, acquaintances/friends, strangers, and current or former dating/intimate partners were identified as sources of unwanted sexual experiences.
- The majority of respondents did not report the unwanted sexual experience.

Conclusion

Syracuse University campus climate findings[11] were mostly consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[12] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A slightly lower percentage (67%) of all Syracuse University respondents reported that they were "comfortable" or "very comfortable" with the climate at Syracuse University. Likewise, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Syracuse University, a similar percentage of respondents (20%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[13]

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[11]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

[12]Rankin & Associates Consulting, 2015

[13]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

Syracuse University's climate assessment report provides baseline data on diversity and inclusion, and addresses Syracuse University's mission and goals. While the findings may guide decision-making in regard to policies and practices at Syracuse University, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Syracuse University community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Syracuse University, with support from senior administrators and collaborative leadership, is in a prime position status to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

During the Spring 2016 semester, Syracuse University conducted a comprehensive survey of all students, faculty and staff for the purpose of developing a better understanding of the learning, living and working environment on campus. The origins of this effort can be traced to the work of the Chancellor's Work Group on Sexual Assault and Relationship Violence, Prevention, Education and Advocacy, which, in its final report (issued Dec. 17, 2014) detailed 24 recommendations, including a call for a climate survey.

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Review of the Literature: Campus Climate's Influence on Academic and Professional Success

Climate is defined for this project as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for

individual and group needs, abilities, and potential."[14] This includes the perceptions and experiences of individuals and groups on campus.

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

> intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, "Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome" (p. iv). Milem et al. further suggested that for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community.

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[14]Rankin & Reason, 2008, p. 264

Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus environments are "complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments" (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations within the campus environment. A guiding question Smith posed was, are special-purpose groups (e.g., Black Faculty Caucus) and locations (e.g., GLBTIQ and Multicultural Student Retention Services) perceived as "'problems' or are they valued as contributing to the diversity of the institution and its educational missions" (p. 225)?

Campus climate influences students' academic success and employees' professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups may perceive the campus climate differently from each other and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D'Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008). A summary of this literature follows.

Several scholars (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009) found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively impacted. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the value of a diverse student body and faculty on enhancing learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper

& Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013). Lesbian, gay, bisexual, and Trans* (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGB faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, 2002).

This report provides an overview of the results of the campus-wide survey.

Syracuse University Campus-wide Climate Assessment Project Structure and Process

The CAPC collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 20 focus groups, which were composed of 117 participants (51 students; 66 faculty and staff). In the second phase, the CAPC and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in March 2016. Syracuse University's survey contained 118 items (29 qualitative and 89 quantitative) and was available via a secure online portal from February 9 – March 28, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Syracuse University's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CAPC implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Syracuse University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[15] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Syracuse University to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On October 26, 2015, Syracuse University students, staff, faculty, and administrators participated in 20 focus groups conducted by R&A facilitators. The groups were identified by the CAPC and invited to participate via a letter from Chancellor Kent Syverud. The interview protocol included four questions addressing participants' perceptions of the campus climate, initiatives/programs that Syracuse University has implemented that has directly influenced participants' success, the greatest challenges for various groups at Syracuse University, and suggestions to improve the campus climate at Syracuse University.

R&A conducted 20 focus groups, which were composed of 117 participants (51 students; 66 faculty and staff). Participants in each group were given the opportunity to follow up with R&A with any additional concerns. The CAPC and R&A used the results to inform questions for the campus-wide survey.

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[15]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

Survey Instrument. The survey questions were constructed based on the results of the focus groups, the work of Rankin (2003), and with the assistance of the CAPC. The CAPC reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the Syracuse University population. The final Syracuse University campuswide survey contained 118 questions,[16] including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Syracuse University's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure off-site (R&A) database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Syracuse University's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform Syracuse University's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project in January 2016.

Prospective participants received an invitation from President Chancellor Kent Syverud that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by

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[16]To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

participants were also separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations to the generalizability of the data existed. The first limitation was that respondents "self-selected" to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation concerns response rates that were less than 30% (see Table 3). For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Syracuse University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[17] Actual percentages[18] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining

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[17]Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[18]Actual percentages were derived using the total number of survey respondents.

student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Undergraduate Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately four percent (3.9%) of all potential Undergraduate Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[19] One question from the scale (Q12_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven (Table 2). The internal consistency reliability (Cronbach's alpha) of the scale was 0.862 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12_A_2 included, Cronbach's alpha was only 0.783.

Table 2. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Academic experience
	I am performing up to my full academic potential.
	Few of my courses this year have been intellectually stimulating.
	I am satisfied with my academic experience at Syracuse.
Perceived Academic Success	I am satisfied with the extent of my intellectual development since enrolling at Syracuse.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to Syracuse.

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[19]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- o Gender identity (Men, Women, Transgender)
- o Racial identity (Asian/Asian Americans, Black/African Americans, Hispanics/Latin@s/Chican@s, Other People of Color, White People, People of Multiple Race)
- o Sexual identity (LGBQ, Heterosexual)
- o Disability status (Disability, No Disability)
- o Income status (Low-Income, Not-Low-Income)
- o Citizen/immigration status (International, U.S. Citizen)

When there were only two categories for the specified demographic variable (e.g., disability) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, *post-hoc* tests were run to determine which differences between pairs of means were significant. Subsequently, if the difference in means was significant, effect size was calculated using eta^2 and any moderate to large effects were noted.

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Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the Syracuse University campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[20] using standard methods of thematic analysis. R&A reviewers read all comments; a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[20]Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of Syracuse University's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at Syracuse University.

Description of the Sample[21]

Five thousand six hundred-seventeen (5,617) surveys were returned, for a 21.5% overall response rate. The sample and population figures, chi-square analyses,[22] and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Syracuse University.

- Women were significantly overrepresented in the sample; men were underrepresented.

- Asian/Asian Americans, Black/African Americans, Hispanic/Latin@/Chican@s, and individuals whose race/ethnicity was not known were significantly underrepresented in the sample. Alaskan/Native Americans, Native Hawaiian/Pacific Islanders, and White/European Americans were significantly overrepresented in the sample.

- Faculty/Librarians, Administrators with Faculty Rank, Administrators without Faculty Rank, and Staff were significantly overrepresented in the sample. Undergraduate Students and Graduate/Law Students were significantly underrepresented in the sample.

- U.S. Citizens by birth and Permanent Residents were significantly overrepresented in the sample. Non-Resident Aliens and Visa Holders were significantly underrepresented.

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[21]All frequency tables are provided in Appendix B.
[22]Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Syracuse.

Table 3. **Demographics of Population and Sample**

Characteristic	Subgroup	Population N	%	Sample n	%	Response Rate
Gender[a]	**Woman**	13,836	53.0	3,488	60.7	25.2
	Man	12,289	47.0	2,129	37.1	17.3
	Genderqueer	ND	ND	43	0.7	N/A
	Transgender	ND	ND	11	0.2	N/A
	Other/Missing/Unknown	ND	ND	73	1.3	N/A
Race/Ethnicity[b]	**Alaskan/Native American**	334	1.2	97	1.6	29.0
	Asian/Asian American	4,251	15.1	862	14.3	20.3
	Black/African American	2,623	9.3	473	7.8	18.0
	Hispanic/Latin@/Chican@	2,027	7.2	420	6.9	20.7
	Middle Eastern	ND	ND	112	1.9	N/A
	Native Hawaiian/Pacific Islander	60	0.2	28	0.5	46.7
	White/European American	16,968	60.4	3,972	65.7	23.4
	Missing/Unknown/Not Specified/Other	1,824	6.5	82	1.4	4.5
Position[c]	**Undergraduate Student**	14,617	56.0	2,549	44.4	17.4
	Graduate or Law Student	6,330	24.2	1,052	18.3	16.6
	Faculty/Librarian	1,721	6.6	506	8.8	29.4
	Administrator with Faculty Rank	51	0.2	77	1.3	>100.0
	Administrator without Faculty Rank	439	1.7	146	2.5	33.3
	Staff	2,967	11.4	1,414	24.6	47.7
Citizenship[d]	**U.S. Citizen, Birth**	21,283	69.7	4,632	79.1	21.8
	U.S. Citizen, Naturalized	ND	ND	308	5.3	N/A
	DACA	ND	ND	5	0.1	N/A
	DAPA	ND	ND	< 5	---	N/A
	Non-Resident Alien	4,051	13.3	0	0.0	0.0
	Other Legally Documented Status	ND	ND	26	0.4	N/A
	Permanent Resident	791	2.6	251	4.3	31.7
	Refugee Status	ND	ND	< 5	---	N/A
	Undocumented Resident	ND	ND	7	0.1	N/A
	Visa Holder	4,410	14.4	623	10.6	14.1
	Withholding of Removal Status	ND	ND	< 5	---	N/A

Note: ND denotes "no data".
[a]$X^2 (1, N = 5,617) = 186.25, p < .001$
[b]$X^2 (6, N = 5,934) = 325.07, p < .001$
[c]$X^2 (5, N = 5,744) = 1540.98, p < .001$
[d]$X^2 (3, N = 5,506) = 282.04, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of Syracuse University's CAPC.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, input from CAPC members and focus groups. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.[23] Correlations between the responses to questions about overall campus climate for various groups (Question 100) and to questions that rated overall campus climate on various scales (Question 101) were moderate-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[24] are provided in Table 4.

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[23]Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

[24]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, there were relationships between all selected pairs of responses.

A strong relationship (between .60 and .72) existed for all five pairs of variables - between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Income Status and Not Classist (income status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

Table 4. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics				
	Not Racist	**Not Homophobic**	**Not Sexist**	**Not Classist (SES)**	**Disability Friendly**
Positive for People of Color	.642[1]				
Positive for Lesbian, Gay, Bisexual People		.606[1]			
Positive for Women			.600[1]		
Positive for People of Low Income Status				.685[1]	
Positive for People with Disabilities					.722[1]

[1]$p < 0.01$

Sample Characteristics[25]

For the purposes of several analyses, demographic responses were collapsed into categories established by the CAPC to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate or Law Student respondents, Faculty/Librarian/Administrator with Faculty Rank

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[25]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

respondents, Administrator without Faculty Rank respondents, and Staff respondents.[26] Of all respondents, 44% (n = 2,549) were Undergraduate Students, 18% (n = 1,052) were Graduate or Law Students, 10% (n = 583) were Faculty/Librarian/Administrator with Faculty Rank respondents, 3% (n = 146) were Administrator without Faculty Rank respondents, and 25% (n = 1,414) were Staff respondents (Figure 1). Ninety-five percent (n = 5,462) of respondents were full-time in their primary positions. Subsequent analyses indicated that 97% (n = 2,473) of Undergraduate Student respondents, 95% (n = 992) of Graduate or Law Student respondents, 88% (n = 510) of Faculty/Librarian/Administrator with Faculty Rank respondents, 98% (n = 143) of Administrator without Faculty Rank respondents, and 95% (n = 1,344) of Staff respondents were full-time in their primary positions.
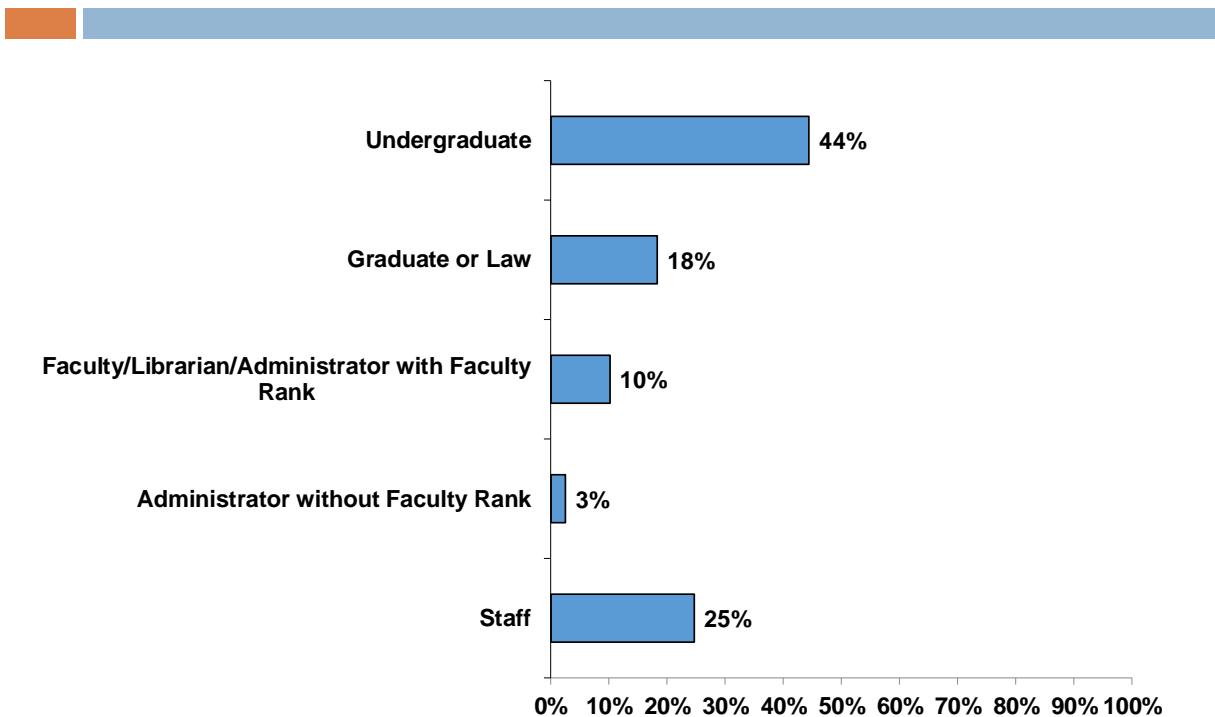
Figure 1. Respondents' Collapsed Position Status (%)

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[26]Collapsed position status variables were determined by the CAPC.

With regard to respondents' work-unit affiliations, Table 5 indicates that Staff respondents represented various work units across campus.[27] Of Staff respondents, 45% ($n = 603$) were affiliated with Academic Affairs/Academic Administration, 24% ($n = 328$) were affiliated with Business, Finance, and Administrative Services, 13% ($n = 168$) were affiliated with Student Affairs, and 8% ($n = 109$) were affiliated with Advancement and External Affairs.

Table 5. **Staff Respondents' Primary Work Unit Affiliations**

Work unit	*n*	% of sample
Chancellor's Office	17	1.3
Academic Affairs/Academic Administration	603	44.8
Business, Finance and Administrative Services	328	24.4
Athletics	60	4.5
Advancement and External Affairs	109	8.1
Student Affairs	168	12.5
Human Resources	38	2.8
Veterans and Military Affairs	17	1.3
Office Board of Trustees	6	0.4

Note: Table includes Staff respondents ($n = 1,560$) only.

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[27]For a full listing of work units see Table B17 in Appendix B.

Of Faculty respondents, 36% ($n = 189$) were affiliated with the College of Arts and Sciences, 11% were affiliated each with the College of Visual and Performing Arts ($n = 57$) and with The Maxwell School of Citizenship and Public Affairs ($n = 56$), and 9% ($n = 50$) were affiliated with the College of Engineering and Computer Science (Table 6).

Table 6. **Faculty Respondents' Primary Academic Division/Department Affiliations**

Academic division	*n*	% of sample
School of Architecture	11	2.1
College of Arts and Sciences	189	35.7
School of Education	27	5.1
College of Engineering and Computer Science	50	9.4
David B. Falk College of Human Dynamics	28	5.3
School of Information Studies	21	4.0
College of Law	22	4.2
Martin J. Whitman School of Management	42	7.9
Maxwell School of Citizenship and Public Affairs	56	10.6
I. Newhouse School of Public Communications	25	4.7
College of Visual and Performing Arts	57	10.8
University College	< 5	---

Note: Table includes Faculty respondents ($n = 583$) only.

More than half of the sample (61%, $n = 3,488$) were Women and 37% ($n = 2,129$) were Men.[28] Less than one percent ($n = 11$) of the respondents identified as Transgender.[29] Thirty-one respondents ($< 1\%$) selected "a gender not listed here" and offered identities such as "androgynous," "agender," "asexual," "gender neutral butch," "genderfluid," "non-binary," and "two-spirit."

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[28]The majority of respondents identified their birth sex as female (62%, $n = 3,549$), while 38% ($n = 2,153$) of respondents identified as male, and $< 1\%$ ($n < 5$) as intersex. Additionally, 59% ($n = 3,394$) identified their gender expression as feminine, 36% ($n = 2,088$) as masculine, 2% ($n = 96$) as androgynous, and 1% ($n = 56$) as "not listed here."

[29]Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents' confidentiality.

For the purpose of some analyses, gender identity was collapsed into four categories determined by the CAPC. Sixty-one percent ($n = 3,488$) of the respondents marked only "Woman" as their gender identity, 37% ($n = 2,129$) marked only "Man", and two percent ($n = 85$) of the respondents marked only "Transgender."

Figure 2 illustrates that there were more women than men Undergraduate Student respondents; more women than men Graduate or Law Students respondents; more women than men Administrator without Rank respondents; and more women than men Staff respondents. There were similar numbers of Women and Men Faculty/Librarian/Administrator with Faculty Rank respondents. Between one and two percent of Transgender respondents existed across all position statuses.
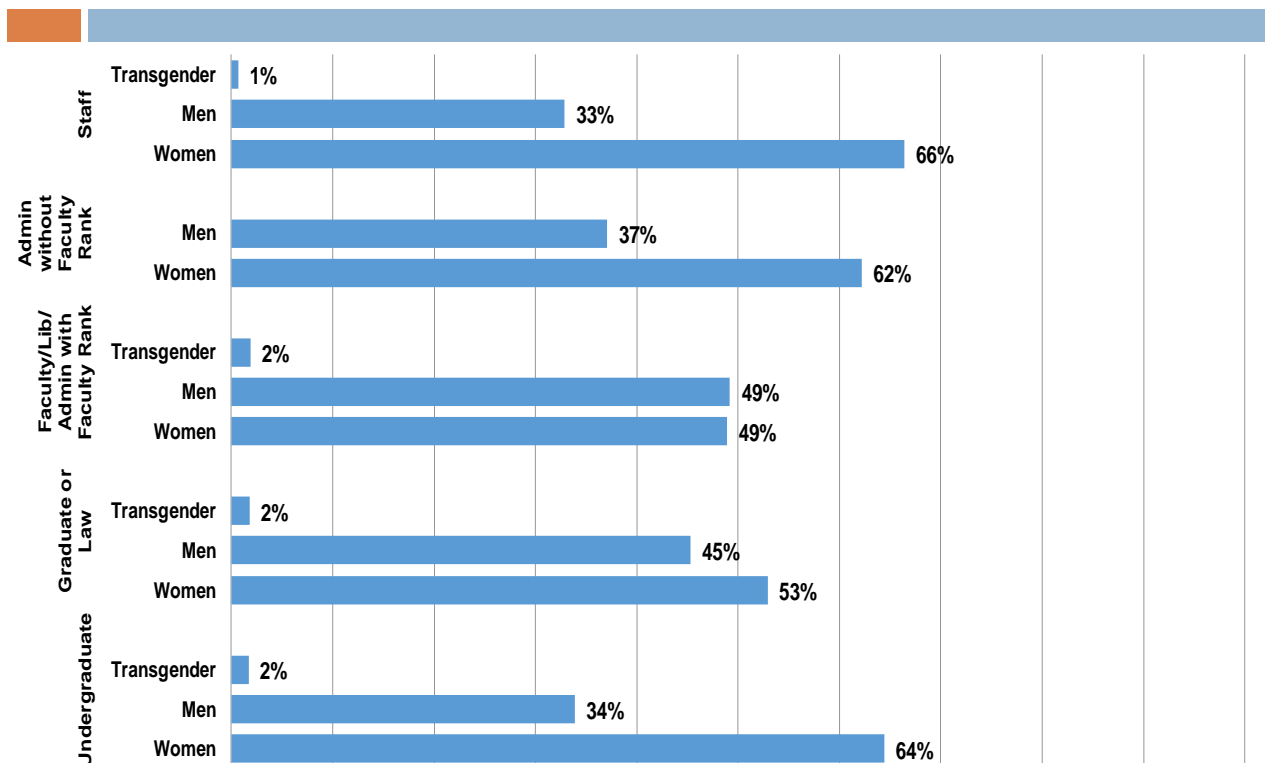
Note: Responses with $n < 5$ are not presented in the figure.

Figure 2. Respondents by Gender Identity and Position Status (%)

21

The majority of respondents were Heterosexual[30] (83%, $n = 4{,}791$) and 11% ($n = 604$) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).
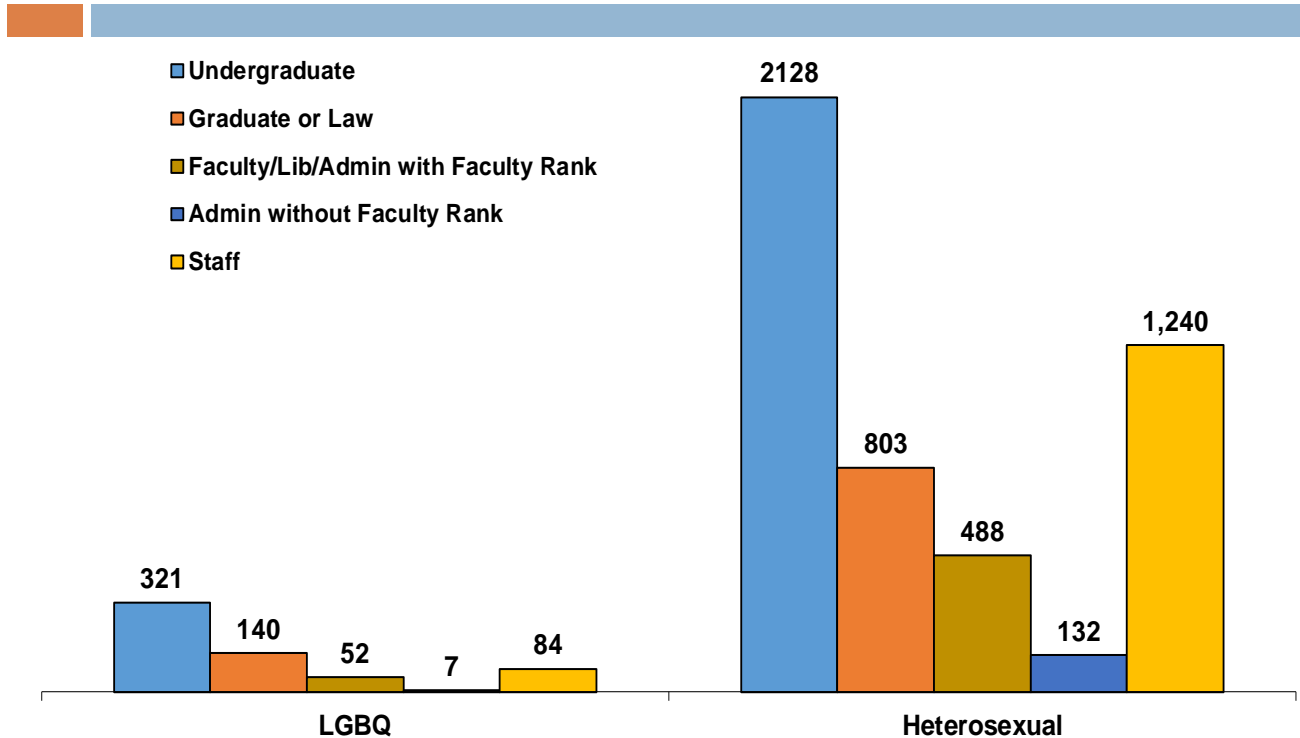
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[30]Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in "other" terms such as "homoflexible" and "fluid."

Of Faculty/Librarian/Administrator with Faculty Rank respondents, 28% each were between 45 and 54 years old ($n = 141$) and 55 and 64 years old ($n = 140$; Figure 4). Twenty-four percent ($n = 119$) were between 35 and 44 years old. Of Administrator without Faculty Rank respondents, 36% ($n = 47$) were between 55 and 64 years old, and 34% ($n = 44$) were between 45 and 54 years old. Of Staff respondents, 29% ($n = 374$) were between the ages of 45 and 54 years old, 25% ($n = 321$) were between the ages of 55 and 64 years old, and 22% ($n = 287$) were between the ages 35 and 44 years old.
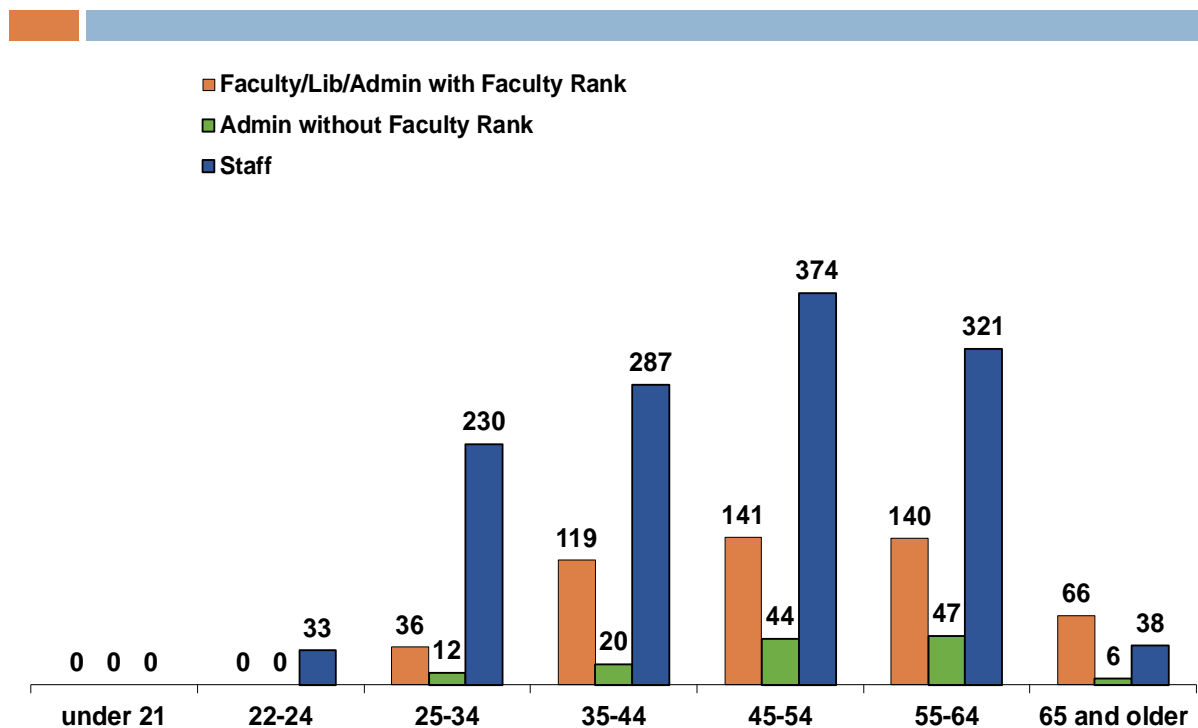
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee[31] Respondents by Age and Position Status (n)

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[31]Throughout the report, the term "employee respondents" refers to all respondents who indicated that they were staff members or faculty members.

Of responding Undergraduate Students, 87% ($n = 2,196$) were 21 years old or younger. Nearly half (49%, $n = 503$) of responding Graduate or Law Students were 25 to 34 years old, and 39% ($n = 396$) were between 22 and 24 years old (Figure 5).
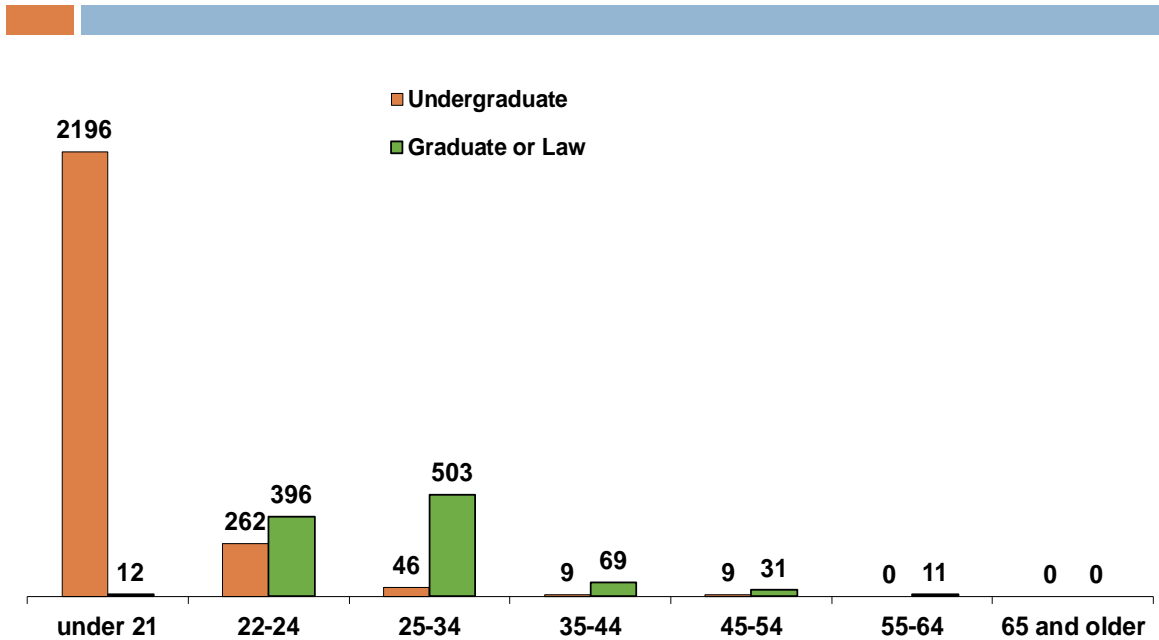
Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Student Respondents by Age and Student Status (n)

With regard to racial identity, 66% ($n = 3,657$) of the respondents identified as White/European American (Figure 6). Fourteen percent ($n = 769$) of respondents were Asian/Asian American, 7% ($n = 362$) were Black/African American, 5% ($n = 275$) were Hispanic/Latin@//Chican@, and 1% each were Middle Eastern ($n = 53$) or First Nation ($n = 27$). Less than one percent were Alaskan Native ($n < 5$) and Pacific Islander ($n = 5$). Seven percent of respondents identified as having two or more races/ethnicities ($n = 390$). Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "Afro-Latino," "American," "Brazilian," "Caribbean," "Egyptian," "Gaelic," "I do not believe in the construct of race," "Indian," "none of your damned business," "nonracial," and "Person."
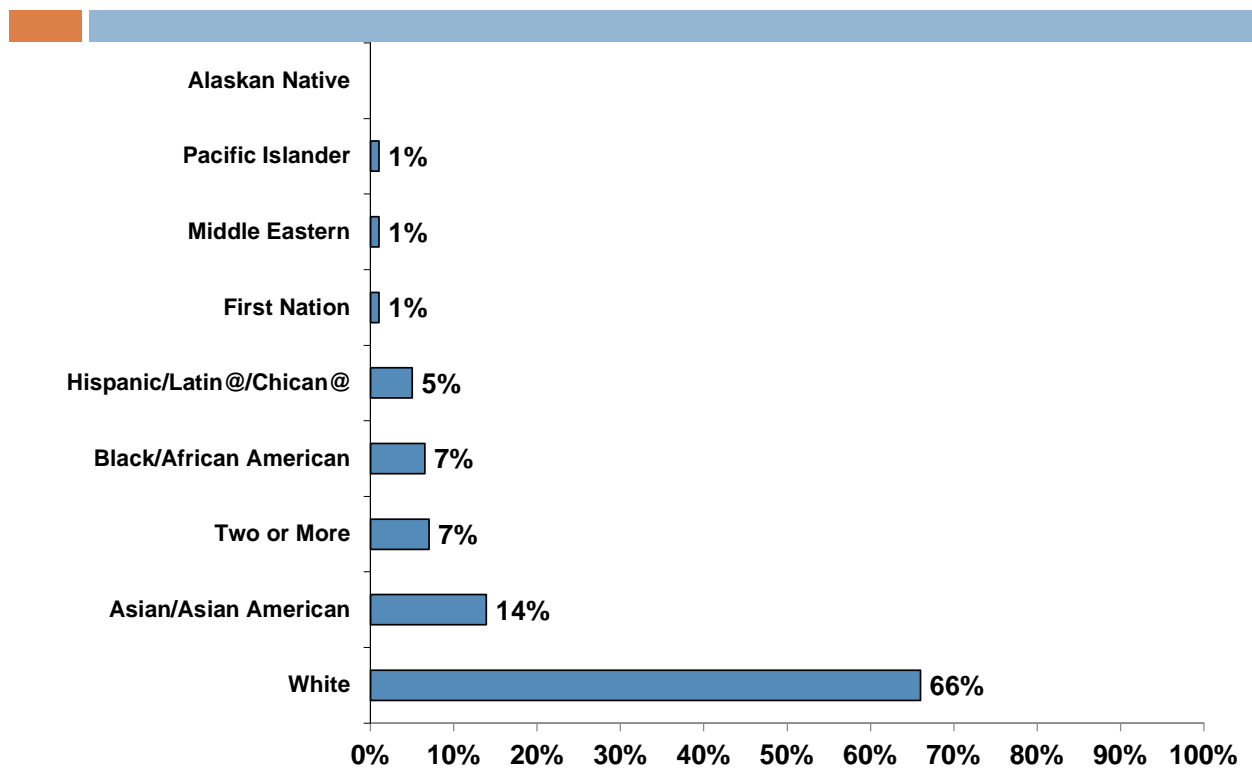
Figure 6. Respondents by Racial/Ethnic Identity (%),

Inclusive of Multiracial and/or Multi-Ethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[32] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CAPC created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (64%, n = 3,657) as their identity (Figure 7).[33] Other respondents identified as Asian/Asian American (13%, n = 769), Multiracial[34] (7%, n = 390), Black/African American (6%, n = 362), Hispanic/Latin@/Chican@ (5%, n = 275), and People of Color[35] (2%, n = 87). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (4%, n = 204).
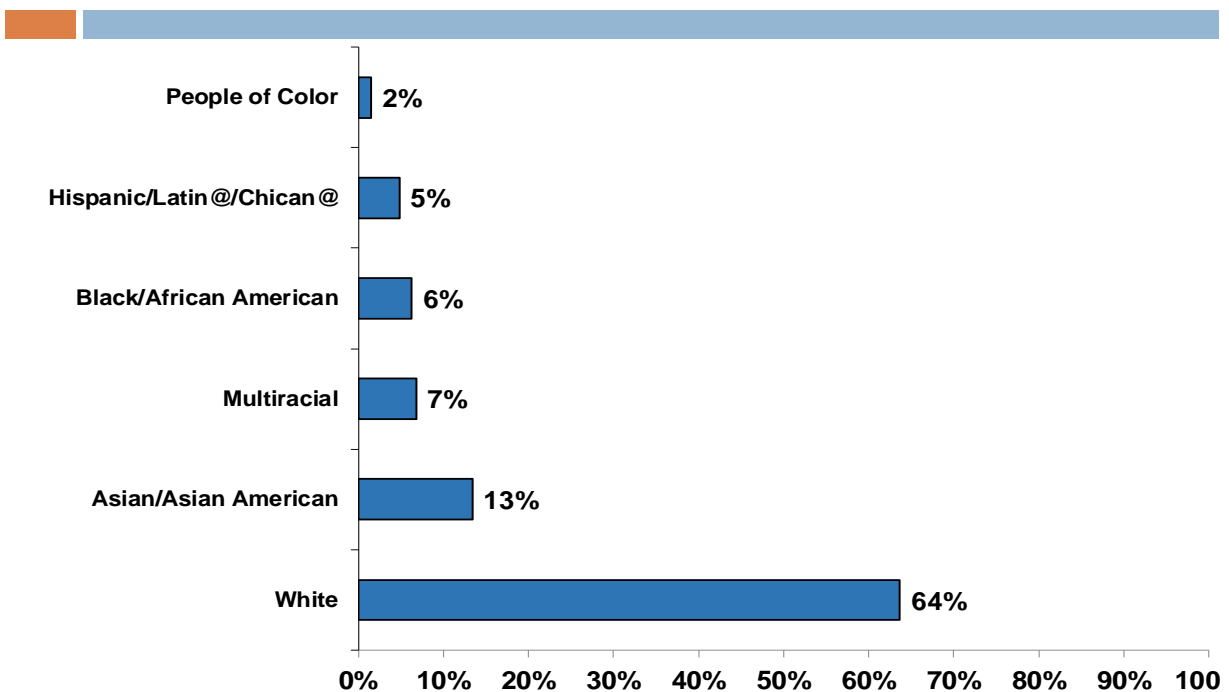
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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[32]While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

[33]Figure 7 illustrates the unduplicated total of responses (n = 5,744) for the question, "Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply)."

[34]Per the CAPC, respondents who identified as more than one racial identity were recoded as Multiracial.

[35]Per the CAPC, the People of Color category included respondents who identified as Alaskan Native, First Nation/American Indian/Indigenous, Middle Eastern, Native Hawaiian, and Pacific Islander.

Forty-four percent (n = 2,506) of respondents reported having a Christian Faith-Based Affiliation and 35% (n = 2,027) reported having a No Faith-Based Affiliation (Figure 8). Twelve percent (n = 669) of respondents chose Other Faith-Based Affiliation, and 5% (n = 284) identified with Multiple Faith-Based Affiliations.
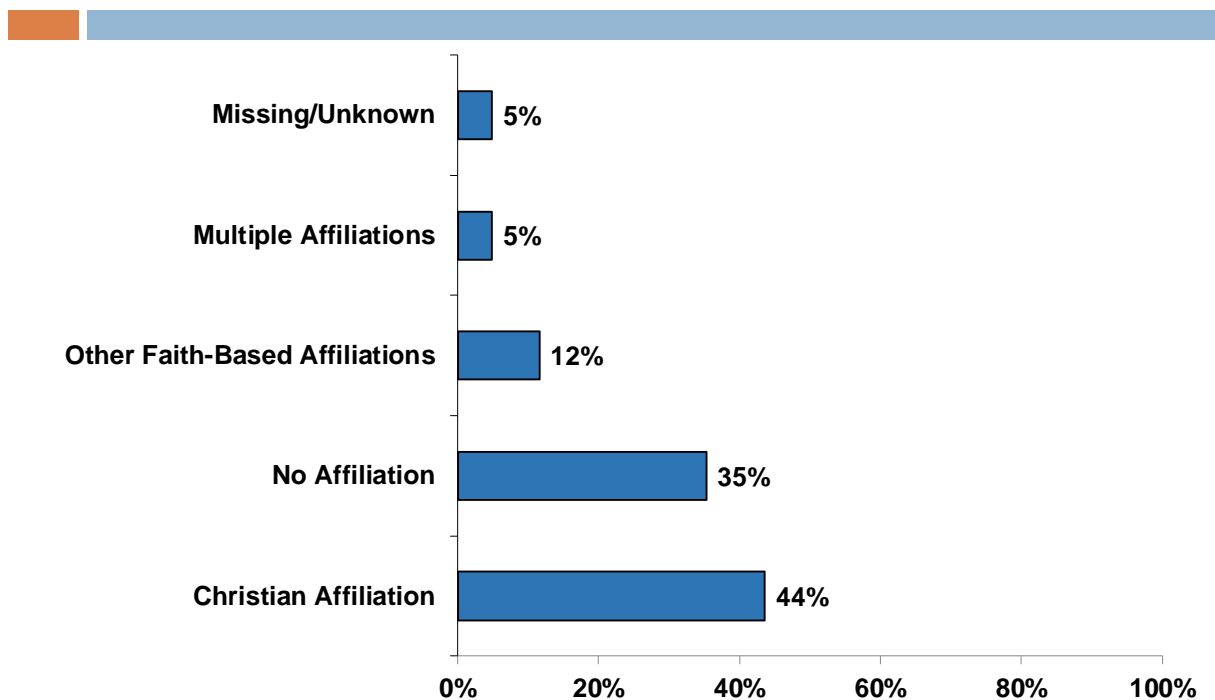
Figure 8. Respondents by Faith-Based Affiliation (%)

Seventy-eight percent (n = 4,467) of respondents had no parenting or caregiving responsibilities. Ninety-eight percent (n = 2,494) of Undergraduate Student respondents and 89% (n = 933) of Graduate or Law Student respondents had no dependent care responsibilities (Figure 9).
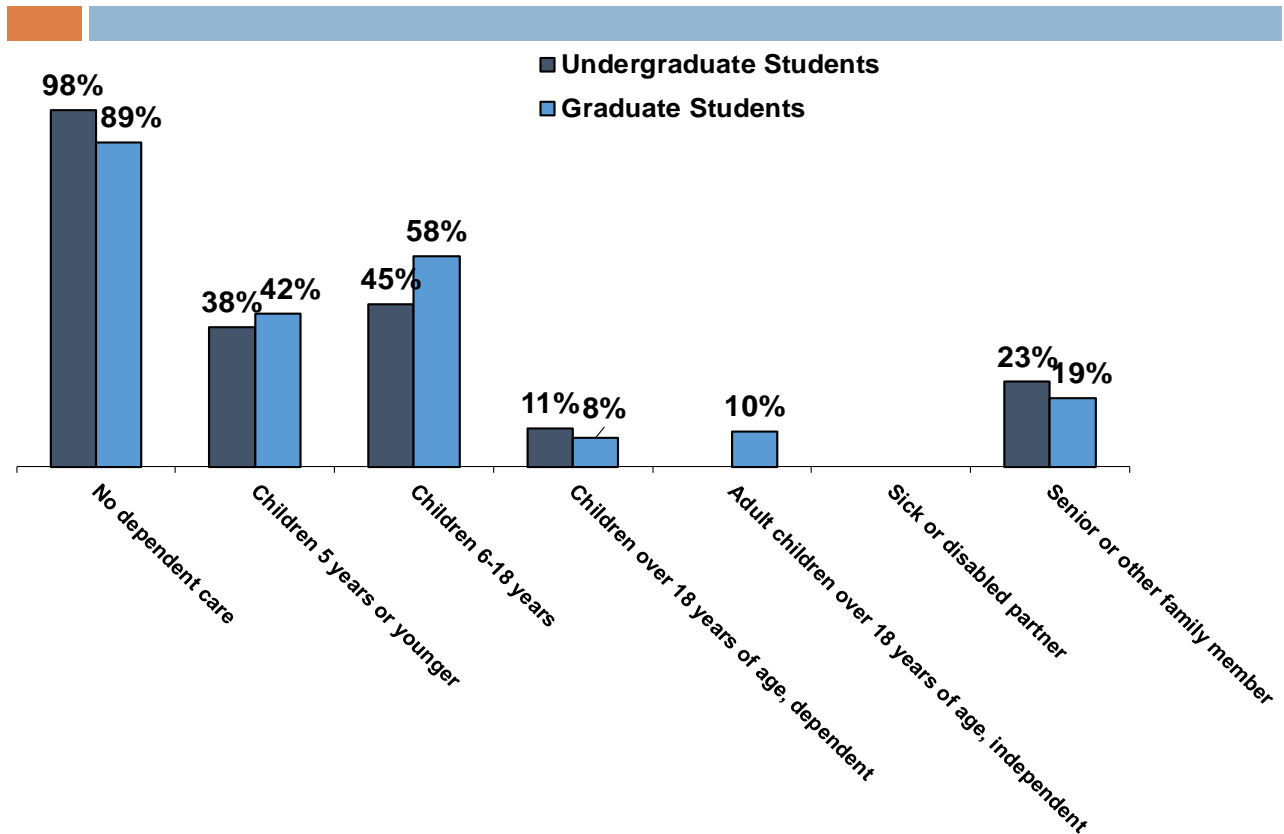
Note: Responses with n < 5 are not presented in the figure.

Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Fifty-one percent (*n* = 289) of Faculty/Librarian/Administrator with Faculty Rank respondents, 40% (*n* = 58) of Administrator without Faculty Rank respondents, and 50% (*n* = 693) of Staff respondents had no substantial parenting or caregiving responsibilities (Figure 10). Twenty-seven percent (*n* = 73) of Faculty/Librarian/Administrator with Faculty Rank respondents, 20% (*n* = 17) of Administrator without Faculty Rank respondents, and 26% (*n* = 182) of Staff respondents were caring for children five years of age or younger. Fifty-three percent (*n* = 144) of Faculty/Librarian/Administrator with Faculty Rank respondents, 48% (*n* = 41) of Administrator without Faculty Rank respondents, and 52% (*n* = 363) of Staff respondents were caring for children six to 18 years of age. Twenty-five percent (*n* = 68) of Faculty/Librarian/Administrator with Faculty Rank respondents, 40% (*n* = 34) of Administrator without Faculty Rank respondents, and 33% (*n* = 230) of Staff respondents were caring for senior or other family members.

Note: Responses with *n* < 5 are not presented in the figure.

Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Additional analyses revealed that 97% (n = 5,526) of respondents had never served in the military. Fifteen respondents (< 1%) were on active duty (including Reserved/National Guard) and 112 respondents (2%) formerly were active military. Less than 1% (n = 30) of respondents were in ROTC.

Eleven percent (*n* = 607) of respondents[36] had conditions that substantially influenced learning, working, or living activities. Of those, 37% percent (*n* = 223) of respondents had mental health/psychological conditions, 33% (*n* = 197) had learning disability and/or Attention Deficit/Hyperactivity Disorder, and 22% (*n* = 132) had chronic health or medical conditions (Table 7).

Table 7. **Respondents' Conditions That Affect Learning, Working, Living Activities (*N* = 607)**

Conditions	*n*	*%*
Mental health/psychological condition	223	36.7
Learning disability and/or Attention Deficit/Hyperactivity Disorder	197	32.5
Chronic diagnosis or medical condition	132	21.7
Physical/mobility impairment that substantially affects walking	37	6.1
Physical/mobility impairment that does not affect walking	33	5.4
Hearing impaired	28	4.6
Visually impaired or low vision	21	3.5
Asperger's/autism spectrum	18	3.0
Acquired/traumatic brain injury/concussion	16	2.6
Speech/communication impairment	16	2.6
Deaf	< 5	---
Blind	< 5	---
A disability/condition not listed here	40	6.6

Note: Percentages may not sum to 100% as a result of multiple responses.

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[36]Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is 766. The duplicated total (*n* = 607; 11%) is reflected in Table 7 and in Appendix B, Table B22.

Table 8 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the CAPC created three citizenship categories:[37] 78% ($n = 4,499$) of respondents were U.S. Citizens, 18% ($n = 1,046$) of respondents were Non-U.S./Naturalized Citizens, and 3% ($n = 151$) indicated that they had Multiple Citizenships.

Table 8. **Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	*n*	%
U.S. citizen, birth	4,632	80.6
A visa holder (such as J-1, H1-B, and U)	623	10.8
U.S. citizen, naturalized	308	5.4
Permanent resident	251	4.4
Other legally documented status	26	0.5
Undocumented resident	7	0.1
DACA (Deferred Action for Childhood Arrival)	5	0.1
DAPA (Deferred Action for Parental Accountability)	< 5	---
Refugee status	< 5	---
Currently under a withholding of removal status	< 5	---

Seventy-eight percent ($n = 4,440$) of respondents reported that only English was spoken in their homes. Ten percent ($n = 570$) indicated that only a language Other than English was spoken in their homes, while 12% ($n = 673$) indicated that English and at least one other language were spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Afrikaans, Albanian, Amharic, Arabic, Bangla, Bengali, Bosnian, Bulgarian, Burmese, Cantonese, Chinese, Dutch, Farsi, Filipino, Finnish, French, German, Greek, Gujarti, Haitian Creole, Hebrew, Hindi, Indonesian, Italian, Kannada, Khmer, Korean, Mandarin, Marathi, Mongolian, Nepalese, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Sinhala, Spanish, Tagalog, Taiwanese, Tamil, Telugu, Thai, Tibetan, Turkish, Ukranian, Urdu, and Vietnamese.

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[37]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen (includes U.S. Citizen, birth), Non-U.S./Naturalized Citizen (includes U.S. citizen, naturalized; Permanent Residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA; DAPA; refugee status; currently under a withholding of removal status; other legally documented status), and Multiple Citizenship (includes any respondent who marked more than one response).

Thirty-one percent (*n* = 480) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 26% (*n* = 411) had finished a bachelor's degree, and 12% (*n* = 187) had finished some graduate work. [38]

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 21% (*n* = 522) of Undergraduate Student respondents and 23% (*n* = 239) of Graduate or Law Student respondents were First-Generation Students.[39]

Table 9. **Student Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	104	2.9	125	3.5
Some high school	145	4.0	143	4.0
Completed high school/GED	441	12.2	427	11.9
Some college	370	10.3	385	10.7
Business/technical certificate/degree	90	2.5	104	2.9
Associate's degree	183	5.1	223	6.2
Bachelor's degree	1,013	28.1	1,065	29.6
Some graduate work	85	2.4	66	1.8
Master's degree (MA, MS, MBA)	772	21.4	625	17.4
Specialist degree (EdS)	17	0.5	21	0.6
Doctoral degree (PhD., EdD)	176	4.9	92	2.6
Professional degree (MD, JD)	165	4.6	139	3.9
Unknown	12	0.3	54	1.5
Not applicable	15	0.4	108	3.0
Missing	13	0.4	24	0.7

Note: Table reports Student responses (*n* = 3,601) only.

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[38]For a complete list of Staff respondents' highest level of education, see Table B13 in Appendix B.

Subsequent analyses indicated that of the responding Undergraduate Students, 32% ($n = 802$) were first-year students, 26% ($n = 670$) were second-year students, 21% ($n = 544$) were third-year students, and 18% ($n = 468$) were fourth-year students. Two percent ($n = 58$) were in their fifth year or more of their undergraduate career.

Table 10 reveals that 6% ($n = 158$) of Undergraduate Student respondents were majoring in Psychology, while 5% each were majoring in Biology ($n = 115$) and Political Science ($n = 115$).

Table 10. **Undergraduate Student Respondents' Academic Majors**

Academic major	*n*	% of sample
Advertising	59	2.3
Architecture	64	2.5
Bioengineering	59	2.3
Biology	115	4.5
Broadcast & Digital Journalism	53	2.1
Civil Engineering	58	2.3
Communication & Rhetorical Studies	55	2.2
Computer Science	50	2.0
Economics	93	3.6
English & Textual Studies	50	2.0
Finance	95	3.7
Information Management & Technology	109	4.3
International Relations	108	4.2
Marketing Management	83	3.3
Mechanical Engineering	63	2.5
Policy Studies	60	2.4
Political Science	115	4.5
Pre-Medicine	62	2.4
Psychology	158	6.2
Public Health	61	2.4
Public Relations	99	3.9
Television, Radio and Film	108	4.2

Note: Table includes Undergraduate Student respondents ($n = 2,549$) only. As a result of the high number of majors chosen in the survey, only majors with response numbers 50 or greater are listed in this Table. See Table B18 in Appendix B for a complete listing of Undergraduate Student respondents' majors.

Sixty percent ($n = 631$) of Graduate or Law Student respondents were Master's students and 40% ($n = 419$) were Doctoral students/Law students. Of those responding Master's students, 56% ($n = 330$) were in their first year, 37% ($n = 217$) were in their second year, and 8% ($n = 45$) were in their third (or more) year. Of those responding Doctoral students/Law students, 27% ($n = 104$) were in their first year, 19% ($n = 74$) were in their second year, 28% ($n = 108$) were in their third (or more) year, and 27% ($n = 107$) were all but dissertation (ABD).

One-quarter (24%, $n = 247$) of Graduate Student respondents were in the College of Engineering and Computer Science, 18% ($n = 187$) were in the College of Arts and Sciences, 16% ($n = 168$) were in the Maxwell School of Citizenship and Public Affairs, and 11% ($n = 119$) were in the School of Education (Table 11).

Table 11. **Graduate Student Respondents' Academic Divisions**

Academic division	*n*	% of sample
School of Architecture	8	0.8
College of Arts and Sciences	187	17.8
School of Education	119	11.3
College of Engineering and Computer Science	247	23.5
David B. Falk College of Human Dynamics	56	5.3
School of Information Studies	91	8.7
College of Law	70	6.7
Martin J. Whitman School of Management	71	6.7
Maxwell School of Citizenship and Public Affairs	168	16.0
I. Newhouse School of Public Communications	40	3.8
College of Visual and Performing Arts	35	3.3
University College	5	0.5

Note: Table includes Graduate Student respondents ($n = 1,052$) only. Sum does not total 100% owing to multiple response choices.

Twelve percent ($n = 310$) of Undergraduate Students were enrolled in the Renée Crown University Honors Program. Subsequent analyses revealed that 70% ($n = 218$) of Women Undergraduate Student respondents compared with 27% ($n = 84$) of Men Undergraduate Student respondents were enrolled in the Renée Crown University Honors Program. Further, 62% ($n = 192$) of White Undergraduate Student respondents compared with 11% ($n = 33$) of Asian/Asian American Undergraduate Student respondents, 6% ($n = 17$) of Black/African American Undergraduate Student respondents, 5% ($n = 14$) of Hispanic/Latin@/Chican@ Undergraduate Student respondents, and 3% ($n = 10$) of People of Color Undergraduate Student respondents were enrolled in the Renée Crown University Honors Program. Eighty-five percent ($n = 263$) of Not-First-Generation Undergraduate Student respondents and 15% ($n = 45$) of First-Generation Undergraduate Student respondents were enrolled in the Renée Crown University Honors Program. Also, 87% ($n = 258$) of Not-Low-Income Undergraduate Student respondents and 13% ($n = 40$) of Low-Income Undergraduate Student respondents were enrolled in the Renée Crown University Honors Program.

Analyses revealed that 42% ($n = 1,059$) of Undergraduate Student respondents and 51% ($n = 539$) of Graduate or Law Student respondents were employed on campus. Sixty-six percent ($n = 689$) of Undergraduate Student respondents and 24% ($n = 127$) of Graduate or Law Student respondents who were employed on campus worked one to 10 hours per week. Twenty-seven percent ($n = 275$) of Undergraduate Student respondents and 62% ($n = 324$) of Graduate or Law Student respondents who were employed on campus worked 11 to 20 hours per week. Five percent ($n = 57$) of Undergraduate Student respondents and 10% ($n = 56$) of Graduate or Law Student respondents who were employed on campus worked 21 to 40 hours per week. Two percent ($n = 17$) of Undergraduate Student respondents and 3% ($n = 13$) of Graduate or Law Student respondents who were employed on campus worked more than 40 hours per week.

Additional analyses indicated that 12% ($n = 309$) of Undergraduate Student respondents and 14% ($n = 146$) of Graduate or Law Student respondents were employed off campus. Forty-one percent ($n = 123$) of Undergraduate Student respondents and 26% ($n = 36$) of Graduate or Law Student respondents who were employed off campus worked one to 10 hours per week. Thirty-six percent ($n = 106$) of Undergraduate Student respondents and 25% ($n = 34$) of Graduate or

Law Student respondents who were employed off campus worked 11 to 20 hours per week. Twenty percent ($n = 61$) of Undergraduate Student respondents and 34% ($n = 47$) of Graduate or Law Student respondents who were employed off campus worked 21 to 40 hours per week. Three percent ($n = 9$) of Undergraduate Student respondents and 15% ($n = 21$) of Graduate or Law Student respondents who were employed off campus worked more than 40 hours per week.

Fifty-three percent ($n = 1,898$) of Student respondents experienced financial hardship while attending Syracuse University, including 55% ($n = 1,403$) of Undergraduate Student respondents and 47% ($n = 495$) of Graduate or Law Student respondents. Of these Student respondents, 69% ($n = 1,312$) had difficulty affording tuition and 67% ($n = 1,277$) had difficulty purchasing books (Table 12). "Other" responses included "affording all of my bills," "affording conferences and professional development opportunities," "affording health/dental care," "affording laundry services," "affording parking," "affording professional attire for interviews," "car insurance, car repairs," "department fee not covered in TA stipend/waiver," "academic travel and job search expenses," "college debt," "medication," "membership fees to honor societies," "sorority dues," and "entertainment."

Table 12. **Experienced Financial Hardship (*n* = 1,898)**

Experience	*n*	%
Affording tuition	1,312	69.1
Purchasing my books	1,277	67.3
Affording housing	831	43.8
Affording food	811	42.7
Participating in co-curricular events or activities	795	41.9
Participating in social events	788	41.5
Traveling home during Syracuse University breaks	733	38.6
Affording other campus fees	505	26.6
Affording healthcare	433	22.8
Commuting to campus	209	11.0
Accessing housing over campus breaks	131	6.9
Other	80	4.2
Affording childcare	37	1.9

Note: Table includes only Student respondents who experienced financial hardship (*n* = 1,898).

Fifty-five percent (*n* = 1,963) of Student respondents depended on family contributions to pay for their education at Syracuse University (Table 13). Sixty-five percent (*n* = 1,651) of Undergraduate Student respondents and 30% (*n* = 312) of Graduate or Law Student respondents relied on family contributions to pay for their education. Additionally, 70% (*n* = 1,465) of Not-Low-Income[40] Student respondents and 34% (*n* = 121) of Low-Income Student respondents relied on family contributions to help pay for college. Likewise, 59% (*n* = 1,670) of Not-First-Generation Student respondents and 39% (*n* = 293) of First-Generation Student respondents depended on family contributions.

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[40]For several analyses in this report, the variables of "Low-Income" and "Not-Low-Income" are used. With the CAPC's approval, Low-Income respondents are respondents with incomes below $30,000. Not-Low-Income respondents are respondents with incomes of $30,000.00 or greater.

Fifty percent (n = 1,813) of Student respondents used loans to pay for college. Subsequent analyses indicated that 58% (n = 1,466) of Undergraduate Student respondents and 33% (n = 347) of Graduate or Law Student respondents used loans to pay for college. Analyses also revealed that 75% (n = 268) of Low-Income Student respondents and 56% (n = 1,165) of Not-Low-Income Student respondents used loans to pay for college. Sixty-one percent (n = 467) of First-Generation Student respondents and 48% (n = 1,343) of Not-First-Generation Student respondents used loans to pay for college.

Table 13. **How Student Respondents Were Paying for College**

Source of funding	*n*	%
Family contribution (family assists with expenses)	1,963	54.5
Loans	1,813	50.3
Grant (e.g., Pell, institutional grant)	1,181	32.8
Non-need-based scholarship (e.g., athletic, merit)	924	25.7
Need-based scholarship (e.g., Gates)	742	20.6
Work-study	725	20.1
Personal contribution/job	617	17.1
Credit card	507	14.1
Graduate assistantship (e.g., teaching/research/administrative)	441	12.2
Fellowship	148	4.1
A method of payment not listed here	139	3.9
Resident advisor	96	2.7
Tuition exchange	89	2.5
Dependent tuition (e.g., family member works at Syracuse)	60	1.7
GI Bill	38	1.1

Note: Table includes Student respondents (n = 3,601) only.

Eight percent ($n = 199$) of Undergraduate Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 31% ($n = 107$) of Low-Income Undergraduate Student respondents, 4% ($n = 88$) of Not-Low-Income Undergraduate Student respondents, 13% ($n = 65$) of First-Generation Undergraduate Student respondents, and 7% ($n = 134$) of Not-First-Generation Student respondents were financially independent. Ninety percent ($n = 2,290$) of Undergraduate Student respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Fifteen percent ($n = 359$) of Undergraduate Student respondents reported that they or their families had annual incomes of less than $30,000. Twelve percent ($n = 280$) reported annual incomes between $30,000 and $49,999, 14% ($n = 330$) between $50,000 and $69,999, 15% $n = 363$) between $70,000 and $99,999, 18% ($n = 442$) between $100,000 and $149,999, 9% ($n = 227$) between $150,000 and $199,999, 6% ($n = 145$) between $200,000 and $249,999, 7% ($n = 179$) between $250,000 and $499,999, and 5% ($n = 118$) $500,000 or more. These figures are displayed in Figure 11. Information is provided for those Undergraduate Student respondents who indicated that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Undergraduate Student respondents who were financially dependent on others.

■ Below $30K   ■ $30K - $49,999   ■ $50K-$69,999   ■ $70K - $99,999
■ $100K-$149,999   ■ $150K-$199,999   ■ $200K and over
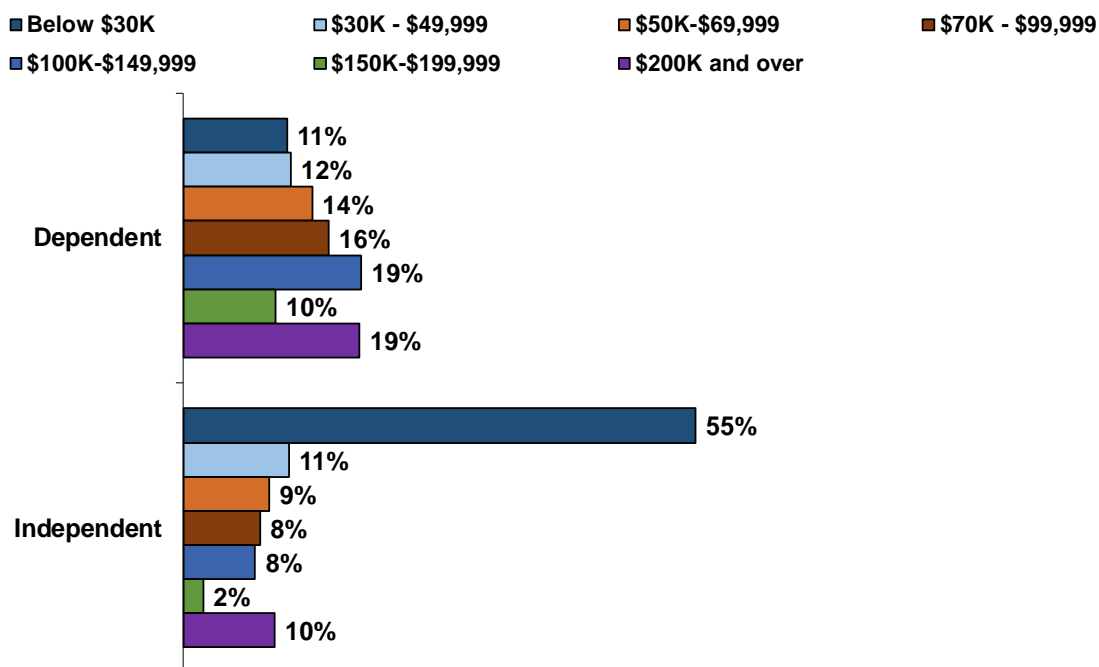
Figure 11. Undergraduate Student Respondents' Income
by Dependency Status (Dependent, Independent) (%)

Of the Students completing the survey, 39% ($n = 1,396$) lived in campus housing – residence halls, 9% ($n = 333$) lived in campus housing – South Campus Apartments, 52% ($n = 1,864$) lived in non-campus housing, and <1% ($n < 5$) identified as transient (Table 14). Subsequent analyses indicated that 55% ($n = 1,393$) of Undergraduate Student respondents lived in campus housing – residence halls and 13% ($n = 323$) lived in campus housing – South Campus Apartments, while 99% ($n = 1,035$) of Graduate or Law Student respondents lived in non-campus housing.

Table 14. **Student Respondents' Residence**

Residence	*n*	*%*
Campus housing – residence halls	1,396	38.8
Boland Hall	61	5.1
Booth Hall	52	4.3
Brewster Hall	149	12.3
Brockway Hall	6	0.5
Day Hall	122	10.1
DellPlain Hall	215	17.8
Ernie Davis Hall	53	4.4
Flint Hall	74	6.1
Haven Hall	70	5.8
Kimmel Hall	12	1.0
Lawrinson Hall	63	5.2
Lyons Hall	6	0.5
Marion Hall	18	1.5
Sadler Hall	97	8.0
Shaw Hall	68	5.6
The Sheraton	12	1.0
Skyhalls	29	2.4
Walnut Hall	7	0.6

Table 14 cont'd

Residence	*n*	%
Washington Arms	22	1.8
Watson Hall	71	5.9
Campus housing – South Campus Apartments	333	9.3
Chinook Drive	55	19.3
Lambreth Lane	28	9.8
Slocum Heights	84	29.5
Small Road	59	20.7
Winding Ridge Road	43	15.1
Non-campus housing	1,864	51.8
Independently in an apartment/house	623	81.4
Living with family member/guardian	66	8.6
Fraternity or Sorority housing	76	9.9
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	< 5	---

Note: Table reports Student responses (*n* = 3,601) only.

Twenty-nine percent ($n = 1{,}045$) of Student respondents did not participate in any student clubs or organizations at Syracuse University (Table 15). Twenty-three percent ($n = 813$) were involved with academic department club/organizations and 22% ($n = 781$) were involved with Greek organizations.

Table 15. **Student Respondents' Participation in Clubs/Organizations at Syracuse University**

Club/organization	*n*	*%*
I do not participate in any clubs/organizations at Syracuse.	1,045	29.0
Academic department club/organization	813	22.6
Greek	781	21.7
Interfraternity Council	87	11.1
Panhellenic Association	402	51.5
National Pan-Hellenic Council	43	5.5
National Association of Latino Fraternal Organizations	18	2.3
Multicultural Greek Council	6	0.8
Professional Fraternity Council	190	24.3
Sports & recreation	498	13.8
Service	370	10.3
Media/publication	339	9.4
Honorary	318	8.8
Professional	313	8.7
Art & entertainment	302	8.4
Cultural/international	264	7.3
Special interest	237	6.6
Religious	179	5.0
Governance	163	4.5
Political/advocacy	140	3.9
Intercollegiate athletics	58	1.6

Note: Table includes Student responses ($n = 3{,}601$) only. Percentages may not sum to 100% as a result of multiple responses.

Table 16 indicates that most Student respondents earned G.P.A.'s of 3.00 or higher.

Table 16. **Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	n	%
3.75 – 4.00	1,172	33.0
3.25 – 3.74	1,423	40.1
3.00 – 3.24	480	13.5
2.50 – 2.99	360	10.1
2.00 – 2.49	78	2.2
Below 2.00	40	1.1

Note: Table includes Student responses ($n = 3,601$) only.

Campus Climate Assessment Findings[41]

The following section reviews the major findings of this study.[42] The review explores the climate at Syracuse University through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents. The findings reported are statistically significant. Comparisons are not offered for non-statistically significant findings.

Comfort with the Climate at Syracuse University

The survey posed questions regarding respondents' level of comfort with Syracuse University's campus climate. Table 17 illustrates that 67% ($n = 3,840$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Syracuse University. Seventy-two percent ($n = 2,276$) of Faculty, Staff, and Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. Seventy-nine percent ($n = 3,278$) of Faculty and Student respondents were "comfortable" or "very comfortable" with the climate in their classes.

Table 17. **Respondents' Comfort with the Climate at Syracuse University**

Level of comfort	Comfort with overall climate		Comfort with climate in department/ work unit*		Comfort with climate in class**	
	n	*%*	*n*	*%*	*n*	*%*
Very comfortable	966	16.8	955	30.0	1,057	25.4
Comfortable	2,874	50.1	1,321	41.5	2,221	53.4
Neither comfortable nor uncomfortable	1,142	19.9	449	14.1	613	14.7
Uncomfortable	641	11.2	355	11.1	231	5.6
Very uncomfortable	119	2.1	106	3.3	36	0.9

*Faculty, Staff, and Graduate Student respondents ($n = 3,195$) only.
**Faculty and Student respondents ($n = 4,184$) only.

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[41]Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

[42]The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 12 illustrates that 17% ($n = 428$) of Undergraduate Student respondents, 19% ($n = 199$) of Graduate or Law Student respondents, 18% ($n = 102$) of Faculty/Librarian/Administrator with Faculty Rank respondents, 15% ($n = 218$) Staff respondents, and 13% ($n = 19$) of Administrator without Faculty Rank respondents were "very comfortable" with the overall climate at Syracuse University.[i]
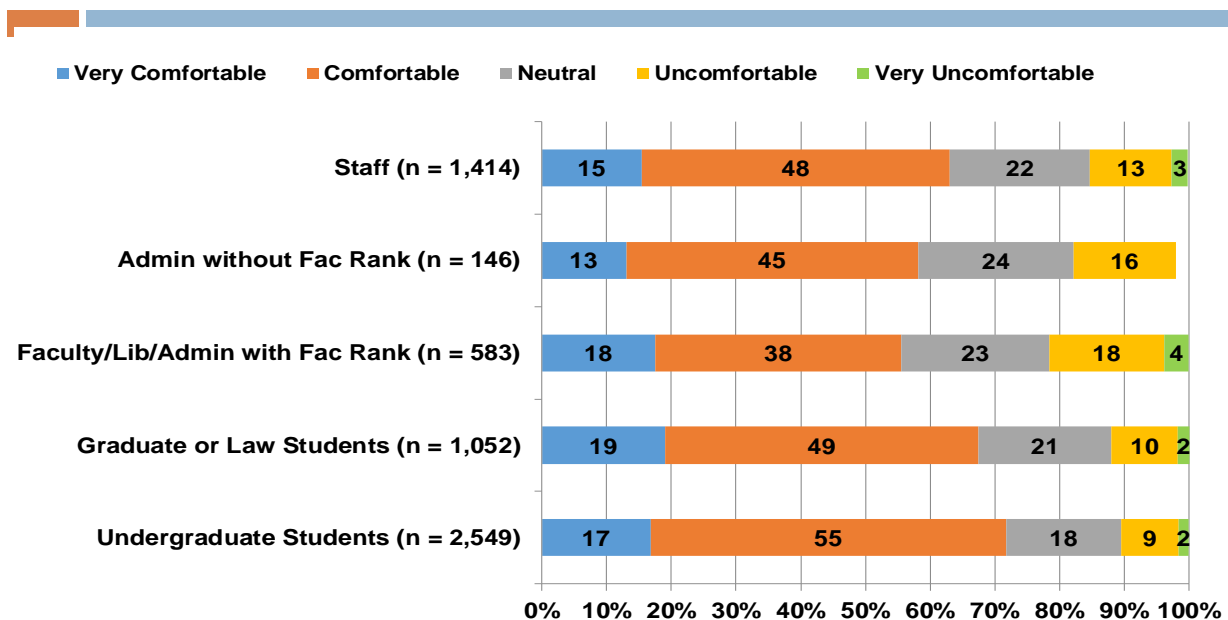
Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Respondents' Comfort with Overall Climate by Position Status (%)

Figure 13 illustrates that 41% ($n = 60$) of Administrator without Faculty Rank respondents, 30% ($n = 423$) of Staff respondents, 29% ($n = 304$) of Graduate or Law Student respondents, and 29% ($n = 168$) of Faculty/Librarian/Administrator with Faculty Rank were "very comfortable" with the climate in their departments/work units at Syracuse University.[ii] Although not statistically significant, Exempt Staff respondents (32%, $n = 337$) were more likely than Non-Exempt Staff respondents (25%, $n = 86$) to indicate they felt "very comfortable" with the climate in their departments/work units.

■ Very Comfortable   ■ Comfortable   ■ Neutral   ■ Uncomfortable   ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Staff (n = 1,409)	30	39	15	12	4
Admin without Faculty Rank (n = 146)	41	35	12	10	
Faculty/Lib/Admin with Faculty Rank (n = 582)	29	37	16	13	5
Graduate or Law Student (n = 1,049)	29	48	13	9	2
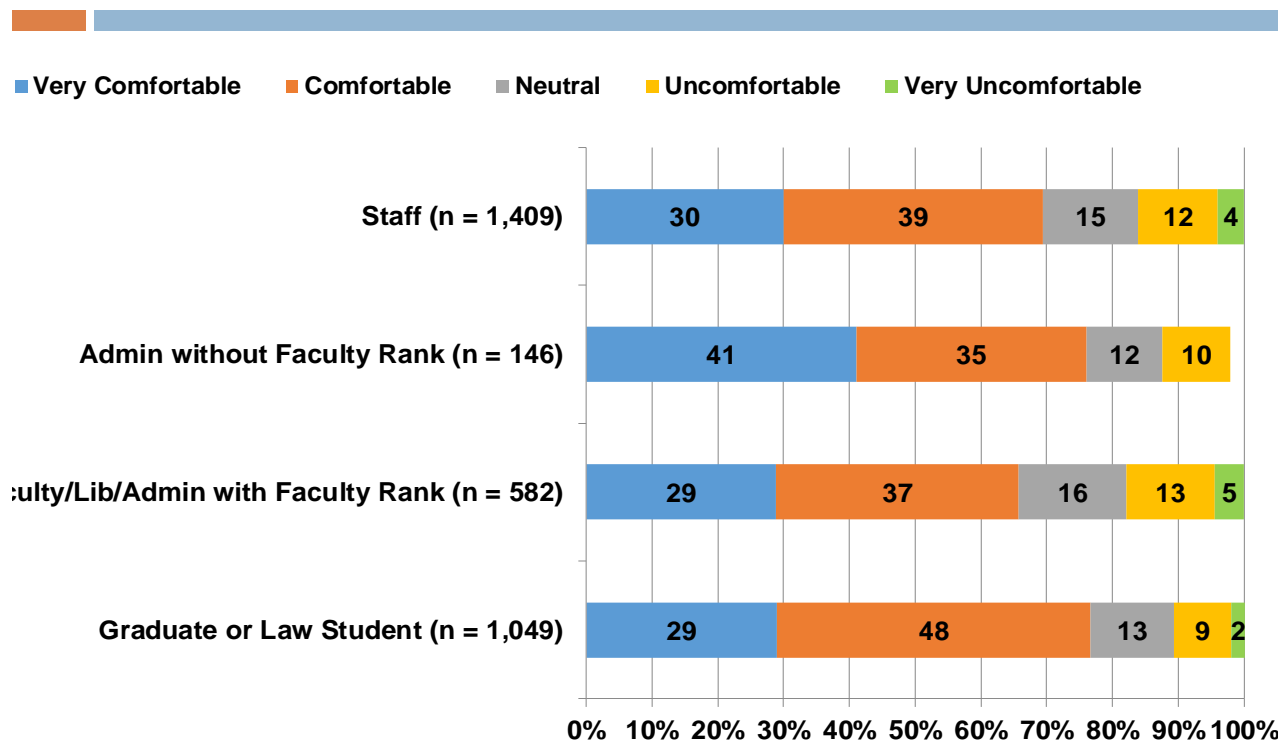
Note: Responses with $n < 5$ are not presented in the figure.

Figure 13. Faculty, Staff, and Graduate or Law Student Respondents' Comfort with Climate in Department/Work Unit by Position Status (%)

When analyzed by position status, significant differences emerged with respect to level of comfort with classroom climate (Figure 14). Faculty/Librarian/Administrator with Faculty Rank respondents (34%, $n = 191$) were more likely to report that they felt "very comfortable" with the classroom climate than Graduate or Law Student respondents (27%, $n = 283$) and Undergraduate Student respondents (23%, $n = 583$).[iii]
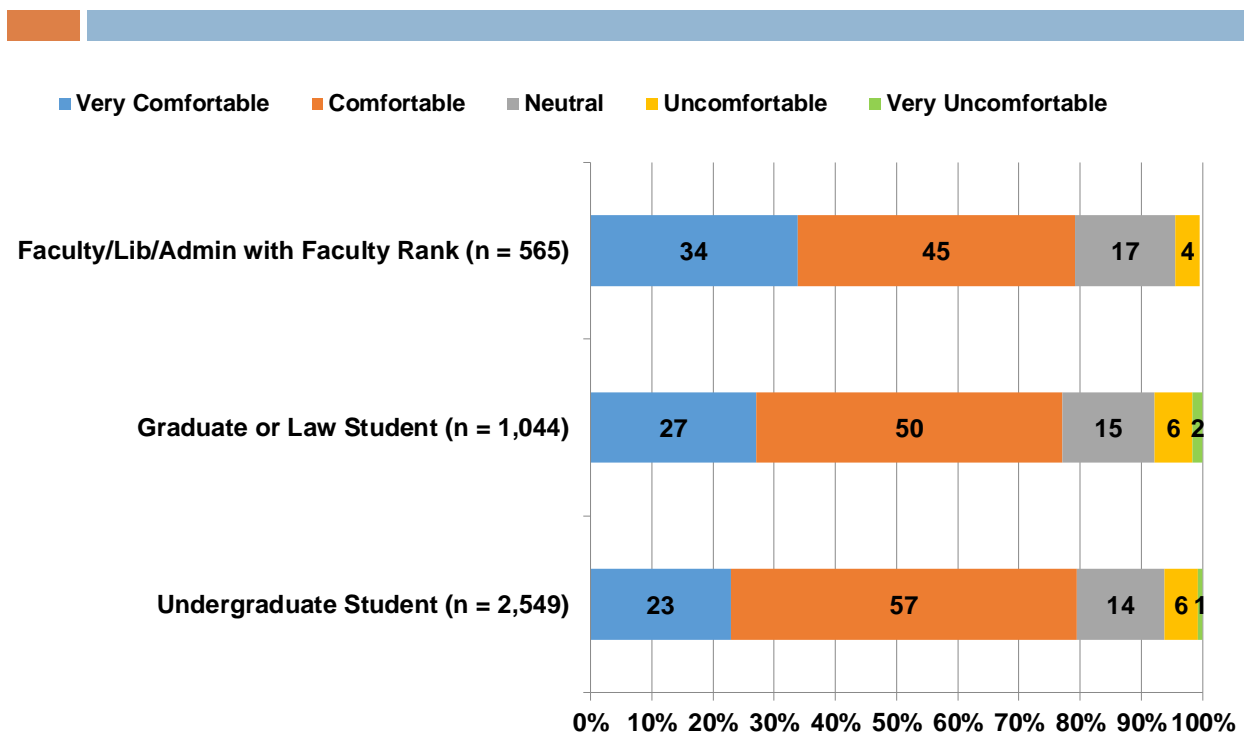
Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Faculty and Student Respondents' Comfort with Climate in their Classes by Position Status (%)

Several analyses were conducted to determine whether respondents' level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes differed based on various demographic characteristics.

By gender identity,[43] 22% ($n = 473$) of Men respondents, 14% ($n = 483$) of Women respondents, and 6% ($n = 5$) of Transgender respondents were "very comfortable" with the overall climate at Syracuse University (Figure 15).[iv]

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Transgender (n = 85)	6	33	29	25	7
Men (n = 2,129)	22	49	18	9	2
Women (n = 3,486)	14	51	21	12	2
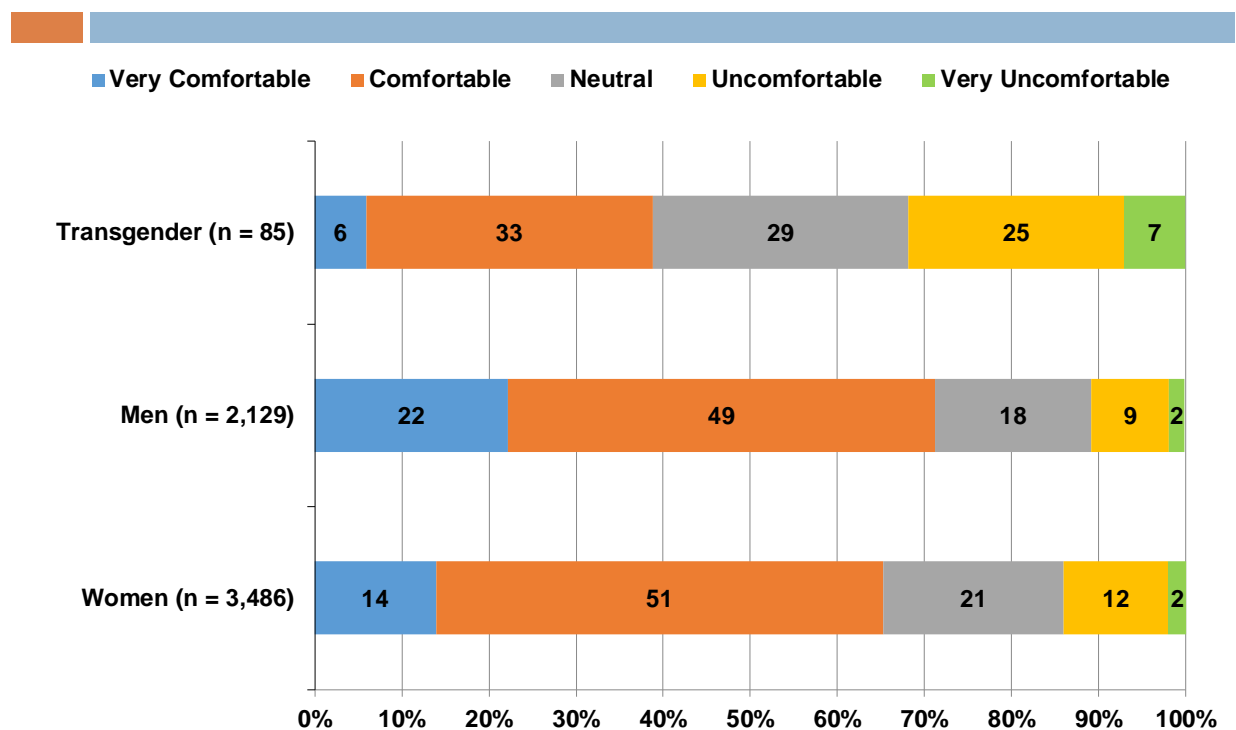
Figure 15. Respondents' Comfort with Overall Climate by Gender Identity (%)

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[43]Per the CAPC, gender identity was recoded into the categories Woman ($n = 3,488$), Man ($n = 2,129$), and Transgender ($n = 85$), where Transgender respondents included those individuals who marked "transgender" or 'genderqueer' only. For several analyses, Transgender respondents were not included to maintain the confidentiality of their responses.

Significant differences existed between Men, Women, and Transgender Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank and Staff respondents regarding their level of comfort with the climate in their departments/work units (Figure 16). Thirty-four percent (*n* = 433) of Men, 28% (*n* = 508) of Women, and 24% of Transgender Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents were "very comfortable" with the climate in their departments/work units.[v]
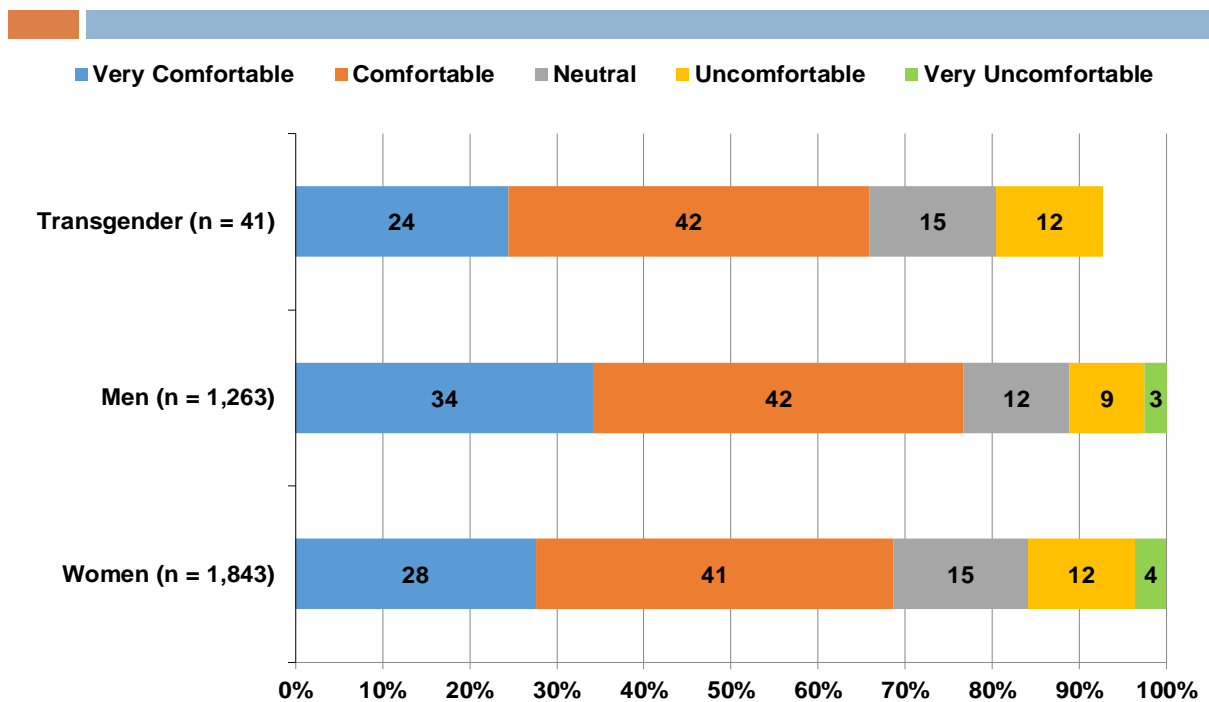
Note: Responses with *n* < 5 are not presented in the figure.

Figure 16. Faculty, Staff, and Graduate or Law Student Respondents' Comfort with Climate in Department/Work Unit by Gender Identity (%)

Additionally, a significantly higher percentage of Men Faculty and Student respondents (33%, *n* = 525) than Women Faculty and Student respondents (21%, *n* = 524) and Transgender Faculty and Student respondents (7%, *n* = 5) felt "very comfortable" in their classes (Figure 17).[vi]
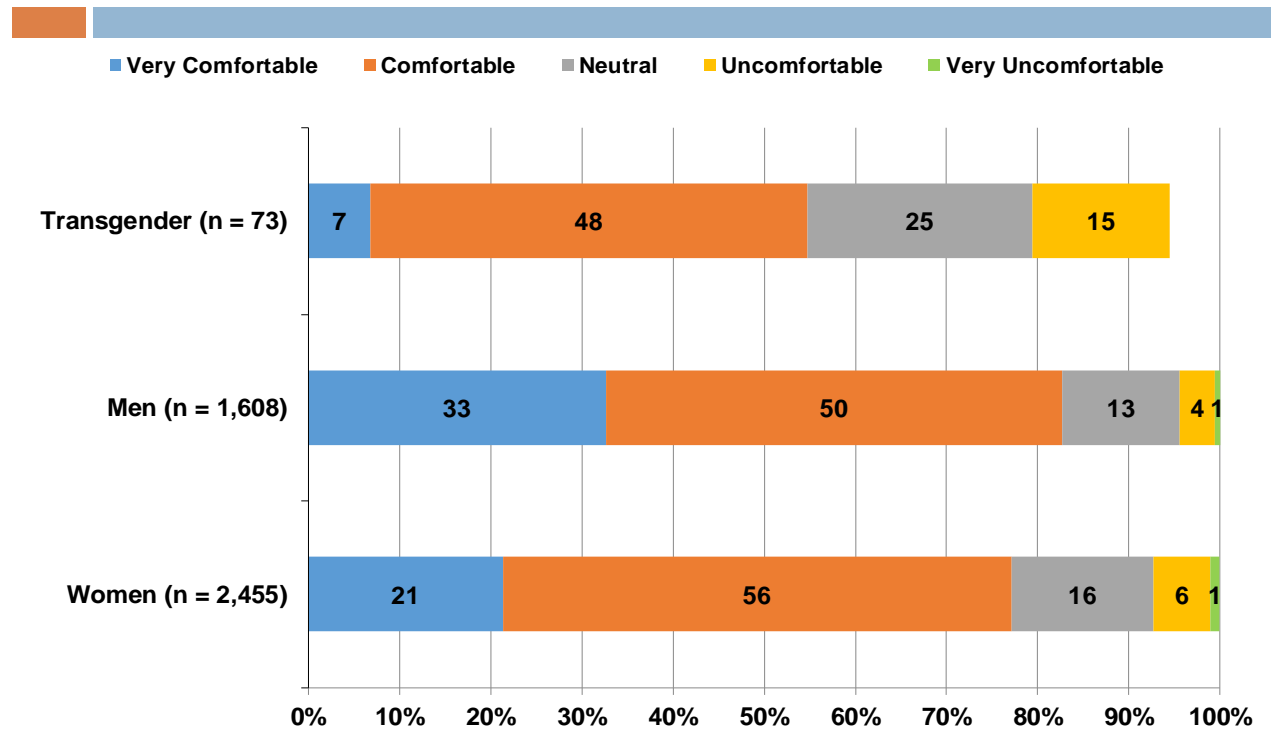
Figure 17. Faculty and Student Respondents' Comfort with Climate in Classes
by Gender Identity (%)

By racial identity, Black/African American respondents (7%, $n = 26$) were significantly less likely to be "very comfortable" with the overall climate at Syracuse University than were White respondents (19%, $n = 687$), Asian/Asian American respondents (15%, $n = 117$), Respondents of Color (14%, $n = 12$), Hispanic/Latin@/Chican@ respondents (14%, $n = 38$) and Multiracial respondents (14%, $n = 56$) (Figure 18).[vii]
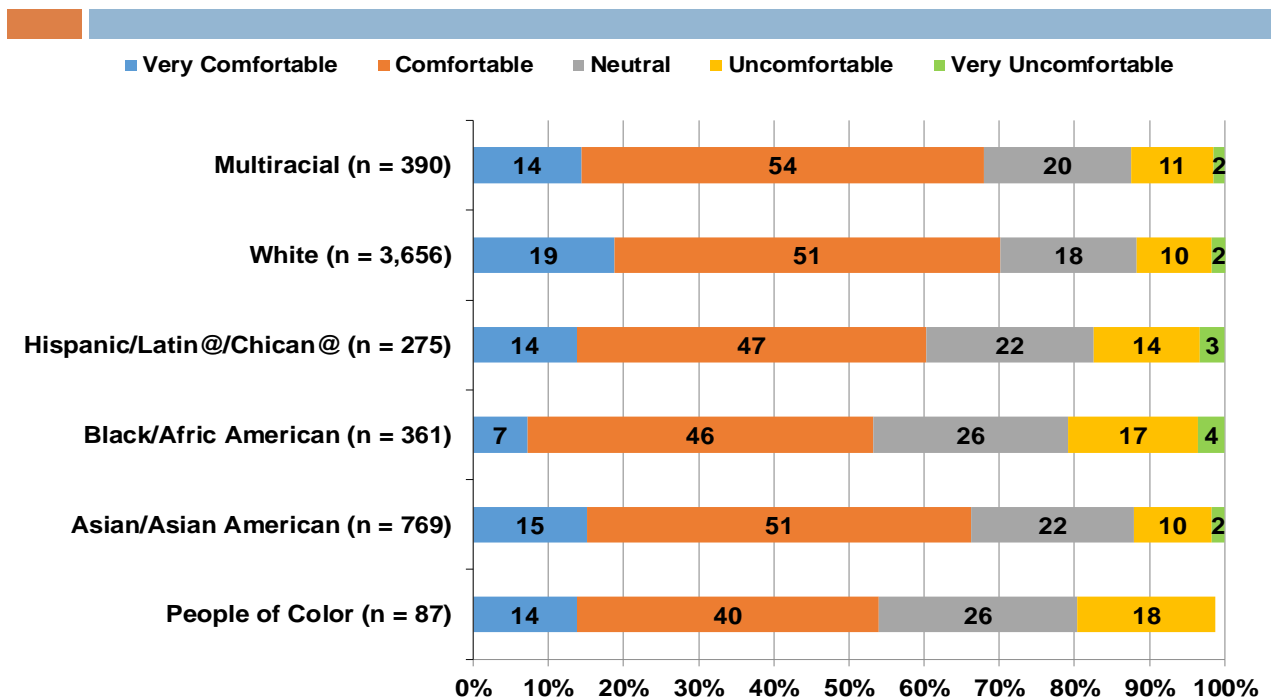
Figure 18. Respondents' Comfort with Overall Climate by Racial Identity (%)

A lower percentage of Black/African American Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents (16%, $n = 25$) were "very comfortable" with the climate in their departments/work units than were other Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff Respondent groups by racial identity (Figure 19).[viii]
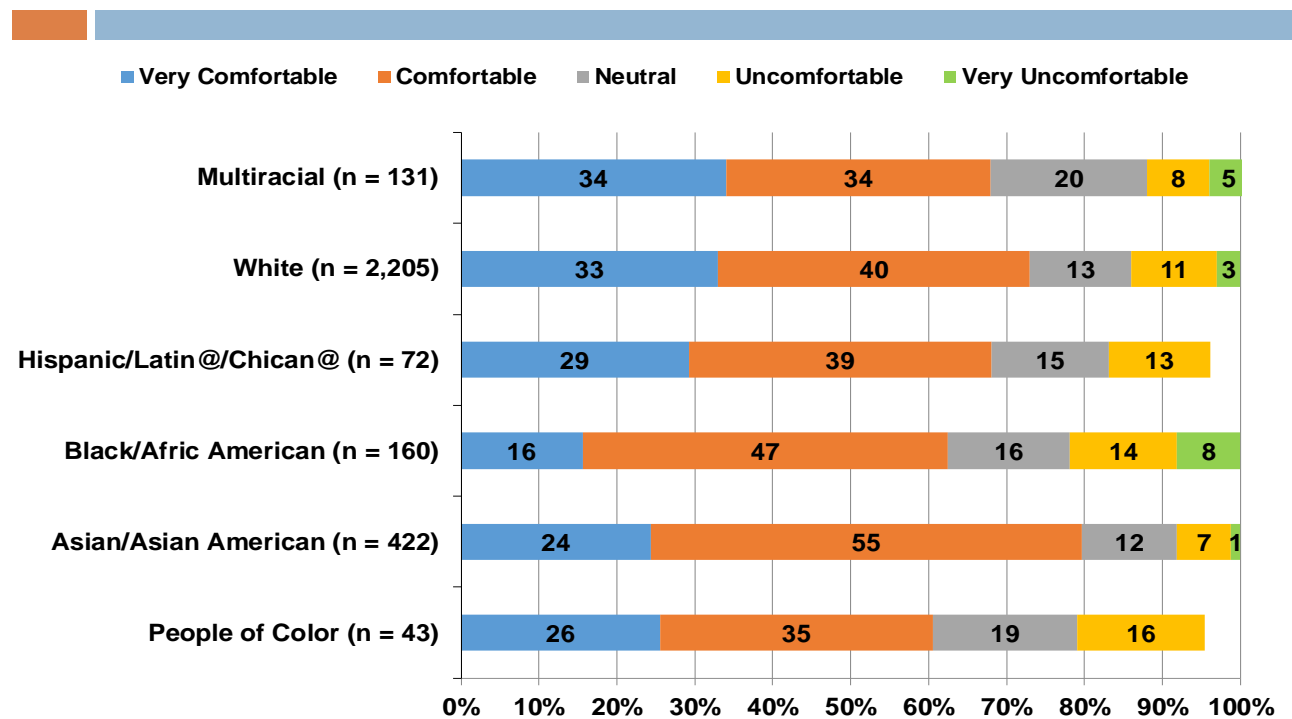
Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty, Staff, and Graduate or Law Student Respondents' Comfort with Climate in Department/Work Unit by Racial Identity (%)

Figure 20 illustrates that White Faculty and Student respondents (30%, $n = 701$) and Multiracial Faculty and Student respondents (27%, $n = 89$) were significantly more likely to be "very comfortable" with the climate in their classes than were Faculty and Student Respondents of Color (22%, $n = 16$), Asian/Asian American Faculty and Student respondents (19%, $n = 142$), Hispanic/Latin@/Chican@ Faculty and Student respondents (18%, $n = 45$), and Black/African American Faculty and Student respondents (12%, $n = 32$).[ix]
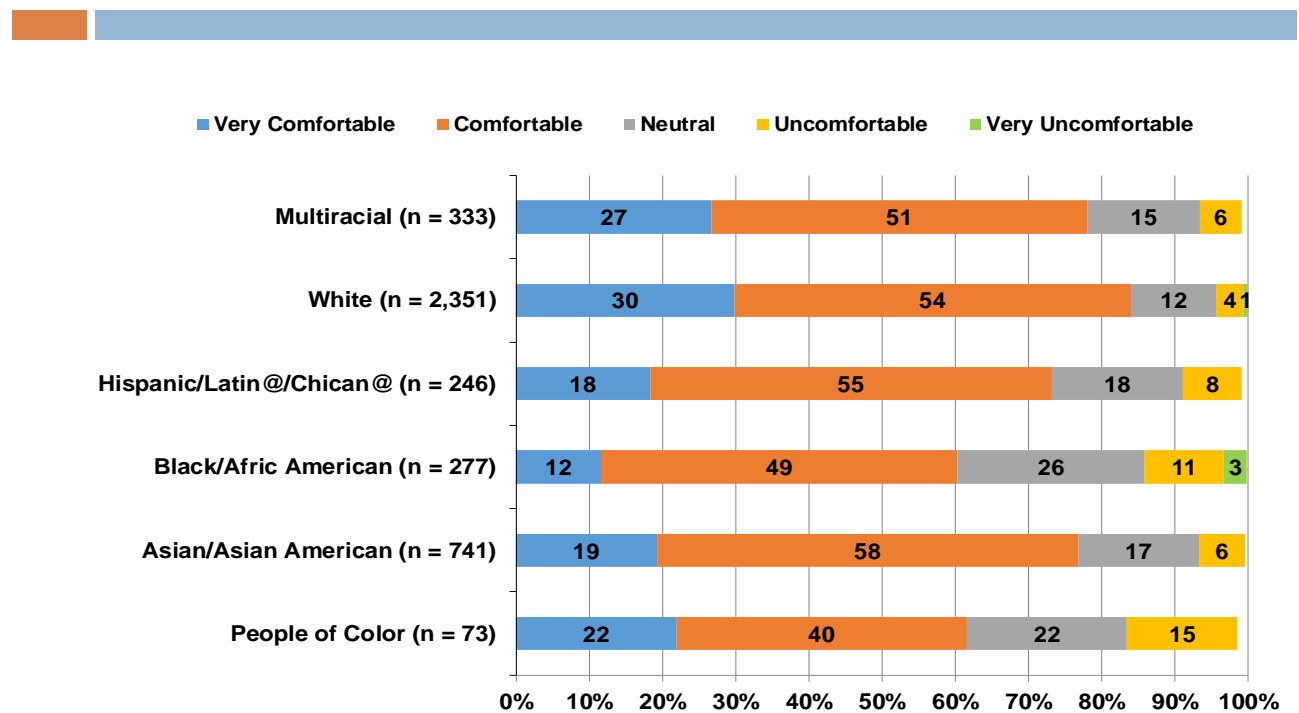
Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Faculty and Student Respondents' Comfort with Climate in Classes by Racial Identity (%)

Significant differences occurred in respondents' level of comfort with the overall climate occurred based on sexual identity (Figure 21). Heterosexual respondents (18%, $n = 861$) were less likely than LGBQ respondents (8%, $n = 51$) to be "very comfortable" with the overall climate.[x]
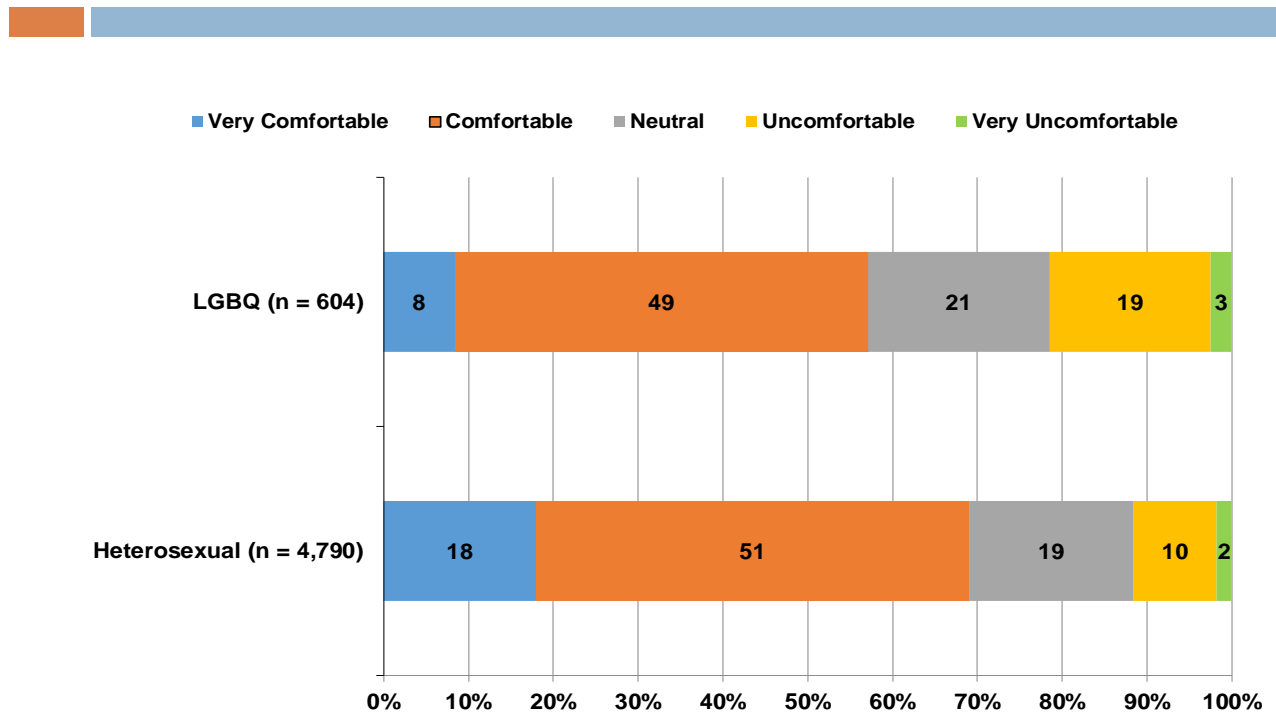
Figure 21. Respondents' Comfort with Overall Climate by Sexual Identity (%)

No significant differences in Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents' level of comfort with the climate in their department/work unit occurred based on sexual identity (Figure 22).
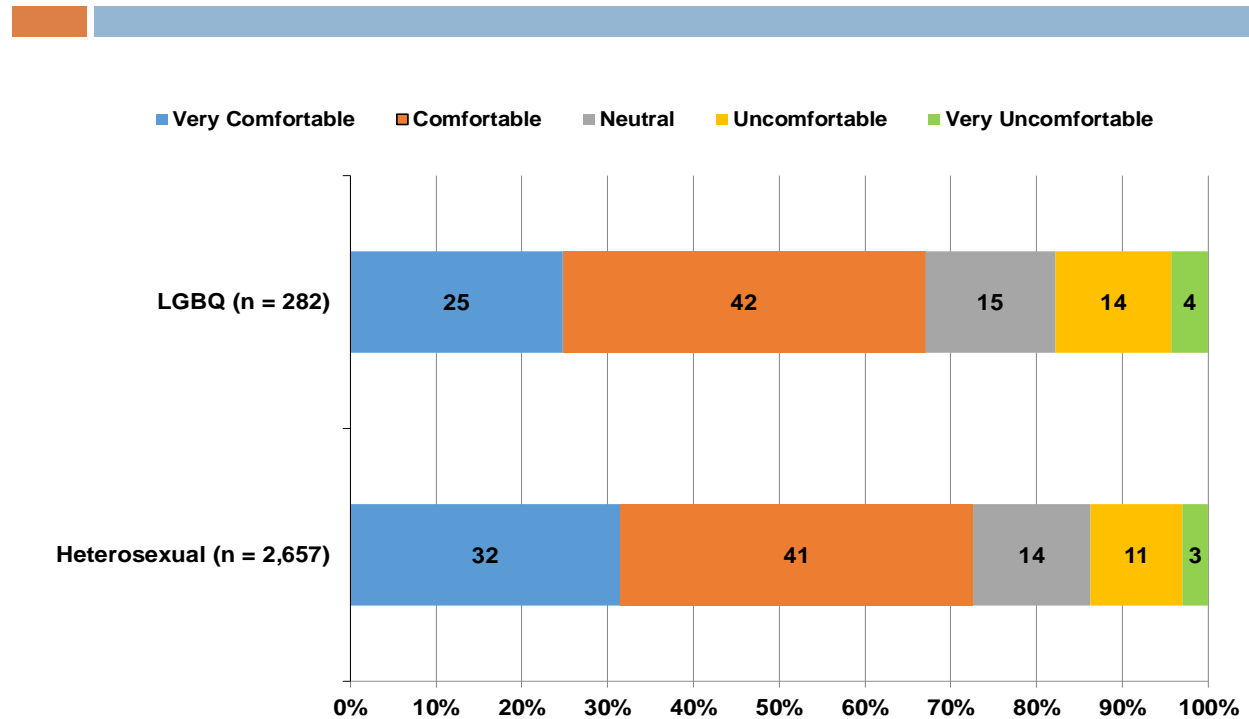
Figure 22. Faculty, Staff, and Graduate or Law Student Respondents' with Climate in Department/Work Unit by Sexual Identity (%)

Heterosexual Faculty and Student respondents (27%, $n = 927$) were more likely to indicate that they were "very comfortable" with the climate in their classes than were LGBQ Faculty and Student respondents (17%, $n = 88$) (Figure 23).[xi]
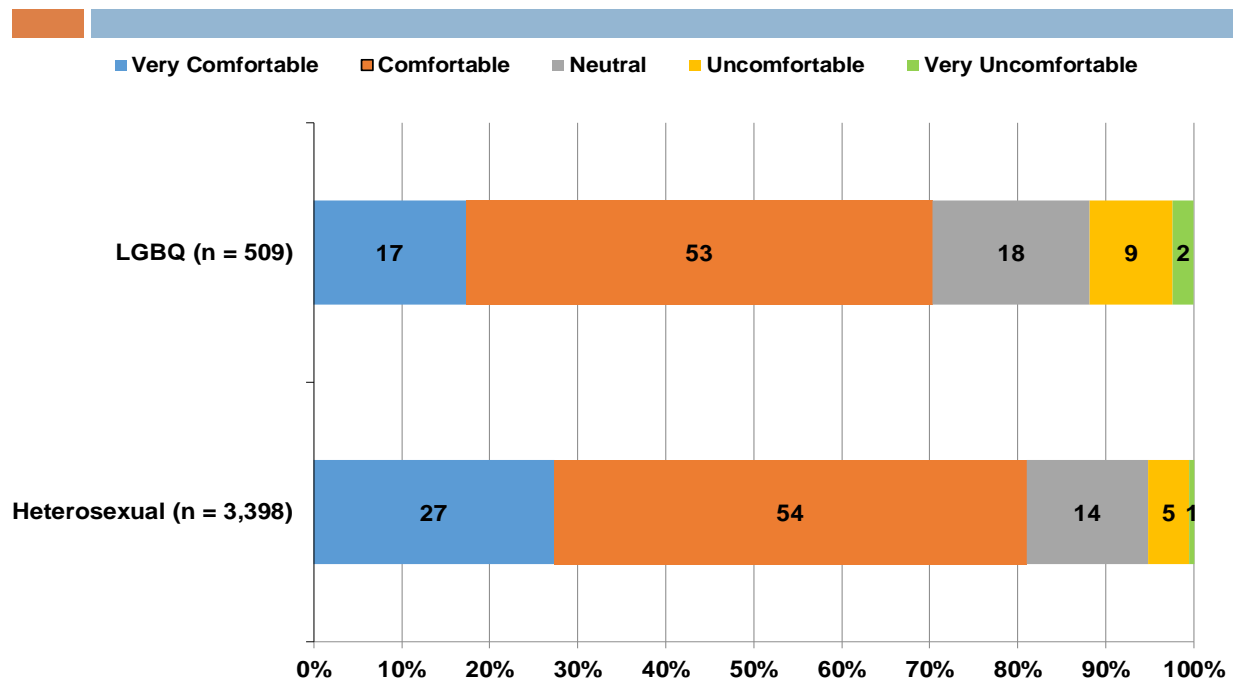
Figure 23. Faculty and Student Respondents' Comfort with Climate in Their Classes by Sexual Identity (%)

Significant differences in respondents' level of comfort with the overall climate occurred based on faith-based affiliation (Figure 24). Respondents from Other Faith-Based Affiliations (19%, *n* = 129), respondents with Christian Affiliations (18%, *n* = 438), and respondents with No Affiliation (17%, *n* = 339) were more likely to be "very comfortable" with the overall climate than were respondents with Multiple Affiliations (13%, *n* = 36).[xii] No significant differences in responses emerged with respect to Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents' level of comfort with the climate in their department/program/work unit or in Faculty and Student respondents' level of comfort with the classroom climate based on faith-based affiliation.
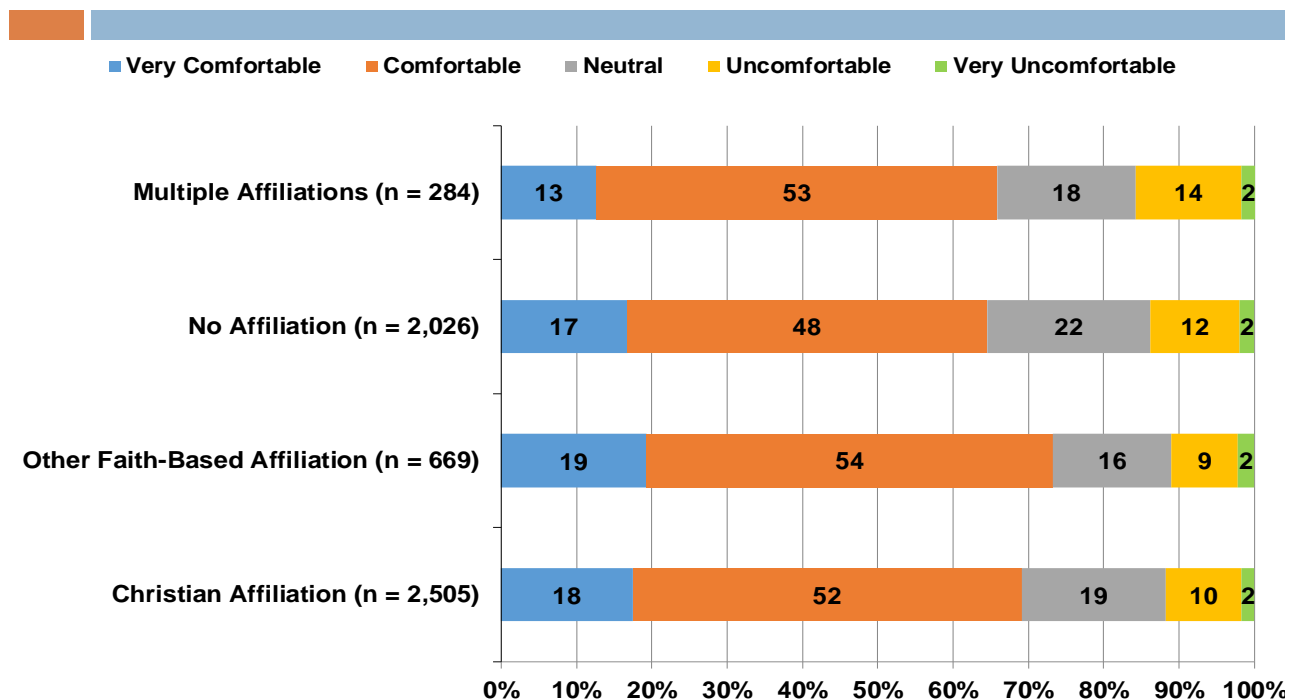
Figure 24. Respondents' Comfort with Overall Climate by Faith-Based Affiliation (%)

When analyzed by military status,[44] the survey data revealed that Military Service respondents (32%, $n = 50$) were significantly more likely to be "very comfortable" with the overall climate than were No Military Service respondents (16%, $n = 908$) (Figure 25).[xiii] The data revealed no significant differences in the perceptions of Military Service Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents and No Military Service Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents regarding their level of comfort with the climate in their departments/work units.
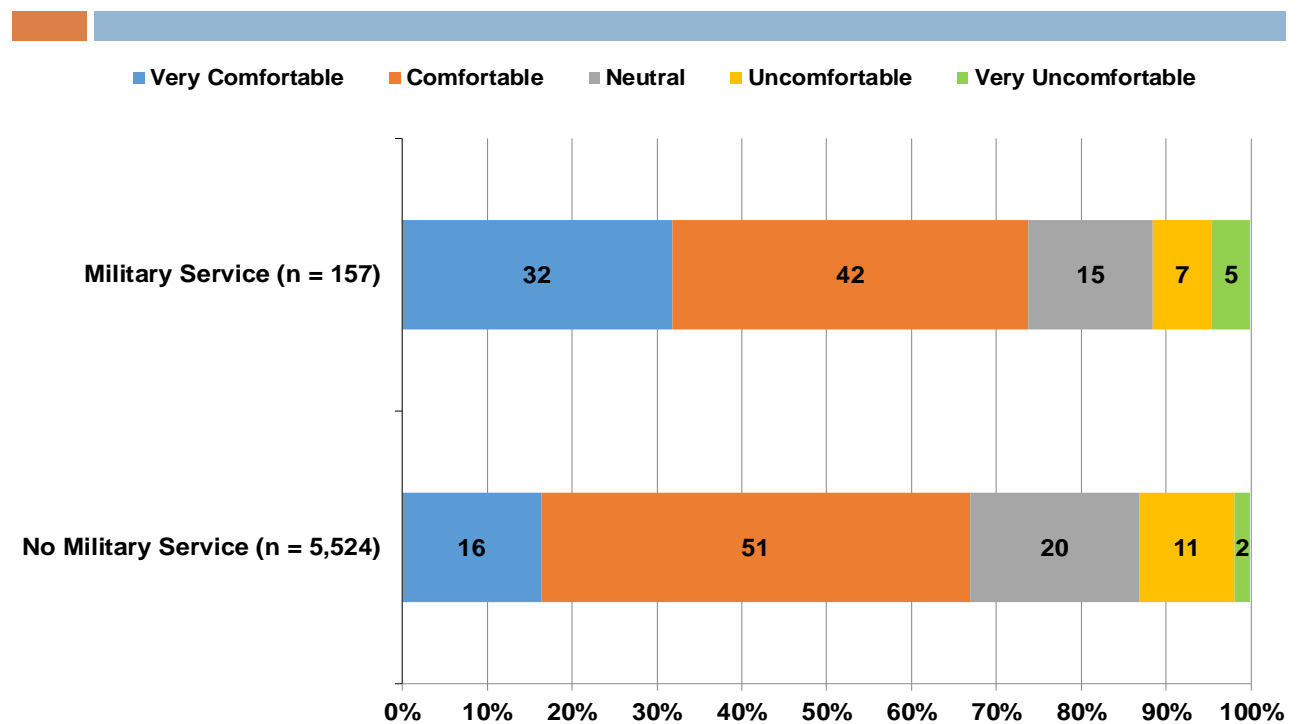
Figure 25. Respondents' Comfort with Overall Climate by Military Status (%)

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[44]Per the CAPC, this report uses the categories "Military Service" to represent respondents who indicated that they were active military, reservists/National Guard, ROTC, or veterans and "Non-Military Service" for respondents who have never served in the military.

A significantly higher percentage of Military Service Faculty and Student respondents (45%, $n =$ 37) than No Military Service Faculty and Student respondents (25%, $n = 1,010$) were "very comfortable" with the climate in their classes at Syracuse University (Figure 26).[xiv]
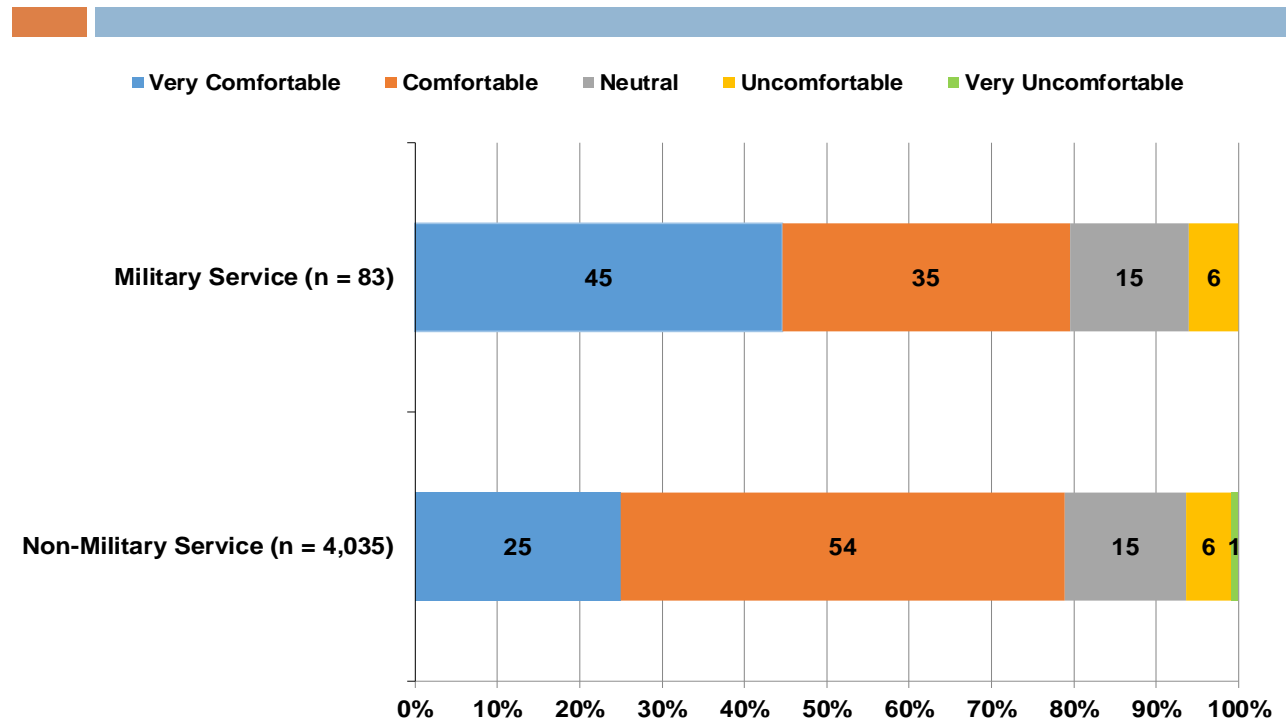
Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Faculty and Student Respondents' Comfort with Climate in Their Classes by Military Status (%)

Figure 27 illustrates that respondents with No Disability (18%, *n* = 899) were significantly more likely to feel "very comfortable" with the overall climate than were respondents with a Single Disability (13%, *n* = 55) or Multiple Disabilities (8%, *n* = 11).[xv]
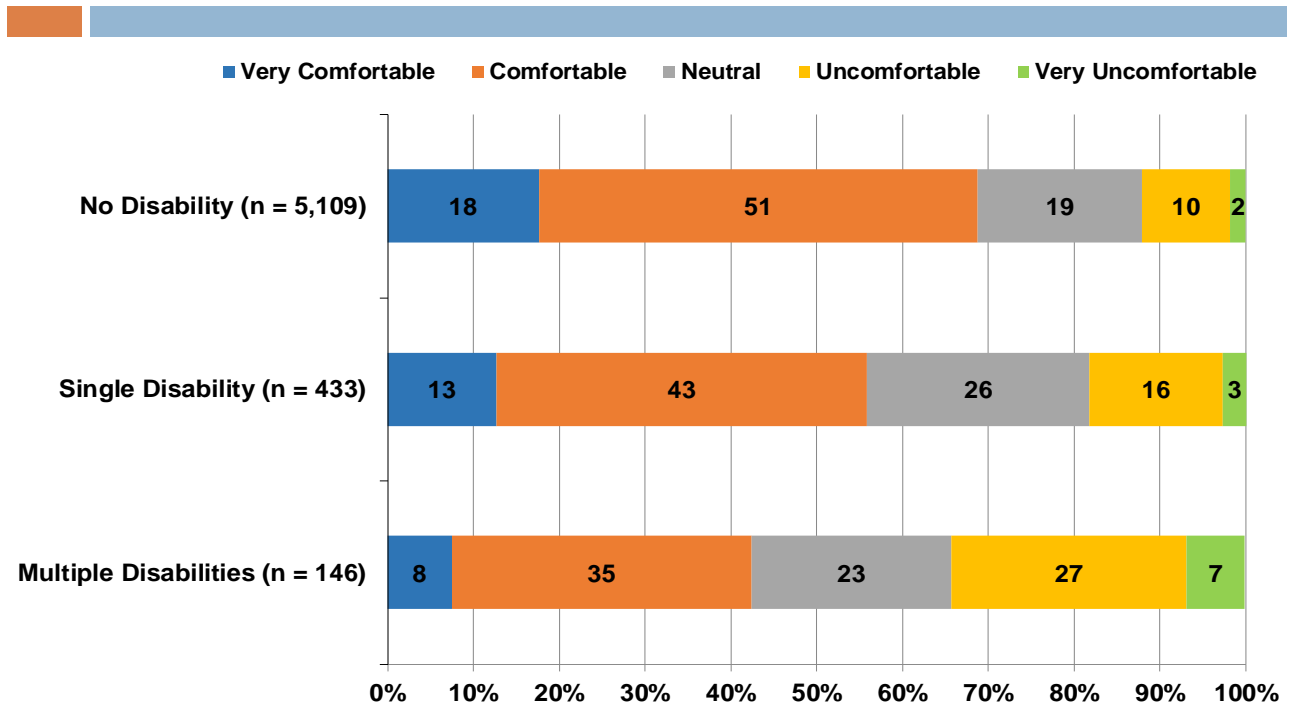
Figure 27. Respondents' Comfort with Overall Climate by Disability Status (%)

No significant differences emerged in Faculty and Staff respondents' level of comfort with the climate in their departments/work units by disability status. However, Faculty and Student respondents with No Disability (26%, $n = 964$) were significantly more comfortable with the climate in their classes than were Faculty and Student respondents with a Single Disability (20%, $n = 69$) and those with Multiple Disabilities (13%, $n = 15$) (Figure 28).[xvi]
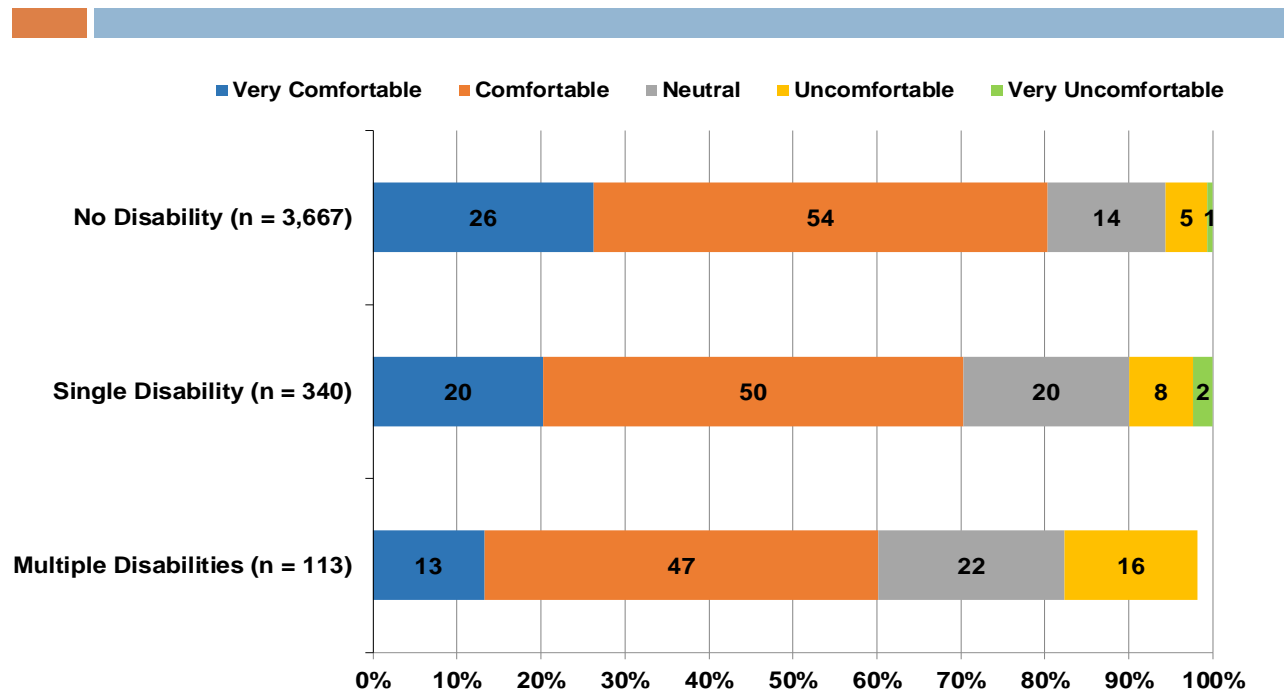
Note: Responses with $n < 5$ are not presented in the figure.

Figure 28. Faculty and Student Respondents' Comfort with Climate in Classes by Disability Status (%)

In terms of Undergraduate Student respondents' income status, Low-Income Undergraduate Student respondents (15%, $n = 52$) were significantly more likely to feel "uncomfortable" with the overall climate than Not-Low-Income Student respondents (8%, $n = 162$; Figure 29).[xvii]
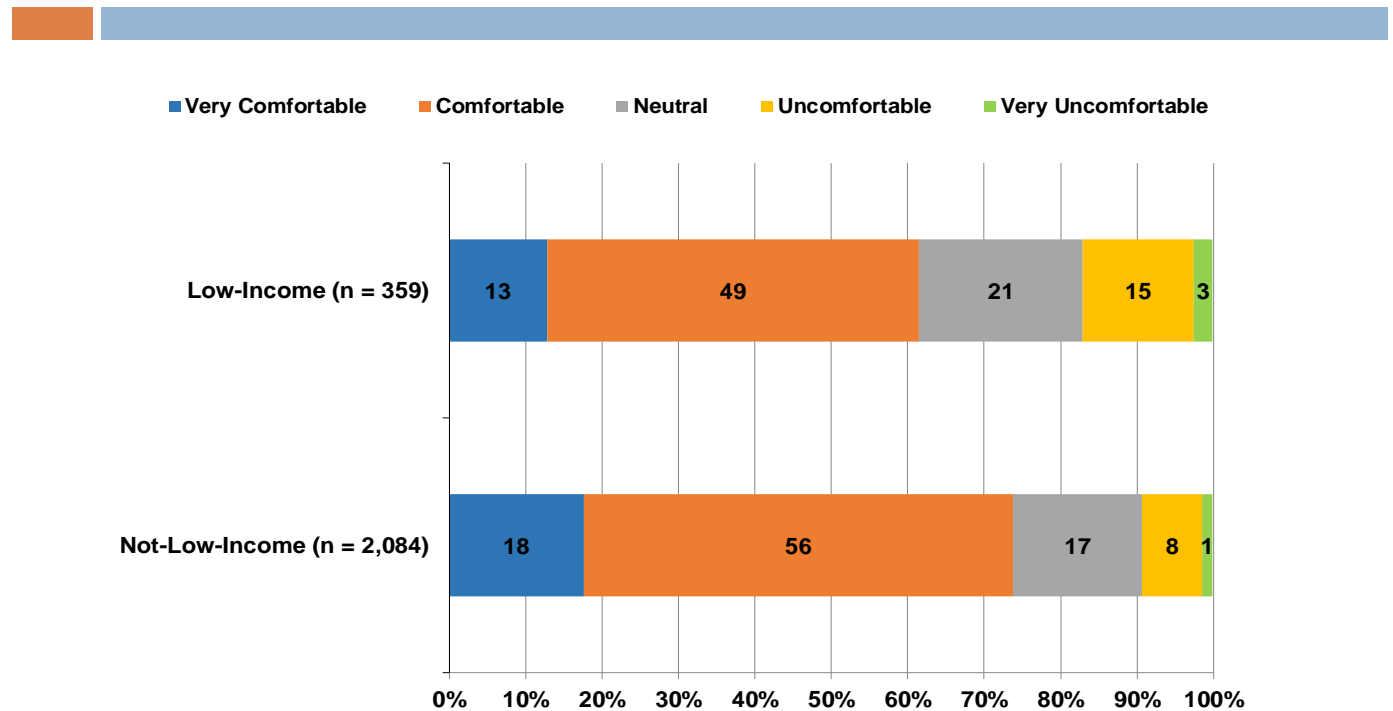
Figure 29. Student Respondents' Comfort with Overall Climate
by Income Status (%)

Not-Low-Income Undergraduate Student respondents (24%, $n = 498$) were significantly more likely to feel "very comfortable" with the climate in their classes than were Low-Income Undergraduate Student respondents (18%, $n = 66$) (Figure 30).[xviii]
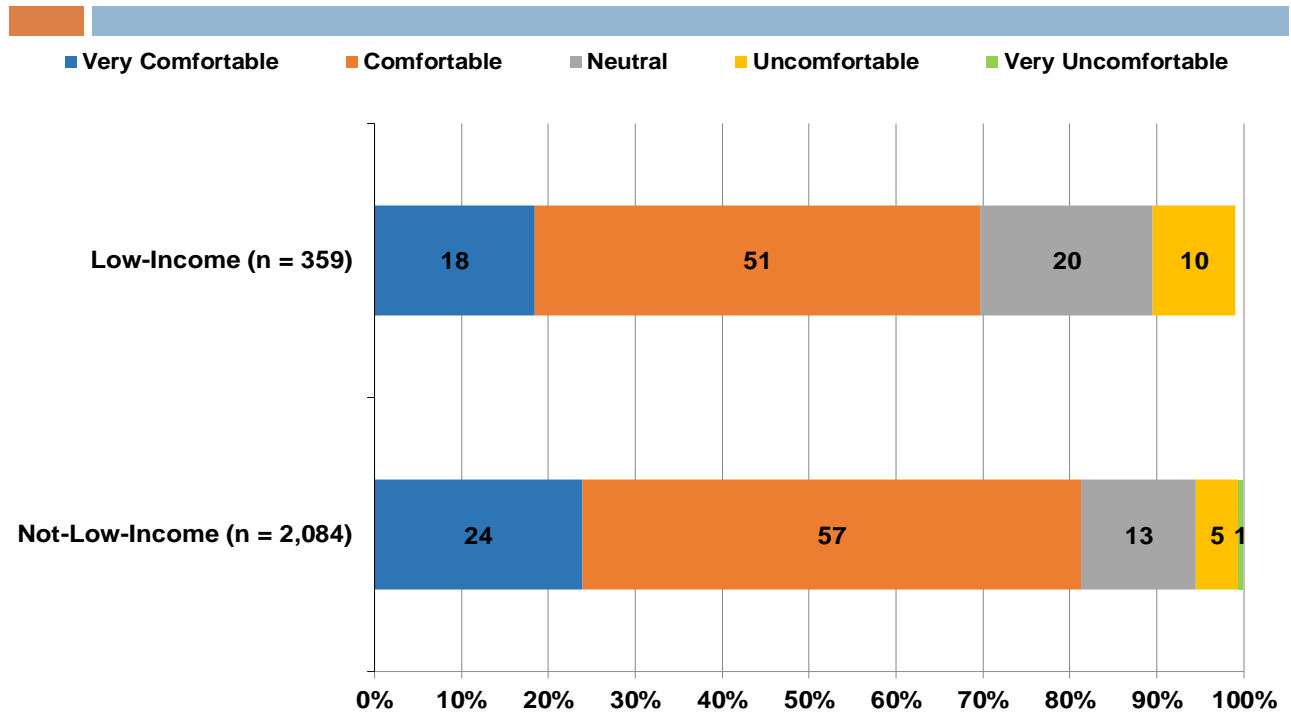
Note: Responses with $n < 5$ are not presented in the figure.

Figure 30. Student Respondents' Comfort with Climate in Their Classes by Income Status (%)

By first-generation status, Not-First-Generation Undergraduate Student respondents (18%, $n =$ 360) were significantly more likely to indicate that they were "very comfortable" with the overall climate than were First-Generation Undergraduate Student respondents (13%, $n = 68$) (Figure 31).[xix]

Very Comfortable ■ **Comfortable** ■ **Neutral** ■ **Uncomfortable** ■ **Very Uncomfortable**

Group	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
First-Generation (n = 522)	13	52	21	13	2
Not-First-Generation (n = 2,022)	18	56	17	8	2
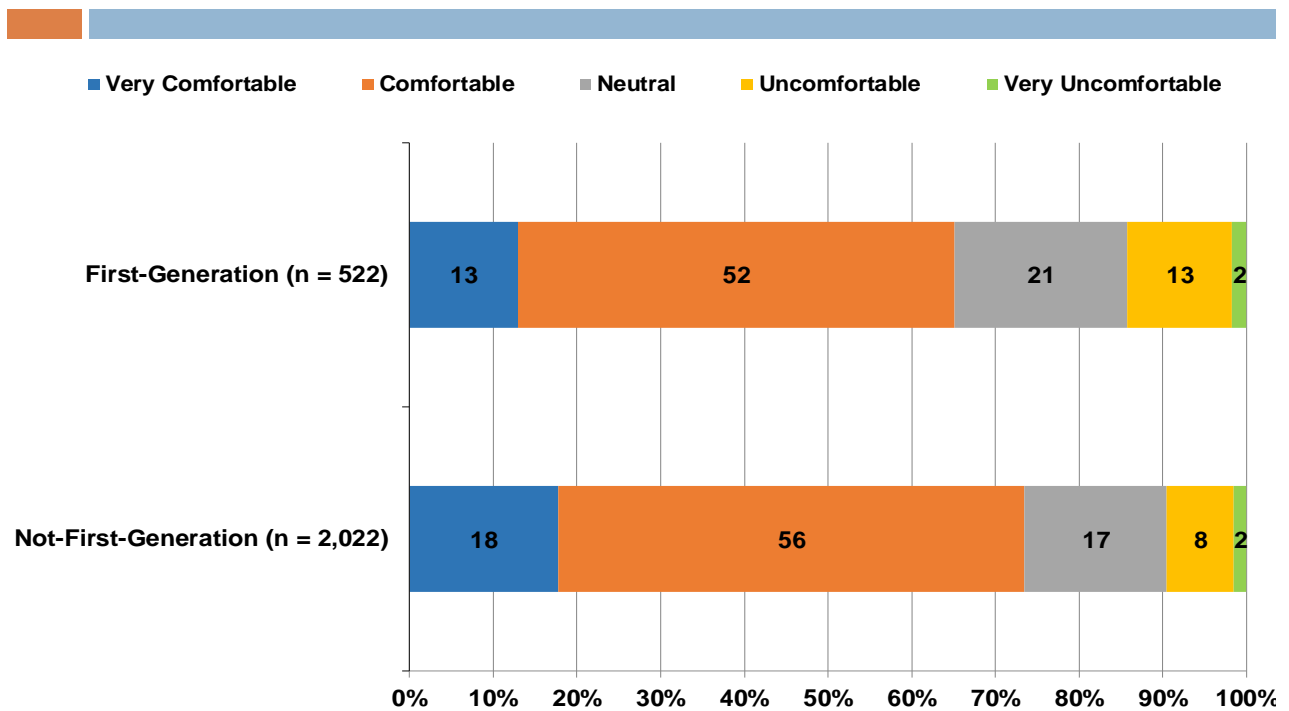
Figure 31. Student Respondents' Comfort with Overall Climate
by First-Generation Status (%)

Additionally, Not-First-Generation Student respondents (24%, $n = 485$) were significantly more likely to feel "very comfortable" with the climate in their classes than were First-Generation Student respondents (19%, $n = 97$) (Figure 32).[xx]
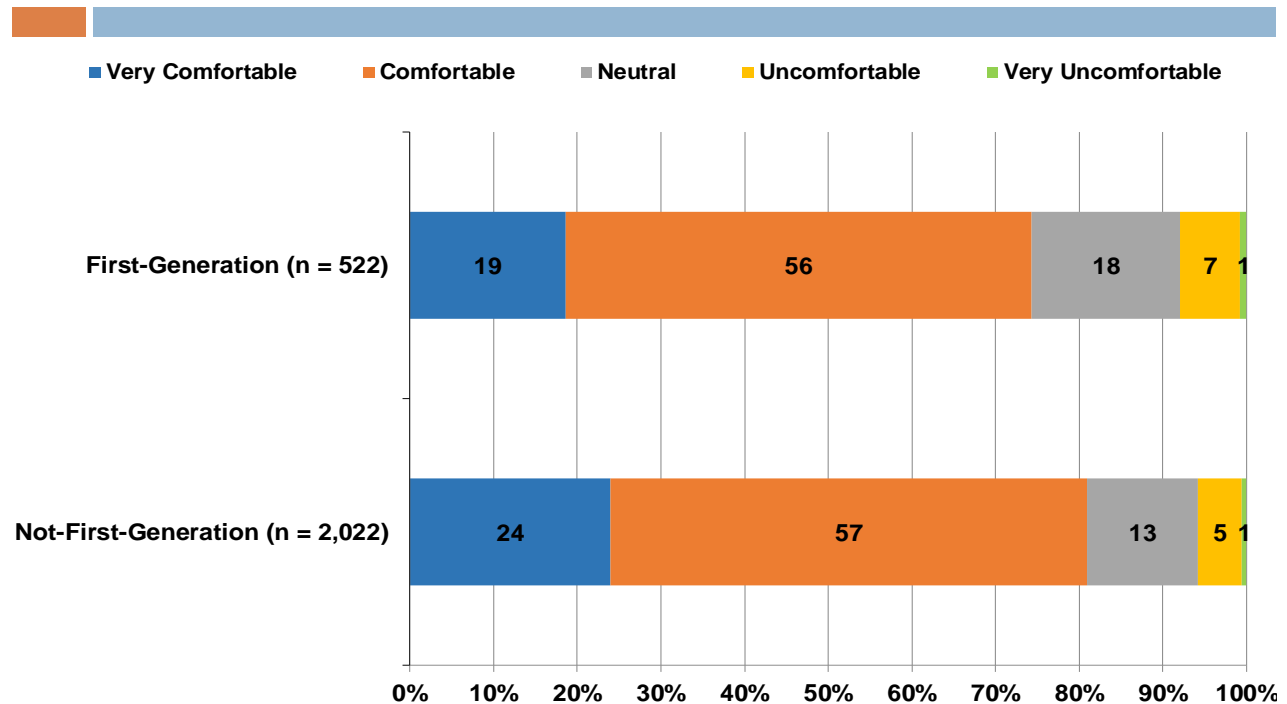
Figure 32. Student Respondents' Comfort with Climate in Their Classes
by First-Generation Status (%)

[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: χ^2 (16, $N = 5,742$) = 104.3, $p < 001$.

[ii]A chi-square test was conducted to compare percentages of Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents by degree of comfort with their department/work unit climate by position status: χ^2 (12, $N = 3,186$) = 45.7, $p < 001$.

[iii]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by position status: χ^2 (8, $N = 4,158$) = 50.2, $p < 001$.

[iv]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: χ^2 (8, $N = 5,700$) = 113.0, $p < 001$.

[v]A chi-square test was conducted to compare percentages of Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents by degree of comfort with their department/work unit climate by gender identity: χ^2 (8, $N = 3,147$) = 31.8, $p < 001$.

[vi]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by gender identity: $\chi^2(8, N = 4{,}136) = 119.8, p < 001$.

[vii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(20, N = 5{,}538) = 87.2, p < 001$.

[viii]A chi-square test was conducted to compare percentages of Graduate or Law Student, Faculty/Librarian/Administrator with Faculty Rank, Administrator without Faculty Rank, and Staff respondents by degree of comfort with their department/work unit climate by racial identity: $\chi^2(20, N = 3{,}033) = 80.7, p < 001$.

[ix]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by racial identity: $\chi^2(20, N = 4{,}021) = 174.4, p < 001$.

[x]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(4, N = 5{,}394) = 73.7, p < 001$.

[xi]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by sexual identity: $\chi^2(4, N = 3{,}907) = 59.1, p < 001$.

[xii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by faith-based affiliation: $\chi^2(12, N = 5{,}484) = 30.2, p < 01$.

[xiii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by military service: $\chi^2(4, N = 5{,}681) = 33.1, p < 001$.

[xiv]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by military service: $\chi^2(4, N = 4{,}118) = 18.4, p < 01$.

[xv]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 5{,}688) = 100.2, p < 001$.

[xvi]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by disability status: $\chi^2(8, N = 4{,}120) = 62.8, p < 001$.

[xvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents by degree of comfort with the overall climate by socioeconomic status: $\chi^2(4, N = 2{,}443) = 28.8, p < 001$.

[xviii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents by degree of comfort with their classroom climate by socioeconomic status: $\chi^2(4, N = 2{,}443) = 28.2, p < 001$.

[xix]A chi-square test was conducted to compare percentages of Undergraduate Student respondents by degree of comfort with the overall climate by first-generation status: $\chi^2(4, N = 2{,}544) = 19.4, p < 01$.

[xx]A chi-square test was conducted to compare percentages of Undergraduate Student respondents by degree of comfort with their classroom climate by first-generation status: $\chi^2(4, N = 2{,}544) = 14.1, p < 01$.

Barriers at Syracuse University for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, identity, and instructional/campus materials at Syracuse University within the past year. Tables 18 through 21 highlight the top responses where respondents with one or more disabilities experienced barriers at Syracuse University.[45] With regard to Syracuse University's facilities, 32% ($n = 177$) of respondents with disabilities experienced temporary barriers as a result of construction or maintenance, 32% ($n = 177$) experienced barriers with walkways, pedestrian paths, and crosswalks, and 31% ($n = 171$) experienced barriers with campus transportation/parking within the past year (Table 18).

Table 18. **Facilities Barriers Experienced by Respondents with Disabilities ($n = 607$)**

	Yes		No		Not applicable	
Facilities	***n***	**%**	***n***	**%**	***n***	**%**
Temporary barriers due to construction or maintenance	177	32.2	307	55.8	66	12.0
Walkways, pedestrian paths, crosswalks	177	32.0	328	59.3	48	8.7
Campus transportation/parking	171	31.4	317	58.2	57	10.5
Classroom buildings	125	22.3	376	67.1	59	10.5
Doors	108	19.5	391	70.7	54	9.8
Restrooms	107	19.3	394	71.2	52	9.4
Classrooms, labs (including computer labs)	97	17.4	372	66.9	87	15.6
Elevators/lifts	91	16.5	400	72.5	61	11.1
Syracuse Health Services	87	15.8	304	55.4	158	28.8
Office furniture (e.g., chair, desk)	83	15.1	409	74.5	57	10.4

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 607$).

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[45]See Appendix B, Table B115 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at Syracuse?"

Table 19 illustrates that, in terms of the technological or online environment, 22% ($n = 119$) of respondents with one or more disabilities had difficulty with computer equipment, 22% ($n = 117$) experienced barriers with Blackboard, 19% ($n = 104$) experienced barriers with accessible electronic formats, and 19% ($n = 102$) experienced barriers with the website.

Table 19. **Barriers in Technology/Online Environment Experienced by Respondents with Disabilities ($n = 607$)**

Technology/online environment	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Computer equipment (e.g., screens, mouse, keyboard)	119	22.2	365	68.0	53	9.9
Blackboard	117	21.7	345	63.9	78	14.4
Accessible electronic format	104	19.3	368	68.4	66	12.3
Website	102	19.2	392	73.7	38	7.1
Electronic forms	78	14.6	401	75.0	56	10.5

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 607$).

The survey also queried respondents with one or more disabilities about whether they experienced barriers with regard to identity accuracy (Table 20). Thirteen percent ($n = 68$) of respondents with one or more disabilities experienced difficulty with their email accounts and 12% ($n = 62$) experienced barriers with electronic databases.

Table 20. **Barriers in Identity Accuracy Experienced by Respondents with Disabilities ($n = 607$)**

Identity Accuracy	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Email account	68	12.7	434	81.1	33	6.2
Electronic databases (e.g., PeopleSoft)	62	11.5	382	71.0	94	17.5
Learning technology	46	8.6	388	72.7	100	18.7
Surveys	45	8.5	449	84.4	38	7.1
Intake forms (e.g., Health Services)	40	7.5	370	69.4	123	23.1

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 607$).

In terms of instructional and campus materials, 15% (*n* = 79) of respondents with one or more disabilities had difficulty with textbooks/handouts/power-points and 14% (*n* = 74) with food menus (Table 21).

Table 21. **Barriers with Instructional Campus Materials Experienced by Respondents with Disabilities (*n* = 607)**

Instructional/Campus Materials	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Textbooks/handouts/PowerPoint	79	14.9	364	68.7	87	16.4
Food menus	74	13.9	354	66.5	104	19.5
Video-closed captioning and text description	56	10.7	345	65.7	124	23.6
Syllabi	55	10.4	389	73.3	87	16.4
Forms	54	10.1	411	77.0	69	12.9

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 607).

One hundred and thirty-three respondents offered their reflections of the accessibility of the Syracuse University campus. Nearly one fourth of those respondents noted technology related challenges and perceived barriers. Less than twenty percent of respondents described the perceived shortcomings of Syracuse University in the physical accessibility of a range of spaces on campus.

Physically Inaccessible. Seventeen percent of respondents who elaborated on accessibility described concerns regarding walkways, wheelchair ramps, and doors, all of which were noted as particularly concerning in the winter. One Undergraduate Student shared, "When it was snowing at SU, I felt it was very dangerous and not right that the university did very little if anything to plow." A student explained, "Walkways, especially the stairs and wheelchair ramp on the University Pl. side of Newhouse are not shoveled properly." Another student shared, "A door at the Counseling Center was inaccessible for weeks; this was especially bad." One Staff respondent noted, "Some doors (mainly Schine), are very heavy and difficult to open. I imagine it might be a barrier for those who are differently abled." More generally, another student explained, "I believe SU has a lot of work to do regarding disability access. From physical buildings, to walkways, to electronic communications, SU is far from being compliant with

disability access, let alone being beyond in compliance. Most residence halls are NOT fully accessible."

Perceived Technology Related Challenges To Accessibility. Twenty-two percent of respondents who elaborated on accessibility described technology related challenges to accessibility. One Undergraduate student noted, "Teachers should be required to post class notes online." Another undergraduate student explained, "I took an on-line summer course at SU and was not able download the e books assigned to my desktop." The amount of space and equipment for technology was also noted as a perceived deficit, one undergraduate student shared, "Spaces for commuters to eat and study is very limited. Computers in the library are often all taken." Other respondents addressed barriers to accessing the content they need, one undergraduate student pleaded, "Please do something about the accessibility of Syracuse University's online platform. Please. Please. Please. I cannot stress this enough." Similarly, a Graduate Student respondent explained, "my computer and blackboard have often not worked well and students have sometimes struggled with these platforms." Finally, one Faculty respondent noted systemic concern with web based applications on at Syracuse University, "Why is there no central repository for something a simple online forms? Why does each college maintain its own website and website structure?"

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[46]

Twenty percent ($n = 1,160$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct that has interfered with their ability to work or learn at Syracuse University within the past year.[47] Table 22 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 27% ($n = 311$) indicated that the conduct was based on their gender/gender identity at Syracuse University. Twenty-four percent ($n = 283$) noted that the conduct was based on their position, and 24% ($n = 275$) felt that it was based on their ethnicity. "Reasons not listed above" included responses such as "jealousy," "accent," "advocating for underrepresented groups," "anonymous reports," "family leave for childcare as a man," "classmate abuse," "commuter," "Greek life," "hierarchy/power," "lack of time working at Syracuse," "lack of wealth," "opposing opinions," "personal hygiene," "success," "studying habits," "weight," and "where I come from."

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[46]This report uses the phrase "exclusionary conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

[47]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Table 22. **Bases of Experienced Conduct**

Of the 1,160 respondents who experienced this conduct - The basis of the conduct	*n*	%
Gender/gender identity	311	26.8
Position (e.g., staff, faculty, student)	283	24.4
Ethnicity	275	23.7
A reason not listed above	205	17.7
Age	195	16.8
Racial identity	195	16.8
Don't know	182	15.7
Income status	149	12.8
Academic performance	122	10.5
Major field of study	116	10.0
Physical characteristics	111	9.6
Philosophical views	110	9.5
Educational credentials (e.g., MS, PhD)	106	9.1
Location where I grew up	100	8.6
Political views	91	7.8
Mental health/psychological disability/condition	83	7.2
Sexual identity/orientation	83	7.2
Living arrangement	76	6.6
English language proficiency/accent	72	6.2
Gender expression	72	6.2
Immigrant/citizen status	55	4.7
Participation in an organization	49	4.2
Religious/spiritual views	49	4.2
Marital status (e.g., single, married, partnered)	35	3.0
Parental status (e.g., having children)	35	3.0
Learning disability/condition	34	2.9
Medical disability/condition	34	2.9
Physical disability/condition	21	1.8
Pregnancy	14	1.2
Military/veteran status	5	0.4
Participation on an athletic team	7	0.6

Note: Only answered by respondents who indicated on the survey that they experienced
exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,160). Percentages do not sum to 100 as a result of multiple
responses.

The following figures depict the responses by selected characteristics (gender/gender identity, position status, and ethnicity) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) behavior at Syracuse?"

By gender identity, a higher percentage of Transgender respondents (46%, $n = 39$) than Women respondents (22%, $n = 774$) and Men respondents (15%, $n = 326$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Figure 33).[xxi] Sixty-two percent ($n = 24$) of Transgender respondents, 31% ($n = 240$) of Women respondents, and 14% ($n = 44$) of Men respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity. [xxii]
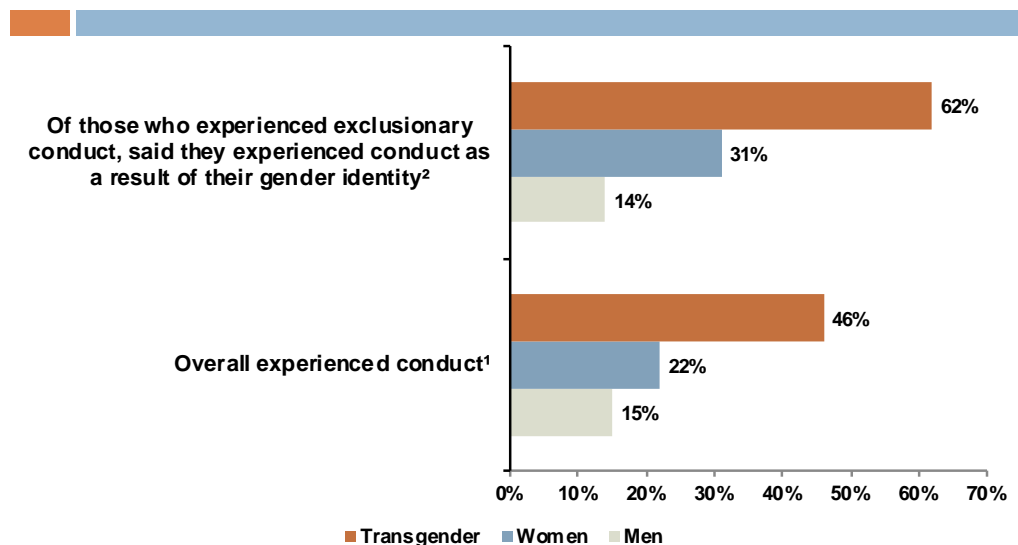
Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of position status, Faculty/Librarian/Administrator with Faculty Rank respondents 26% (*n* = 149) and Administrator without Faculty Rank respondents (25%, *n* = 36) were significantly more likely than other respondents to indicate that they had experienced this conduct (Figure 34).[xxiii] Of those respondents who noted that they had experienced this conduct, 53% (*n* = 19) of Administrator without Faculty Rank respondents, 44% (*n* = 142) of Staff respondents, 30% (*n* = 45) of Faculty/Librarian/Administrator with Faculty Rank respondents, 22% (*n* = 44) of Graduate or Law Student respondents, and 7% (*n* = 33) of Undergraduate Student respondents thought that the conduct was based on their position status.[xxiv]

Of those who experienced exclusionary conduct, said they experienced conduct as a result of their position
- 7%
- 22%
- 30%
- 53%
- 44%

Overall experienced conduct[1]
- 18%
- 19%
- 26%
- 25%
- 23%

Legend: ■ Undergrad ■ Grad or Law ■ Fac/Lib/Admin w Fac Rank ■ Admin w/o Fac Rank ■ Staff
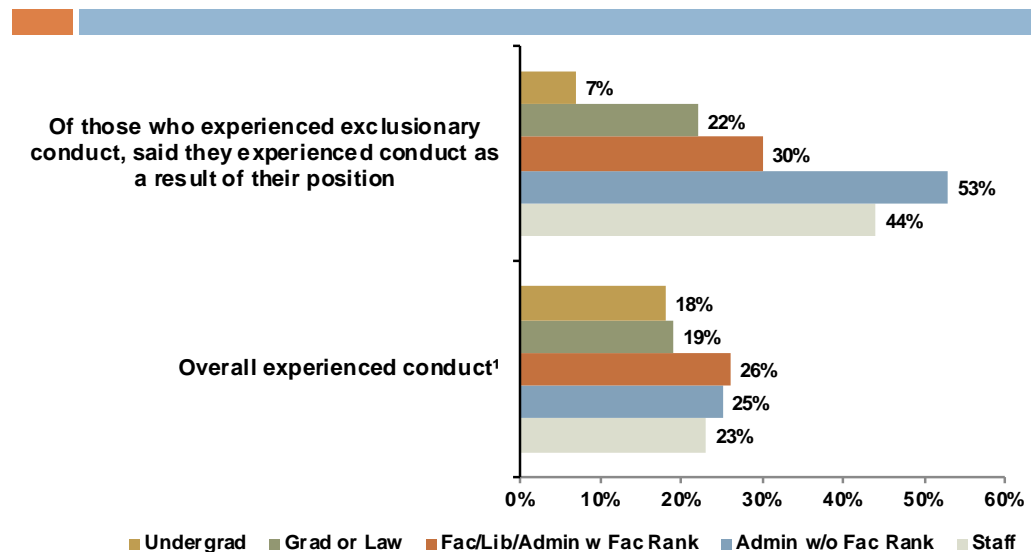
Figure 34. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

In terms of racial identity, significant differences were noted in the percentages of Black/African American respondents (29%, $n = 104$), Respondents of Color (28%, $n = 24$), Hispanic/Latin@/Chican@ respondents (24%, $n = 67$), Multiracial respondents (23%, $n = 91$), White respondents (19%, $n = 675$), and Asian/Asian American respondents (17%, $n = 133$) who noted that they believed that they had experienced this conduct (Figure 35).[xxv] Of those respondents who noted that they believed that they had experienced this conduct, significantly greater percentages of Hispanic/Latin@/Chican@ respondents (72%, $n = 48$), Black/African American respondents (60%, $n = 62$), Asian/Asian American respondents (56%, $n = 74$), Multiracial respondents (43%, $n = 39$), and Respondents of Color (38%, $n = 9$) than White respondents (4%, $n = 28$) thought that the conduct was based on their ethnicity.[xxvi]
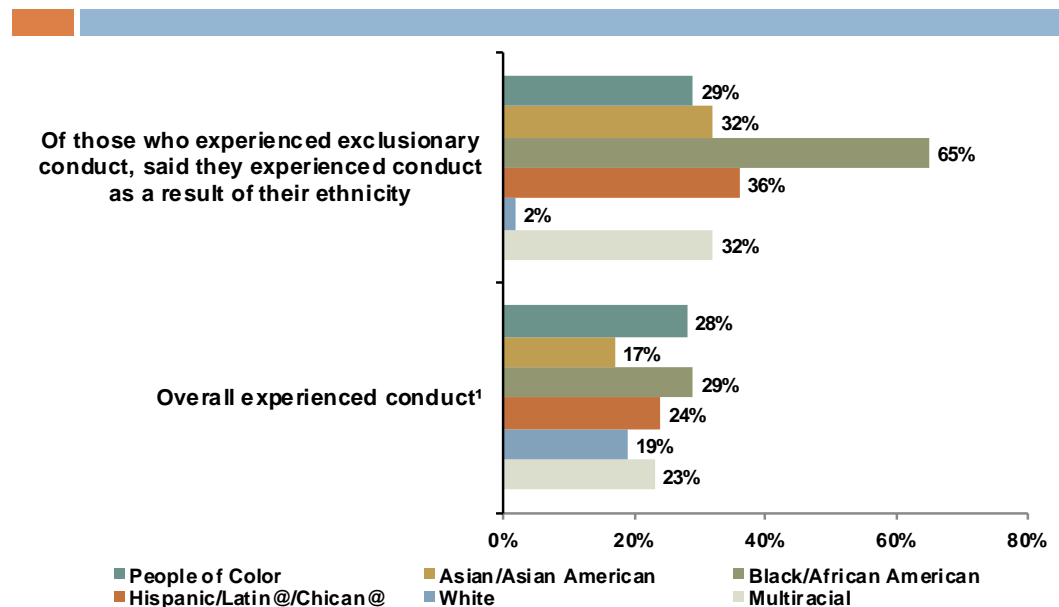
Figure 35. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

Table 23 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Two-thirds (65%, $n = 749$) felt disrespected, 52% ($n = 602$) felt ignored or excluded, and 45% ($n = 516$) felt isolated or left out. Other forms of such conduct included, "a current policy," "a professor who is biased towards some students," "academic freedom constrained," "treated as a 'whistle blower,'" "budgetary constraints tightened," "gender pay equity would be nice," "jokes about my religion," "my maternity leave was not respected," "not in Greek life, not included," "racist comments on teaching evaluations," and "stolen car."

Table 23. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)**

Of the 1,160 respondents who experienced this conduct - Form of conduct	*n*	% of those who experienced the conduct
I was disrespected.	749	64.6
I was ignored or excluded.	602	51.9
I was isolated or left out.	516	44.5
I was intimidated/bullied.	365	31.5
I was the target of derogatory or inappropriate verbal remarks.	273	23.5
I observed others staring at me.	220	19.0
I was the target of workplace incivility.	189	16.3
I was singled out as the spokesperson for my identity group.	160	13.8
An experience not listed above	130	11.2
Someone implied I was admitted/hired/promoted due to my identity group.	102	8.8
I was the target of retaliation.	100	8.6
I received a low performance evaluation.	94	8.1
I feared getting a poor grade because of a hostile classroom environment.	90	7.8
I was the target of racial/ethnic profiling.	87	7.5
I feared for my physical safety.	72	6.2
I received inappropriate written comments.	67	5.8
I received inappropriate phone calls/text messages/email.	61	5.3
I was the target of unwanted sexual contact.	51	4.4
I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).	47	4.1
Someone implied I was not admitted/hired/promoted due to my identity group.	35	3.0
I was the target of stalking.	27	2.3
I received threats of physical violence.	26	2.2
I was the target of physical violence.	16	1.4
I was the target of graffiti/vandalism.	11	0.9
I feared for my family's safety.	5	0.4

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 1,160). Percentages do not sum to 100 as a result of multiple responses.

Twenty-eight percent ($n = 319$) of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at a Syracuse University job, 26% ($n = 305$) in a meeting with a group of people, 22% ($n = 256$) in an on-campus class/lab/clinical setting, 20% ($n = 236$) in a public space at Syracuse University, and 19% ($n = 222$) in a Syracuse University administrative office (Table 24). Many respondents who marked "a location not listed above" described the specific office, meeting, building, campus location, or event where the incidents occurred (both on and off campus).

Table 24. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct - Location of conduct	*n*	% of respondents who experienced conduct
While working at a Syracuse job	319	27.5
In a meeting with a group of people	305	26.3
In an on-campus class/lab/clinical setting	256	22.1
In a public space at Syracuse	236	20.3
In a Syracuse administrative office	222	19.1
In a meeting with one other person	186	16.0
In campus housing	170	14.7
At a Syracuse event	142	12.2
While walking on campus	106	9.1
In a faculty office	103	8.9
At a location not listed above	88	7.6
Off campus (e.g., conferences, local bars, team travel)	86	7.4
In a Syracuse dining facility	74	6.4
In fraternity or sorority house	74	6.4
In off-campus housing	67	5.8
On social networking sites, Facebook, Twitter, Yik Yak	66	5.7
In a Syracuse library (e.g., Bird, Carnegie, Law Library)	58	5.0
In an off-campus experiential learning environment	38	3.3

Table 24 cont'd

Of the 1,160 respondents who experienced this conduct - Location of conduct	n	% of respondents who experienced conduct
In athletic/recreational facilities	36	3.1
In the Syracuse Health Center	26	2.2
On-campus transportation (e.g., Centro, campus shuttle)	24	2.1
On Syracuse media (e.g., Daily Orange, Citrus TV)	20	1.7
In Syracuse Health Services	11	0.9

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct
($n = 1,160$). Percentages do not sum to 100 as a result of multiple responses.

Forty-one percent ($n = 478$) of the respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students, 23% ($n = 269$) identified coworkers, 21% ($n = 247$) identified faculty members, and 16% ($n = 184$) identified staff members as the sources of the conduct (Table 25). Sources of exclusionary, intimidating, offensive, and/or hostile conduct "not listed above" included "one-on-one meetings," "email," "as someone's home," "Syracuse University in Florence," "budget meetings," "gates, people in the booths," "lab," "ODS," "parking garage," "research program," "Stevenson Educational Center," and "Slutzker Office for International Students."

Table 25. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Source of conduct	*n*	% of respondents who experienced conduct
Student	478	41.2
Co-worker	269	23.2
Faculty member	247	21.3
Staff member	184	15.9
Department chair/head/director	165	14.2
Friend	158	13.6
Supervisor	146	12.6
Stranger	120	10.3
Senior administration (e.g., president, provost, dean, vice provost, vice president)	100	8.6
A source not listed above	71	6.1
Academic adviser	65	5.6
Student employee (e.g., resident advisor, peer mentor, tutor)	51	4.4
Teaching assistant/graduate assistant/tutor	45	3.9
Social networking site (e.g., Facebook, Twitter, Yik Yak)	32	2.8
Off-campus community member	23	2.0
Person whom I supervise	20	1.7
Don't know source	19	1.6
Syracuse Health Services	19	1.6
Syracuse Police Department	19	1.6
Syracuse Department of Public Safety	17	1.5
Alumni	12	1.0
Syracuse media (e.g., Daily Orange, Citrus TV)	12	1.0
Parent or family member	11	0.9
Athletic coach/trainer	9	0.8

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,160).
Percentages do not sum to 100 as a result of multiple responses.

Figures 36 through 39 display the perceived source of experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Students were the greatest source of reported exclusionary, intimidating, offensive, and/or hostile conduct for Undergraduate Student respondents and Graduate or Law Student respondents.
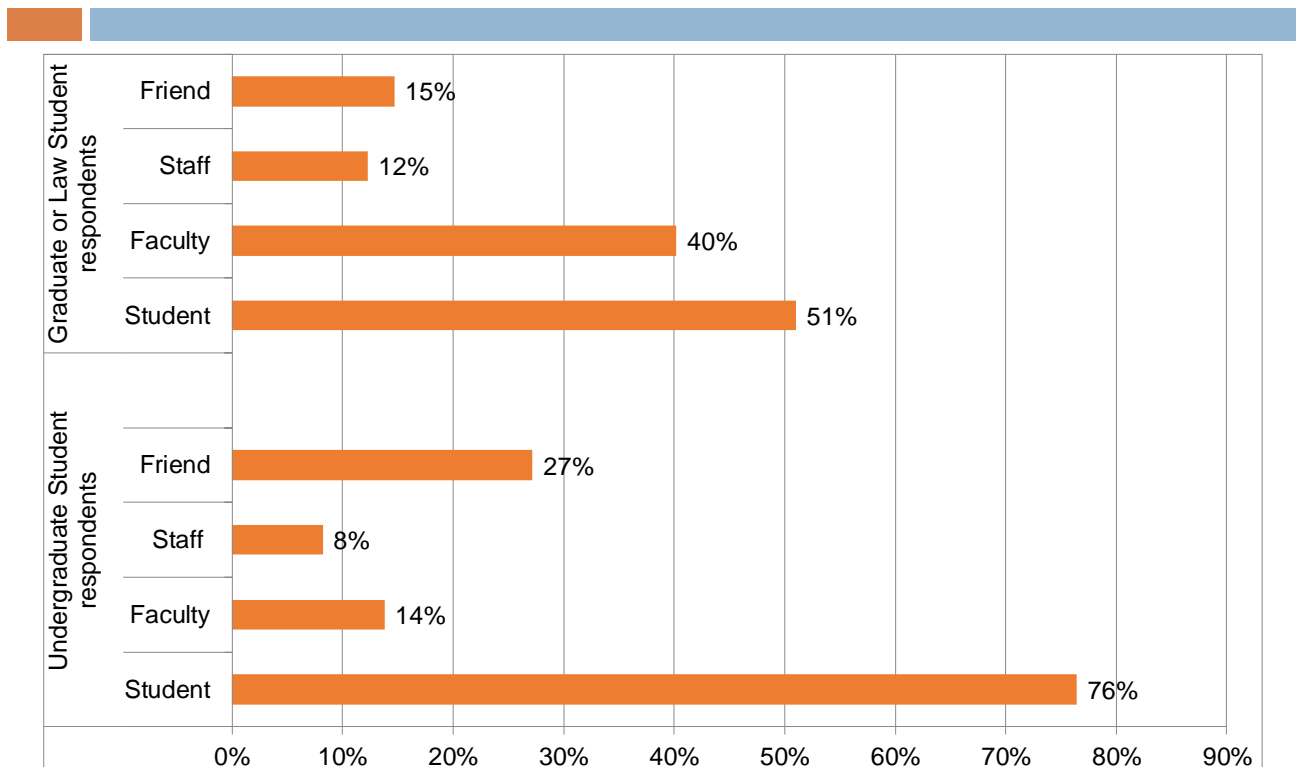
Figure 36. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)

Staff were the greatest source of reported exclusionary, intimidating, offensive, and/or hostile conduct for Staff respondents, senior administrators were the greatest source of reported exclusionary, intimidating, offensive, and/or hostile conduct for Administrator without Faculty Rank respondents, and faculty were the greatest source of reported exclusionary, intimidating, offensive, and/or hostile conduct for Faculty/Librarian/Administrator with Faculty Rank respondents (Figure 37).
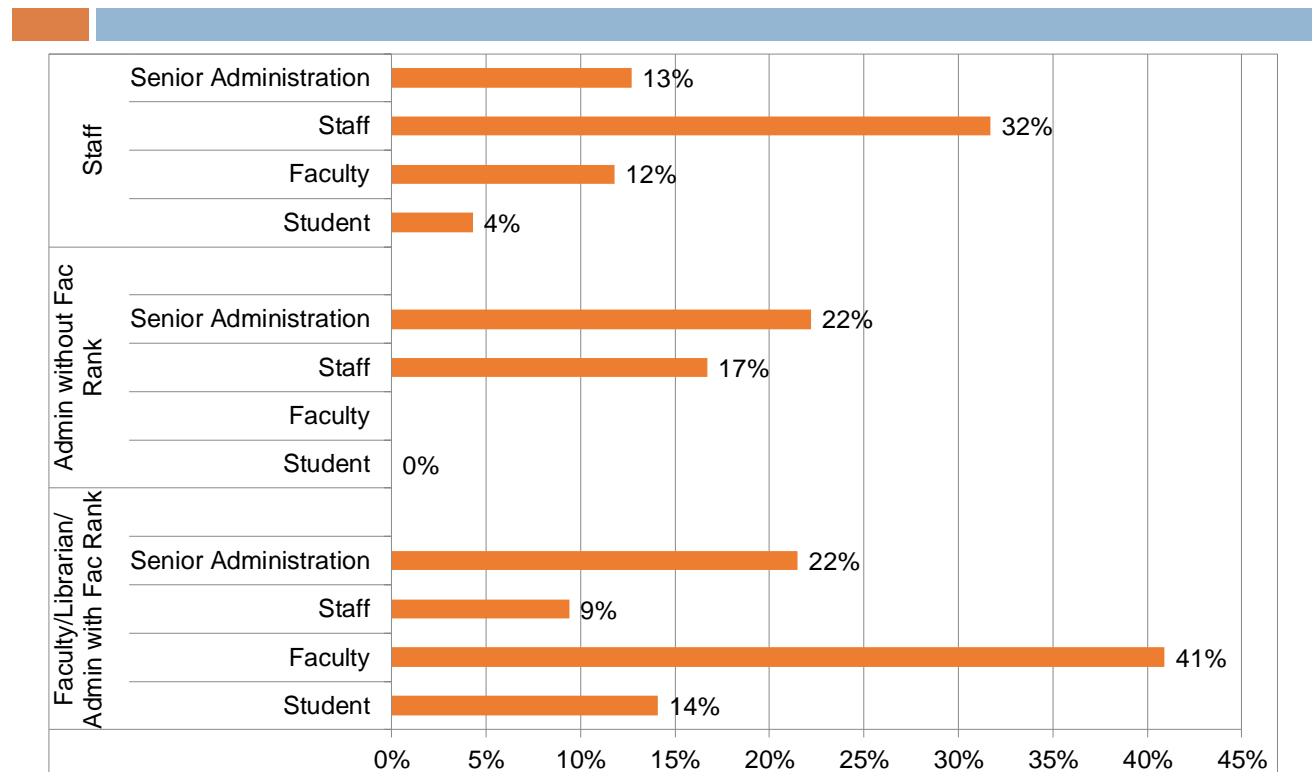
Figure 37. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Faculty and Staff Position Status (%)

Faculty respondents most often cited other faculty and department chairs as the source of the exclusionary, intimidating, offensive, and/or hostile conduct (Figure 38).
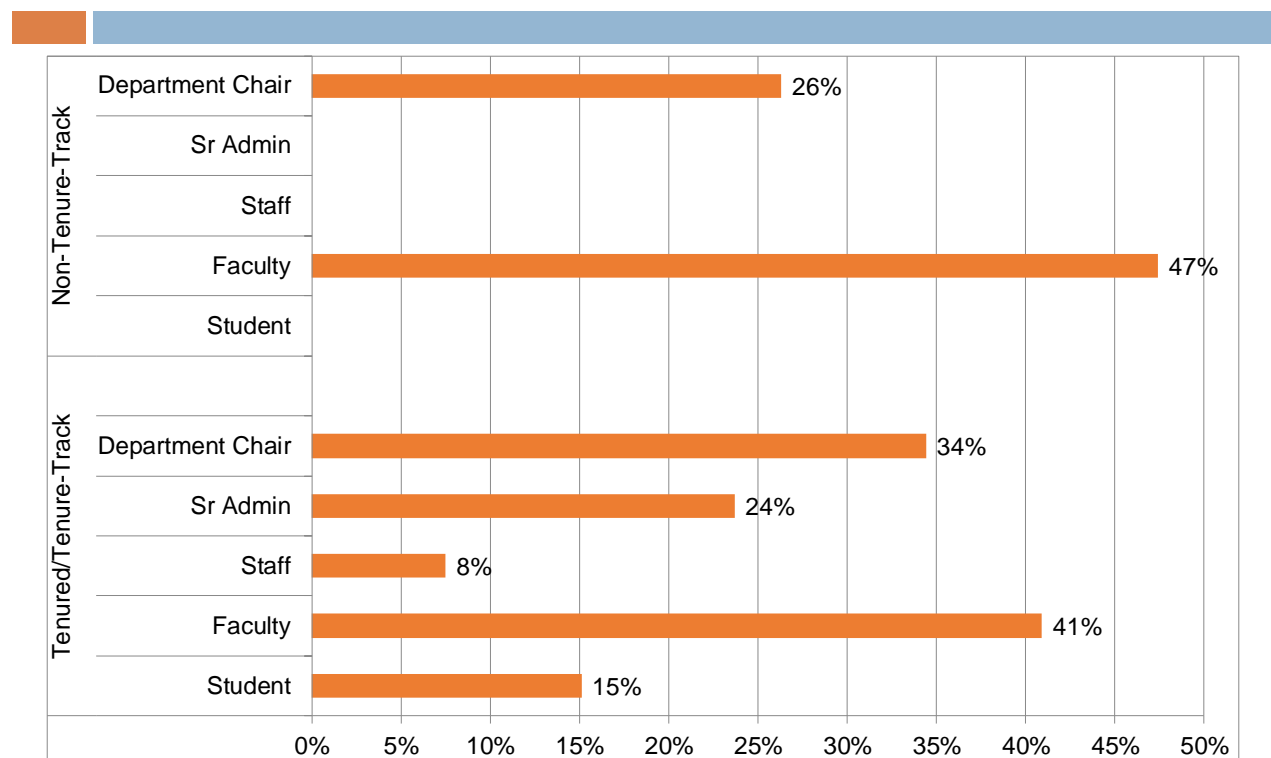
Note: Responses with *n* < 5 are not presented in the figure.

Figure 38. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Faculty Status (%)

Non-Exempt and Exempt Staff respondents identified coworkers, supervisors, and other staff as their greatest sources of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 39).
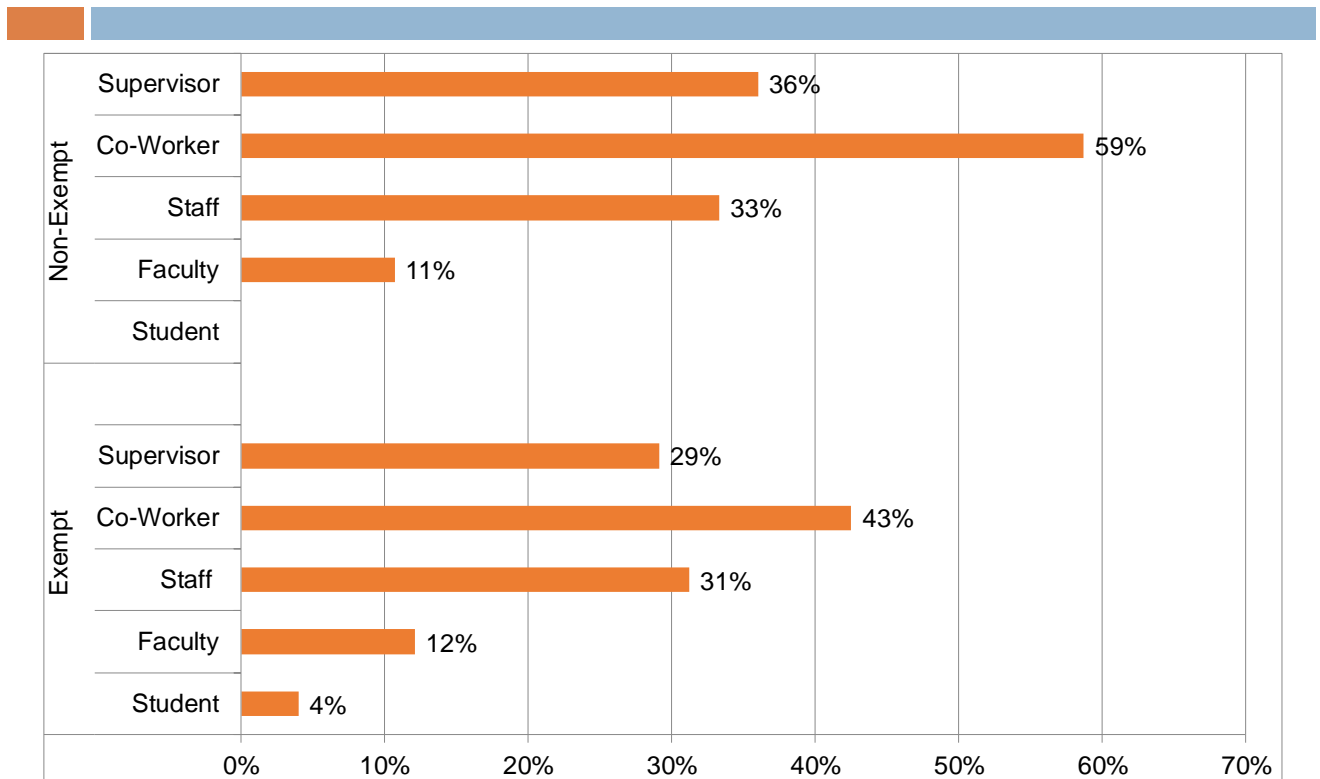
Note: Responses with $n < 5$ are not presented in the figure.

Figure 39. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Position Status (%)

In response to this conduct, 68% (*n* = 783) of respondents were angry, 43% (*n* = 496) felt embarrassed, 27% (*n* = 314) ignored it, 22% (*n* = 251) were afraid, and 18% (*n* = 208) felt somehow responsible (Table 26). Additional comments stated, "I was outraged and began participating in these surveys," "annoyed," "anxious," "belittled," "cautious of my environment," "confused," "degraded," "disrespected," "dumfounded," "frustrated," "helpless," "humiliated," "hurt," "ignored," "insignificant," "miserable," "offended," "outcast," "physically ill," "sad," "shocked," "suicidal," "unimportant," "upset," "victimized," "vulnerable," and "worried."

Table 26. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Emotional response to conduct	*n*	% of respondents who experienced conduct
I felt angry.	783	67.5
I felt embarrassed.	496	42.8
I ignored it.	314	27.1
I felt afraid.	251	21.6
An experience not listed above	231	19.9
I felt somehow responsible.	208	17.9

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,160). Percentages do not sum to 100 as a result of multiple responses.

In response to experiencing the conduct, 44% (*n* = 508) of respondents told a friend, 39% (*n* = 450) avoided the person/venue, 39% (*n* = 448) did not do anything, and 31% (*n* = 364) told a family member (Table 27). Of the 148 respondents (13%) who sought support from a Syracuse University resource, 28% of those respondents sought support from a faculty member and 26% sought help from a staff member. Some "response not listed above" comments were, "acted as a go between," "contacted HR," "attended seminars on how to make spaces safer," "called my lawyer," "cried," "discussed strategies with team," "email response," "I attempted to educate my peers," "I complained at home," "I got into trauma counseling," "I have stopped applying for jobs," "I left the department," "I started looking for another job," and "Title IX Office." "

Table 27. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Actions in response to conduct	*n*	% of respondents who experienced conduct
I told a friend	508	43.8
I avoided the person/venue.	450	38.8
I didn't do anything.	448	38.6
I told a family member	364	31.4
A response not listed above	227	19.6
I didn't know who to go to.	204	17.6
I confronted the person(s) at the time.	171	14.7
I confronted the person(s) later.	150	12.9
I contacted a Syracuse resource.	148	12.8
Faculty member	*42*	*28.4*
Staff person	*38*	*25.7*
Counseling Center	*31*	*20.9*
Office of Human Resources	*31*	*20.9*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*26*	*17.6*
Title IX Coordinator	*20*	*13.5*
Student staff (e.g., resident advisor)	*16*	*10.8*
Faculty and Staff Assistance Program (FSAP)	*10*	*6.8*
Office of Student Assistance	*9*	*6.1*
Sexual & Relationship Violence Response Team	*7*	*4.7*
Syracuse Department of Public Safety	*7*	*4.7*
Syracuse Health Services	*< 5*	*---*
Hendricks Chapel	*< 5*	*---*
I sought information online.	60	5.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	34	2.9
I sought support from off-campus hot-line/advocacy services.	25	2.2
I contacted a local law enforcement official.	20	1.7

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,160). Percentages do not sum to 100 as a result of multiple responses.

Table 28 illustrates that 81% (n = 925) of respondents did not report the incident and that 19% (n = 218) of respondents did report the incident. Of the respondents who reported the incident, 14% (n = 21) were satisfied with the outcomes, 28% (n = 41) felt the complaint received an appropriate response, and 58% (n = 85) felt the incident did not receive an appropriate response.

Table 28. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Reporting the conduct	n	% of respondents who experienced conduct
No, I didn't report it.	925	80.9
Yes, I reported it.	218	19.1
Yes, I reported the incident and was satisfied with the outcome.	21	14.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	41	27.9
Yes, I reported the incident, but felt that it was not responded to appropriately.	85	57.8

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 1,160). Percentages do not sum to 100 as a result of multiple responses.

Four hundred and eighty-two respondents elaborated on their experiences Syracuse University. The themes are provided here with supporting comments.

Concerns with the reporting process. Ten percent of respondents who elaborated on their experiences regarding reporting conduct noted the perception that follow through was unsatisfactory and, as such, not worth the effort or fear of retaliation. One Faculty/Librarian respondent shared, "I can't. I fear retaliation." Staff respondents added, "I cannot see how this will help" and "I feel no job security and feel like I have no true supports in ensuring that I would not be targeted." A Graduate or Law Student respondent explained, "I am afraid that I will not be able to graduate if i take the action. I tried to tell my supervisor what happened and he simply ignored what i said and pretended that i did not say anything." An Undergraduate Student respondent noted, "I reported the incident last year and have yet to actually hear back regarding the results of the incident that took place. It will probably never get taken care of cause the SU way."

Hostile environment. Twelve percent of respondents who provided greater detail on their experiences regarding reporting conduct noted hostility as both a fear and barrier to reporting. Staff respondents reported the following interactions, "I had a faculty member use the f-word and ignores me", "his body puffed up with an angry face", and an "incident occurred when a co-worker screamed at me and shouted vulgarities." Graduate or Law Student respondents shared, "a woman got angry and tour the paper I turned in in front of me" and "Hateful things yelled at me by a student." Finally, an Undergraduate Student reported, "I've been shouted at from passing cars, shouted at from people in buildings, posted about online, and been targeted directly to my face by people." Another Undergraduate Student elaborated, "The dining hall is an abusive workplace where managers treat the students horribly."

Inclusion related concerns. Twenty-seven percent of respondents who addressed conduct and conduct related to reported incidents elaborated on inclusion concerns for a range of identities. One Undergraduate Student respondent noted, "I feel that on this campus discrimination occurs all the time in the form of racial, ethnic, and sexual-orientation to name a few." A Graduate or Law Student respondent explained, "Microaggressions are difficult to report. Who do you even report to when faculty/advisors/department culture doesn't change?" Another Undergraduate Student respondent shared, "I don't know how much longer the students of marginalized identities have to complain before SU actually does something about it. I cannot stress this enough. Also, the homophobia, sexism, fat phobia, and ableism within Greek life needs to be addressed." Other Undergraduate Student respondents reported, "I felt unwelcomed and thought to be incompetent because of my ethnic and gender identity" and "I was pushed to leave for being 'too gay'." One Graduate or Law Student noted a concern regarding ability status, "The most recent is about my professors thinking that ADA accommodations are optional that they will treat me the same as everyone else." Finally, another Graduate or Law Student respondent elaborated, "Only Black woman in class. Ignorance abounds. I'm tired of it quite frankly. Racial battle fatigue is real."

[xxi]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by gender/gender identity: $\chi^2 (2, N = 5,691) = 75.4, p < .001$.

[xxii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on gender identity by gender identity: $\chi^2 (2, N = 1,139) = 60.1, p < .001$.

[xxiii]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by position status: $\chi^2 (4, N = 5{,}732) = 29.2, p < .001$.

[xxiv]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on position by position: $\chi^2 (4, N = 1{,}160) = 157.8, p < .001$.

[xxv]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by racial identity: $\chi^2 (5, N = 5{,}532) = 35.4, p < .001$.

[xxvi]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on ethnicity by racial identity: $\chi^2 (5, N = 1{,}094) = 397.3, p < .001$.

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate Thirty-one percent (*n* = 1,780) of survey respondents observed conduct directed toward a person or group of people at Syracuse University that they noted that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working, learning, or living environment[48] within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity (33%, *n* = 580), racial identity (29%, *n* = 512), and gender/gender identity (24%, *n* = 422). Seventeen percent (*n* = 302) of respondents indicated that they "don't know" the basis (Table 29).

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[48]This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Syracuse that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working, learning, or living environment."

Table 29. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,780 respondents who observed this conduct – Based on what Characteristic	*n*	% of respondents who observed conduct
Ethnicity	580	32.6
Racial identity	512	28.8
Gender/gender identity	422	23.7
Don't know	302	17.0
Sexual identity/orientation	245	13.8
Position (e.g., staff, faculty, student)	231	13.0
Income status	229	12.9
Gender expression	214	12.0
Physical characteristics	207	11.6
English language proficiency/accent	202	11.3
Political views	202	11.3
Age	162	9.1
Immigrant/citizen status	153	8.6
Academic performance	139	7.8
Religious/spiritual views	139	7.8
A reason not listed above	135	7.6
Philosophical views	132	7.4
Mental health/psychological disability/condition	123	6.9
Learning disability/condition	88	4.9
Participation in an organization	88	4.9
Physical disability/condition	87	4.9
Major field of study	83	4.7
Location where I grew up	71	4.0
Medical disability/condition	71	4.0
Educational credentials (e.g., MS, PhD)	64	3.6
Living arrangement	27	1.5
Parental status (e.g., having children)	27	1.5
Marital status (e.g., single, married, partnered)	25	1.4
Pregnancy	21	1.2
Military/veteran status	10	0.6
Participation on an athletic team	10	0.6

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,780).
Percentages do not sum to 100 as a result of multiple responses.

Figures 40 and 42 separate by demographic categories (i.e., gender identity, racial identity, sexual identity, disability status, military service, faith-based affiliation, citizenship status, position status, and Undergraduate Student respondents' income status) the significant responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant differences were noted in the percentages of respondents who noted that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by Undergraduate Student respondents' income status.

Significantly higher percentages of Transgender respondents (68%, $n = 57$) than Women respondents (33%, $n = 1,145$) and Men respondents (26%, $n = 560$) noted that they observed such conduct (Figure 40).[xxvii] Likewise, a significantly greater percentage of Black/African American respondents (47%, $n = 169$) than other groups based on racial identity witnessed exclusionary, intimidating, offensive, and/or hostile conduct.[xxviii]
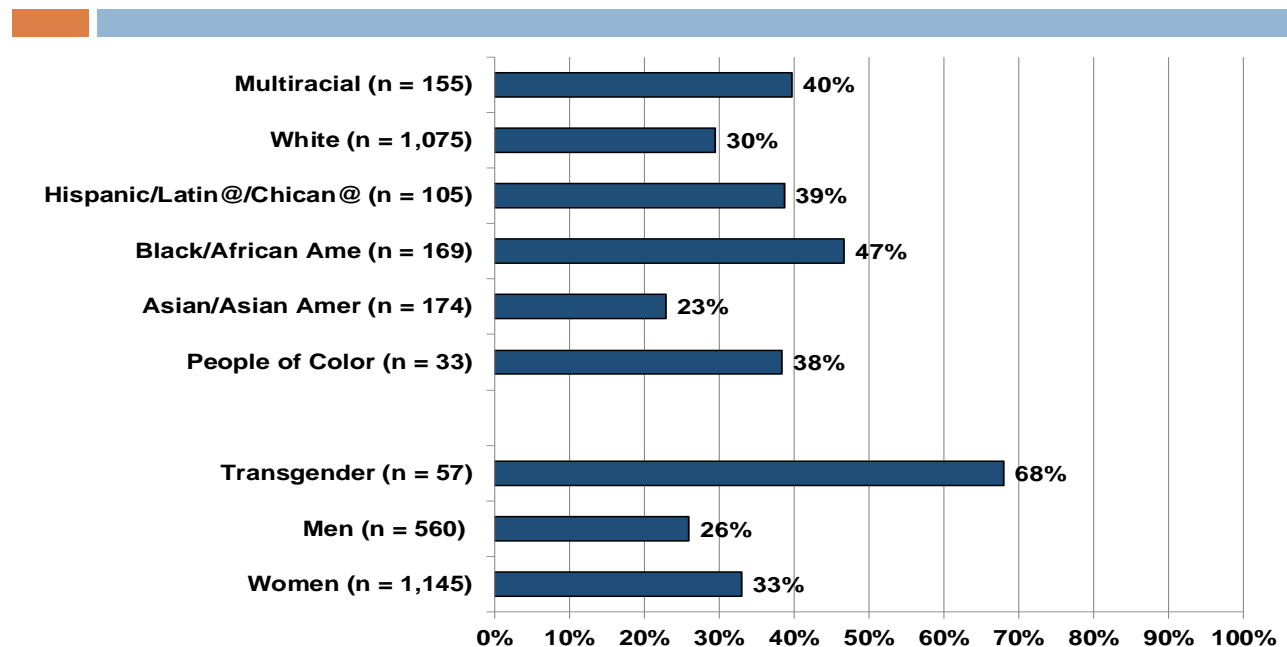
Figure 40. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity and Racial Identity (%)

Additionally, a higher percentage of LGBQ respondents (47%, $n = 282$) indicated on the survey that they had observed such conduct compared to Heterosexual respondents (29%, $n = 1,392$) (Figure 41).[xxix] A higher percentage of respondents with Multiple Disabilities (56%, $n = 81$) and a Single Disability (39%, $n = 168$) than respondents with No Disability (30%, $n = 1,515$)[xxx], and a higher percentage of respondents with No Military Service (31%, $n = 1,723$) than respondents with Military Service (23%, $n = 35$)[xxxi] indicated that they had observed such conduct.
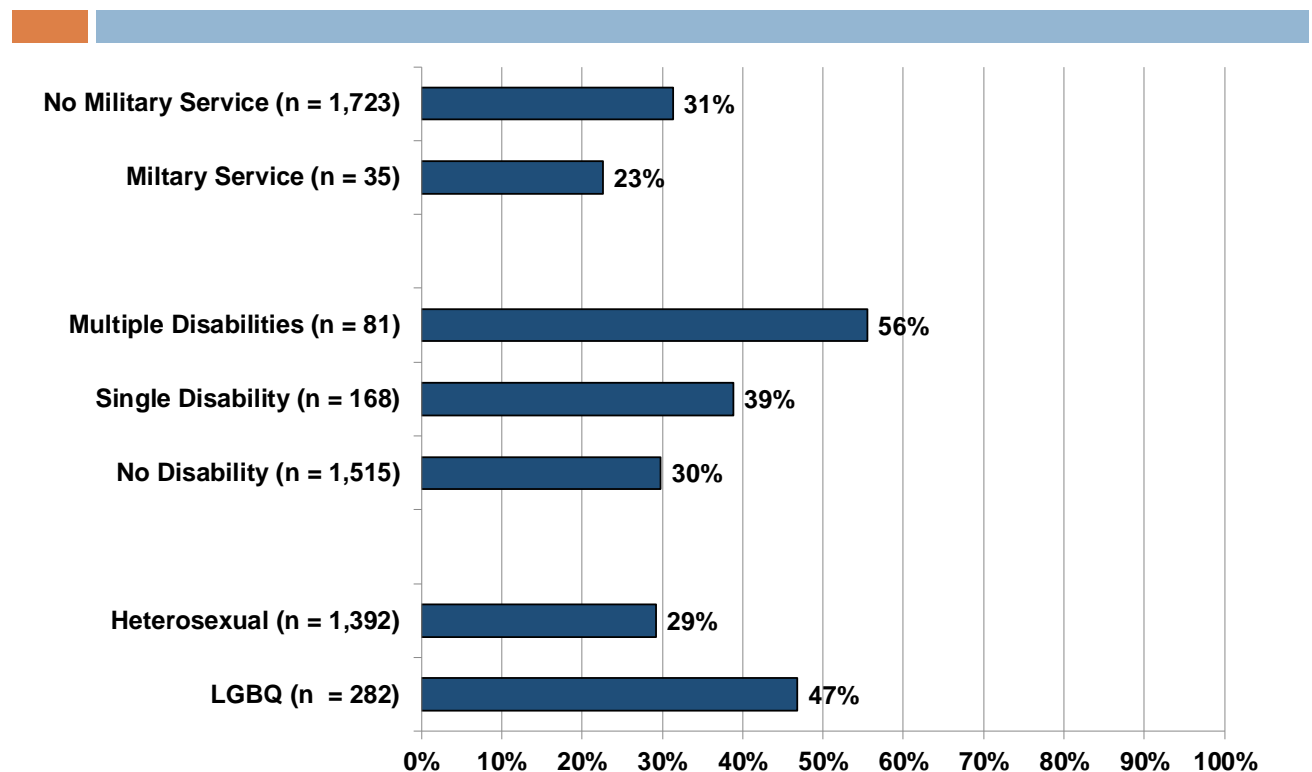
Figure 41. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
by Respondents' Sexual Identity, Disability Status and Military Service (%)

In terms of faith-based affiliation, respondents with Multiple Affiliations (41%, $n = 116$) were more likely to indicate that they had witnessed such conduct than were respondents with No Affiliation (34%, $n = 680$), respondents with Christian Affiliations (29%, $n = 722$) and respondents with Other Faith-Based Affiliations (26%. $n = 176$; Figure 42).[xxxii] U.S. Citizen respondents (33%, $n = 1,486$) and Multiple Citizenship respondents (29%, $n = 44$) were more likely than Non-U.S./Naturalized Citizen respondents (23%, $n = 235$) to indicate that they had witnessed such conduct.[xxxiii]
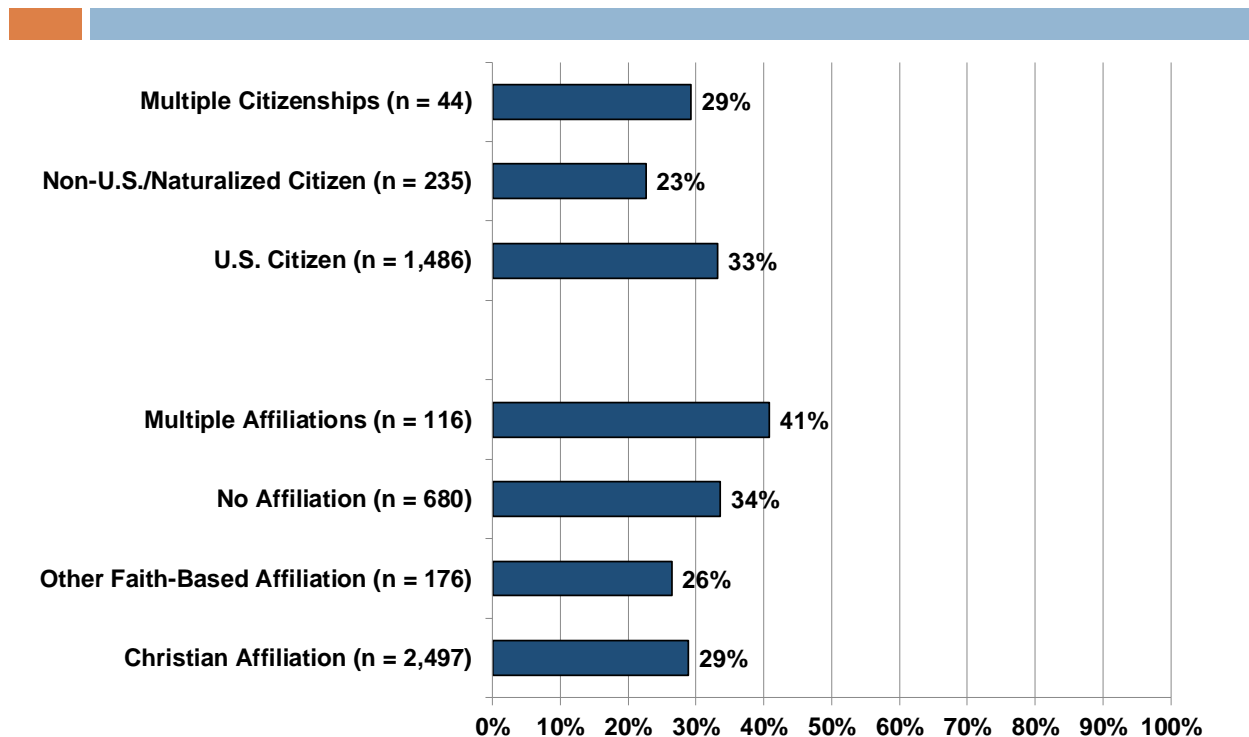
Figure 42. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Faith-Based Affiliation and Citizenship Status (%)

In terms of position status at Syracuse University, results indicated that a higher percentage of Faculty/Librarian/Administrator with Faculty Rank respondents (36%, $n = 205$) and Undergraduate Student respondents (35%, $n = 898$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Administrator without Faculty Rank respondents (28%, $n = 40$), Graduate or Law Student respondents (27%, $n = 277$), and Staff respondents (26%, $n = 360$) (Figure 43).

■ Undergraduate Students(n = 898)
■ Graduate or Law Students (n = 277)
□ Faculty/Librarian/Admin with Fac Rank (n = 205)
■ Admin without Fac Rank (n = 40)
□ Staff (n = 360)
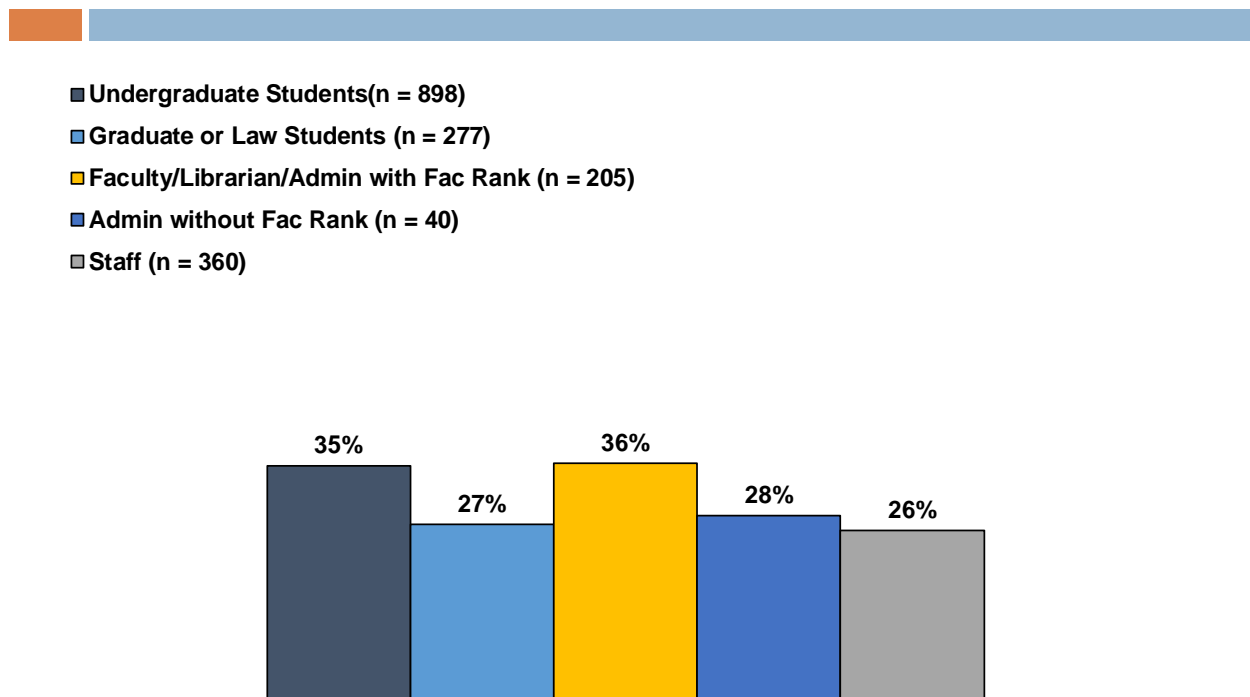
Figure 43. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 30 illustrates that respondents most often observed this conduct in the form of the person being disrespected (53%, $n = 945$), the person receiving derogatory or inappropriate verbal remarks (44%, $n = 776$), the person being ignored or excluded (37%, $n = 663$), the person being isolated or left out (33%, $n = 583$), or the person being intimidated/bullied (27%, $n = 481$).

Table 30. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Form of conduct	*n*	% of respondents who observed conduct
Person was disrespected	945	53.1
Person received derogatory or inappropriate verbal remarks	776	43.6
Person ignored or excluded	663	37.2
Person isolated or left out	583	32.8
Person intimidated/bullied	481	27.0
Racial/ethnic profiling	385	21.6
Person being stared at	234	13.1
Assumption that someone was admitted/hired/promoted based on his/her identity	227	12.8
Person received inappropriate/unsolicited messages on-line	190	10.7
Person was the target of workplace incivility	191	10.7
Person received inappropriate written comments	135	7.6
Person was singled out as the spokesperson for their identity group	134	7.5
Person received inappropriate derogatory phone calls/text messages/email	130	7.3
Person was the target of retaliation	130	7.3
Person received a low or unfair performance evaluation	111	6.2
Assumption that someone was not admitted/hired/promoted based on his/her identity	95	5.3
Something not listed above	90	5.1
Person feared for their safety	78	4.4
Person was the target of unwanted sexual contact	72	4.0
Person received a poor grade	55	3.1
Person received threats of physical violence	47	2.6
Person was unfairly evaluated in the promotion and tenure process	46	2.6
Person was the target of graffiti/vandalism	27	1.5
Person was stalked	22	1.2
Person feared for their family's safety	7	0.4

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,780).
Percentages do not sum to 100 as a result of multiple responses.

Additionally, 28% ($n = 495$) of the respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that it happened in public spaces at Syracuse University (Table 31).

Table 31. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Location of conduct	*n*	% of respondents who observed conduct
In a public space at Syracuse	495	27.8
In an on-campus class/lab/clinical setting	338	19.0
In a meeting with a group of people	286	16.1
At a Syracuse event	252	14.2
While walking on campus	252	14.2
In campus housing	236	13.3
While working at a Syracuse job	230	12.9
On social networking sites, Facebook, Twitter, Yik Yak	211	11.9
In fraternity or sorority house	175	9.8
In a Syracuse administrative office	169	9.5
Off campus (e.g., conferences, local bars, team travel)	168	9.4
In a Syracuse dining facility	119	6.7
In off-campus housing	118	6.6
In a meeting with one other person	105	5.9
At a location not listed above	97	5.4
In a faculty office	85	4.8
In a Syracuse library (e.g., Bird, Carnegie, Law Library)	76	4.3
On-campus transportation (e.g., Centro, campus shuttle)	46	2.6
In athletic/recreational facilities	40	2.2
On Syracuse media (e.g., Daily Orange, Citrus TV)	34	1.9
In an off-campus experiential learning environment	32	1.8
In Syracuse Health Services	18	1.0
In the Syracuse Counseling Center	11	0.6

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,780$). Percentages do not sum to 100 as a result of multiple responses.

Sixty-two percent (*n* = 1,105) of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students. Other respondents identified friends (26%, *n* = 455) and coworkers (15%, *n* = 269) as targets.

Of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 56% (*n* = 990) noted that students were the sources of the conduct. Respondents identified additional sources as faculty members (16%, *n* = 286) and strangers (14%, *n* = 254).

In response to this conduct, 68% (*n* = 1,207) of respondents were angry, 30% (*n* = 534) felt embarrassed, 14% (*n* = 252) ignored it, 10% (*n* = 174) felt somehow responsible, and 10% (*n* = 173) were afraid (Table 32). Several comments indicated that many respondents were, "angry but powerless to change," "annoyed," "ashamed," "ashamed of the school," "concerned," "confused," "defensive," "disappointed," "disgusted," "frustrated," "helpless," "morally proud," "sad," "shocked," "stressed," "uncomfortable," and "worried."

Table 32. **Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Emotional response to conduct	***n***	**% of respondents who experienced conduct**
I felt angry.	1,207	67.8
I felt embarrassed.	534	30.0
I ignored it.	252	14.2
An experience not listed above	228	12.8
I felt somehow responsible.	174	9.8
I felt afraid.	173	9.7

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,780). Percentages do not sum to 100 as a result of multiple responses.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 38% ($n = 669$) did not do anything, 27% ($n = 477$) told a friend, and 15% ($n = 268$) confronted the person(s) at the time (Table 33). Of the 112 respondents (6%) who sought support from a Syracuse University resource, 37 respondents sought support from a faculty member; 33 respondents each sought support from a senior administrator or a staff person.

Table 33. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Actions in response to observed conduct	*n*	% of respondents who observed conduct
I didn't do anything.	669	37.6
I told a friend	477	26.8
I confronted the person(s) at the time.	268	15.1
I avoided the person/venue.	250	14.0
A response not listed above	237	13.3
I didn't know who to go to.	221	12.4
I told a family member	214	12.0
I confronted the person(s) later.	211	11.9
I contacted a Syracuse resource.	112	6.3
Faculty member	*37*	*33.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*33*	*29.5*
Staff person	*33*	*29.5*
Title IX Coordinator	*19*	*17.0*
Counseling Center	*16*	*14.3*
Student staff (e.g., resident advisor)	*15*	*13.4*
Office of Human Resources	*13*	*11.6*
Office of Student Assistance	*8*	*7.1*
Syracuse Department of Public Safety	*8*	*7.1*
Faculty and Staff Assistance Program (FSAP)	*5*	*4.5*
Hendricks Chapel	*< 5*	*---*
Sexual & Relationship Violence Response Team	*< 5*	*---*
Syracuse Health Services	*0*	*0.0*
I sought information online.	46	2.6
I contacted a local law enforcement official.	16	0.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	13	0.7
I sought support from off-campus hot-line/advocacy services.	8	0.4

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,780). Percentages do not sum to 100 as a result of multiple responses.
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Table 34 illustrates that 90% (n = 1,521) of respondents did not report the incident and that 10% (n = 172) of respondents did report the incident. Of the respondents who reported the incident, 25% (n = 31) were satisfied with the outcomes, 30% (n = 36) felt that the complaint received an appropriate response, and 45% (n = 55) felt that the incident did not receive an appropriate response.

Table 34. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Of the 1,160 respondents who experienced this conduct – Reporting the observed conduct	n	% of respondents who observed conduct
No, I didn't report it.	1,521	89.8
Yes, I reported it.	172	10.2
Yes, I reported the incident and was satisfied with the outcome.	31	25.4
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	36	29.5
Yes, I reported the incident, but felt that it was not responded to appropriately.	55	45.1

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 1,780). Percentages do not sum to 100 as a result of multiple responses.

Four hundred and fifty-five Syracuse University respondents elaborated on observations of conduct directed toward a person or group of people on campus that they noted they believed created an exclusionary, intimidating, offensive, and/or hostile working, living, or learning environment. The themes and supporting comments are presented here.

Conduct based on race. Fifteen percent of respondents who elaborated on their observations of exclusionary, intimidating, offensive, and/or hostile conduct directed toward a person or group of people on campus, noted inclusion and diversity concerns regarding race. One Staff respondent noted, "There is a sense of paranoia of someone walking in off the street and stealing from our offices because of the "unsafe area" and (assumed) racial composition (primarily male black youth)." Another Staff respondent added, "There were inappropriate racial comments made about Asians in a meeting. The individual making the comments is an administrator in a leadership position." Undergraduate Student respondents noted, "There is racism and sexism and classism on this campus", "Black people were referred to as monkeys", and having "racist and derogatory remarks about the Asian international students on campus." Another Undergraduate

Student respondent explained, "The music school has no faculty that are people of color. The music school only plays music written by white men, there is absolutely no diversity."

General Inclusion Concerns. Inclusion concerns comprised nearly half of the data gathered regarding observations of conduct directed toward a person or group of people on campus, religion, sexuality, gender, gender identity, ability and Greek status were noted by respondents. One Undergraduate Student respondent noted, "A man told me that I shouldn't be allowed to read Christian/catholic books while at work." Another Undergraduate Student respondent shared, "My friend is genderfluid, and is very shy about it, but when they wear a dress, or makeup, people often stare and whisper mean comments." Inclusion concerns regarding international students included one Staff respondents report, "She treats her student employees at the Dome negatively, especially international students, whom she has described as "smelly" at times." Greek status was the subject of much commentary as well, one Staff respondent noted, "A lot of the frats and sororities are glorified and exclusive." An Undergraduate Student respondent added, "Guys are made to think that being beat up and humiliated is ok. Girls are sexually assaulted and too afraid to tell anyone because the guy comes from a house with a lot of money. WE NEED TO GET RID OF GREEK LIFE." Addressing another identity, one Staff respondent noted, "In our department there is misogynistic and bullying behavior (from a small minority) which is tolerated by most (not all) faculty and graduate students." Finally, ability status was also noted with concern, "A student verbally misdirected a blind student to turn toward a wall. On another occasion, an elevator was not in safe working condition, so a person using wheelchair couldn't attend the event."

Ineffective Reporting Processes. Ten percent of respondents who provided greater details regarding their observations of conduct directed toward a person or group of people on campus perceived the reporting process to be ineffective. One Staff respondent elaborated, "Hard to get on contact or get a response from the Title IX coordinator or office." Another Staff respondent noted, "Where on campus is there a "safe" environment? Nowhere. People keep their mouths shut because they have bills to pay." One Faculty respondent reported, "My personal experiences were not handled at all well by the University and were completely ignored." Another Faculty respondent reflected, "The Dean was totally unsupportive of the person behind subjected to the

harassing behavior." Finally, one Graduate Student summarized, "The organizational culture

doesn't lend itself to reporting. It's bias, inept, and/or apathetic."

[xxvii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by gender identity: $\chi^2 (2, N = 5,676) = 81.0, p < .001$.

[xxviii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by racial identity: $\chi^2 (5, N = 5,517) = 92.8, p < .001$.

[xxix]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by sexual identity: $\chi^2 (1, N = 5,378) = 77.5, p < .001$.

[xxx]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by disability status: $\chi^2 (2, N = 5,665) = 56.5, p < .001$.

[xxxi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by military service: $\chi^2 (1, N = 5,660) = 5.4, p < .05$.

[xxxii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by faith-based affiliation: $\chi^2 (3, N = 5,471) = 31.1, p < .001$.

[xxxiii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by faith-based affiliation: $\chi^2 (2, N = 5,670) = 43.7, p < .001$.

Unwanted Sexual Experiences

Twelve percent ($n = 714$) of respondents indicated on the survey that they had experienced a form of unwanted sexual contact,[49] with 1% ($n = 74$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 132$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 9% ($n = 488$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 4% ($n = 217$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the Syracuse University community.

Relationship Violence. Subsequent analyses of the data suggested that Undergraduate Student respondents (2%, $n = 55$) were significantly more likely to experience relationship violence (e.g., ridiculed, controlling, hitting) than were Graduate or Law Student respondents (1%, $n = 13$), Faculty/Librarian/Administrator with Faculty Rank respondents ($n < 5$), Administrator without Faculty Rank respondents ($n < 5$), and Staff respondents (1%, $n = 5$).[xxxiv] Women respondents (2%, $n = 53$) were more likely than were Men respondents (1%, $n = 17$) to experience relationship violence.[xxxv] Similarly, LGBQ respondents (3%, $n = 15$) were more likely than were Heterosexual respondents (1%, $n = 55$) to have experienced relationship violence.[xxxvi] A higher percentage of respondents with a Single Disability (3%, $n = 12$) than respondents with No Disability (1%, $n = 58$) experienced relationship violence.[xxxvii]

Student respondents[50] were asked if alcohol and/or drugs were involved in the relationship violence and 35% ($n = 24$) indicated "yes." Of those who indicated drugs and alcohol were involved, 35% ($n = 7$) reported it was alcohol only and 60% ($n = 12$) indicated it was both alcohol and drugs. Student respondents were also asked to share what year in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Undergraduate Student

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[49]The survey used the term "unwanted sexual contact" to depict any unwanted sexual experiences and defined it as "unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact."

[50]Analysis of Undergraduate and Graduate and Law Students were combined because the number of Graduate and Law Student respondents was too low to maintain confidentiality.

respondents who indicated that they experienced relationship violence, 43% ($n = 29$) noted that it occurred within their first year, 35% ($n = 24$) noted that it occurred in their second year, 28% ($n = 19$) noted that it occurred in their third year, and 9% ($n = 6$) noted that it occurred during their fourth year (Table 35). Thirteen percent ($n = 9$) of Student respondents who experienced relationship violence indicated that it occurred during their time as a graduate or law student at Syracuse University.

Table 35. **Year in Which Student Respondents Experienced Relationship Violence**

Of the students who experienced relationship violence Year experience occurred	*n*	%
During my time as a graduate/law student at Syracuse	**9**	**13.2**
Undergraduate first year	**29**	**42.6**
Fall semester	*22*	*75.9*
Spring semester	*15*	*51.7*
Summer semester	*< 5*	*---*
Undergraduate second year	**24**	**35.3**
Fall semester	*18*	*75.0*
Spring semester	*14*	*58.3*
Summer semester	*5*	*20.8*
Undergraduate third year	**19**	**27.9**
Fall semester	*11*	*57.9*
Spring semester	*9*	*47.4*
Summer semester	*5*	*26.3*
Undergraduate fourth year	**6**	**8.8**
Fall semester	*5*	*83.3*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
After fourth year as undergraduate	**0**	**0.0**

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (n = 68). Percentages may not sum to 100 as a result of multiple responses.

Seventy percent ($n = 52$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partner as the perpetrators of the conduct. Respondents also identified other sources as Syracuse University students (35%, $n = 26$) and acquaintances/friends (22%, $n = 16$).

Asked where the relationship violence incidents occurred, 66% ($n = 49$) of respondents indicated that they occurred off campus and 49% ($n = 36$) indicated they occurred on campus.

Asked how they felt in response to experiencing relationship violence, 61% ($n = 45$) felt somehow responsible, 60% ($n = 44$) felt angry, and 58% ($n = 43$) felt embarrassed (Table 36).

Table 36. **Emotional Reaction to Relationship Violence**

Of the respondents who experienced relationship violence

Emotional reaction	n	%
I felt somehow responsible.	45	60.8
I felt angry.	44	59.5
I felt embarrassed.	43	58.1
I felt afraid.	35	47.3
I ignored it.	24	32.4
An experience not listed above	12	16.2

Note: Only answered by respondents who indicated on the survey that they experienced relationship violence ($n = 74$).

In response to experiencing relationship violence, ten (14%) respondents contacted a Syracuse University resource. Most respondents told a friend (55%, $n = 41$), confronted the person(s) later (34%, $n = 25$), did not do anything (31%, $n = 23$), avoided the person/venue (30%, $n = 22$), and confronted the person(s) at the time (28%, $n = 21$).

Table 37. **Actions in Response to Relationship Violence**

Of the respondents who experienced relationship violence **Action**	*n*	*%*
I told a friend	41	55.4
I confronted the person(s) later.	25	33.8
I didn't do anything.	23	31.1
I avoided the person/venue.	22	29.7
I confronted the person(s) at the time.	21	28.4
I told a family member	14	18.9
I sought information online.	13	17.6
I contacted a Syracuse resource.	10	13.5
Counseling Center	*7*	*70.0*
Faculty and Staff Assistance Program (FSAP)	*< 5*	*---*
Title IX Coordinator	*< 5*	*---*
Faculty member	*< 5*	*---*
Staff person	*< 5*	*---*
Student staff (e.g., resident advisor)	*< 5*	*---*
Syracuse Department of Public Safety	*< 5*	*---*
Hendricks Chapel	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Office of Student Assistance	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*0*	*0.0*
Sexual & Relationship Violence Response Team	*0*	*0.0*
Syracuse Health Services	*0*	*0.0*
A response not listed above	8	10.8
I didn't know who to go to.	8	10.8
I contacted a local law enforcement official.	6	8.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	*< 5*	*---*
I sought support from off-campus hot-line/advocacy services.	*< 5*	*---*

Note: Only answered by respondents who indicated on the survey that they experienced relationship violence ($n = 74$).

Eighty-two percent ($n = 61$) of respondents did not report the relationship violence and 18% ($n = 13$) reported the incident (Table 38).

Table 38. **Respondents' Reporting Relationship Violence**

Of the respondents who experienced relationship violence Reporting the relationship violence	*n*	% of respondents who experienced conduct
No, I didn't report it.	61	82.4
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	7	9.5
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	*---*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	*---*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	6	8.1
Yes, I reported the incident and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	*---*

Note: Only answered by respondents who indicated on the survey that they experienced relationship violence ($n = 74$). Percentages do not sum to 100% as a result of multiple responses.

Fifty-five respondents elaborated on why they did not report relationship violence. Twenty-five percent of those respondents described not having faith in the effectiveness of the reporting process as their rationale for not reporting the conduct.

Concerns with reporting process. Twenty-five percent of the respondents who provided greater insight into why they did not report relationship violence described a lack of faith in the reporting process. One Undergraduate Student respondent noted, "Because college campus statistically will vote in favor of the man so they don't have to report the number of violent crimes. I didn't wish to open an investigation and be disrespected by the university, it would have

been easier to just move on with counseling provided by my family." Another Undergraduate Student simply stated, "It is a lot of work to do that and then to not be believed." Similarly, another Undergraduate Student agreed, "It was not worth my time. They were a pathological liar and I did not want to go through the hassle of trying to prove my case to someone who came across as innocent and friendly." A Graduate or Law Student respondent explained, "All your energy has to go into things that help you survive, not into ineffectually trying to make a credible case for something nobody wants to hear about."

Lack of Support For Relationship Violence Survivors. Some respondents elaborated on their experiences reporting relationship violence that they perceived to have not been handled appropriately. One Staff respondent reported, "I was told to toughen up and get over it." An Undergraduate Student respondent noted, "I reported it to my current counselor at the counseling center; we then met with a Title IX coordinator whom issued a No Contact Order on my behalf to my assailant, and in response I was limited in terms of which public spaces I was allowed to use and which ones I could not." Other Undergraduate Students added, "they did not take any action at all" and "He was found not responsible."

Stalking. Subsequent analyses of the data suggested that Undergraduate Student respondents (4%, $n = 89$) were significantly more likely to experience stalking (e.g., following me, on social media, texting, phone calls) than were Graduate or Law Student respondents (2%, $n = 20$), Faculty/Librarian/Administrator with Faculty Rank respondents (1%, $n = 6$), Administrator without Faculty Rank respondents ($n < 5$), and Staff respondents (1%, $n = 15$).[xxxviii] Transgender respondents (6%, $n = 5$) and Women respondents (3%, $n = 91$) were more likely than were Men respondents (2ec%, $n = 36$) to experience stalking.[xxxix] Respondents of Color (7%, $n = 6$), Hispanic/Latin@/Chican@ respondents (5%, $n = 14$) and Multiracial respondents (5%, $n = 18$) were more likely than White respondents (2%, $n = 73$), Black/African American respondents (2%, $n = 7$), and Asian/Asian American respondents (1%, $n = 10$) to experience stalking.[xl] Likewise, LGBQ respondents (5%, $n = 27$) were more likely than were Heterosexual respondents (2%, $n = 97$) to have experienced stalking.[xli] A higher percentage of respondents with Multiple Disabilities (5%, $n = 7$) and respondents with a Single Disability (4%, $n = 19$) than respondents with No Disability (2%, $n = 105$) experienced stalking.[xlii]

Student respondents[51] were asked if alcohol and/or drugs were involved in the stalking and 21% ($n = 23$) indicated "yes." Of those who indicated drugs and alcohol were involved, 80% ($n = 16$) reported it was alcohol only. Student respondents were also asked to share what year in their college career they experienced stalking. Of Undergraduate Student respondents who indicated that they experienced stalking, 49% ($n = 53$) noted that it occurred within their first year, 31% ($n = 34$) noted that it occurred in their second year, 22% ($n = 24$) noted that it occurred in their third year, and 6% ($n = 7$) noted that it occurred during their fourth year (Table 39). Fifteen percent ($n = 16$) of Student respondents who experienced stalking indicated that it occurred during their time as a graduate or law student at Syracuse University.

Table 39. Year in Which Student Respondents Experienced Stalking
Of the respondents who experienced stalking

Year experience occurred	*n*	%
During my time as a graduate/law student at Syracuse	16	14.7
Undergraduate first year	53	48.6
Fall semester	*37*	*69.8*
Spring semester	*35*	*66.0*
Summer semester	*5*	*9.4*
Undergraduate second year	34	31.2
Fall semester	*22*	*64.7*
Spring semester	*18*	*52.9*
Summer semester	*9*	*26.5*
Undergraduate third year	24	22.0
Fall semester	*16*	*66.7*
Spring semester	*15*	*62.5*
Summer semester	*5*	*20.8*
Undergraduate fourth year	7	6.4
Fall semester	*7*	*100.0*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
After fourth year as undergraduate	*< 5*	*---*

Note: Table includes answers only from Student respondents who indicated that they experienced stalking (n = 109). Percentages may not sum to 100 as a result of multiple responses.

Fifty-one percent ($n = 67$) of the respondents who indicated on the survey that they experienced stalking identified a Syracuse University student as the perpetrators of the conduct. Respondents also identified other sources as acquaintances/friends (27%, $n = 35$), strangers (24%, $n = 32$), and current or former dating/intimate partners (17%, $n = 22$).

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[51]Analysis of Undergraduate and Graduate Students were combined because the number of Graduate Student respondents ($n < 5$) was too low to maintain confidentiality.

Asked where the stalking incidents occurred, 51% ($n = 67$) of respondents indicated that they occurred off campus and 64% ($n = 84$) indicated they occurred on campus.

Asked how they felt in response to experiencing stalking, 49% ($n = 64$) felt afraid, 36% ($n = 48$) felt angry, and 35% ($n = 46$) ignored it (Table 40).

Table 40. **Emotional Reaction to Stalking**

Of the respondents who experienced stalking Emotional reaction	*n*	%
I felt afraid.	64	48.5
I felt angry.	48	36.4
I ignored it.	46	34.8
I felt embarrassed.	38	28.8
I felt somehow responsible.	30	22.7
An experience not listed above	14	10.6

Note: Only answered by respondents who indicated on the survey that they experienced stalking ($n = 132$).

In response to experiencing stalking, 18 (14%) respondents contacted a Syracuse University resource. Most respondents avoided the person/venue (58%, $n = 77$), told a friend (54%, $n = 71$), did not do anything (24%, $n = 32$), and confronted the person(s) at the time (18%, $n = 24$; Table 41).

Table 41. **Actions in Response to Stalking**

Of the respondents who experienced stalking **Action**	*n*	*%*
I avoided the person/venue.	77	58.3
I told a friend	71	53.8
I didn't do anything.	32	24.2
I confronted the person(s) at the time.	24	18.2
I told a family member	22	16.7
I contacted a local law enforcement official.	18	13.6
I contacted a Syracuse resource.	18	13.6
Faculty member	*< 5*	*---*
Senior administrator	*< 5*	*---*
Syracuse Department of Public Safety	*< 5*	*---*
Counseling Center	*< 5*	*---*
Faculty and Staff Assistance Program (FSAP)	*0*	*0.0*
Title IX Coordinator	*< 5*	*---*
Office of Human Resources	*< 5*	*---*
Student staff (e.g., resident advisor)	*6*	*33.3*
Staff person	*< 5*	*---*
Hendricks Chapel	*0*	*0.0*
Syracuse Health Services	*0*	*0.0*
Office of Student Assistance	*< 5*	*---*
Sexual & Relationship Violence Response Team	*8*	*44.4*
I confronted the person(s) later.	17	12.9
I didn't know who to go to.	16	12.1
A response not listed above	10	7.6
I sought information online.	6	4.5
I sought support from off-campus hot-line/advocacy services.	6	4.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced stalking (*n* = 132).

Eighty-one percent (*n* = 107) of respondents did not report the stalking and 20% (*n* = 25) reported the incident (Table 42).

Table 42. **Respondents' Reporting Stalking**

Of the respondents who experienced stalking **Reporting the stalking**	*n*	% of respondents who experienced conduct
No, I didn't report it.	107	81.1
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	19	14.4
Yes, I reported the incident and was satisfied with the outcome.	*6*	*42.9*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	*---*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	6	4.5
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	*---*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	*---*

Note: Only answered by respondents who indicated on the survey that they experienced stalking (*n* = 132). Percentages do not sum to 100% as a result of multiple responses.

Eighty respondents elaborated on why they did not report the stalking. Nearly half of the respondents who elaborated on this question perceived the stalking as insignificant and, as such, not worth reporting. About one third of respondents who elaborated on why they did not report the stalking noted they were either unaware of the reporting process or perceived it to be unhelpful.

Stalking – Too Insignificant to report. Forty-three percent of respondents who provided greater detail regarding why they did not report stalking noted the perception that the stalking was

insignificant and did not merit a report. Undergraduate Students respondents stated, "I was not harmed during the stalking and did not think it needed to be reported" and "I don't think it will lead up to anything serious." A Graduate or Law Student respondent also insinuated a lack of awareness at the time of the incident, "At the time it did not seem that serious." Another Graduate or Law Student respondent noted other nuances, "they were on the autism scale so I didn't choose to classify it as harassment/stalking at the time. Looking back, it was fairly traumatizing." Finally, one Staff respondent explained, "I did not think this individual posed a threat to my safety. They were an annoyance to me. I was able to eventually terminate contact with this individual."

Unaware of reporting process and/or concerns with the reporting process. One third of respondents who provided data regarding why they did not report the stalking described being unaware of the reporting process or the perception that process was unhelpful. One Faculty/Librarian respondent noted, "I did not feel authorities would do anything." Undergraduate Student respondents added, "I didn't think reporting it would help me in any way. I also did not know who to report it to. There was no way to catch the guy who did it" and "I don't want to waste time." Another Undergraduate Student respondent explained, "Because I didn't know if it was bad enough, and then when it was bad enough I realized that I had basically given the person permission to do what they were doing, so I would have been judged if I asked for help. I also didn't know where to get help."

Dismissed/Lack of follow through. Six respondents reported stalking but did not believe it was responded to appropriately because they were dismissed and/or there was no follow through. One Graduate or Law Student elaborated, "I called the Syracuse Police and they told me there was nothing they could do about it since it did not happen on Campus." Similarly, a Staff respondent shared, "The officer said they couldn't do anything." Undergraduate Student respondents reported, "My complaint was treated with a complete lack of urgency" and "[Name] basically dismissed my complaint as a result of his past record of getting away with rape." Furthermore, one Faculty/Librarian respondent explained, "Even after the student had pleaded guilty in court and received a sentence (for doing this to multiple people) Syracuse University refused to formally expel him. This enabled him to repeatedly reapply which was a source of stress for me."

Sexual Interaction. Subsequent analyses of the data suggested that Undergraduate Student respondents (15%, *n* = 384) were significantly more likely to experience sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) than were Graduate or Law Student respondents (4%, *n* = 45), Faculty/Librarian/Administrator with Faculty Rank respondents (3%, *n* = 18), Administrator without Faculty Rank respondents (*n* < 5), and Staff respondents (3%, *n* = 39).[xliii] Transgender respondents (14%, *n* = 12) and Women respondents (12%, *n* = 434) were more likely than were Men respondents (2%, *n* = 40) to experience sexual interaction.[xliv] Multiracial respondents (16%, *n* = 62) were more likely than Hispanic/Latin@/Chican@ respondents (12%, *n* = 32), Respondents of Color (10%, *n* = 9), Black/African American respondents (9%, *n* = 33), White respondents (8%, *n* = 308), and Asian/Asian American respondents (5%, *n* = 35) to experience sexual interaction.[xlv] LGBQ respondents (13%, *n* = 81) were more likely than were Heterosexual respondents (8%, *n* = 383) to have experienced sexual interaction.[xlvi] Multiple Affiliations respondents (12%, *n* = 35) and No Affiliation respondents (10%, *n* = 196) were more likely than were Christian respondents (8%, *n* = 187) and Other Faith-Based Student respondents (8%, *n* = 54) to have experienced sexual interaction.[xlvii] Higher percentages of respondents with Multiple Disabilities (14%, *n* = 21) and respondents with a Single Disability (13%, *n* = 56) than respondents with No Disability (8%, *n* = 404) experienced sexual interaction.[xlviii]

Student respondents[52] were asked if alcohol and/or drugs were involved in the sexual interaction and 60% (*n* = 257) indicated "yes." Of those who indicated drugs and alcohol were involved, 78% (*n* = 182) reported it was alcohol only and 21% (*n* = 50) reported both alcohol and drugs. Student respondents were also asked to share what year in their college career they experienced sexual interaction. Of Undergraduate Student respondents who indicated that they experienced sexual interaction, 67% (*n* = 288) noted that it occurred within their first year, 43% (*n* = 184) noted that it occurred in their second year, 23% (*n* = 97) noted that it occurred in their third year, and 9% (*n* = 37) noted that it occurred during their fourth year (Table 43). Ten percent (*n* = 41)

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[52]Analysis of Undergraduate and Graduate Students were combined because the number of Graduate Student respondents (*n* < 5) was too low to maintain confidentiality.

of Student respondents who experienced sexual interaction indicated that it occurred during their time as a graduate or law student at Syracuse University.

Table 43. **Year in Which Student Respondents Experienced Sexual Interaction**

Of the respondents who experienced sexual interaction Year experience occurred	*n*	%
During my time as a graduate/law student at Syracuse	**41**	**9.6**
Undergraduate first year	**288**	**67.1**
Fall semester	*226*	*78.5*
Spring semester	*180*	*62.5*
Summer semester	*10*	*3.5*
Undergraduate second year	**184**	**42.9**
Fall semester	*141*	*76.6*
Spring semester	*105*	*57.1*
Summer semester	*10*	*5.4*
Undergraduate third year	**97**	**22.6**
Fall semester	*70*	*72.2*
Spring semester	*50*	*51.5*
Summer semester	*5*	*5.2*
Undergraduate fourth year	**37**	**8.6**
Fall semester	*7*	*100.0*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
After fourth year as undergraduate	**< 5**	**---**

Note: Table includes answers only from Student respondents who indicated that they experienced sexual interaction (n = 429). Percentages may not sum to 100 as a result of multiple responses.

Sixty-one percent (*n* = 295) of the respondents who indicated on the survey that they experienced sexual interaction identified a Syracuse University student as the perpetrators of the conduct. Respondents also identified other sources as strangers (46%, *n* = 223) and acquaintances/friends (22%, *n* = 109).

Asked where the sexual interaction incidents occurred, 52% (*n* = 253) of respondents indicated that they occurred off campus and 61% (*n* = 297) indicated they occurred on campus.

Asked how they felt in response to experiencing sexual interaction, 48% (*n* = 236) felt afraid, 45% (*n* = 217) ignored it, and 37% (*n* = 180) felt embarrassed (Table 44).

Table 44. **Emotional Reaction to Sexual Interaction**

Of the respondents who experienced sexual interaction

Emotional reaction	*n*	%
I felt angry.	236	48.4
I ignored it.	217	44.5
I felt embarrassed.	180	36.9
I felt afraid.	147	30.1
I felt somehow responsible.	105	21.5
An experience not listed above	56	11.5

Note: Only answered by respondents who indicated on the survey that they experienced sexual interaction (*n* = 429).

In response to experiencing sexual interaction, 34 (7%) respondents contacted a Syracuse University resource. Most respondents avoided the person/venue (51%, *n* = 250), did not do anything (47%, *n* = 227), or told a friend (45%, *n* = 220; Table 45).

Table 45. **Actions in Response to Sexual Interaction**

Of the respondents who experienced sexual interaction **Action**	*n*	**%**
I avoided the person/venue.	250	51.2
I didn't do anything.	227	46.5
I told a friend	220	45.1
I confronted the person(s) at the time.	72	14.8
I told a family member	40	8.2
I didn't know who to go to.	39	8.0
A response not listed above	35	7.2
I contacted a Syracuse resource.	34	7.0
Faculty member	*8*	*23.5*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*< 5*	*---*
Syracuse Department of Public Safety	*5*	*14.7*
Counseling Center	*9*	*26.5*
Faculty and Staff Assistance Program (FSAP)	*< 5*	*---*
Title IX Coordinator	*6*	*17.6*
Office of Human Resources	*< 5*	*---*
Student staff (e.g., resident advisor)	*< 5*	*---*
Staff person	*0*	*0.0*
Hendricks Chapel	*0*	*0.0*
Syracuse Health Services	*< 5*	*---*
Office of Student Assistance	*0*	*0.0*
Sexual & Relationship Violence Response Team	*6*	*17.6*
I confronted the person(s) later.	33	6.8
I sought information online.	20	4.1
I sought support from off-campus hot-line/advocacy services.	7	1.4
I contacted a local law enforcement official.	6	1.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced sexual interaction (*n* = 488).

Ninety-one percent (*n* = 446) of respondents did not report the sexual interaction and nine

percent (*n* = 42) reported the incident (Table 46).

Table 46. **Respondents' Reporting Sexual Interaction**

Of the respondents who experienced sexual interaction Reporting the sexual interaction	*n*	% of respondents who experienced conduct
No, I didn't report it.	446	91.4
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	17	3.5
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	*---*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*7*	*43.8*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*7*	*43.8*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	25	5.1
Yes, I reported the incident and was satisfied with the outcome.	*10*	*43.5*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*11*	*47.8*

Note: Only answered by respondents who indicated on the survey that they experienced sexual interaction (*n* = 488). Percentages do not sum to 100% as a result of multiple responses.

Three hundred and fifty respondents elaborated on why they did not report unwanted sexual

interactions. The themes and supporting comments are provided here.

Conduct was insignificant. Forty-seven percent of respondents who elaborated on why they did

not report unwanted sexual interactions noted that they perceived the conduct as insignificant.

One Graduate/Law Student respondent shared, "this type of shit happens all the time! women

always get grabbed, touched, harassed, coerced, etc.-- we can't make a huge deal out of it every

time." Another Graduate/Law Student respondent explained, "This happened frequently as I

walked by the frat houses. Obviously I didn't know any of these boys names and it happened so much as an undergrad (which was years ago) I would have had been making several reports a month." Undergraduate Students reported, "it seemed very minor", "I didn't think the incidents were extreme enough to report", and "was not serious or substantive enough."

Concerns with reporting process. Twenty percent of respondents who elaborated on why they did not report unwanted sexual interactions articulated little faith in the reporting process. One Undergraduate Student respondent noted, "I don't feel that the University supports women who have been sexually assaulted." Another Undergraduate Student respondent shared, "Didn't think it was necessary. No physical proof would have led to no real solution." Another Undergraduate Student respondent noted, "I didn't feel the benefit of reporting the offense was worth the hassle of reporting it. I was safe and can easily avoid the person from now on." One Undergraduate Student respondent provided greater insight into the perceptions of other social status symbols influencing the efficacy of reporting. They explained, "I did not report the sexual interaction because I had heard of many victims being blamed for the interaction on campus, especially when it involved athletes. This person was an athlete and an upstanding student. I did not believe I would be heard. I also did not know where to go." Simply put, another Undergraduate Student respondent stated, "I didn't think anyone would believe me."

Dismissed and Ignored. Fifteen respondents noted that they did report unwanted sexual interactions but did not receive a satisfactory response from Syracuse University. The central theme of each narrative was dismissal and a subsequent lack of action taken. Staff respondents reported, "I was told, 'that's just how he is,' and instructed to report it if it happened again" and "It was ignored." A Faculty/Librarian respondent shared, "when we (it was myself and the other women in my department) reported to the administration person (title 9 person now; a different title then?), they did not take it seriously." Another Faculty/Librarian respondent elaborated, "The Dean then told me that the offending faculty member didn't mean anything by it." Undergraduate Students provided further details regarding their interaction with reporting. One Undergraduate Student respondent noted, "I felt that DPS gave me an ultimatum, file a rape report or move on because if I didn't file a legal report they wouldn't help me." Another Undergraduate Student respondent explained her reporting experience and noted that they "could hear them (DPS) talking about me and laughing."

Sexual Contact. Subsequent analyses of the data suggested that Undergraduate Student respondents (8%, $n = 190$) were significantly more likely to experience sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) than were Graduate or Law Student respondents (2%, $n = 16$), Faculty/Librarian/Administrator with Faculty Rank respondents ($n < 5$), Administrator without Faculty Rank respondents ($n < 5$), and Staff respondents (1%, $n = 8$).[xlix] Transgender respondents (6%, $n = 5$) and Women respondents (5%, $n = 182$) were more likely than were Men respondents (1%, $n = 29$) to experience sexual contact.[1] Multiracial respondents (7%, $n = 28$), Respondents of Color (6%, $n = 5$), Black/African American respondents (5%, $n = 19$), Hispanic/Latin@/Chican@ respondents (4%, $n = 12$), and White respondents (4%, $n = 140$) were more likely than were Asian/Asian American respondents (1%, $n = 10$) to experience sexual contact.[li] LGBQ respondents (7%, $n = 43$) were more likely than were Heterosexual respondents (3%, $n = 163$) to have experienced sexual contact.[lii] Higher percentages of respondents with Multiple Disabilities (8%, $n = 11$) and respondents with a Single Disability (7%, $n = 31$) than respondents with No Disability (3%, $n = 173$) experienced sexual contact.[liii]

Student respondents[53] were asked if alcohol and/or drugs were involved in the sexual contact and 70% ($n = 143$) indicated "yes." Of those who indicated drugs and alcohol were involved, 79% ($n = 106$) reported it was alcohol only and 21% ($n = 28$) reported both alcohol and drugs. Student respondents were also asked to share what year in their college career they experienced sexual contact. Of note, the greatest percentage of occurrences of sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced sexual contact, 55% ($n = 114$) noted that it occurred within their first year, 35% ($n = 71$) noted that it occurred in their second year, 15% ($n = 30$) noted that it occurred in their third year, and 6% ($n = 12$) noted that it occurred during their fourth year (Table 47). Four percent ($n = 9$) of Student respondents who experienced sexual contact indicated that it occurred during their time as a graduate or law student at Syracuse University.

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[53]Analysis of Undergraduate and Graduate Students were combined because the number of Graduate Student respondents ($n < 5$) was too low to maintain confidentiality.

Table 47. **Year in Which Student Respondents Experienced Sexual Contact**

Of the respondents who experienced sexual contact **Year experience occurred**	***n***	**%**
During my time as a graduate/law student at Syracuse	**9**	**4.4**
Undergraduate first year	**114**	**55.3**
Fall semester	*82*	*71.9*
Spring semester	*43*	*37.7*
Summer semester	*< 5*	*---*
Undergraduate second year	**71**	**34.5**
Fall semester	*43*	*60.6*
Spring semester	*32*	*45.1*
Summer semester	*< 5*	*---*
Undergraduate third year	**30**	**14.6**
Fall semester	*19*	*63.3*
Spring semester	*13*	*43.3*
Summer semester	*0*	*0.0*
Undergraduate fourth year	**12**	**5.8**
Fall semester	*8*	*66.7*
Spring semester	*7*	*58.3*
Summer semester	*0*	*0.0*
After fourth year as undergraduate	**0**	**0.0**

Note: Table includes answers only from Student respondents who indicated that they experienced sexual contact (n = 206). Percentages may not sum to 100 as a result of multiple responses.

Fifty-six percent (*n* = 122) of the respondents who indicated on the survey that they experienced sexual contact identified a Syracuse University student as the perpetrators of the conduct. Respondents also identified acquaintances/friends (42%, *n* = 92) and strangers (18%, *n* = 40).

Asked where the sexual contact incidents occurred, 45% (*n* = 98) of respondents indicated that they occurred off campus and 55% (*n* = 120) indicated they occurred on campus.

Asked how they felt in response to experiencing sexual contact, 57% (*n* = 123) felt somehow responsible, 55% (*n* = 119) felt embarrassed, and 49% (*n* = 107) felt angry (Table 48).

Table 48. **Emotional Reaction to Sexual Contact**

Of the respondents who experienced sexual contact Emotional reaction	*n*	%
I felt somehow responsible.	123	56.7
I felt embarrassed.	119	54.8
I felt angry.	107	49.3
I felt afraid.	83	38.2
I ignored it.	76	35.0
An experience not listed above	30	13.8

Note: Only answered by respondents who indicated on the survey that they experienced sexual contact (*n* = 217).

In response to experiencing sexual contact, 26 (12%) respondents contacted a Syracuse University resource. Most respondents told a friend (55%, *n* = 120), avoided the person/venue (52%, *n* = 112), and did not do anything (48%, *n* = 105; Table 49).

Table 49. **Actions in Response to Sexual Contact**

Of the respondents who experienced sexual contact Action	*n*	*%*
I told a friend	120	55.3
I avoided the person/venue.	112	51.6
I didn't do anything.	105	48.4
I didn't know who to go to.	31	14.3
I contacted a Syracuse resource.	26	12.0
Counseling Center	*16*	*61.5*
Title IX Coordinator	*9*	*34.6*
Staff person	*6*	*23.1*
Sexual & Relationship Violence Response Team	*< 5*	*---*
Syracuse Department of Public Safety	*< 5*	*---*
Student staff (e.g., resident advisor)	*< 5*	*---*
Syracuse Health Services	*< 5*	*---*
Office of Student Assistance	*< 5*	*---*
Hendricks Chapel	*0*	*0.0*
Faculty member	*0*	*0.0*
Faculty and Staff Assistance Program (FSAP)	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*0*	*0.0*
I confronted the person(s) later.	24	11.1
I confronted the person(s) at the time.	23	10.6
I told a family member	23	10.6
A response not listed above	21	9.7
I sought information online.	16	7.4
I sought support from off-campus hot-line/advocacy services.	5	2.3
I contacted a local law enforcement official.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced sexual contact (*n* = 217).

Ninety-one percent (*n* = 194) of respondents did not report the sexual contact and nine percent (*n* = 19) reported the incident (Table 50).

Table 50. **Respondents' Reporting Sexual Contact**

Of the respondents who experienced sexual contact Reporting the sexual contact	*n*	% of respondents who experienced conduct
No, I didn't report it.	194	91.1
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	13	6.1
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*6*	*46.2*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*5*	*38.5*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	6	2.8
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	---

Note: Only answered by respondents who indicated on the survey that they experienced sexual contact (*n* = 217). Percentages do not sum to 100% as a result of multiple responses.

One hundred and fifty-two respondents elaborated on why they did not report unwanted sexual contact. The themes and supporting comments are presented here.

Fear. Twenty-three percent of respondents who elaborated on this question described fears associated with the reporting process as to why they did not report the unwanted sexual contact. One Undergraduate Student respondent explained, "I was afraid that my name would come out in some capacity; I do not want my family or the public to find out." Another Undergraduate Student respondent shared, "I was embarrassed and ashamed and did not want to cause any

trouble." A Staff respondent noted, "the alumnus had been drinking and I did not choose to make an issue of the unwanted advance." Another Staff respondent elaborated, "since an SU employee, the counselor at SU's counseling center, had assaulted me, I didn't trust anyone at SU to help me."

Self-Blame. Self-blame or fear of being blamed were common narratives in the data reflected by one fourth of the respondents who elaborated on this question. Undergraduate Student respondents reported, "Because I feel like I had asked for it" and "I did not realize at the time it was considered sexual assault and I sort of felt like it was my fault." Another Undergraduate Student respondent shared, "I did not want to relive that moment. I also did not want to get the person who assaulted me in trouble." Similarly, a Graduate or Law Student shared, "I didn't want to cause too much trouble." Another Graduate or Law Student elaborated, "Because I was in a relationship with him at the time and felt equally responsible and didn't realize until later after talking to people that it was sexual assault and I don't want to report it."

Respondents were asked additional questions about their experiences and observations with any incidents of unwanted physical contact, their knowledge of Syracuse University policies and procedures, whether they know where to get help, and their general understanding of the role of the Syracuse University Title IX Coordinator.

Most respondents (96%, $n = 3,445$) defined affirmative consent offered in the Syracuse University Policy as "a voluntary and mutual decision among all participants to engage in sexual activity" (Table 51).

Table 51. **Student Respondents' Knowledge of Affirmative Consent Definition Offered in Syracuse University Policy**

Definition	*n*	%
Reading a person's body language to determine whether they want to have sex	52	1.5
The lack of resistance to a sexual advance	51	1.4
A voluntary and mutual decision among all participants to engage in sexual activity	3,445	96.4
When a person doesn't say no	26	0.7
Missing	27	0.7

Note: Table includes Student respondents ($n = 3,601$) only.

More than one-quarter (28%, $n = 999$) of Student respondents indicated that they have observed a situation that could have led to sexual assault (Table 52). Subsequent analyses revealed that 34% ($n = 873$) of Undergraduate Student respondents and 12% ($n = 126$) of Graduate or Law Student respondents indicated that they have observed a situation that could have led to sexual assault. [liv]

Table 52. **Student Respondents' Observations of a Situation that Could Lead to Sexual Assault**

Observed situation	*n*	%
No	1,893	52.6
Yes	999	27.7
Unsure	698	19.4
Missing	11	0.3

Note: Table includes Student respondents (*n* = 3,601) only.

For those Student respondents who indicated they observed a situation that could have led to a sexual assault, 24% (*n* = 872) responded by asking the person who appeared to be at risk if they needed help and 18% (*n* = 653) responded by stepping in, or asking others to step in, to separate or distract the people involved in the situation (Table 53).

Table 53. **Student Respondents' Response to Situation**

Response	*n*	%
I asked the person who appeared to be at risk if they needed help.	872	24.2
I stepped in, or asked others to step in, to separate or distract the people involved in the situation.	653	18.1
I told someone in a position of authority about the situation.	313	8.7
I confronted the person who appeared to be causing the situation.	303	8.4
I decided not to take any action.	232	6.4
I considered intervening in the situation, but I could not safely take any action.	214	5.9
Other	608	16.9

Note: Table includes answers only from those Student respondents who indicated that they observed a situation that could lead to a sexual assault (*n* = 999) only.

Sixty-four percent (n = 2,281) of Student respondents agreed that if a friend or they were sexually assaulted, they know where to go (Table 54). Sixty-one percent (n = 2,166) of Student respondents indicated that they had a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence. Less than half (42%, n = 1,491) of Student respondents reported that they had a general understanding of the role of the Syracuse University Title IX Coordinator.

Table 54. **Student Respondents' Knowledge of Resources**

Resource	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
If a friend or I were sexually assaulted, I know where to get help.	928	25.9	1,353	37.7	289	8.1	264	7.4	54	1.5
I have a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence.	765	21.4	1,401	39.2	338	9.5	303	8.5	68	1.9
I have a general understanding of the role of the Syracuse University Title IX Coordinator.	555	15.5	936	26.2	460	12.9	652	18.2	275	7.7

Note: Table includes Student respondents (n = 3,601) only.

Eighty-six percent ($n = 1,830$) of Faculty and Staff respondents agreed that if a student disclosed that they were sexually assaulted, they know where to go (Table 55). Eighty-four percent ($n = 1,777$) of Faculty and Staff respondents indicated that they had a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence. Fifty-four percent ($n = 1,148$) of Faculty and Staff respondents reported that they had a general understanding of the role of the Syracuse University Title IX Coordinator.

Table 55. **Faculty and Staff Respondents' Knowledge of Resources**

Resource	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
If a student discloses that they were sexually assaulted, I know where to get help.	826	38.9	1,004	47.3	155	7.3	115	5.4	21	1.0
I have a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence.	723	34.1	1,054	49.7	225	10.6	100	4.7	19	0.9
I have a general understanding of the role of the Syracuse University Title IX Coordinator.	463	21.8	685	32.3	432	20.3	425	20.0	119	5.6

Note: Table includes Faculty or Staff respondents ($n = 2,143$) only.

[xxxiv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by position status: $\chi^2 (4, N = 5,744) = 32.9$, $p < .001$.

[xxxv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: $\chi^2 (2, N = 5,702) = 8.9$, $p < .05$.

[xxxvi]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2 (1, N = 5,295) = 7.5$, $p < .01$.

[xxxvii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by disability status: $\chi^2 (2, N = 5,689) = 10.7$, $p < .01$.

[xxxviii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by position status: $\chi^2 (4, N = 5,744) = 31.3$, $p < .001$.

[xxxix]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2 (2, N = 5,702) = 9.8$, $p < .01$.

[xl]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by racial identity: χ^2 (5, N = 5,540) = 32.0, $p < .001$.

[xli]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: χ^2 (1, N = 5,395) = 14.3, $p < .001$.

[xlii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: χ^2 (2, N = 5,689) = 13.8, $p < .01$.

[xliii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by position status: χ^2 (4, N = 5,744) = 256.9, $p < .001$.

[xliv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by gender identity: χ^2 (2, N = 5,702) = 192.7, $p < .001$.

[xlv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by racial identity: χ^2 (5, N = 5,540) = 46.1, $p < .001$.

[xlvi]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by sexual identity: χ^2 (1, N = 5,395) = 20.0, $p < .001$.

[xlvii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by faith-based affiliation: χ^2 (3, N = 5,486) = 12.3, $p < .01$.

[xlviii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by disability status: χ^2 (2, N = 5,689) = 19.8, $p < .001$.

[xlix]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual contact by position status: χ^2 (4, N = 5,744) = 172.4, $p < .001$.

[l]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual contact by gender identity: χ^2 (2, N = 5,702) = 55.0, $p < .001$.

[li]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual contact by racial identity: χ^2 (5, N = 5,540) = 28.1, $p < .001$.

[lii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual contact by sexual identity: χ^2 (1, N = 5,395) = 20.2, $p < .001$.

[liii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual contact by disability status: χ^2 (2, N = 5,689) = 21.4, $p < .001$.

[liv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had observed a situation that could have led to sexual assault by student status: χ^2 (2, N = 3,590) = 314.8, $p < .001$.

Summary

Sixty-seven percent (*n* = 3,840) of all respondents were "comfortable" or "very comfortable" with the climate at Syracuse University and 72% (*n* = 2,276) of Faculty, Staff, and Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. Seventy-nine percent (*n* = 3,278) of Faculty and Student respondents were "comfortable" or "very comfortable" with the climate in their classes. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "comfortable" or "very comfortable," suggests that a slightly higher percentage of Syracuse University respondents (85%) were "comfortable" or "very comfortable" with the climate at Syracuse University.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Syracuse University, 20% (*n* = 1,160) of respondents noted that they believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to report that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Thirty-one percent (*n* = 1,780) of Syracuse University survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Syracuse University that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, 12% (*n* = 714) of respondents indicated that they had experienced a form of unwanted sexual contact, with 1% (*n* = 74) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% (*n* = 132) experiencing stalking (e.g., following me, on social media, texting, phone calls), 9% (*n* = 488) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment),

and 4% ($n = 217$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the Syracuse University community.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at Syracuse University (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate at Syracuse University, and their thoughts on work-life and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices at Syracuse University (Table 56).

Table 56. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring practices		Procedures or practices related to promotion, tenure, and/or reclassification		Employment-related disciplinary actions	
	n	*%*	*n*	*%*	*n*	*%*
No	**1,609**	**76.1**	**1,475**	**70.5**	**1,814**	**86.3**
Faculty/Librarian/Admin with Faculty Rank	437	76.1	378	66.0	482	84.3
Admin without Faculty Rank	111	76.6	102	70.8	121	84.6
Staff	1,061	76.0	995	72.4	1,211	87.4
Yes	**506**	**23.9**	**617**	**29.5**	**287**	**13.7**
Faculty/Librarian/Admin with Faculty Rank	137	23.9	195	34.0	90	15.7
Admin without Faculty Rank	34	23.4	42	29.2	22	15.4
Staff	335	24.0	380	27.6	175	12.6

Note: Table includes Faculty and Staff responses (*n* = 2,143) only.

Twenty-four percent (*n* = 137) of Faculty/Librarian/Administrator with Faculty Rank respondents, 23% (*n* = 34) of Administrator without Faculty Rank respondents, and 24% (*n* = 335) of Staff respondents indicated that they had observed hiring practices at Syracuse University (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 56). No significant differences existed between the percentages of respondents by staff status (e.g., Exempt versus

Non-Exempt) or by faculty status (e.g., Assistant Professor, Associate Professor, Professor). Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at Syracuse University, 26% ($n = 130$) noted that it was based on nepotism/cronyism, 24% ($n = 120$) on ethnicity, 19% ($n = 98$) on gender/gender identity, 18% ($n = 89$) on racial identity, and 17% ($n = 88$) on age.

Subsequent analyses[54] indicated the following:

- By gender identity: 48% ($n = 10$) of Transgender employee respondents, 27% ($n = 338$) of Women employee respondents, and 18% ($n = 144$) of Men employee respondents indicated that they had observed discriminatory hiring practices.[lv]

- By racial identity: 44% ($n = 8$) of Employee Respondents of Color, 44% ($n = 17$) of Hispanic/Latin@/Chican@ employee respondents, 38% ($n = 39$) of Black/African American employee respondents, 33% ($n = 19$) of Asian/Asian American employee respondents, 31% ($n = 25$) of Multiracial employee respondents, and 21% ($n = 365$) of White employee respondents indicated that they had observed discriminatory hiring practices.[lvi]

- By sexual identity: 31% ($n = 44$) of LGBQ employee respondents and 23% ($n = 416$) of Heterosexual employee respondents indicated that they had observed discriminatory hiring practices.[lvii]

- By disability status: 42% ($n = 19$) of employee respondents with Multiple Disabilities, 34% ($n = 46$) of employee respondents with a Single Disability, and 23% ($n = 430$) of employee respondents with No Disability indicated that they had observed discriminatory hiring practices.[lviii]

Two hundred and three respondents elaborated on their observations of unjust hiring practices. The themes and supporting comments are provided here.

More Diversity And Inclusion In Hiring Practices. Nearly one third of respondents who elaborated on their observations of unjust hiring practices noted the perceived need for more

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[54]Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, faith-based affiliation, and disability status; only significant differences are reported.

effort to be allocated toward diversity and inclusion. One Staff respondent reported, "I have witnessed plenty of discriminating acts on many of the interviews and searches I've been on." An Administrator respondent explained, "Search committees do not put forward diverse pools of final candidates." Another Administrator respondent note, "There are major issues with hiring. They might as well have a note "Whites only need apply" added at the end of all director level and above searches." Faculty respondents in agreement shared, "There is no effort to consider minority candidates, and immigrants are often discussed in terms of how "articulate" they are" and "Women are judged less competent by senior men without adequate justification." One Faculty respondent summarized, "In general, in this college, women are a distinct minority as are Hispanics and African-Americans. Senior faculty (mostly male) want to hire their clones, and restrict the pool to people are like them, including in research."

Nepotism. Thirty percent of respondents reported superficial hiring practices including nepotism and cronyism. Staff respondents noted, "Mostly hiring managers select friends and neighbors" and "CRONYISM and NEPOTISM is practiced very much." Other Staff respondents echoed similar concern, "Our organization has hired my boss' friends and friends' children." Another nuance of superficial hiring practices described included the notion that searches were conducted just to placate the system, as the candidate had already been selected. One Faculty respondent shared, "I would say in 90% of the jobs I've seen filled the person was already picked prior to the job being posted. Why do you bother posting a job where the candidate has already been selected?" Another Faculty respondent also elaborated, "My direct supervisors, when making bringing in new hires into our department, clearly excluded peers they did not like based on personal prejudices. Those they did include were their 'good friends.'"

Reverse Discrimination. Eighteen percent of respondents addressed perceived reverse discrimination in their narratives on unjust hiring practices. One Faculty respondent noted, "Unjust advantage is given to applicants from disadvantaged ethnic minorities irrespectively of whether the person in question had been disadvantaged." Another Faculty respondent shared, "a double standard has been created for tenure, promotion, and hiring, based primarily on race/ethnicity." A Staff respondent agreed, "It's difficult to hire a white individual. There is extreme 'reverse discrimination'" Another Staff respondent explained, "I was told straight out

that I was not what they were looking for, they wanted someone with more diversity. I am white, female, heterosexual, they hired a white, female, gay."

Thirty-four percent ($n = 195$) of Faculty/Librarian/Administrator with Faculty Rank respondents, 29% ($n = 42$) of Administrator without Faculty Rank respondents, and 28% ($n = 380$) of Staff respondents indicated that they had observed promotion/tenure/reappointment/reclassification practices at Syracuse University that they perceived to be unjust.[lix] No significant differences existed between the percentages of respondents by staff status (e.g., Exempt versus Non-Exempt). By faculty status, Associate Professor respondents (50%, $n = 57$) were more likely than Professor respondents (38%, $n = 56$) and Assistant Professor respondents (28%, $n = 21$) to report that they had observed promotion/tenure/reappointment/reclassification practices at Syracuse University that they perceived to be unjust.[lx] Subsequent analyses indicated that of those individuals, 25% ($n = 151$) noted that they believed that the discrimination was based on nepotism/cronyism, 18% ($n = 113$) on position status, 17% ($n = 107$) on gender/gender identity, and 14% ($n = 84$) on ethnicity.

Subsequent analyses[55] also indicated the following:

- By racial identity: 41% ($n = 7$) of Employee Respondents of Color, 40% ($n = 32$) of Multiracial employee respondents, 39% ($n = 40$) of Black/African American employee respondents, 37% ($n = 15$) of Hispanic/Latin@/Chican@ employee respondents, 32% ($n = 18$) of Asian/Asian American employee respondents, and 28% ($n = 463$) of White employee respondents indicated that they had witnessed promotion/tenure/reappointment/reclassification practices at Syracuse University that they perceived to be unjust.[lxi]

- By disability status: 48% ($n = 21$) of employee respondents with Multiple Disabilities, 39% ($n = 53$) of employee respondents with a Single Disability, and 28% ($n = 534$) of employee respondents with No Disabilities indicated that they had witnessed promotion/tenure/reappointment/reclassification practices at Syracuse University that they perceived to be unjust.[lxii]

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[55]Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, faith-based affiliation, and disability status; only significant differences are reported.

Two hundred and three Faculty and Staff respondents elaborated on observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification. The themes are presented here with supporting comments.

Exclusionary Practices. Exclusionary behavior toward a range of identities was noted by twenty-one percent of the respondents who elaborated on observations of unjust behavior related to hiring and promotion. One Faculty respondent noted, "I refer to an important recent tenure case in which a public intellectual with a national reputation was turned down for tenure because his public scholarship was not rewarded or weighed heavily enough." Another Faculty respondent shared, "An [named minority] colleague of mine was denied tenure and subsequently lost her appeal." Another Faculty reported concern on the basis on gender, "Tenure reflects the same bias as in hiring. It does not favor woman or individuals that do not reflect the cultural makeup of senior faculty." Similarly, another respondent noted, "This is an ongoing issue. As experienced instructors (primarily women) age, they receive low evaluations, are required to undergo mentoring, have problems with benefits, and generally start to feel 'forced' out."

Inconsistent practices. Staff, Faculty, and Librarian respondents noted inconsistencies in their narratives addressing observations of unjust behavior related to hiring and promotion. One Staff respondent elaborated, "We are constantly told that jobs must be posted offering clear opportunity to all - but upper admin was able to push someone into a position with no posting, interview process disallowing other persons with the appropriate capabilities from applying." A Faculty/Librarian respondent explained, "A faculty member was given tenure by the Provost when the college had denied tenure. The faculty member was not worthy of tenure and this action undermined the faculty's role in granting tenure." Another Faculty/Librarian respondent pointed out "Professors would be giving promotions even with consistently low performances reviews, and students filing complaints against them and their teaching. While others with consistent high performance reviews were ignored." One Faculty/Librarian respondent summarized, "Protocol in moving a person to a tenure track position occurred at one point- that person was ushered into tenure quite irregularly."

Nepotism. Nepotism, cronyism and general favoritism was reported by seventeen percent of respondents who elaborated on observations of unjust behavior related to hiring and promotion. Staff respondents noted, "If you are liked, you will advance. It has nothing to do with your performance" and "Some people are openly favored; others are not." Another Staff respondent shared, "Hiring friends and neighbors instead of more qualified people, staff or from outside the university." Racism was noted in association with nepotism, one Staff respondent explained, "White people practice nepotism by promoting each other. People of color are put through national searches, and then told vague criteria for why they were not promoted, and less experienced folks are promoted or hired from the outside. There is no room for growth for staff of color." Lastly, one Faculty/Librarian respondent noted, "I've seen promotion/tenure cases be overly personal (about personality, how much someone gets along with the candidate or doesn't get along with the candidate) rather than simply about their record of accomplishment."

Sixteen percent ($n = 90$) of Faculty/Librarian/Administrator with Faculty Rank respondents, 15% ($n = 22$) of Administrator without Faculty Rank respondents, and 13% ($n = 175$) of Staff respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle at Syracuse University. No significant differences existed between the percentages of respondents by staff status (e.g., Exempt versus Non-Exempt). By faculty status, Associate Professor respondents (21%, $n = 24$) and Professor respondents (19%, $n = 28$) were more likely than Assistant Professor respondents (7%, $n = 5$) to report that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle.[lxiii] Subsequent analyses indicated that of those individuals, 23% ($n = 65$) noted that they believed that the discrimination was based on position status, 20% ($n = 57$) on age, 15% ($n = 43$) did not know, 12% each on ethnicity ($n = 33$) and philosophical views ($n = 33$), and 11% ($n = 32$) on gender/gender identity.

Subsequent analyses[56] also indicated the following:

- By disability status: 32% ($n = 15$) of employee respondents with Multiple Disabilities, 20% ($n = 28$) of employee respondents with a Single Disability, and 13% ($n = 240$) of employee respondents with No Disabilities reported that they had witnessed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal.[lxiv]

One hundred and fifteen respondents elaborated on their observations of employment-related discipline or action, up to and including dismissal practices. The themes and supporting comments are provided here.

Lack of justification. Twenty-eight percent of the respondents described experiences of hostility in their narrative addressing employment-related discipline or action, up to and including dismissal practices. One Staff respondent elaborated, "I knew someone for 20 years here who was dismissed for insubordination … She was bullied - her supervisor grabbed her by the shoulders and shook her hard - but she never complained." One Faculty/Librarian respondent added "Intimidation is not an appropriate management tool." Other Faculty/Librarian respondents reported witnessing "Dismissal of staff without justification" and "without due process" taking place in their work environments. Another Staff respondent reported, "Discipline was too harsh because it failed to note the positive impact of the person on the organizational mission … Felt like the discipline was more a punishment that did not take into account the mental attitude (state) of the person who was punished."

Identity dismissals. Faculty, Librarian and Staff respondents noted inclusion related concerns for many layers of identities, including race, age, and gender, in their narratives on their observations of employment-related discipline or action, up to and including dismissal practices. One Faculty/Librarian respondent noted, "A faculty member of Asian origin was terminated (and rightly so) after he got a gun to campus; in contrast, a white senior chair faculty member involved in more egregious offenses was given resources and recognition to build a new

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[56]Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, faith-based affiliation, and disability status; only significant differences are reported.

department." Staff respondents added, "the old 'if you're black you have to work twice as hard to be looked at as half as good'" and "Ask the simple question: how many 'women of color' are on faculty in the Maxwell school?" Age was noted by several respondents, one Staff respondent stated, "the director that called a group old bitches also has a "hit list" of employees he would like fired (yes, everyone on the list is over 45)." Finally, one Faculty/Librarian respondent elaborated on a gender related inclusion concern, "A woman was fired for having a relationship with a former student, however, I knew of many male faculty for whom this was a double standard."

[lv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to hiring by gender identity: $\chi^2 (2, N = 2,083) = 24.8, p < .001$.

[lvi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to hiring by racial identity: $\chi^2 (5, N = 2,003) = 34.5, p < .001$.

[lvii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to hiring by sexual identity: $\chi^2 (1, N = 1,982) = 5.5, p < .05$.

[lviii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to hiring by disability status: $\chi^2 (2, N = 2,089) = 17.7, p < .001$.

[lix]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust employment practices related to promotion, tenure, reappointment, and/or reclassification by position status: $\chi^2 (2, N = 2,092) = 8.0, p < .05$.

[lx]A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unjust employment practices related to promotion, tenure, reappointment, and/or reclassification by faculty status: $\chi^2 (2, N = 332) = 9.1, p < .05$.

[lxi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust employment practices related to promotion, tenure, reappointment, and/or reclassification by racial identity: $\chi^2 (5, N = 1,983) = 14.0, p < .05$.

[lxii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust employment practices related to promotion, tenure, reappointment, and/or reclassification by disability status: $\chi^2 (2, N = 2,068) = 14.3, p < .01$.

[lxiii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal by faculty status: $\chi^2 (2, N = 331) = 7.5, p < .05$.

[lxiv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust employment related disciplinary actions, up to and including dismissal, by disability status: $\chi^2 (2, N = 2,076) = 20.2, p < .001$.

Staff and Administrator Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff and Administrator (Administrator respondents without Faculty Rank) respondents[57] about their opinions regarding work-life issues, and support and resources available at Syracuse University. Frequencies and significant differences based on position status,[58] staff status,[59] gender identity,[60] racial identity,[61] sexual identity, disability status, citizenship status, military service, and faith-based affiliation are provided in Tables 57 through 60.

Seventy-one percent ($n = 1,098$) of Staff respondents noted that they believed that they had supervisors who gave them job/career advice or guidance when they needed it (Table 57). A significantly greater percentage of Men Staff respondents (74%, $n = 377$) than Women Staff respondents (70%, $n = 701$) felt that they had supervisors who gave them career advice when they need it.

Eighty-one percent ($n = 1,240$) of Staff respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Exempt Staff respondents (82%, $n = 863$) were significantly more likely than Non-Exempt Staff respondents (75%, $n = 257$) to indicate that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Similar percentages of Women Staff respondents (80%, $n = 805$) and Men Staff respondents (81%, $n = 410$) indicated that they thought this way. Eighty-eight percent ($n = 38$) of Staff respondents with Multiple Affiliations, 79% ($n = 762$) of Staff respondents with Christian Affiliations, 78% ($n = 316$) of Staff respondents with No Affiliation, and 76% ($n = 57$) of Staff respondents with Other Faith-Based Affiliations had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

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[57]For this section, the phrase Staff respondents will be used to include Staff and Administrators Without Faculty Rank respondents.
[58]This analysis included Administrators without Faculty Rank and Staff.
[59]Readers will note that 1,438 Staff respondents further identified their positions as Exempt Staff ($n = 1,081$) or Non-Exempt Staff ($n = 357$).
[60]Transgender Staff respondents ($n = 11$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[61]People of Color Staff respondents ($n = 12$), Asian/Asian American Staff respondents ($n = 25$), and Hispanic/Latin@/Chican@ Staff respondents ($n = 29$) were not included in the analyses because their numbers were too few to maintain confidentiality.

Sixty-two percent (*n* = 942) of Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar position statuses. Administrator without Faculty Rank respondents (61%, *n* 87) held similar views as Staff respondents (62%, *n* = 855) with regard to this inclusion. By racial identity, 63% (*n* = 788) of White Staff respondents, 60% (*n* = 48) of Black/African American Staff respondents, and 55% (*n* = 31) of Multiracial Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar position statuses.

Table 57. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree *n*	Strongly agree %	Agree *n*	Agree %	Disagree *n*	Disagree %	Strongly disagree *n*	Strongly disagree %
I have supervisors who give me job/career advice or guidance when I need it.	**428**	**27.7**	**670**	**43.4**	**303**	**19.6**	**142**	**9.2**
Gender identity [lxv]								
Woman	286	28.5	415	41.3	202	20.1	101	10.1
Man	132	25.9	245	48.1	96	18.9	36	7.1
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**415**	**27.0**	**825**	**53.6**	**233**	**15.1**	**65**	**4.2**
Staff status [lxvi]								
Exempt	288	27.4	575	54.7	155	14.7	34	3.2
Non-Exempt	78	22.7	179	52.2	60	17.5	26	7.6
Gender identity [lxvii]								
Woman	295	29.4	510	50.9	146	14.6	51	5.1
Man	109	21.5	301	59.5	84	16.6	12	2.4
Faith-based affiliation [lxviii]								
Christian	251	26.9	511	54.7	137	14.7	35	3.7
Other Faith-Based	19	25.3	38	50.7	10	13.3	8	10.7
No Affiliation	108	26.7	208	51.5	74	18.3	14	3.5
Multiple Affiliations	18	41.9	20	46.5	< 5	---	< 5	---
I am included in opportunities that will help my career as much as others in similar positions.	**288**	**19.0**	**654**	**43.1**	**419**	**27.6**	**157**	**10.3**
Position [lxix]								
Admin w/o Faculty Rank	44	31.0	43	30.3	43	30.3	12	8.5
Staff	244	17.7	611	44.4	376	27.3	145	10.5
Racial identity [lxx]								
Black/African American	13	16.3	35	43.8	17	21.3	15	18.8
White	237	18.9	551	43.8	347	27.6	122	9.7
Multiracial	15	26.8	16	28.6	17	30.4	8	14.3

Note: Table includes Staff and Administrator without Faculty Rank responses (*n* = 1,560) only.

Table 58 illustrates that 83% ($n = 1{,}275$) of Staff respondents "strongly agreed" or "agreed" that they received annual performance evaluations. A higher percentage of Exempt Staff respondents (86%, $n = 908$) than Non-Exempt Staff respondents (73%, $n = 245$) received annual performance evaluations. When analyzed by military service, a higher percentage of No Military Service Staff respondents (84%, $n = 1{,}213$) than Military Service Staff respondents received performance evaluations.

Sixty-four percent ($n = 974$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Exempt Staff respondents (65%, $n = 691$) than Non-Exempt Staff respondents (56%, $n = 185$) felt that the performance evaluation process was clear. When analyzed by disability status, No Disability Staff respondents (64%, $n = 897$) were more likely than Single Disability Staff respondents (57%, $n = 51$) to indicate that they felt the performance evaluation process was clear.

Forty-two percent ($n = 632$) of Staff respondents noted that they believed that the performance evaluation process was productive.

Table 58. **Staff Respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I receive annual performance evaluations.	**519**	**33.7**	**756**	**49.1**	**161**	**10.5**	**103**	**6.7**
Staff status[lxxi]								
Exempt	364	34.5	544	51.6	92	8.7	55	5.2
Non-Exempt	103	30.5	142	42.0	58	17.2	35	10.4
Military service[lxxii]								
Military	18	25.4	32	45.1	13	18.3	8	11.3
No Military	498	34.4	715	49.4	144	9.9	91	6.3
The performance evaluation process is clear.	**294**	**19.2**	**680**	**44.4**	**402**	**26.3**	**154**	**10.1**
Staff status[lxxiii]								
Exempt	210	19.9	481	45.5	271	25.7	94	8.9
Non-Exempt	49	14.8	136	41.2	100	30.3	45	13.6
Disability status[lxxiv]								
Single Disability	14	15.6	37	41.1	22	24.4	17	18.9
No Disability	276	19.8	621	44.6	366	26.3	129	9.3
Multiple Disabilities	< 5	---	14	45.2	10	32.3	6	19.4
The performance evaluation process is productive.	**168**	**11.1**	**464**	**30.6**	**569**	**37.6**	**314**	**20.7**

Note: Table includes Staff and Administrator without Faculty Rank responses (*n* = 1,560) only.

Table 59 illustrates frequencies and significant differences based on position status,[62] staff status,[63] gender identity,[64] racial identity,[65] sexual identity, disability status, citizenship status, military service, and faith-based affiliation for several items in the survey.

Eighty-four percent (*n* = 1,279) of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance.

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[62]This analysis included Administrators without Faculty Rank and Staff.

[63]Readers will note that 1,438 Staff respondents further identified their positions as Exempt Staff (*n* = 1,081) or Non-Exempt Staff (*n* = 357).

[64]Transgender Staff respondents (*n* = 11) were not included in the analyses because their numbers were too few to maintain confidentiality.

[65]People of Color Staff respondents (*n* = 12), Asian/Asian American Staff respondents (*n* = 25), and Hispanic/Latin@/Chican@ Staff respondents (*n* = 29) were not included in the analyses because their numbers were too few to maintain confidentiality.

Twenty percent ($n = 302$) of Staff respondents felt that people who did not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who did have children. Administrator without Faculty Rank respondents (28%, $n = 40$) were more likely than Staff respondents (19%, $n = 262$) to feel this way. A higher percentage of Women Staff respondents (21%, $n = 211$) than Men Staff respondents 16% ($n = 81$) and LGBQ Staff respondents (40%, $n = 35$) than Heterosexual Staff respondents (18%, $n = 246$) felt that people who did not have children were burdened with work responsibilities beyond those who did have children

One quarter (24%, $n = 257$) of Staff respondents felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Exempt Staff respondents (25%, $n = 257$) than Non-Exempt Staff respondents (19%, $n = 63$) felt burdened by work responsibilities. Women Staff respondents (24%, $n = 233$) and Men Staff respondents (24%, $n = 118$) felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations at similar rates.

Forty-three percent ($n = 637$) of Staff respondents suggested they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). Administrator without Faculty Rank respondents (51%, $n = 72$) were more likely than Staff respondents (42%, $n = 565$) to report that they felt this way. A higher percentage of Exempt Staff respondents (43%, $n = 438$) than Non-Exempt Staff respondents (38%, $n = 127$) indicated that they performed more work than colleagues with similar performance expectations.

Seventy percent ($n = 1,054$) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Seventy-three percent ($n = 722$) of Women Staff respondents and 62% ($n = 310$) of Men Staff respondents reported that they felt this way. A larger percentage of Multiple Disabilities Staff respondents (90%, $n = 67$) than Single Disability Staff respondents (74%, $n = 67$) and No Disability Staff respondents (69%, $n = $

945) felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Twenty percent ($n = 734$) of Staff respondents felt that people who had children or elder care were burdened with balancing work and family responsibilities. Exempt Staff respondents (52%, $n = 517$) were more likely than Non-Exempt Staff respondents (43%, $n = 138$) and Women Staff respondents (52%, $n = 493$) were more likely than Men Staff respondents (47%, $n = 227$) to disclose that they felt burdened in this way.

Two-thirds (67%, $n = 970$) of Staff respondents felt that Syracuse University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). By gender identity, Men Staff respondents (72%, $n = 348$) were more likely than Women respondents (64%, $n = 607$) to believe that Syracuse University provided adequate resources to help them manage work-life balance.

Table 59. **Staff Respondents' Perceptions of Work-Life Balance**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor provides adequate support for me to manage work-life balance.	**556**	**36.5**	**723**	**47.4**	**175**	**11.5**	**71**	**4.7**
People who do not have children are burdened with work responsibilities beyond those who do have children.	**95**	**6.3**	**207**	**13.6**	**903**	**59.5**	**312**	**20.6**
Position[lxxv]								
Admin w/o Faculty Rank	9	6.4	31	22.0	76	53.9	25	17.7
Staff	86	6.3	176	12.8	827	60.1	287	20.9
Gender identity[lxxvi]								
Woman	67	6.8	144	14.6	564	57.2	211	21.4
Man	22	4.4	59	11.8	323	64.3	98	19.5
Sexual identity[lxxvii]								
LGBQ	15	17.2	20	23.0	42	48.3	10	11.5
Heterosexual	72	5.4	174	13.0	808	60.3	286	21.3
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	**95**	**6.3**	**265**	**17.7**	**947**	**63.1**	**193**	**12.9**
Staff status[lxxviii]								
Exempt	65	6.3	192	18.7	660	64.1	112	10.9
Non-Exempt	19	5.7	44	13.3	202	61.0	66	19.9
Gender identity[lxxix]								
Woman	71	7.3	162	16.7	605	62.3	133	13.7
Man	20	4.0	98	19.6	325	64.9	58	11.6
I perform more work than colleagues with similar performance expectations.	**192**	**12.8**	**445**	**29.7**	**733**	**49.0**	**126**	**8.4**
Position[lxxx]								
Admin w/o Faculty Rank	13	9.2	59	41.8	59	41.8	10	7.1
Staff	179	13.2	386	28.5	674	49.7	116	8.6
Staff status[lxxxi]								
Exempt	138	13.5	300	29.3	516	50.4	69	6.7
Non-Exempt	41	12.3	86	25.9	158	47.6	47	14.2
There is a hierarchy within staff positions that values some voices more than others.	**415**	**27.4**	**639**	**42.1**	**391**	**25.8**	**72**	**4.7**
Gender identity[lxxxii]								
Woman	298	30.2	424	42.9	217	22.0	49	5.0
Man	106	21.1	204	40.8	167	33.4	23	4.6

Table 59 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Disability status[lxxxiii]								
Single Disability	36	40.0	31	34.4	19	21.1	< 5	---
No Disability	359	26.0	586	42.5	367	26.6	67	4.9
Multiple Disabilities	17	54.8	11	35.5	< 5	---	< 5	---
People who have children or elder care are burdened with balancing work and family responsibilities.	**139**	**9.5**	**595**	**40.8**	**629**	**43.1**	**96**	**6.6**
Staff status[lxxxiv]								
Exempt	93	9.3	424	42.4	423	42.3	60	6.0
Non-Exempt	29	9.0	109	34.0	157	48.9	26	8.1
Gender identity[lxxxv]								
Woman	105	11.1	388	40.9	388	40.9	67	7.1
Man	31	6.4	196	40.7	227	47.1	28	5.8
Syracuse provides adequate resources to help me manage work-life balance.	**113**	**7.8**	**857**	**58.9**	**404**	**27.8**	**81**	**5.6**
Gender identity[lxxxvi]								
Woman	75	7.9	532	56.1	286	30.1	56	5.9
Man	36	7.5	312	64.9	110	22.9	23	4.8

Note: Table includes Staff and Administrator without Faculty Rank responses (*n* = 1,560) only.

Sixty-four percent (*n* = 969) of Staff respondents reported that they were able to complete their assigned duties during scheduled hours (Table 60). By position status, a greater percentage of Staff respondents (66%, *n* = 904) than Administrator without Faculty Rank respondents (45%, *n* = 65) reported that they felt this way. Non-Exempt Staff respondents (82%, *n* = 273) were more likely than Exempt Staff respondents (61%, *n* = 631) to indicate that they felt that they were able to complete their assigned duties during scheduled hours.

Half of Staff respondents (52%, *n* = 761) noted that they believed that their workload was permanently increased without additional compensation as a result of other staff departures.

Slightly more than one-third (38%, *n* = 586) of Staff respondents felt that they were pressured by departmental/program work requirements that occur outside of normally scheduled hours. By position status, a greater percentage of Administrator without Faculty Rank respondents (53%, *n* = 76) than Staff respondents (37%, *n* = 510) reported that they felt this way. Forty-one percent (*n* = 433) of Exempt Staff respondents and 23% (*n* = 77) of Non-Exempt Staff respondents felt that they were pressured by departmental/program work requirements that occur outside of normally scheduled hours.

The majority (83%, *n* = 1,270) of Staff respondents noted that they believed that they were given a reasonable time frame to complete assigned responsibilities. Non-Exempt Staff respondents (87%, *n* = 296) were more likely than Exempt Staff respondents (83%, *n* = 865) to indicate that they were given a reasonable time frame to complete assigned responsibilities.

Table 60. **Staff Respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am able to complete my assigned duties during scheduled hours.	**285**	**18.7**	**684**	**44.9**	**402**	**26.4**	**154**	**10.1**
Position[lxxxvii]								
Admin w/o Faculty Rank	17	11.6	48	32.9	52	35.6	29	19.9
Staff	268	19.4	636	46.1	350	25.4	125	9.1
Staff status[lxxxviii]								
Exempt	171	16.4	460	44.1	298	28.5	115	11.0
Non-Exempt	97	29.0	176	52.5	52	15.5	10	3.0
My workload was permanently increased without additional compensation due to other staff departures.	**410**	**26.7**	**381**	**24.9**	**598**	**39.0**	**144**	**9.4**
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	**180**	**11.8**	**406**	**26.5**	**772**	**50.5**	**172**	**11.2**
Position[lxxxix]								
Admin w/o Faculty Rank	20	13.9	56	38.9	55	38.2	13	9.0
Staff	160	11.5	350	25.3	717	51.7	159	11.5
Staff status[xc]								
Exempt	136	13.0	297	28.3	527	50.3	88	8.4
Non-Exempt	24	7.1	53	15.7	190	56.2	71	21.0
I am given a reasonable time frame to complete assigned responsibilities.	**276**	**18.0**	**994**	**64.9**	**223**	**14.6**	**39**	**2.5**
Staff status[xci]								
Exempt	172	16.4	693	66.1	155	14.8	28	2.7
Non-Exempt	81	23.8	215	63.0	39	11.4	6	1.8

Note: Table includes Staff and Administrator without Faculty Rank responses (*n* = 1,560) only.

Of the over four hundred Staff/Administrator respondents who contributed more detail regarding their employment related experiences noted a perceived unsustainable workload as the dominant theme in their responses. The themes are presented here with supporting comments.

Unsustainable workload. Thirty-two percent of Staff/Administrator respondents who elaborated on their employment related experiences noted distress and concern regarding the perceived unsustainable pace and workload at Syracuse University. Staff respondents described workload increases as associated with doing one's job effectively and unplaced staff positions. One Staff respondent shared, "Being good at your job is often rewarded with more work and those who perform poorly are left with no tasks. I sometimes feel taken advantage of because of my work ethic and strong time management skills." Another Staff respondent noted, "If you do an excellent job, you get more work to do. People who does not perform as well, does not get more work to do." Regarding un-replaced staff positions, one Staff respondent elaborated, "Like many administrators in the university right now, I'm struggling to deal with the workload I face in the wake of recent retirements in positions that were not replaced." Similarly, another Staff respondent shared, "My department has lost 10 permanent staff in the last 18 months to retirement/VSIP or taking other positions in the University. This amounts to 20% of our staff. None of these positions have been permanently filled." Administrator respondents echoed, with contempt, the notion that "24/7/365 availability has become a reality for far too many." Staff respondents also elaborated on the negative implications of the perceived unsustainable workload, one Staff respondent stated, "It makes one weary of work sometimes."

Ineffective evaluation process. Twelve percent of Staff and Administrator respondents described the evaluation process as ineffective. One Staff respondent noted, "Performance evaluations seem haphazard and there is a high degree of uncertainty built into the annual contract review." Another Staff respondent shared, "The performance appraisal process is absurd as there are no linkages between increases and performance." Similarly dissatisfied with the process, another Staff respondent elaborated, "The performance evaluation process is a joke. People are allowed to perform at a low level and they are evaluated and compensated at the same rate as high performers." One Staff respondent noted specific shortcomings in the evaluation process,

"Performance review does not allow for listing accomplishments. No place for rewards for going above and beyond."

Inconsistent application of FMLA policy. Thirteen percent of Staff/Administrator respondents noted inconsistent applications of FMLA policy. Most often the narratives involved elder care or parental leave/flexibility. One Staff respondent reported, "Eldercare is becoming an issue. When my parent was ill and I needed to be with them for a period of time, I had to use vacation days." In contrast, another Staff respondent explained, "The university was very helpful and worked with me when I had to take FMLA as a result of my father's illness and when he died the extra time I took was ok'd at the time by my supervisor. They worked and supported me through a tough time in my life." Regarding parental leave and respective flextime, one Administrator respondent shared, "I am a new mom and would appreciate more acceptance with flexible scheduling and remote work options. It would be helpful if the University took a firm policy stance on this issue and advocated for staff." Another respondent noted a different experience, "My unit is very good about flexible scheduling to accommodate kid's sporting events, etc. We all shift hours to help out." Similarly, another Administrator respondent elaborated, "Syracuse University provides excellent support to families." Finally, some respondents expressed concern and contempt for the ways FMLA related practices are carried out, "The culture in my office is to give too much leeway for families. Employees feel entitled to work very short days."

[lxv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they had supervisors who gave them career advice by staff status: χ^2 (3, $N = 1,513$) = 7.98, $p < .05$.

[lxvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they had colleagues/coworkers who gave them career advice by staff status: χ^2 (3, $N = 1,395$) = 15.1, $p < .01$.

[lxvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they had colleagues/coworkers who gave them career advice by gender identity: χ^2 (3, $N = 1,508$) = 19.3, $p < .001$.

[lxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they had colleagues/coworkers who gave them career advice by faith-based affiliation: χ^2 (9, $N = 1,456$) = 18.1, $p < .05$.

[lxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were included in opportunities that will help my career as much as others in similar positions by position: χ^2 (3, $N = 1,518$) = 18.8, $p < .001$.

[lxx]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were included in opportunities that will help my career as much as others in similar positions by racial identity: χ^2 (6, $N = 1,393$) = 13.1, $p < .05$.

[lxxi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they received annual performance evaluations by staff status: χ^2 (3, $N = 1,393$) = 33.4, $p < .001$.

[lxxii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they received annual performance evaluations by military service: χ^2 (3, $N = 1,519$) = 9.04, $p < .05$.

[lxxiii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that the performance evaluation process was clear by staff status: χ^2 (3, $N = 1,386$) = 12.1, $p < .01$.

[lxxiv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that the performance evaluation process was clear by disability status: χ^2 (6, $N = 1,513$) = 16.3, $p < .05$.

[lxxv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that people who do not have children were burdened with work responsibilities beyond those who do have children by position: χ^2 (3, $N = 1,517$) = 9.4, $p < .05$.

[lxxvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that people who do not have children were burdened with work responsibilities beyond those who do have children by gender identity: χ^2 (3, $N = 1,488$) = 8.6, $p < .05$.

[lxxvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that people who do not have children were burdened with work responsibilities beyond those who do have children by sexual identity: χ^2 (3, $N = 1,427$) = 30.7, $p < .001$.

[lxxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations by staff status: χ^2 (3, $N = 1,360$) = 20.4, $p < .001$.

[lxxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations by gender identity: χ^2 (3, $N = 1,472$) = 8.9, $p < .05$.

[lxxx]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they performed more work than colleagues with similar performance expectations by position: χ^2 (3, $N = 1,496$) = 11.2, $p < .05$.

[lxxxi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they performed more work than colleagues with similar performance expectations by staff status: χ^2 (3, $N = 1,355$) = 17.8, $p < .001$.

[lxxxii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that there was a hierarchy within staff positions that valued some voices more than others by gender identity: χ^2 (3, $N = 1,488$) = 27.1, $p < .001$.

[lxxxiii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that there was a hierarchy within staff positions that valued some voices more than others by disability status: χ^2 (6, $N = 1,500$) = 22.0, $p < .01$.

[lxxxiv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that people who have children or elder care were burdened with balancing work and family responsibilities by staff status: χ^2 (3, $N = 1,321$) = 8.4, $p < .05$.

[lxxxv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that people who have children or elder care were burdened with balancing work and family responsibilities by gender identity: χ^2 (3, $N = 1,430$) = 10.8, $p < .05$.

[lxxxvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse provided adequate resources to help me manage work-life balance by gender identity: χ^2 (3, $N = 1,430$) = 11.1, $p < .05$.

[lxxxvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were able to complete assigned duties during scheduled hours by position: χ^2 (3, $N = 1,525$) = 29.9, $p < 001$..

[lxxxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were able to complete assigned duties during scheduled hours by staff status: χ^2 (3, $N = 1,379$) = 59.6, $p < .001$.

[lxxxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by position: χ^2 (3, $N = 1,530$) = 15.2, $p < 01$.

[xc]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by staff status: χ^2 (3, $N = 1,386$) = 61.0, $p < 001$.

[xci]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were given a reasonable time frame to complete assigned responsibilities by staff status: χ^2 (3, $N = 1,389$) = 10.9, $p < 05$.

Staff and Administrator Respondents' Feelings of Support and Value at Syracuse University

One question in the survey queried Staff and Administrator respondents[66] about their opinions on various topics, including their opinions about their support from supervisors and the institution, and Syracuse University's benefits and salary. Tables 61 to 63 illustrate Staff responses to these items. Analyses were conducted by position status,[67] staff status,[68] gender identity,[69] racial identity,[70] sexual identity, disability status, citizenship status, military service, and faith-based affiliation; significant differences are presented in the tables.

Seventy-one percent ($n = 1,076$) of Staff respondents noted that they believed that Syracuse University provided them with resources to pursue training/professional development opportunities (Table 61). By position status, a slightly higher percentage of Administrator without Faculty Rank respondents (74%, $n = 103$) than Staff respondents (71%, $n = 973$) reported that they had these resources. Seventy-four percent ($n = 678$) of Staff respondents with Christian Affiliations, 70% ($n = 30$) of Staff respondents with Multiple Affiliations, 69% ($n = 273$) of Staff respondents with No Affiliation, and 57% ($n = 43$) of Staff respondents with Other Faith-Based Affiliations indicated that Syracuse University provided them with resources to pursue training/professional development opportunities. A higher percentage of No Disability Staff respondents (71%, $n = 983$) than Single Disability Staff respondents (68%, $n = 62$) noted that they believed that Syracuse University provided them with resources to pursue training/professional development opportunities.

Sixty-eight percent ($n = 1,017$) of Staff respondents thought their supervisors provided them with resources to pursue training/professional development opportunities. By position status, a greater

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[66]For this section, the phrase Staff respondents will be used to include Staff and Administrators Without Faculty Rank respondents.

[67]This analysis included Administrators without Faculty Rank and Staff.

[68]Readers will note that 1,438 Staff respondents further identified their positions as Exempt Staff ($n = 1,081$) or Non-Exempt Staff ($n = 357$).

[69]Transgender Staff respondents ($n = 11$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[70]People of Color Staff respondents ($n = 12$), Asian/Asian American Staff respondents ($n = 25$), and Hispanic/Latin@/Chican@ Staff respondents ($n = 29$) were not included in the analyses because their numbers were too few to maintain confidentiality.

percentage of Administrator without Faculty Rank respondents (73%, $n = 104$) than Staff respondents (67%, $n = 913$) reported that they had these resources. Exempt Staff respondents (70%, $n = 716$) were more likely than Non-Exempt Staff respondents (60%, $n = 197$) to indicate that their supervisors provided them with resources to pursue training/professional development opportunities. U.S. Citizen Staff respondents (69%, $n = 941$) were more likely than Non-U.S./Naturalized Citizen Staff respondents (61%, $n = 42$) and Multiple Citizenship Staff respondents (47%, $n = 15$) to indicate that they were provided these resources. Seventy percent ($n = 639$) of Christian Affiliation Staff respondents, 61% ($n = 26$) of Multiple Affiliation Staff respondents, 66% ($n = 261$) of No Affiliation Staff respondents, and 54% ($n = 40$) of Other Faith-Based Affiliation Staff respondents indicated that their supervisor provided them with resources to pursue training/professional development opportunities.

Eighty-two percent ($n = 1,127$) of Staff respondents indicated that Syracuse University was supportive of taking extended leave (e.g., FMLA, parental). Exempt Staff respondents (85%, $n = 793$) were more likely than Non-Exempt Staff respondents (75%, $n = 233$) to indicate that Syracuse University was supportive of taking extended leave. Eighty-four percent ($n = 708$) of Christian Affiliation Staff respondents, 82% ($n = 294$) of No Affiliation Staff respondents, and 70% ($n = 49$) of Other Faith-Based Affiliation Staff respondents indicated that they felt this way.

Eighty-nine percent ($n = 1,301$) of Staff respondents noted that they believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).

Few Staff respondents (14%, $n = 183$) thought that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Seventy-one percent ($n = 890$) of Staff respondents agreed that Syracuse University policies (e.g., FMLA) were fairly applied across Syracuse University. By position status, a slightly higher percentage of Staff respondents (71%, $n = 808$) than Administrator without Faculty Rank respondents (67%, $n = 82$) indicated that Syracuse University policies (e.g., FMLA) were fairly applied across Syracuse University.

Sixty-nine percent ($n = 1,012$) of Staff respondents noted that they believed that Syracuse University was supportive of flexible work schedules. Exempt Staff respondents (71%, $n = 719$) were more likely than Non-Exempt Staff respondents (59%, $n = 191$) to indicate that Syracuse University was supportive of flexible work schedules. A higher percentage of Men Staff respondents (75%, $n = 370$) than Women Staff respondents (65%, $n = 620$) reporting feeling this way.

Table 61. **Staff Respondents' Perceptions of Support**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Syracuse provides me with resources to pursue training/professional development opportunities.	**260**	**17.2**	**816**	**53.9**	**326**	**21.5**	**113**	**7.5**
Position[xcii]								
Admin w/o Faculty Rank	37	26.4	66	47.1	26	18.6	11	7.9
Staff	223	16.2	750	54,5	300	21.8	102	7.4
Faith-based affiliation[xciii]								
Christian	172	18.7	506	55.0	190	20.7	52	5.7
Other Faith-Based	9	12.0	34	45.3	20	26.7	12	16.0
No Affiliation	65	16.3	208	52.3	93	23.4	32	8.0
Multiple affiliations	7	16.3	23	53.5	8	18.6	5	11.6
Disability status[xciv]								
Single Disability	17	18.7	45	49.5	15	16.5	14	15.4
No Disability	239	17.3	744	54.0	302	21.9	93	6.7
Multiple Disabilities	< 5	---	16	51.6	8	25.8	< 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	**303**	**20.2**	**714**	**47.7**	**369**	**24.6**	**111**	**7.4**
Position[xcv]								
Admin w/o Faculty Rank	42	29.6	62	43.7	29	20.4	9	6.3
Staff	261	19.3	652	48.1	340	25.1	102	7.5
Staff status[xcvi]								
Exempt	208	20.3	508	49.6	238	23.2	71	6.9
Non-Exempt	53	16.1	144	43.6	102	30.9	31	9.4
Citizenship status[xcvii]								
U.S. Citizen	278	20.4	663	48.6	327	24.0	96	7.0
Non-U.S./Nat Citizen	9	22.1	33	38.4	23	26.7	11	12.8
Multiple Citizenship	5	15.6	10	31.3	16	50.0	< 5	---
Faith-based affiliation[xcviii]								
Christian	183	20.1	456	50.2	218	24.0	52	5.7
Other Faith-Based	11	14.9	29	39.2	23	31.1	11	14.9
No Affiliation	90	22.8	171	43.3	101	25.6	33	8.4
Multiple Affiliations	7	16.3	19	44.2	13	30.2	< 5	---
Syracuse is supportive of taking extended leave (e.g., FMLA, parental).	**184**	**13.4**	**943**	**68.9**	**189**	**13.8**	**53**	**3.9**
Staff status[xcix]								
Exempt	125	13.4	668	71.8	104	11.2	34	3.7
Non-Exempt	35	11.2	198	63.5	64	20.5	15	4.8

Table 61 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faith-based affiliation[c]								
Christian	119	14.2	589	70.1	111	13.2	21	2.5
Other Faith-Based	6	8.6	43	61.4	18	25.7	< 5	---
No Affiliation	49	13.6	245	68.2	45	12.5	20	5.6
Multiple Affiliations	< 5	---	23	63.9	6	16.7	< 5	---
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	**417**	**28.6**	**884**	**60.6**	**122**	**8.4**	**36**	**2.5**
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	**31**	**2.4**	**152**	**11.7**	**889**	**68.3**	**230**	**17.7**
Position[ci]								
Admin w/o Faculty Rank	< 5	---	12	9.2	80	61.5	35	26.9
Staff	28	2.4	140	11.9	809	69.0	195	16.6
Racial identity[cii]								
Black/African American	< 5	---	10	13.5	47	63.5	13	17.6
White	17	1.6	115	10.7	745	69.6	194	18.1
Multiracial	< 5	---	12	24.0	25	50.0	11	22.0
Syracuse policies (e.g., FMLA) are fairly applied across Syracuse.	**85**	**6.8**	**805**	**64.0**	**279**	**22.2**	**88**	**7.0**
Position[ciii]								
Admin w/o Faculty Rank	16	13.0	66	53.7	31	25.2	10	8.1
Staff	69	6.1	739	65.2	248	21.9	78	6.9
Disability status[civ]								
Single Disability	< 5	5.4	45	60.8	19	25.7	6	8.1
No Disability	79	6.9	743	64.9	245	21.4	78	6.8
Multiple Disabilities	< 5	7.7	8	30.8	12	46.2	< 5	---
Syracuse is supportive of flexible work schedules.	**197**	**13.3**	**815**	**55.2**	**357**	**24.2**	**108**	**7.3**
Staff status[cv]								
Exempt	147	14.5	572	56.3	232	22.8	65	6.4
Non-Exempt	32	9.9	159	49.2	97	30.0	35	10.8
Gender identity[cvi]								
Woman	123	12.8	497	51.9	258	26.9	80	8.4
Man	70	14.2	300	61.0	95	19.3	27	5.5

Note: Table includes Staff and Administrator respondents (*n* = 1,560) only.

Queried about salary and benefits, less than one-third of Staff respondents (31%, *n* = 464) "agreed" or "strongly agreed" that staff salaries were competitive (Table 62). By position status, Staff respondents (31%, *n* = 420) and Administrator without Faculty Rank respondents (32%, *n*

= 44) expressed similar sentiments. Non-Exempt Staff respondents (34%, $n = 11$) were slightly more likely than Exempt Staff respondents (30%, $n = 309$) and Men Staff respondents (36%, $n = 178$) more likely than Women Staff respondents (29%, $n = 275$) to indicate that staff salaries were competitive.

Eighty-eight percent ($n = 1,330$) of Staff respondents noted that they believed vacation and personal time benefits were competitive. By position status, Administrator without Faculty Rank respondents (92%, $n = 951$) were more likely than Staff respondents (77%, $n = 250$) to indicate they felt this way.

Eighty-five percent ($n = 1,250$) of Staff respondents thought that health insurance benefits were competitive. By racial identity, White Staff respondents (86%, $n = 1,053$) and Multiracial Staff respondents (85%, $n = 45$) were more likely than Black/African American respondents (72%, $n = 56$) to indicate that health insurance benefits were competitive.

Seventy-two percent ($n = 896$) of Staff respondents indicated that child care benefits were competitive. By position status, Administrator without Faculty Rank respondents (65%, $n = 78$) were more likely than Staff respondents (72%, $n = 818$) to indicate they felt this way. Seventy-four percent ($n = 574$) of Christian Affiliation Staff respondents, 70% ($n = 48$) of Other Faith-Based Affiliation Staff respondents, 68% ($n = 223$) of No Affiliation Staff respondents, and 63% $n = 19$) of Multiple Affiliation Staff respondents indicated that they felt this way.

Eighty-eight percent ($n = 1,262$) of Staff respondents felt that retirement benefits were competitive. Exempt Staff respondents (90%, $n = 891$) were more likely than Non-Exempt Staff respondents (81%, $n = 252$) to report that they thought retirement benefits were competitive.

Table 62. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff salaries are competitive.	**55**	**3.7**	**409**	**27.5**	**583**	**39.2**	**441**	**29.6**
Position[cvii]								
Admin w/o Faculty Rank	11	7.9	33	23.6	53	37.9	43	30.7
Staff	44	3.3	376	27.9	530	39.3	398	29.5
Staff status[cviii]								
Exempt	32	3.1	277	27.1	425	41.6	288	28.2
Non-Exempt	12	3.7	99	30.4	105	32.2	110	33.7
Gender identity[cix]								
Woman	26	2.7	249	25.9	379	39.4	309	32.1
Man	29	5.8	149	30.0	193	38.8	126	25.4
Vacation and personal time benefits are competitive.	**360**	**23.9**	**970**	**64.4**	**121**	**8.0**	**56**	**3.7**
Position[cx]								
Admin w/o Faculty Rank	282	27.2	669	64.5	61	5.9	26	2.5
Staff	40	12.3	210	64.4	50	15.3	26	8.0
Health insurance benefits are competitive.	**260**	**17.6**	**990**	**66.9**	**177**	**12.0**	**53**	**3.6**
Racial identity[cxi]								
Black/African American	14	17.9	42	53.8	17	21.8	5	6.4
White	213	17.4	840	68.7	131	10.7	38	3.1
Multiracial	9	17.0	36	67.9	6	11.3	< 5	---
Child care benefits are competitive.	**118**	**9.4**	**778**	**62.1**	**288**	**23.0**	**69**	**5.5**
Position[cxii]								
Admin w/o Faculty Rank	21	17.5	57	47.5	34	28.3	8	6.7
Staff	97	8.6	721	63.6	254	22.4	61	5.4
Faith-based affiliation[cxiii]								
Christian	79	10.2	495	63.8	166	21.4	36	4.6
Other Faith-Based	11	15.9	37	53.6	14	20.3	7	10.1
No Affiliation	21	6.4	202	62.0	84	25.8	19	5.8
Multiple Affiliations	5	16.7	14	46.7	7	23.3	< 5	---
Retirement benefits are competitive.	**346**	**24.0**	**916**	**63.6**	**133**	**9.2**	**46**	**3.2**
Staff status[cxiv]								
Exempt	249	25.1	642	64.8	76	7.7	24	2.4
Non-Exempt	59	19.0	193	62.1	40	12.9	19	6.1

Note: Table includes Staff and Administrator respondents (*n* = 1,560) only.

Fifty-three percent ($n = 743$) of Staff respondents noted that they believed staff opinions were valued on Syracuse University committees (Table 63). By position status, Administrator without Faculty Rank respondents (53%, $n = 73$) and Staff respondents (53%, $n = 670$) expressed similar sentiments. A greater percentage of Men Staff respondents (57%, $n = 270$) than Women Staff respondents (51%, $n = 463$) thought that staff opinions were valued on Syracuse University committees.

Forty-three percent ($n = 595$) of Staff respondents noted that they believed that staff opinions were valued by Syracuse University faculty and administration. By position status, a slightly higher percentage of Administrator without Faculty Rank respondents (45%, $n = 63$) than Staff respondents (42%, $n = 532$) indicated they felt this way. A greater percentage of Men Staff respondents (47%, $n = 219$) than Women Staff respondents (41%, $n = 370$) thought that staff opinions were valued by Syracuse University faculty and administration.

Seventy-six percent ($n = 1,146$) of Staff respondents noted that they believed that there were clear expectations of their responsibilities.

Thirty percent ($n = 439$) of Staff respondents thought that procedures on how they could advance at Syracuse University were clear. Non-Exempt Staff respondents (35%, $n = 111$) were more likely than Exempt Staff respondents (29%, $n = 287$) to agree that procedures on how they could advance at Syracuse University were clear.

More than half (53%, $n = 770$) of Staff respondents indicated that they felt positively about their career opportunities at Syracuse University. Fifty-five percent ($n = 485$) of Christian Affiliation Staff respondents, 55% ($n = 40$) of Other Faith-Based Affiliation Staff respondents, and 50% ($n = 193$) of No Affiliation Staff respondents indicated that they felt this way. No Disability Staff respondents (55%, $n = 725$) were more likely than other disability groups to agree that they felt positively about their career opportunities at Syracuse University.

Ninety percent ($n = 1,329$) of Staff respondents reported that Syracuse University is a good place to work. A higher percentage of Heterosexual Staff respondents (91%, $n = 1,181$) than LGBQ

Staff respondents (80%, *n* = 70) indicated that Syracuse University is a good place to work. Ninety-two percent (*n* = 826) of Christian Affiliation Staff respondents, 88% (*n* = 346) of No Affiliation Staff respondents, 80% (*n* = 60) of Other Faith-Based Affiliation Staff respondents, and 80% (*n* = 34) of Multiple Affiliation Staff respondents indicated that they felt this way.

Table 63. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff opinions are valued on Syracuse committees.	**56**	**4.0**	**687**	**49.0**	**479**	**34.1**	**181**	**12.9**
Position[cxv]								
Admin w/o Faculty Rank	14	10.1	59	42.8	51	37.0	14	10.1
Staff	42	3.3	628	49.6	428	33.8	167	13.2
Gender Identity[cxvi]								
Woman	28	3.1	435	48.2	313	34.7	127	14.1
Man	27	5.7	243	51.1	157	33.0	49	10.3
Staff opinions are valued by Syracuse faculty and administration.	**53**	**3.8**	**542**	**38.8**	**556**	**39.8**	**246**	**17.6**
Position[cxvii]								
Admin w/o Faculty Rank	14	10.1	49	35.3	61	43.9	15	10.8
Staff	39	3.1	493	39.2	495	39.3	231	18.4
Gender identity[cxviii]								
Woman	26	2.9	344	38.1	354	39.2	179	19.8
Man	27	5.7	192	40.9	187	39.8	64	13.6
There are clear expectations of my responsibilities.	**245**	**16.2**	**901**	**59.7**	**287**	**19.0**	**76**	**5.0**
There are clear procedures on how I can advance at Syracuse.	**73**	**5.0**	**366**	**25.0**	**708**	**48.4**	**315**	**21.5**
Staff status[cxix]								
Exempt	38	3.8	249	24.8	487	48.6	229	22.8
Non-Exempt	25	7.8	86	26.7	146	45.3	65	20.2
Citizenship status[cxx]								
U.S. Citizen	72	5.4	334	25.0	653	48.8	279	20.9
Non-U.S./Nat Citizen	< 5	---	22	26.8	33	40.2	26	31.7
Multiple Citizenship	0	0	9	32.1	17	60.7	< 5	---

Table 63 cont.

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faith-based affiliation[cxxi]								
Christian	47	5.3	252	28.3	424	47.6	168	18.9
Other Faith-Based	< 5	---	18	25.4	29	40.8	22	31.0
No Affiliation	20	5.2	79	20.5	197	51.2	89	23.1
Multiple affiliations	< 5	---	5	11.9	23	54.8	12	28.6
Disability status[cxxii]								
Single Disability	< 5	---	15	16.5	45	49.5	30	33.0
No Disability	71	5.4	347	26.2	636	48.0	272	20.5
Multiple Disabilities	< 5	---	< 5	---	16	57.1	9	32.1
Positive about my career opportunities at Syracuse.	**141**	**9.7**	**629**	**43.2**	**497**	**34.1**	**190**	**13.0**
Citizenship status[cxxiii]								
U.S. Citizen	134	10.1	574	43.2	462	34.7	160	12.0
Non-U.S./Nat Citizen	< 5	---	38	46.3	21	25.6	20	24.4
Multiple Citizenship	< 5	---	13	40.6	11	34.4	< 5	---
Faith-based affiliation[cxxiv]								
Christian	99	11.1	386	43.4	315	35.4	89	10.0
Other Faith-Based	5	6.8	35	47.9	19	26.0	14	19.2
No Affiliation	33	8.6	160	41.8	128	33.4	62	16.2
Multiple Affiliations	< 5	---	17	41.5	14	34.1	8	19.5
Disability status[cxxv]								
Single Disability	< 5	---	25	29.1	38	44.2	19	22.1
No Disability	135	10.2	590	44.5	437	33.0	163	12.3
Multiple Disabilities	< 5	---	8	26.7	14	46.7	6	20.0
Syracuse is a good place to work.	**380**	**25.6**	**949**	**64.0**	**125**	**8.4**	**29**	**2.0**
Sexual identity[cxxvi]								
LGBQ	22	25.0	48	54.5	13	14.8	5	5.7
Heterosexual	340	26.1	841	64.4	101	7.7	23	1.8
Faith-based affiliation[cxxvii]								
Christian	258	28.7	568	63.3	59	6.6	13	1.4
Other Faith-Based	19	25.3	41	54.7	10	13.3	5	6.7
No Affiliation	82	20.9	264	67.3	37	9.4		2.3
Multiple Affiliations	6	14.6	28	68.3	6	14.6	< 5	---

Note: Table includes Staff and Administrator respondents (*n* = 1,560) only.

Four hundred and forty-four Staff and Administrator respondents elaborated on their employment related experiences. The themes and supporting comments are provided here.

Low morale/Lack of a sense of belonging. Low morale and a respective low sense of belonging was a major theme in the data gathered from Staff and Administrator respondents. One Staff

respondent noted, "I do not always feel that faculty are respectful of the role of staff members and their importance to the university." Another Staff respondent shared, "I in no way whatsoever feel that anyone in the library is valued by the administration." More specifically, one Staff respondent explained, "exempt employees are treated SO much better than hourly employees, and the hierarchy that is created in the office, which for me is especially awful since I'm the only hourly person left." Overall Staff respondents agreed, "The current work climate at Syracuse University is tense; morale is low." One Administrative respondent reported, "The culture of One University is just not happening! Every man for himself. VSIP has killed moral with little relief...just do more work and get it done faster." Other respondents alluded to the sense that the perceived low morale is changed from the past, one Administrative respondent stated, "If you asked me three years ago the same questions, I would have been a lot more positive."

Limited professional development. Twenty percent of the Staff and Administrator respondents who elaborated here described professional development and advancement opportunities as inaccessible, limited and insufficient. One Administrative respondent noted, "Yes there are resources for training/professional development, but not really encouraged to participate or have the right training/professional development needed for what I do." Similarly, a Staff respondent elaborated, "While professional development is available, it often feels like a burden to my office to pursue or take advantage of it as a result of budgetary reasons or just that it simply is not being highly valued." Regarding advancement opportunities, Staff respondents reported, "there does not seem to be upward mobility opportunities in my department" and "There is not a very clear advancement path without moving to an entirely new skill set and position in our unit." One Staff respondent's narrative summarized the sentiments of many, "Syracuse as a whole could improve on providing advancement steps for staff - it seems more dependent on applying online to jobs and not as much to advancing staff within the University. Feel there could be more value placed on the knowledge acquired with working within SU over time."

Dissatisfaction with salary/benefits. Twenty-three percent of Staff and Administrator respondents who elaborated on their employment related experiences expressed dissatisfaction with salary and benefits. One Staff respondent shared, "Syracuse University does not pay well

compared to other institutions. We do not pay competitively to what we expect our students to earn upon graduation." One Administrative respondent explained, "Syracuse is a good place to work, but the salary is not competitive and the workload is overwhelming." Benefits, particularly, ones pertaining to children and families were often noted in tandem with concerns regarding salary. One Staff respondent explained, "Staff salaries are embarrassingly low and seem to reflect an expectation that every staff member is using the child tuition benefit." One Staff respondent elaborated in detail, "Salaries are not competitive and while the childcare subsidy is a good start with low salaries and childcare expenses at $10,000 per child, I can't rate the benefit competitive." Another Staff respondent simply noted, "Salary and child care benefits are not competitive."

Question 103 queried Staff respondents about the degree to which they felt valued at Syracuse University. Frequencies and significant differences based on position status,[71] staff status,[72] gender identity,[73] racial identity,[74] sexual identity, disability status, citizenship status, military service, and faith-based affiliation are provided in Tables 64 through 66.

Eighty-four percent ($n = 1,306$) of Staff respondents felt valued by coworkers in their department (Table 64). By position status, Administrator without Faculty Rank respondents (89%, $n = 128$) were slightly more likely than Staff respondents (84%, $n = 1,178$) to indicate feeling this way. Exempt Staff respondents (86%, $n = 908$) were more likely than Non-Exempt Staff respondents (79%, $n = 270$) and Heterosexual Staff respondents (86%, $n = 1,167$) were more likely than LGBQ Staff respondents (73%, $n = 66$) to report that they felt valued by coworkers in their department.

Three-quarters (75%, $n = 1,154$) of Staff respondents felt valued by coworkers outside their department. A higher percentage of White Staff respondents (77%, $n = 976$) than Multiracial

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[71]This analysis included Administrators without Faculty Rank and Staff.
[72]Readers will note that 1,438 Staff respondents further identified their positions as Exempt Staff ($n = 1,081$) or Non-Exempt Staff ($n = 357$).
[73]Transgender Staff respondents ($n = 11$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[74]People of Color Staff respondents ($n = 12$), Asian/Asian American Staff respondents ($n = 25$), and Hispanic/Latin@/Chican@ Staff respondents ($n = 29$) were not included in the analyses because their numbers too few to maintain confidentiality.

Staff Respondents (67%, $n = 37$) and Black/African American Staff respondents (62%, $n = 51$) reported that they felt valued by coworkers outside of their department. A higher percentage of No Disability Staff respondents (76%, $n = 1,062$) than Single Disability Staff respondents (58%, $n = 54$) and Multiple Disabilities Staff respondents (81%, $n = 25$) felt valued by coworkers outside of their department.

Seventy-five percent ($n = 1,164$) of Staff respondents felt valued by their supervisors/managers. By position status, Administrator without Faculty Rank respondents (75%, $n = 108$) and Staff respondents (75%, $n = 1,056$) expressed similar sentiments. Men Staff respondents (78%, $n = 399$) were slightly more likely than Women Staff respondents (74%, $n = 745$) to report that they felt valued by their supervisors/managers. A higher percentage of White Staff respondents (77%, $n = 976$) and Multiracial Staff Respondents (75%, $n = 42$) than Black/African American Staff respondents (65%, $n = 54$) reported that they felt valued by their supervisors/managers.

Fifty-eight percent ($n = 883$) of Staff respondents felt valued by Syracuse University students. By position status, a higher percentage of Administrator without Faculty Rank respondents (64%, $n = 90$) than Staff respondents (58%, $n = 793$) felt valued by Syracuse University students. Exempt Staff respondents (58%, $n = 598$) and Non-Exempt Staff respondents (58%, $n = 195$) expressed similar thoughts about feeling valued. Sixty-one percent ($n = 46$) of Other Faith-Based Affiliation Staff respondents, 59% ($n = 543$) of Christian Affiliation Staff respondents, 57% ($n = 228$) of No Affiliation Staff respondents, and 55% ($n = 23$) of Multiple Affiliation Staff respondents indicated that they felt valued by Syracuse University students.

Forty-five percent ($n = 665$) of Staff respondents felt valued by Syracuse University faculty. A slightly higher percentage of Heterosexual Staff respondents (44%, $n = 583$) than LGBQ Staff respondents (41%, $n = 37$) felt valued by Syracuse University faculty.

Forty-one percent ($n = 631$) of Staff respondents felt valued by Syracuse University senior administrators (e.g., dean, vice president, provost). By position status, a higher percentage of Administrator without Faculty Rank respondents (60%, $n = 85$) than Staff respondents (40%, $n = 546$) felt valued by Syracuse University senior administrators. Forty-six percent ($n = 424$) of

Christian Affiliation Staff respondents, 41% (n = 31) of Other Faith-Based Affiliation Staff respondents, and 33% (n = 133) of No Affiliation Staff respondents indicated that they felt this way.

Table 64. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by coworkers in my department.	**560**	**36.1**	**746**	**48.1**	**132**	**8.5**	**72**	**4.6**	**40**	**2.6**
Position[cxxviii]										
Admin w/o Faculty Rank	73	50.7	55	38.2	9	6.3	6	4.2	< 5	---
Staff	487	34.6	691	49.1	123	8.7	66	4.7	39	2.8
Staff status[cxxix]										
Exempt	389	36.6	519	48.9	88	8.3	48	4.5	18	1.7
Non-Exempt	98	28.5	172	50.0	35	10.2	18	5.2	21	6.1
Sexual identity[cxxx]										
LGBQ	29	32.2	37	41.1	15	16.7	< 5	---	5	5.6
Heterosexual	504	37.0	663	48.6	108	7.9	58	4.3	31	2.3
I feel valued by coworkers outside my department.	**405**	**26.3**	**749**	**48.6**	**268**	**17.4**	**97**	**6.3**	**23**	**1.5**
Staff status[cxxxi]										
Exempt	284	26.8	512	48.3	179	16.9	72	6.8	12	1.1
Non-Exempt	74	21.7	165	48.4	73	21.4	20	5.9	9	2.6
Racial identity[cxxxii]										
Black/African American	10	12.2	41	50.0	21	25.6	6	7.3	< 5	4.9
White	351	27.5	625	49.0	205	16.1	78	6.1	16	1.3
Multiracial	10	18.2	27	49.1	13	23.6	< 5	---	< 5	---
Disability status[cxxxiii]										
Single Disability	21	22.6	33	35.5	25	26.9	14	15.1	0	0
No Disability	375	26.8	687	49.0	237	16.9	79	5.6	23	1.6
Multiple Disabilities	7	22.6	18	58.1	< 5	12.9	< 5	6.5	0	0
I feel valued by my supervisor/manager.	**561**	**36.3**	**603**	**39.0**	**176**	**11.4**	**133**	**8.6**	**72**	**4.7**
Position[cxxxiv]										
Admin w/o Faculty Rank	68	47.2	40	27.8	19	13.2	7	4.9	10	6.9
Staff	493	35.2	563	40.2	157	11.2	126	9.0	62	4.4
Gender identity[cxxxv]										
Woman	380	37.7	365	36.2	119	11.8	95	9.4	48	4.8
Man	173	34.0	226	44.4	54	10.6	36	7.1	20	3.9
Racial identity[cxxxvi]										
Black/African American	25	30.1	29	34.9	17	20.5	9	10.8	< 5	---
White	472	37.0	504	39.6	136	10.7	107	8.4	55	4.3
Multiracial	24	42.9	18	32.1	5	8.9	< 5	---	6	10.7
I feel valued by Syracuse students.	**342**	**22.6**	**541**	**35.8**	**518**	**34.3**	**90**	**6.0**	**90**	**6.0**
Position[cxxxvii]										
Admin w/o Faculty Rank	43	30.7	47	33.6	48	34.3	< 5	---	0	0

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff	299	21.8	494	36.0	470	34.3	88	6.4	21	1.5
Staff status[cxxxviii]										
Exempt	233	22.5	365	35.2	366	35.3	63	6.1	10	1.0
Non-Exempt	66	19.7	129	38.5	104	31.0	25	7.5	11	3.3
Faith-based affiliation[cxxxix]										
Christian	218	23.7	325	35.4	318	34.6	50	5.4	8	0.9
Other Faith-Based	15	20.0	31	41.3	21	28.0	< 5	---	< 5	---
No Affiliation	84	20.8	144	35.7	136	33.7	34	8.4	5	1.2
Multiple Affiliations	12	28.6	11	26.2	15	35.7	< 5	---	< 5	---
Disability status[cxl]										
Single Disability	26	28.3	34	37.0	22	23.9	7	7.6	< 5	---
No Disability	308	22.4	496	36.1	474	34.5	78	5.7	18	1.3
Multiple Disabilities	7	23.3	< 5	---	16	53.3	< 5	---	0	0
I feel valued by Syracuse faculty.	**184**	**12.2**	**481**	**31.9**	**599**	**39.8**	**178**	**11.8**	**64**	**4.2**
Sexual identity[cxli]										
LGBQ	8	8.9	29	32.2	27	30.0	21	23.3	5	5.6
Heterosexual	166	12.6	417	31.5	530	40.1	153	11.6	56	4.2
I feel valued by Syracuse senior administrators (e.g., dean, vice president, provost).	**185**	**12.1**	**446**	**29.2**	**488**	**32.0**	**279**	**18.3**	**129**	**8.4**
Position[cxlii]										
Admin w/o Faculty Rank	29	20.3	56	39.2	35	24.5	14	9.8	9	6.3
Staff	156	11.3	390	28.2	453	32.7	265	19.1	120	8.7
Faith-based affiliation[cxliii]										
Christian	127	13.7	297	32.1	284	30.7	163	17.6	55	5.i9
Other Faith-Based	11	14.5	20	26.3	20	26.3	17	22.4	8	10.5
No Affiliation	38	9.4	95	23.6	142	35.2	77	19.1	51	12.7
Multiple Affiliations	< 5	---	14	33.3	11	26.2	10	23.8	< 5	---

Note: Table includes Staff and Administrator respondents (*n* = 1,560) only.

Table 65 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at Syracuse University. Subsequent analyses were conducted to identify significant differences in responses by Staff status, gender identity, and racial identity; only significant differences are reported.

Eighteen percent ($n = 270$) of Staff respondents thought that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Twenty-one percent ($n = 72$) of Non-Exempt Staff respondents and 16% ($n = 171$) of Exempt Staff respondents indicated that they believed that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Likewise, 27% ($n = 22$) of Black/African American Staff respondents and 16% ($n = 237$) of White Staff respondents thought that coworkers in their work units pre-judged their abilities based on their perception of their identity/background. Multiple Disabilities Staff respondents (42%, $n = 13$) were more likely than Single Disability Staff respondents (19%, $n = 17$) and No Disability Staff respondents (17%, $n = 237$) to report that they felt this way.

Nineteen percent ($n = 282$) of Staff respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Twenty-four percent ($n = 82$) of Non-Exempt Staff respondents and 17% ($n = 179$) of Exempt Staff respondents indicated that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background. Twenty-seven percent ($n = 25$) of Single Disability Staff respondents and 17% ($n = 241$) of No Disability Staff respondents indicated that they felt this way.

Twenty percent ($n = 290$) of Staff respondents thought that faculty pre-judged their abilities based on their perception of their identity/background. Thirty-eight percent ($n = 30$) of Black/African American Staff respondents, 27% ($n = 14$) of Multiracial Staff respondents, and 18% ($n = 223$) of White Staff respondents thought that faculty pre-judged their abilities based on their perception of their identity/background.

Table 65. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.	**65**	**4.3**	**205**	**13.4**	**423**	**27.7**	**535**	**35.1**	**297**	**19.5**
Staff status[cxliv]										
Exempt	41	3.9	130	12.5	283	27.1	373	35.8	216	20.7
Non-Exempt	19	5.6	53	15.7	104	30.8	114	33.7	48	14.2
Racial identity[cxlv]										
Black/African American	8	9.9	14	17.3	33	40.7	20	24.7	6	7.4
White	46	3.6	157	12.5	336	26.6	459	36.4	263	20.9
Multiracial	< 5	---	12	21.4	12	21.4	21	37.5	8	14.3
Disability status[cxlvi]										
Single Disability	8	8.7	9	9.8	32	34.8	29	31.5	14	15.2
No Disability	52	3.8	185	13.4	376	27.1	496	35.8	276	19.9
Multiple Disabilities	5	16.1	8	25.8	8	25.8	6	19.4	< 5	---
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	**68**	**4.5**	**214**	**14.1**	**360**	**23.6**	**512**	**33.6**	**369**	**24.2**
Staff status[cxlvii]										
Exempt	43	4.1	136	13.1	240	23.1	354	34.1	266	25.6
Non-Exempt	21	6.2	61	17.9	85	25.0	110	32.4	63	18.5
Disability status[cxlviii]										
Single Disability	11	12.0	14	15.2	23	25.0	28	30.4	16	17.4
No Disability	53	3.8	188	13.6	320	23.1	477	34.5	345	24.9
Multiple Disabilities	< 5	---	9	29.0	11	25.5	< 5	---	5	16.1
I think that faculty pre-judges my abilities based on their perception of my identity/background.	**68**	**4.6**	**222**	**15.0**	**582**	**39.3**	**384**	**25.9**	**224**	**15.1**
Racial identity[cxlix]										
Black/African American	9	11.3	21	26.3	35	43.8	10	12.5	5	6.3
White	46	3.8	177	14.5	466	38.1	333	27.2	201	16.4
Multiracial	5	9.8	9	17.6	18	35.3	16	31.4	< 5	---

Note: Table includes Staff and Administrator respondents (*n* = 1,560) only.

Less than half (49%, n = 750) of Staff respondents felt that their department/program encouraged free and open discussion of difficult topics (Table 66). By position status, a higher percentage of Administrator without Faculty Rank respondents (66%, n = 94) than Staff respondents (48%, n = 656) felt that their department/program encouraged free and open discussion of difficult topics. A higher percentage of Exempt Staff respondents (49%, n = 516) than Non-Exempt Staff respondents (41%, n = 140) and Men Staff respondents (53%, n = 266) than Women Staff respondents (48%, n = 474) reported that they felt that their department/program encouraged free and open discussion of difficult topics.

Sixty-nine percent (n = 1,067) of Staff respondents felt that their skills were valued, and 70% (n = 1,075) felt that their work was valued. Seventy percent (n = 744) of Exempt Staff respondents and 63% (n = 217) of Non-Exempt Staff respondents felt that their skills were valued.

Table 66. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I believe that my department/program encourages free and open discussion of difficult topics.	**232**	**15.2**	**518**	**33.9**	**375**	**24.6**	**258**	**16.9**	**143**	**9.4**
Position[cl]										
Admin w/o Faculty Rank	34	23.8	60	42.0	19	13.3	20	14.0	10	7.0
Staff	198	14.3	458	33.1	356	25.7	238	17.2	133	9.6
Staff status[cli]										
Exempt	161	15.4	355	34.0	249	23.8	181	17.3	99	9.5
Non-Exempt	37	10.9	103	30.5	107	31.7	57	16.9	34	10.1
Gender identity[clii]										
Woman	154	15.5	320	32.2	235	23.6	178	17.9	108	10.9
Man	75	14.9	191	38.0	130	25.8	77	15.3	30	6.0
I feel that my skills are valued.	**336**	**21.8**	**731**	**47.4**	**207**	**13.4**	**188**	**12.2**	**81**	**5.2**
Staff status[cliii]										
Exempt	241	22.7	503	47.5	137	12.9	135	12.7	44	4.2
Non-Exempt	62	18.1	155	45.3	53	15.5	45	13.2	27	7.9
I feel that my work is valued.	**356**	**23.0**	**719**	**46.5**	**217**	**14.0**	**178**	**11.5**	**75**	**4.9**

Note: Table includes Staff and Administrator respondents (n = 1,560) only.

[xcii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse provided them with resources to pursue training/professional development opportunities by position: χ^2 (3, $N = 1,515) = 9.7$, $p < .05$.

[xciii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse provided them with resources to pursue training/professional development opportunities by faith-based affiliation: χ^2 (9, $N = 1,436) = 18.7$, $p < .05$.

[xciv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse provided them with resources to pursue training/professional development opportunities by disability status: χ^2 (6, $N = 1,500) = 12.8$, $p < .05$.

[xcv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provided them with resources to pursue training/professional development opportunities by position: χ^2 (3, $N = 1,497) = 8.7$, $p < .05$.

[xcvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provided them with resources to pursue training/professional development opportunities by staff status: χ^2 (3, $N = 1,355) = 12.0$, $p < .01$.

[xcvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provided them with resources to pursue training/professional development opportunities by citizenship status: χ^2 (6, $N = 1,482) = 17.3$, $p < .01$.

[xcviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provided them with resources to pursue training/professional development opportunities by faith-based affiliation: χ^2 (9, $N = 1,421) = 18.6$, $p < .05$.

[xcix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse was supportive of taking extended leave (e.g., FMLA, parental) by staff status: χ^2 (3, $N = 1,243) = 19.1$, $p < .001$.

[c]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse was supportive of taking extended leave (e.g., FMLA, parental) by faith-based affiliation: χ^2 (9, $N = 1,305) = 23.3$, $p < .01$.

[ci]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff in their department who used family accommodation policies (FMLA) were disadvantaged in promotion or evaluations by position: χ^2 (3, $N = 1,302) = 8.7$, $p < .05$.

[cii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff in their department who used family accommodation policies (FMLA) were disadvantaged in promotion or evaluations by racial identity: χ^2 (6, $N = 1,195) = 17.4$, $p < .01$.

[ciii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse policies (e.g., FMLA) were fairly applied across Syracuse by position: χ^2 (3, $N = 1,257) = 11.0$, $p < .05$.

[civ]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse policies (e.g., FMLA) were fairly applied across Syracuse by disability status: χ^2 (6, $N = 1,245) = 15.2$, $p < .05$.

[cv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse was supportive of flexible work schedules by staff status: χ^2 (3, $N = 1,339) = 17.7$, $p < .01$.

[cvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse was supportive of flexible work schedules by gender identity: χ^2 (3, $N = 1,450) = 16.7$, $p < .01$.

[cvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff salaries were competitive by position: χ^2 (3, $N = 1,488) = 8.2$, $p < .05$.

[cviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff salaries were competitive by staff status: χ^2 (3, $N = 1,348) = 9.3$, $p < .05$.

[cix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff salaries were competitive by gender identity: χ^2 (3, $N = 1,460) = 15.6$, $p < .01$.

[cx]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that vacation and personal time benefits were competitive by position: χ^2 (3, $N = 1,364) = 70.1$, $p < .001$.

[cxi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that health insurance benefits were competitive by racial identity: χ^2 (6, $N = 1,353$) = 12.8, $p < .05$.

[cxii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that child care benefits were competitive by position: χ^2 (3, $N = 1,253$) = 15.7, $p < .01$.

[cxiii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that child care benefits were competitive by faith-based affiliation: χ^2 (9, $N = 1,201$) = 19.6, $p < .05$.

[cxiv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that retirement benefits were competitive by staff status: χ^2 (3, $N = 1,302$) = 21.0, $p < .001$.

[cxv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff opinions were valued on Syracuse committees by position: χ^2 (3, $N = 1,403$) = 17.0, $p < .01$.

[cxvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff opinions were valued on Syracuse committees by gender identity: χ^2 (3, $N = 1,379$) = 9.4, $p < .05$.

[cxvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Staff opinions were valued by Syracuse faculty and administration by position: χ^2 (3, $N = 1,397$) = 21.3, $p < .001$.

[cxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff opinions were valued by Syracuse faculty and administration by gender identity: χ^2 (3, $N = 1,373$) = 13.9, $p < .01$.

[cxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that there were clear procedures on how they can advance at Syracuse by staff status: χ^2 (3, $N = 1,325$) = 9.7, $p < .05$.

[cxx]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that there were clear procedures on how they can advance at Syracuse by citizenship status: χ^2 (6, $N = 1,448$) = 13.7, $p < .05$.

[cxxi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that there were clear procedures on how they can advance at Syracuse by faith-based affiliation: χ^2 (9, $N = 1,389$) = 19.5, $p < .05$.

[cxxii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that there were clear procedures on how they can advance at Syracuse by disability status: χ^2 (6, $N = 1,445$) = 18.2, $p < .01$.

[cxxiii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were positive about their career opportunities at Syracuse by citizenship status: χ^2 (6, $N = 1,444$) = 14.9, $p < .05$.

[cxxiv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were positive about their career opportunities at Syracuse by faith-based affiliation: χ^2 (9, $N = 1,386$ = 18.9, $p < .05$.

[cxxv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were positive about their career opportunities at Syracuse by disability status: χ^2 (6, $N = 1,441$) = 20.8, $p < .01$.

[cxxvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse was a good place to work by sexual identity: χ^2 (3, $N = 1,393$) = 12.6, $p < .01$

[cxxvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Syracuse was a good place to work by faith-based affiliation: χ^2 (9, $N = 1,406$) = 28.5, $p < .01$

[cxxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by coworkers in their department by position: χ^2 (4, $N = 1,550$) = 15.8, $p < .01$.

[cxxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by coworkers in their department by staff status: χ^2 (4, $N = 1,406$) = 25.0, $p < .001$.

[cxxx]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by coworkers in their department by sexual identity: χ^2 (4, $N = 1,454$) = 12.8, $p < .05$.

[cxxxi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by coworkers outside their department by staff status: χ^2 (4, $N = 1,550$) = 15.8, $p < .01$.

[cxxxii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by coworkers outside their department by racial identity: χ^2 (8, $N = 1,412$) = 21.1, $p < .01$.

[cxxxiii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by coworkers outside their department by disability status: χ^2 (8, $N = 1,525$) = 24.5, $p < .01$.

[cxxxiv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by their supervisor/manager by position: χ^2 (4, $N = 1,545$) = 15.2, $p < .01$.

[cxxxv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by their supervisor/manager by gender identity: χ^2 (4, $N = 1,516$) = 10.2, $p < .05$.

[cxxxvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by their supervisor/manager by racial identity: χ^2 (8, $N = 1,413$) = 15.9, $p < .05$.

[cxxxvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by Syracuse students by position: χ^2 (4, $N = 1,512$) = 12.1, $p < .05$.

[cxxxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by Syracuse students by staff status: χ^2 (4, $N = 1,372$) = 12.7, $p < .05$.

[cxxxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by Syracuse students by faith-based affiliation: χ^2 (12, $N = 1,439$) = 30.0, $p < .01$.

[cxl]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by Syracuse students by disability status: χ^2 (8, $N = 1,496$) = 15.9, $p < .05$.

[cxli]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by Syracuse faculty by sexual identity: χ^2 (4, $N = 1,412$) = 12.9, $p < .05$.

[cxlii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by Syracuse senior administrators by position: χ^2 (4, $N = 1,527$) = 23.9, $p < .001$.

[cxliii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by Syracuse senior administrators by faith-based affiliation: χ^2 (12, $N = 1,447$) = 33.7, $p < .01$.

[cxliv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that coworkers in their work unit pre-judged their abilities based on their perception of their identity/background by Staff status: χ^2 (4, $N = 1,381$) = 10.8, $p < .05$.

[cxlv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that coworkers in their work unit pre-judged their abilities based on their perception of their identity/background by racial identity: χ^2 (8, $N = 1,398$) = 29.0, $p < .001$.

[cxlvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that coworkers in their work unit pre-judged their abilities based on their perception of their identity/background by disability status: χ^2 (8, $N = 1,508$) = 25.9, $p < .051$.

[cxlvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor/manager pre-judged their abilities based on their perception of their identity/background by disability status: χ^2 (4, $N = 1,379$) = 12.5, $p < .05$.

[cxlviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor/manager pre-judged their abilities based on their perception of their identity/background by disability status: χ^2 (8, $N = 1,506$) = 30.8, $p < .001$.

[cxlix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that faculty pre-judged their abilities based on their perception of their identity/background by racial identity: χ^2 (8, $N = 1,354$) = 35.5, $p < .001$.

[cl]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey noted that they believed that their department/program encouraged free and open discussion on difficult topics by position: χ^2 (4, $N = 1,526$) = 20.5, $p < .001$.

[cli]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their department/program encouraged free and open discussion on difficult topics by staff status: χ^2 (4, $N = 1,383$) = 10.7, $p < .05$.

[clii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their department/program encouraged free and open discussion on difficult topics by gender identity: χ^2 (4, $N = 1,498$) = 14.0, $p < .01$.

[cliii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their skills were valued by staff status: χ^2 (4, $N = 1,402$) = 11.2, $p < .05$.

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 583$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 67 - 70). Question 38 queried Tenured and Tenure-Track Faculty respondents ($n = 338$), Question 40 addressed the Non-Tenure-Track/Adjunct Faculty respondents ($n = 141$), and Question 42 addressed all Faculty respondents. Chi-square analyses[75] were conducted by faculty status,[76] gender identity,[77] sexual identity, citizenship status,[78] and faith-based affiliation[79]; only significant differences are reported.

Table 67 illustrates that the majority of Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria for tenure were clear (73%, $n = 245$). By faculty status, 85% ($n = 124$) of Professor respondents compared with 70% ($n = 80$) of Associate Professor respondents and 55% ($n = 41$) of Assistant Professor respondents indicated the criteria for tenure were clear. Likewise, 63% ($n = 57$) of Christian Affiliation Tenured and Tenure-Track Faculty respondents, 86% ($n = 33$) of Other Faith-Based Affiliation Tenured and Tenure-Track Faculty respondents, and 89% ($n = 109$) of No Affiliation Tenured and Tenure-Track Faculty respondents indicated that they felt this way.

Fifty-two percent of Tenured and Tenure-Track Faculty respondents ($n = 171$) "agreed" or "strongly agreed" that tenure standards/promotion standards were applied equally to all faculty in their college. Additional analyses indicated that by faculty status, 63% ($n = 90$) of Professor respondents compared with 45% ($n = 51$) of Associate Professor respondents and 41% ($n = 30$) of Assistant Professor respondents agreed that the tenure standards/promotion standards were applied equally to all faculty in their college. Sixty-two percent ($n = 104$) of Men Tenured and

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[75]Analyses were not run by racial identity, military service, and disability status because numbers were too low to ensure the confidentiality of their responses.

[76]Readers will note that 338 Tenured/Tenure-Track Faculty respondents further identified their positions as Assistant Professor ($n = 74$), Associate Professor ($n = 116$), or Professor ($n = 148$).

[77]Transgender Faculty respondents ($n = 6$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[78]Faculty respondents with Multiple Citizenships ($n < 5$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[79]Faculty respondents with Multiple Affiliations ($n = 25$) were not included in the analyses because their numbers were too few to maintain confidentiality.

Tenure-Track Faculty respondents and 42% ($n = 61$) of Women Tenured and Tenure-Track Faculty respondents indicated that they felt this way.

Sixty-four percent ($n = 200$) of Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" that they felt supported and mentored during the tenure-track years.

Sixty-nine percent ($n = 215$) of Tenured and Tenure-Track Faculty respondents noted that they believed that all faculty used Syracuse University policies for delay of the tenure-clock. Seventy-seven percent ($n = 122$) of Men Tenured and Tenure-Track Faculty respondents and 61% ($n = 82$) of Women Tenured and Tenure-Track Faculty respondents indicated that they felt this way.

Table 67. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for tenure are clear.	**79**	**23.7**	**166**	**49.7**	**67**	**20.1**	**22**	**6.6**
Faculty status[cliv]								
Assistant Professor	7	9.5	34	45.9	25	33.8	8	10.8
Associate Professor	20	17.5	60	52.6	25	21.9	9	7.9
Professor	52	35.6	72	49.3	17	11.6	5	3.4
Faith-based affiliation[clv]								
Christian	18	19.8	39	42.9	25	27.5	9	9.9
Other Faith-Based	9	23.1	24	61.5	< 5	---	< 5	---
No Affiliation	40	29.0	69	50.0	26	18.8	< 5	---
The tenure standards/promotion standards are applied equally to faculty in my college.	**46**	**13.9**	**125**	**37.8**	**114**	**34.4**	**46**	**13.9**
Faculty status[clvi]								
Assistant Professor	6	8.2	24	32.9	29	39.7	14	19.2
Associate Professor	12	10.5	39	34.2	47	41.2	16	14.0
Professor	28	19.4	62	43.1	38	26.4	16	11.1
Gender identity[clvii]								
Woman	15	10.3	46	31.7	57	39.3	27	18.6
Man	28	16.6	76	45.0	49	29.0	16	9.5
Supported and mentored during the tenure-track years.	**64**	**20.5**	**136**	**43.6**	**78**	**25.0**	**34**	**10.9**
Syracuse policies for delay of the tenure-clock are used by all faculty.	**60**	**19.3**	**155**	**49.8**	**70**	**22.5**	**26**	**8.4**
Gender identity[clviii]								
Woman	18	13.4	64	47.8	37	27.6	15	11.2
Man	39	24.5	83	52.2	28	17.6	9	5.7

Note: Table includes Tenured and Tenure-Track Faculty respondents (*n* = 338) only.

Table 68 illustrates that three-quarters (73%, *n* = 244) of Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" that teaching was valued by Syracuse University. By faculty status, 77% (*n* = 112) of Professor respondents compared with 70% (*n* = 81) of Associate Professor respondents and 69% (*n* = 51) of Assistant Professor respondents indicated that teaching was valued by Syracuse University.

Fifty-three percent ($n = 176$) of Tenured and Tenure-Track Faculty respondents felt that their service contributions were valued by Syracuse University. By faculty status, 66% ($n = 49$) of Assistant Professor respondents and 47% ($n = 82$) of Professor respondents reported that they felt their service contributions were valued. Men Staff respondents (62%, $n = 105$) were more likely than Women Staff respondents (45%, $n = 67$) to indicate that they felt this way. Sixty-three percent ($n = 57$) of Christian Affiliation Tenured and Tenure-Track Faculty respondents, 86% ($n = 33$) of Other Faith-Based Affiliation Tenured and Tenure-Track Faculty respondents, and 89% ($n = 109$) of No Affiliation Tenured and Tenure-Track Faculty respondents reported that their service contributions were valued by Syracuse University.

Twenty-two percent ($n = 71$) of Tenured and Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion. By faculty status, 34% ($n = 25$) of Assistant Professor respondents, 27% ($n = 29$) of Associate Professor respondents, and 13% ($n = 17$) of Professor respondents reported that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion. Women Staff respondents (28%, $n = 39$) were more likely than Men Staff respondents (16%, $n = 26$) to indicate that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 68. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Teaching is valued by Syracuse.	**53**	**15.8**	**191**	**56.8**	**72**	**21.4**	**20**	**6.0**
Faculty status[clix]								
Assistant Professor	13	17.6	38	51.4	21	28.4	< 5	---
Associate Professor	9	7.8	72	62.1	22	19.0	13	11.2
Professor	31	21.2	81	55.5	29	19.9	5	3.4
Service contributions are valued by Syracuse.	**25**	**7.5**	**151**	**45.1**	**113**	**33.7**	**46**	**13.7**
Faculty status[clx]								
Assistant Professor	7	9.5	42	56.8	19	25.7	6	8.1
Associate Professor	< 5	---	41	36.0	47	41.2	22	19.3
Professor	14	0.5	68	46.3	47	32.0	18	12.2
Gender identity[clxi]								
Woman	6	4.1	61	41.2	56	37.8	25	16.9
Man	19	11.2	86	50.9	47	27.8	17	10.1
Faith-based affiliation[clxii]								
Christian	6	6.6	42	46.2	25	27.5	18	19.8
Other Faith-Based	8	20.5	15	38.5	13	33.3	< 5	---
No Affiliation	9	6.5	53	45.7	52	37.7	14	10.1
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	**20**	**6.3**	**51**	**16.0**	**154**	**48.3**	**94**	**29.5**
Faculty status[clxiii]								
Assistant Professor	9	12.2	16	21.6	31	41.9	18	24.3
Associate Professor	6	5.5	23	21.1	59	54.1	21	19.3
Professor	5	3.7	12	8.8	64	47.1	55	40.4
Gender identity[clxiv]								
Woman	13	9.4	26	18.8	73	52.9	26	18.8
Man	6	3.6	20	12.0	73	44.0	67	40.4

Note: Table includes Tenured and Tenure-Track Faculty respondents (*n* = 338) only.

Forty-nine percent (*n* = 164) of Tenured and Tenure-Track Faculty respondents noted that they believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 69). By faculty status, 60% each of Associate Professor respondents (*n* = 70) and of Professor respondents (*n* = 68) compared with 36% (*n* = 26) of Assistant Professor respondents indicated they felt burdened by service responsibilities. Women Staff respondents (60%, *n* = 88) were more likely than Men Staff respondents (39%, *n* = 66)

while LGBQ Staff respondents (72%, $n = 20$) were more likely than Heterosexual Staff respondents (47%, $n = 129$) to indicate that they believed they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

More than half (58%, $n = 189$) of Tenured and Tenure-Track Faculty respondents thought that they performed more work to help students than did their colleagues.

Only 15% ($n = 45$) of Tenured and Tenure-Track Faculty respondents thought that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.

Table 69. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	**67**	**20.1**	**97**	**29.0**	**136**	**40.7**	**34**	**10.2**
Faculty status[clxv]								
Assistant Professor	10	13.7	16	21.9	35	47.9	12	16.4
Associate Professor	34	29.3	36	31.0	42	36.2	< 5	---
Professor	23	29.3	45	31.0	59	40.7	18	12.4
Gender identity[clxvi]								
Woman	41	27.7	47	31.8	52	35.1	8	5.4
Man	21	12.4	45	26.5	78	45.9	26	15.3
Sexual identity[clxvii]								
LGBQ	12	42.9	8	28.6	8	28.6	0	0
Heterosexual	48	17.4	81	29.3	113	40.9	34	12.3
I perform more work to help students than do my colleagues.	**74**	**22.7**	**115**	**35.3**	**131**	**40.2**	**6**	**1.8**
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	**10**	**3.2**	**35**	**11.3**	**199**	**64.0**	**67**	**21.5**
Gender identity[clxviii]								
Woman	9	6.7	17	12.6	85	63.0	24	17.8
Man	< 5	---	16	10.1	102	64.6	39	24.7

Note: Table includes Tenured and Tenure-Track Faculty respondents ($n = 338$) only.

More than one-third (36%, $n = 119$) of Tenured and Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by senior administrators (e.g., dean, vice president, provost) (Table 70).

More than one-third (37%, $n = 120$) of Tenured and Tenure-Track Faculty respondents noted that they believed that faculty opinions were valued at Syracuse University.

Only 11% ($n = 38$) of Tenured and Tenure-Track Faculty respondents wanted more opportunities to participate in substantive committee assignments while 72% ($n = 234$) felt that they had opportunities to participate in substantive committee assignments.

Table 70. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	**7**	**2.1**	**112**	**33.8**	**109**	**32.9**	**103**	**31.1**
Faculty opinions are valued at Syracuse.	**5**	**1.5**	**115**	**35.3**	**123**	**37.7**	**83**	**25.5**
I would like more opportunities to participate in substantive committee assignments.	**19**	**5.7**	**19**	**5.7**	**184**	**55.6**	**42**	**12.7**
Faculty status[clxix]								
Assistant Professor	< 5	---	18	24.3	46	62.2	9	12.2
Associate Professor	< 5	---	36	31.6	60	52.6	15	13.2
Professor	15	10.5	32	22.4	78	54.5	18	12.6
I have opportunities to participate in substantive committee assignments.	**36**	**11.0**	**198**	**60.6**	**74**	**22.6**	**19**	**5.8**

Note: Table includes Tenured and Tenure-Track Faculty respondents ($n = 338$) only.

One hundred and twenty nine Tenured and Tenure-Track Faculty respondents elaborated on their experiences with regard to their respective Faculty appointments at Syracuse University. The themes and supporting comments follow.

Lack of transparency and faculty governance. Thirty percent of Tenured and Tenure-Track Faculty respondents reported dissatisfaction and perceived disregard from leadership, particularly with respect to faculty governance and an overall perceived lack of transparency between leadership and administration. One Tenured and Tenure-Track Faculty respondent explained, "I generally feel that the administration does not trust or value faculty perspectives on University issues and policies." Another Tenured and Tenure-Track Faculty respondent noted, "policy making procedures are increasingly conducted in a way that diminishes the impact and value of faculty involvement." Reflecting on the impact of a similar sentiment, one Tenured and Tenure-Track Faculty respondent shared, "I feel alienated by the university administration and feel no investment." The desire for greater transparency was often referenced in tandem with these narratives. Several Tenured and Tenure-Track Faculty respondents noted, "a lack of transparency in the decision making process" and "a lack of transparency within departments as well as within colleges." One Tenured and Tenure-Track Faculty respondent narrative summarized this theme well with the statement that leadership has "set a terrible tone that has created closed doors, NO transparency, NO faculty governance and NO tolerance of opposing opinions. Other related reflections included, "Administrators are overpaid and extraordinarily arrogant" and "there is a fair amount of nonsense that is put forth by the administration, and everyone sees through that."

Discrepancies in the Value of Research, Teaching and Service. Twenty-five percent of respondents who elaborated on their experiences as Tenured and Tenure-Track Faculty noted perceived discrepancies in the values and expectations associated with research, teaching and service. Generally, Tenured and Tenure-Track Faculty respondent agreed that "Teaching and service should be more valued than they are now." One Tenured and Tenure-Track Faculty respondent explained, "Service contributions are not valued at all. We're expected to serve (or at least some of us are) but we get no reward in terms of Tenure, Promotion, or salary/merit raises." Another Tenured and Tenure-Track Faculty respondent elaborated, "Teaching may receive

attention, but it is not supported with training and assessment sufficiently, so that is why I disagree that teaching is valued." Conversely, others reported a perceived lack of value for research. One Tenured and Tenure-Track Faculty respondent pointed out, "It used to be valued, before the current chancellor. It is not now." Another Tenured and Tenure-Track Faculty respondent agreed, "I feel, regrettably, that Syracuse University does not seriously support faculty research objectives including my own."

Survey Question 40 queried Non-Tenure-Track/Adjunct Faculty respondents on their perceptions as faculty with Non-Tenure-Track/Adjunct appointments. Chi-square analyses[80] were conducted by gender identity[81] and faculty status[82]; only significant differences are reported.

Table 71 indicates that 56% ($n = 77$) of Non-Tenure-Track/Adjunct Faculty respondents "agreed" or "strongly agreed" that the criteria used for contract renewal were clear.

Less than half (45%, $n = 58$) of Non-Tenure-Track/Adjunct Faculty respondents indicated that the criteria used for contract renewal was applied equally to all position statuses.

Sixty-eight percent ($n = 93$) of Non-Tenure-Track/Adjunct Faculty respondents noted that they believed that expectations of their responsibilities were clear.

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[80]Analyses were not run by racial identity, sexual identity, military service, disability status, citizenship status, and faith-based affiliation because numbers were too low to ensure the confidentiality of their responses.
[81]Transgender Faculty respondents ($n = 6$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[82]Readers will note that there were 85 Non-Tenure-Track Faculty respondents and 56 Adjunct Faculty respondents.

Table 71. **Non-Tenure-Track/Adjunct Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for contract renewal are clear.	18	13.1	59	43.1	41	29.9	19	13.9
The criteria used for contract renewal are applied equally to all positions.	11	8.5	47	36.4	47	36.4	24	18.6
There are clear expectations of my responsibilities	31	22.6	62	45.3	30	21.9	14	10.2

Note: Table includes Non-Tenure-Track/Adjunct Faculty respondents (*n* = 141) only.

Table 72 illustrates that 87% (*n* = 117) of Non-Tenure-Track/Adjunct Faculty respondents "agreed" or "strongly agreed" that research was valued by Syracuse University.

Sixty-two percent (*n* = 85) of Non-Tenure-Track/Adjunct Faculty respondents felt that teaching was valued by Syracuse University.

Table 72. **Non-Tenure-Track/Adjunct Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by Syracuse.	54	40.3	63	47.0	11	8.2	6	4.5
Teaching is valued by Syracuse.	28	20.4	57	41.6	40	29.2	12	8.8

Note: Table includes Non-Tenure-Track/Adjunct Faculty respondents (*n* = 141) only.

Twenty-two percent (*n* = 29) of Non-Tenure-Track/Adjunct Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 73).

More than half (56%, *n* = 74) of Non-Tenure-Track/Adjunct Faculty respondents felt that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues.

Forty-one percent (*n* = 55) of Non-Tenure-Track/Adjunct Faculty respondents felt pressured to do extra work that was uncompensated.

Fifty-two percent (*n* = 69) of Non-Tenure-Track/Adjunct Faculty respondents felt that Non-Tenure-Track opinions were taken seriously by senior administrators (e.g., department head, dean, provost).

Table 73. **Non-Tenure-Track/Adjunct Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	9	6.9	20	15.3	85	64.9	17	13.0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	23	17.3	51	38.3	55	41.4	< 5	---
Pressured to do extra work that is uncompensated.	16	11.9	39	28.9	66	48.9	14	10.4
Senior administrators (e.g., department head, dean, provost) take Non-Tenure-Track opinions seriously.	19	14.4	50	37.9	36	27.3	27	20.5

Note: Table includes Non-Tenure-Track/Adjunct Faculty respondents (*n* = 141) only.

Fifty-six respondents elaborated on their experiences as Non-Tenure-Track/Adjunct Faculty. The themes and supporting comments are provided here.

Leadership concerns. Forty-two percent of respondents who elaborated on their experiences described concerns regarding leadership consistency, transparency and respect of Non-Tenure-Track/Adjunct Faculty. One Non-Tenure-Track/Adjunct Faculty respondent explained, "I do not find it helpful to ask questions about whether there are clear expectations of responsibilities when those expectations are not held collectively by any one individual or even department within the University." Regarding the perceived lack of transparency from leadership, one respondent shared, "I've also asked supervisors directly what it would take to improve my ranking, and I have been flatly denied a straight answer." Non-Tenure-Track/Adjunct Faculty also collectively conveyed that they are not favored in the perceived hierarchy of respect from leadership. One respondent reported, "Non-tenure track faculty are often excluded from voting on issues." Another respondent noted, "I am obviously treated as second-class to the point of being told that I am not qualified for things like an office upgrade."

Additionally, Faculty respondents[83] were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 74). Chi-square analyses[84] were conducted by gender identity[85]; only significant differences are reported.

More than half (52%, $n = 276$) of Faculty respondents noted that they believed that salaries for Tenure-Track faculty positions were competitive.

A little over one-third (39%, $n = 194$) of Faculty respondents thought that salaries for adjunct professors were competitive.

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[83]The reader will note that Faculty respondents included 506 Faculty/Librarian respondents and 77 Administrator with Faculty Rank respondents.
[84]Analyses were not run by position, faculty status, racial identity, sexual identity, faith-based affiliation, military service, and disability status because numbers were too low to ensure the confidentiality of their responses.
[85]Transgender Faculty respondents ($n = 11$) were not included in the analyses because their numbers were too few to maintain confidentiality.

Eighty percent ($n = 431$) of Faculty respondents reported that health insurance benefits were competitive.

Sixty-three percent ($n = 279$) of Faculty respondents indicated that child care benefits were competitive.

Eighty-three percent ($n = 472$) of Faculty respondents felt that retirement/supplemental benefits were competitive.

Table 74. **Faculty Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Salaries for Tenure-Track Faculty positions are competitive.	33	6.2	243	45.3	178	33.2	82	15.3
Salaries for adjunct professors are competitive.	17	3.4	177	35.2	206	41.0	103	20.5
Health insurance benefits are competitive.	75	13.8	356	65.7	86	15.9	25	4.6
Child care benefits are competitive.	27	6.1	252	56.9	120	27.1	44	9.9
Retirement/supplemental benefits are competitive.	85	16.5	342	66.5	70	13.6	17	3.3

Note: Table includes Faculty respondents ($n = 583$) only.

Twenty-four percent ($n = 124$) of Faculty respondents noted that they believed that people who do not have children were burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 75). A higher percentage of Women Faculty respondents (29%, $n = 72$) than Men Faculty respondents (18%, $n = 45$) agreed that people who do not have children were burdened with work responsibilities beyond those who do have children.

Two-thirds (64%, $n = 316$) of Faculty respondents noted that they believed that people who had children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Syracuse University breaks not scheduled with school district breaks). Women Faculty respondents (75%, $n = 171$) were more likely than Men Faculty respondents (54%, $n = 134$) to agree that people who had children were burdened with balancing work and family responsibilities.

More than one half (54%, $n = 274$) of Faculty respondents thought that Syracuse University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Men Faculty respondents (63%, $n = 153$) were more likely than Women Faculty respondents (48%, $n = 114$) to agree that Syracuse University provided adequate resources to help them manage work-life balance.

Table 75. **Faculty Respondents' Perceptions of Work-Life Balance**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
People who do not have children are burdened with work responsibilities beyond those who do have children.	**35**	**6.7**	**89**	**17.1**	**299**	**57.6**	**96**	**18.5**
Gender identity[clxx]								
Woman	18	7.3	54	21.9	128	51.8	47	19.0
Man	17	6.8	28	11.2	160	64.0	45	18.0
People who have children or elder care are burdened with balancing work and family responsibilities.	**72**	**14.5**	**244**	**49.2**	**157**	**31.7**	**23**	**4.6**
Gender identity[clxxi]								
Woman	48	21.1	123	53.9	49	21.5	8	3.5
Man	22	8.9	112	45.3	99	40.1	14	5.7
Syracuse provides adequate resources to help me manage work-life balance.	**26**	**5.1**	**248**	**48.8**	**180**	**35.4**	**54**	**10.6**
Gender identity[clxxii]								
Woman	9	3.8	105	43.9	92	38.5	33	13.8
Man	17	7.0	136	55.7	76	31.1	15	6.1

Note: Table includes Faculty respondents ($n = 583$) only.

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As noted in Table 76, 67% ($n = 357$) of all Faculty respondents noted that they believed their colleagues included them in opportunities that will help their career as much as they do others in their position.

More than half (51%, $n = 284$) of Faculty respondents noted that they believed that the performance evaluation process was clear.

Sixty-five percent ($n = 363$) of Faculty respondents thought that Syracuse University provided them with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).

Sixty-four percent ($n = 353$) of Faculty respondents felt positive about their career opportunities at Syracuse University. A greater percentage of Men Faculty respondents (71%, $n = 187$) than Women Faculty respondents (60%, $n = 156$) indicated that they felt positive about their career opportunities at Syracuse University.

Seventy-eight percent ($n = 428$) of Faculty respondents indicated that Syracuse University is good place to work. Men Faculty respondents (80%, $n = 213$) were slightly more likely than Women Faculty respondents (77%, $n = 199$) to indicate that they felt this way.

Table 76. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My colleagues include me in opportunities that will help my career as much as they do others in my position.	**48**	**9.1**	**308**	**58.1**	**127**	**24.0**	**47**	**8.9**
The performance evaluation process is clear.	**51**	**9.2**	**233**	**41.8**	**197**	**35.4**	**76**	**13.6**
Syracuse provides me with resources to pursue professional development.	**75**	**13.5**	**288**	**51.8**	**137**	**24.6**	**56**	**10.1**
Positive about my career opportunities at Syracuse.	**65**	**11.8**	**288**	**52.3**	**144**	**26.1**	**54**	**9.8**
Gender identity[clxxiii]								
Woman	21	8.0	135	51.5	81	30.9	25	9.5
Man	43	16.2	144	54.3	54	20.4	24	9.1
Syracuse is good place to work.	**86**	**15.6**	**342**	**62.1**	**89**	**16.2**	**34**	**6.2**
Gender identity[clxxiv]								
Woman	29	11.2	170	65.6	44	17.0	16	6.2
Man	55	20.6	158	59.2	39	14.6	15	5.6

Note: Table includes Faculty respondents (*n* = 538) only.

One hundred and seventy-five of all Faculty respondents elaborated on their experiences regarding workplace climate. The themes offered are provided here with supporting comments.

Low Morale. Fifteen percent of Faculty respondents who provided greater detail about their experiences reported low morale at Syracuse University. One Faculty respondent shared, "SU used to be a fabulous place to work. I have been here over 20 years and only in the last 2 have I seen it crumble. People are not respected, they are not supported, not listened to." Another Faculty respondent reflected on this perceived change, "SU used to be a great place to work. It is now difficult to even come into the office. The morale is very low." On an individual level, one Faculty respondent shared, "I have been explicitly told that, even if opportunities for other classes open up, I will not be considered for them. I get the impression that my department wants me to quit so they don't have to fire me." One Faculty respondent also noted inclusion concerns in their narrative about the perceived low morale, "faculty and staff of color I mentioned earlier

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who have left SU, and Student Affairs in particular … were systematically devalued, subject to ongoing racism, and pushed out." Reports of low morale were also often associated with perceptions regarding leadership, one Faculty respondent shared, "the new chancellor has little disregard to the well-being of people who work here."

Low salary and Benefits. Faculty respondents described, "Salaries for senior Faculty are insulting", "absolutely atrocious" and "Salaries for adjunct professors are competitive with McDonald's food service workers." Often the comments focusing on low salaries were coupled with concern regarding the workload as well. One Faculty respondent noted, "The workload in my department is unmanageable." Child care and elder care were the two most commonly mentioned areas of concern regarding benefits. Faculty respondents noted, "The University could do a lot more to support faculty with young children," and "Expanded childcare services (more spots) is essential." One Faculty respondent shared, "I am embarrassed that we are so unresponsive on elderly care or child care, and sadly have not been good for decades." Another Faculty respondent who addressed elder care noted, "This is the first mention of eldercare I have ever experienced at SU. It's brutally burdensome and painful and it would be nice if it were given attention equal to that of parental leave." Overall, nearly forty percent of Faculty respondents expressed dissatisfaction with their salary and benefits, particularly with the respect to the high level of demands and expectations they perceive at Syracuse University.

Seventy-one percent ($n = 409$) of all Faculty respondents felt valued by faculty in their department/program (Table 77).

Seventy-two percent ($n = 410$) of Faculty respondents felt valued by their department/program chairs. A greater percentage of Men Faculty respondents (75%, $n = 207$) than Women Faculty respondents (70%, $n = 189$) felt valued by their department/program chairs.

Sixty-six percent ($n = 376$) of Faculty respondents felt valued by other faculty at Syracuse University. A greater percentage of Men Faculty respondents (71%, $n = 196$) than Women Faculty respondents (61%, $n = 167$) felt valued by other faculty at Syracuse University.

Eighty-three percent (*n* = 472) of Faculty respondents felt valued by students in the classroom.

Forty percent (*n* = 232) of Faculty respondents felt valued by Syracuse University senior administrators (e.g., dean, vice president, provost). A greater percentage of Men Faculty respondents (47%, *n* = 131) than Women Faculty respondents (35%, *n* = 96) felt valued by senior administration

Table 77. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree *n*	Strongly agree *%*	Agree *n*	Agree *%*	Neither agree nor disagree *n*	Neither agree nor disagree *%*	Disagree *n*	Disagree *%*	Strongly disagree *n*	Strongly disagree *%*
I feel valued by faculty in my department/program.	**190**	**32.8**	**219**	**37.8**	**81**	**14.0**	**63**	**10.9**	**27**	**4.7**
I feel valued by my department/program chair.	**221**	**38.6**	**189**	**33.0**	**72**	**12.6**	**57**	**9.9**	**34**	**5.9**
Gender identity[clxxv]										
Woman	92	33.8	97	35.7	44	16.2	22	8.1	17	6.3
Man	121	44.0	86	31.3	24	8.7	30	10.9	14	5.1
I feel valued by other faculty at Syracuse.	**126**	**22.0**	**250**	**43.6**	**135**	**23.6**	**47**	**8.2**	**15**	**2.6**
Gender identity[clxxvi]										
Woman	47	17.3	120	44.1	72	26.5	23	8.5	10	3.7
Man	74	26.9	122	44.4	56	20.4	20	7.3	< 5	---
I feel valued by students in the classroom.	**218**	**38.2**	**254**	**44.6**	**73**	**12.8**	**19**	**3.3**	**6**	**1.1**
I feel valued by Syracuse senior administrators (e.g., dean, vice president, provost).	**72**	**12.5**	**160**	**27.8**	**152**	**26.4**	**98**	**17.0**	**98**	**17.0**
Gender identity[clxxvii]										
Woman	26	9.5	70	25.6	83	30.4	47	17.2	47	17.2
Man	45	16.2	86	31.0	64	23.1	44	15.9	38	13.7

Note: Table includes Faculty respondents (*n* = 583) only.

Table 78 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Syracuse University. Subsequent analyses were conducted to identify significant differences in responses by faculty status, gender identity, and racial identity; only significant differences are reported.

Twenty-seven percent ($n = 153$) of Faculty respondents thought that faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background. Women Faculty respondents (32%, $n = 86$) were more likely than Men Faculty respondents (22%, $n = 58$) to indicate that they believed faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background.

Twenty-two percent ($n = 120$) of Faculty respondents thought that their departments/program chairs pre-judged their abilities based on their perception of their identity/background. One-quarter of Women Faculty respondents (25%, $n = 66$) and 19% of Men Faculty respondents ($n = 49$) thought that their departments/program chairs pre-judged their abilities based on their perception of their identity/background.

Thirty-six percent ($n = 207$) of Faculty respondents noted that they believed that Syracuse University encouraged free and open discussion of difficult topics. A greater percentages of Men Faculty respondents (42%, $n = 116$) and Women Faculty respondents (33%, $n = 89$) thought that Syracuse University encouraged free and open discussion of difficult topics.

Table 78. **Faculty Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	**35**	**6.2**	**118**	**21.0**	**160**	**28.5**	**158**	**28.2**	**90**	**16.0**
Gender identity[clxxviii]										
Woman	17	6.3	69	25.7	83	31.0	70	26.1	29	10.8
Man	17	6.3	41	15.2	70	25.9	84	31.1	58	21.5
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	**32**	**5.8**	**87**	**15.7**	**148**	**26.7**	**163**	**29.4**	**125**	**22.5**
Gender identity[clxxix]										
Woman	13	4.9	53	19.9	82	30.8	70	26.3	48	18.0
Man	19	7.2	30	11.3	58	21.9	87	32.8	71	26.8
I believe that Syracuse encourages free and open discussion of difficult topics.	**41**	**7.1**	**166**	**28.9**	**164**	**28.6**	**130**	**22.6**	**73**	**12.7**
Gender identity[clxxx]										
Woman	11	4.0	78	28.6	81	29.7	64	23.4	39	14.3
Man	29	10.5	87	31.5	80	29.0	55	19.9	25	9.1

Note: Table includes Faculty respondents (*n* = 583) only.

More than half (52%, $n = 293$) of Faculty respondents felt that their research/scholarship was valued (Table 79). Sixty percent ($n = 163$) of Men Faculty respondents and 46% ($n = 125$) of Women respondents felt that their research/scholarship was valued.

Sixty-four percent ($n = 370$) of Faculty respondents felt that their teaching was valued. Women Faculty respondents (66%, $n = 181$) were slightly more likely than Men Faculty respondents (64%, $n = 177$) to report that their teaching was valued.

More than half (51%, $n = 292$) of Faculty respondents felt that their service contributions were valued.

Less than half (41%, $n = 228$) of Faculty respondents felt that their academic advising contributions were valued.

Table 79. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my research/scholarship is valued.	**75**	**13.3**	**218**	**38.7**	**144**	**25.5**	**83**	**14.7**	**44**	**7.8**
Gender identity[clxxxi]										
Woman	23	8.5	102	37.8	81	30.0	42	15.6	22	8.1
Man	51	18.9	112	41.5	51	18.9	37	13.7	19	7.0
I feel that my teaching is valued.	**112**	**19.5**	**258**	**44.9**	**99**	**17.2**	**70**	**12.2**	**35**	**6.1**
Gender identity[clxxxii]										
Woman	42	15.4	139	50.9	36	13.2	38	13.9	18	6.6
Man	65	23.5	112	40.4	56	20.2	28	10.1	16	5.8
I feel that my service contributions are valued.	**88**	**15.4**	**204**	**35.7**	**135**	**23.6**	**105**	**18.4**	**39**	**6.8**
I feel that my academic advising contributions are valued.	**66**	**11.9**	**162**	**29.3**	**180**	**32.5**	**102**	**18.4**	**43**	**7.8**

Note: Table includes Faculty respondents ($n = 583$) only.

[cliv] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that the criteria for tenure were clear by faculty status: χ^2 (6, $N = 334$) = 34.2, $p < .001$.
[clv] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that the criteria for tenure were clear by faith-based affiliation: χ^2 (6, $N = 268$) = 15.6, $p < .05$.
[clvi] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that tenure standards/promotion standards were applied equally to faculty in their college by faculty status: χ^2 (6, $N = 3331$) = 14.8, $p < .05$.
[clvii] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that tenure standards/promotion standards were applied equally to faculty in their college by gender identity: χ^2 (3, $N = 314$) = 13.0, $p < .01$.
[clviii] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that Syracuse policies for delay of the tenure-clock were used by all faculty by gender identity: χ^2 (3, $N = 293$) = 10.9, $p < .05$.
[clix] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that teaching was valued by faculty status: χ^2 (6, $N = 336$) = 19.1, $p < .01$.
[clx] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by faculty status: χ^2 (6, $N = 335$) = 16.0, $p < .05$.
[clxi] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by gender identity: χ^2 (3, $N = 317$) = 12.0, $p < .01$.
[clxii] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by faith-based affiliation: χ^2 (6, $N = 268$) = 14.6, $p < .05$.
[clxiii] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by faculty status: χ^2 (6, $N = 319$) = 24.8, $p < .001$.
[clxiv] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by gender identity: χ^2 (3, $N = 304$) = 19.0, $p < .001$.
[clxv] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by faculty status: χ^2 (6, $N = 334$) = 19.5, $p < .01$.
[clxvi] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: χ^2 (3, $N = 318$) = 19.8, $p < .001$.
[clxvii] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by sexual identity: χ^2 (3, $N = 304$) = 12.8, $p < .01$.
[clxviii] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that faculty members in their department who used family accommodation (FMLA) policies were disadvantaged in promotion and/or tenure by gender identity: χ^2 (3, $N = 293$) = 9.8, $p < .05$.
[clxix] A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they would like more opportunities to participate in substantive committee assignments by faculty status: χ^2 (6, $N = 331$) = 13.0, $p < .05$.
[clxx] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that people who did not have children were burdened with work responsibilities beyond those who did have children by gender identity: χ^2 (3, $N = 497$) = 11.9, $p < .01$.
[clxxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that people who had children or elder care were burdened with balancing work and family responsibilities by gender identity: χ^2 (3, $N = 475$) = 28.0, $p < .001$.
[clxxii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Syracuse provided adequate resources to help them manage work-life balance by gender identity: χ^2 (3, $N = 483$) = 14.7, $p < .01$.

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[clxxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt positive about their career opportunities at Syracuse by gender identity: $\chi^2 (3, N = 527) = 13.3, p < .01$.

[clxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Syracuse is good place to work by gender identity: $\chi^2 (3, N = 526) = 8.7, p < .05$.

[clxxv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by my department/program chair by gender identity: $\chi^2 (4, N = 547) = 12.0, p < .05$.

[clxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by other faculty at Syracuse by gender identity: $\chi^2 (4, N = 547) = 12.0, p < .05$.

[clxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by Syracuse senior administrators (e.g., dean, vice president, provost) by gender identity: $\chi^2 (4, N = 550) = 10.2, p < .05$.

[clxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that faculty in their department/program pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2 (4, N = 538) = 19.1, p < .01$.

[clxxix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their department/program chair pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2 (4, N = 527) = 17.9, p < .01$.

[clxxx] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Syracuse encouraged free and open discussion of difficult topics by gender identity: $\chi^2 (4, N = 549) = 12.3, p < .05$.

[clxxxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their research/scholarship was valued by gender identity: $\chi^2 (4, N = 540) = 18.4, p < .01$.

[clxxxii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their teaching was valued by gender identity: $\chi^2 (4, N = 550) = 13.8, p < .01$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving Syracuse University

Forty-one percent ($n = 2,349$) of respondents had seriously considered leaving Syracuse University. With regard to employee position status, 62% ($n = 359$) of Faculty/Librarian/Administrator with Faculty Rank respondents, 62% ($n = 90$) of Administrator without Faculty Rank respondents, and 52% ($n = 733$) of Staff respondents had seriously considered leaving Syracuse University in the past year.[clxxxiii] Subsequent analyses found significant differences by staff status, sexual identity, faith-based affiliation, disability status, and age:

- By staff status: 54% ($n = 570$) of Exempt Staff respondents and 48% ($n = 163$) of Non-Exempt Staff respondents seriously considered leaving Syracuse University.[clxxxiv]

- By sexual identity: 67% ($n = 96$) of LGBQ employee respondents and 54% ($n = 1,004$) of Heterosexual employee respondents seriously considered leaving Syracuse University.[clxxxv]

- By faith-based affiliation: 67% ($n = 62$) of employee respondents with Multiple Affiliations, 60% ($n = 371$) of employee respondents with No Affiliation, 59% ($n = 83$) of employee respondents with Other Faith-Based Affiliations, and 50% ($n = 573$) of employee respondents with Christian Affiliations seriously considered leaving Syracuse University.[clxxxvi]

- By disability status: 70% ($n = 96$) of employee respondents with a Single Disability, 66% ($n = 31$) of employee respondents with Multiple Disabilities, and 54% ($n = 1,034$) of employee respondents with No Disabilities seriously considered leaving Syracuse University.[clxxxvii]

- By age: 59% ($n = 252$) of employee respondents between ages 35 and 44 years, 56% ($n = 155$) of employee respondents between ages 25 and 34 years, 55% ($n = 276$) of employee respondents between ages 55 and 64 years, 52% ($n = 290$) of employee respondents between ages 45 and 54 years, 43% ($n = 47$) of employee respondents ages 65 years and older, and 39% ($n = 13$) of employee respondents between ages 22 and 24 years seriously considered leaving Syracuse University.[clxxxviii]

More than half (51%, $n = 605$) of those Faculty and Staff respondents who seriously considered leaving did so because of financial reasons (Table 80). Forty-four percent ($n = 520$) of those Faculty and Staff respondents who seriously considered leaving indicated that they did so as a result of limited opportunities for advancement. Other reasons included climate was not welcoming (31%, $n = 367$), tension with supervisor/manager (30%, $n = 358$), and interested in a position at another institution (29%, $n = 345$). "Other" responses submitted by respondents included "hurtful rumors," "abuse of positions," "disregard of staff," "bureaucracy," "classism," "early retirement," "crime rate," "declining leadership," "disability discrimination," "expectations unreasonable," "invisibility," "job insecurity," "lack of permanent position," "unprofessional office," "not enough work to keep me engaged," "stress," "to pursue a Ph.D.," "weather," and "weak leadership."

Table 80. **Reasons Why Faculty and Staff Respondents Considered Leaving Syracuse**

Of the Faculty and Staff Respondents Who Seriously Considered Leaving (*n* = 2,349)

Reason	*n*	%
Financial reasons (e.g., salary, resources)	605	51.2
Limited opportunities for advancement	520	44.0
Climate was not welcoming	367	31.0
Tension with supervisor/manager	358	30.3
Interested in a position at another institution	345	29.2
Increased workload	309	26.1
Unmanageable workload	271	22.9
A reason not listed above	249	21.1
Recruited or offered a position at another institution	233	19.7
Tension with co-workers	226	19.1
Wanted to move to a different geographical location	201	17.0
Family responsibilities	112	9.5
Local community did not meet my (my family) needs	95	8.0
Personal reasons (e.g., medical, mental health, family emergencies)	85	7.2
Spouse or partner unable to find suitable employment	71	6.0
Lack of benefits	62	5.2
Revised retirement plans	37	3.1
Offered position in government or industry	31	2.6
Spouse or partner relocated	27	2.3

Note: Table includes responses only from those Faculty and Staff respondents who indicated on the survey that they had seriously considered leaving Syracuse University in the past year (*n* = 1,182).

Fourteen hundred and fifty-three respondents elaborated on their reasons for considering leaving Syracuse University. The themes uncovered for faculty/staff are presented here with supporting comments.

Lack of salary equity. Thirteen percent of Staff and Faculty respondents noted disgruntlement and discontentment with their salaries and pay from Syracuse University. One Staff respondent explained, "I been told by my supervisor that I cannot have a higher pay rate because there are

no resources available. The only way for me to earned more money is the left my current position." Another Staff respondent noted, "I feel that my education and accomplishments prior to being hired were not taken into consideration and that I am grossly underpaid." Similarly, one Staff respondent reported, "I feel the amount I am paid is insufficient and does not reflect the amount of work I put in. Yearly raises are extremely low and do not keep up with rising costs of other living expenses." A Faculty/Librarian respondent shared, "I teach a 3-3 course load as a PTI and summer/winter courses, yet I earn less than $25,000 per year. I need to supplement my income with other jobs." Another Faculty/Librarian respondent elaborated, "Lack of annual salary increases after working here for 40 years."

[clxxxiii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Syracuse by position status: $\chi^2(2, N = 2{,}135) = 17.8, p < .001$.

[clxxxiv]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they seriously considered leaving Syracuse by staff status: $\chi^2(1, N = 1{,}407) = 3.8, p = .05$.

[clxxxv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Syracuse by sexual identity: $\chi^2(1, N = 1{,}997) = 9.0, p < .01$.

[clxxxvi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Syracuse by faith-based affiliation: $\chi^2(3, N = 2{,}000) = 23.5, p < .001$.

[clxxxvii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Syracuse by disability status: $\chi^2(2, N = 2{,}104) = 15.1, p < .01$.

[clxxxviii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Syracuse by age: $\chi^2(5, N = 1{,}907) = 14.6, p < .05$.

Summary

The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about Syracuse University policies and processes. Less than one-quarter of Syracuse University employees had observed unfair or unjust hiring (24%), 30% observed unfair or unjust disciplinary actions, and 14% observed unfair or unjust promotion, tenure, and/or reclassification. Nepotism/cronyism, position status, ethnicity, gender/gender identity, racial identity, and age were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents "agreed" or "strongly agreed" that Syracuse University and their supervisors and colleagues gave them job/career advice or guidance when they needed it. While 64% of Staff respondents agreed that the performance evaluation was clear, less thought it was productive (42%). Although 70% of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others, 84% felt that their supervisors provided adequate support for them to manage work-life balance. A majority (90%) of Staff respondents reported that Syracuse University is a good place to work

The majority (73%) of Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" that Syracuse University's tenure/promotion process was clear. Just half (52%) of Tenured and Tenure-Track Faculty respondents, however, felt that tenure standards/promotion standards were applied equally to all faculty. Two-thirds (64%) of Tenured and Tenure-Track Faculty respondents indicated they that they felt supported and mentored during the tenure-track years. The majority of Tenured and Tenure-Track Faculty respondents felt that their teaching (73%) and service contributions (53%) were valued by Syracuse University.

More than half (56%) of Non-Tenure-Track/Adjunct Faculty respondents "agreed" or "strongly agreed" that the criteria used for contract renewal were clear. Less than half (45%) of Non-Tenure-Track/Adjunct Faculty respondents indicated that the criteria used for contract renewal was applied equally to all positions. More than half (56%) of Non-Tenure-Track/Adjunct Faculty respondents, however, felt that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their

colleagues. Forty-one percent of Non-Tenure-Track/Adjunct Faculty respondents felt pressured to do extra work that was uncompensated.

Overall, the majority of all Faculty respondents felt positive about their career opportunities at Syracuse University (64%) and that Syracuse University is good place to work (78%).

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Syracuse University students. Several survey items queried Students about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' Perceptions of *Academic Success*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Undergraduate Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately four percent (3.9%) of all potential Undergraduate Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[86] One question from the scale (Q12_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.862 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12_A_2 included, Cronbach's alpha was only 0.783.

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[86]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 81. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
	Q12_1	I am performing up to my full academic potential.
	Q12_3	I am satisfied with my academic experience at Syracuse.
	Q12_4	I am satisfied with the extent of my intellectual development since enrolling at Syracuse.
Perceived Academic Success	Q12_5	I have performed academically as well as I anticipated I would.
	Q12_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_7	My interest in ideas and intellectual matters has increased since coming Syracuse.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- o Gender identity (Men, Women, Transgender)
- o Racial identity (Asian/Asian Americans, Black/African Americans, Hispanics/Latin@s/Chican@s, Other People of Color, White People, Multiracial)
- o Sexual identity (LGBQ, Heterosexual)
- o Disability status (Disability, No Disability)
- o Income status (Low-Income, Not-Low-Income)
- o Citizen/immigration status (International, U.S. Citizen)

When there were only two categories for the specified demographic variable (e.g., disability) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using eta^2 and any moderate to large effects were noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate Student respondents (where possible).

Gender Identity

No significant difference existed (*p* = .05) in the overall test for means for Undergraduate Student respondents by Gender Identity on *Perceived Academic Success* (Table 82).

Table 82. **Undergraduate Student Respondents' Perceived Academic Success by Gender Identity**

Gender Identity	*n*	Mean	Std. Dev.	Minimum	Maximum
Woman	1578	2.072	0.707	1.00	4.83
Man	827	2.137	0.722	1.00	5.00
Transgender	43	2.233	0.572	1.33	3.67

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate
Student respondents by Racial Identity on *Perceived Academic Success* (Table 83).

Table 83. **Undergraduate Student Respondents' Perceived Academic Success by Racial Identity**

Racial Identity	*n*	Mean	Std. Dev.	Minimum	Maximum
People of Color	40	2.346	0.975	1.00	4.83
Asian/Asian American	333	2.191	0.705	1.00	5.00
Black/African American	195	2.341	0.729	1.00	4.50
Hispanic/Latin@/Chican@	190	2.210	0.701	1.00	5.00
White Only	1391	2.011	0.691	1.00	5.00
Multiracial	252	2.144	0.694	1.00	4.17

Subsequent analyses on *Perceived Academic Success* for Student respondents were significant
for five comparisons—People of Color vs. White Only; Asian/Asian American vs. White Only;
Black/African American vs. White Only; Hispanic/Latin@/Chican@ vs. White Only;
Black/African American vs. Multiracial. These findings suggest that Undergraduate Student
Respondents of Color (defined in these analyses as Undergraduate Student respondents who
identify with racial/ethnic minority groups other than Asian/Asian American, Black/African
American, and Hispanic/Latin@/Chican@), Asian/Asian American Undergraduate Student
respondents, Black/African American Undergraduate Student respondents, and
Hispanic/Latin@/Chican@ Undergraduate Student respondents have less *Perceived Academic
Success* than White Undergraduate Student respondents. The results also suggest that
Black/African American Undergraduate Student respondents have less *Perceived Academic
Success* than Multiracial Undergraduate Student respondents (Table 84).

Table 84. **Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity**

Groups Compared	Mean Difference
People of Color vs. Asian/Asian American	0.155
People of Color vs. Black/African American	0.005
People of Color vs. Hispanic/Latin@/Chican@	0.136
People of Color vs. White Only	0.335*
People of Color vs. Multiple Race	0.202
Asian/Asian American vs. Black/African American	-0.150
Asian/Asian American vs. Hispanic/Latin@/Chican@	-0.018
Asian/Asian American vs. White Only	0.180*
Asian/Asian American vs. Multiracial	0.047
Black/African American vs. Hispanic/Latin@/Chican@	0.131
Black/African American vs. White Only	0.330*
Black/African American vs. Multiracial	0.197*
Hispanic/Latin@/Chican@ vs. White Only	0.198*
Hispanic/Latin@/Chican@ vs. Multiracial	0.065
White Only vs. Multiracial	-0.133

*$p < .05$

Sexual Identity

No significant difference existed ($p = .329$) in the overall test for means for Undergraduate Student respondents by Sexual Identity on *Perceived Academic Success* (Table 85).

Table 85. **Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity**

Sexual Identity	*n*	Mean	Std. Dev.
LGBQ	301	2.128	0.701
Heterosexual	2016	2.085	0.708
Mean difference	**0.043**		

Disability Status

A significant difference existed ($p < .01$) in the overall test for means for Undergraduate Student respondents by Disability Status on *Perceived Academic Success* (Table 86).

Table 86. **Undergraduate Student Respondents' Perceived Academic Success by Disability Status**

Disability Status	*n*	Mean	Std. Dev.
Disability	212	2.219	0.730
No Disability	2110	2.077	0.703
Mean difference	**0.141****		

**$p < .01$

Income Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by Income status on *Perceived Academic Success* (Table 87).

Table 87. **Undergraduate Student Respondents' Perceived Academic Success by Income Status**

Income Status	*n*	Mean	Std. Dev.
Low-Income	331	2.243	0.794
Not-Low-Income	1974	2.068	0.692
Mean difference	**0.175*****		

***$p < .001$

Citizen/Immigration Status

No difference existed ($p = .140$) in the overall test for means for Undergraduate Student respondents by Citizen/immigration status on *Perceived Academic Success* (Table 88).

Table 88. **Undergraduate Student Respondents' Perceived Academic Success by Citizen/Immigration Status**

Citizen/immigration Status	*n*	Mean	Std. Dev.
U.S. Citizen	1948	2.091	0.707
Non-Citizen	350	2.152	0.737
Mean difference	**-0.061**		

Students' Perceptions of Campus Climate

One of the survey items asked Students the degree to which they agreed with eleven statements about their interactions with faculty, students, staff members, and senior administrators at Syracuse University (Table 89). Frequencies and significant differences based on position status, undergraduate student status, graduate student status, gender identity, racial identity, sexual identity, disability status, first-generation status, and income status are provided in Tables 89 through 92. Seventy percent ($n = 2,511$) of Student respondents felt valued by Syracuse University faculty and 67% ($n = 2,388$) felt valued by Syracuse University staff.

Three-quarters (74%, $n = 770$) of Graduate or Law Student respondents and 69% ($n = 1,741$) of Undergraduate Student respondents felt valued by Syracuse University faculty. By undergraduate status, 69% ($n = 1,599$) of Student respondents who started as First-Year students and 66% ($n = 142$) of Student respondents who transferred to Syracuse University felt valued. By graduate status, Master's Degree Student respondents (77%, $n = 471$) indicated that they felt more valued than other groups of Graduate or Law Student respondents. Seventy-three percent ($n = 956$) of Men Student respondents and 70% ($n = 1,519$) of Women Student respondents felt valued by Syracuse University faculty, in comparison to 51% ($n = 32$) of Transgender Student respondents. A greater percentage of Asian/Asian American Student respondents (75%, $n = 524$) and White Student respondents (73%, $n = 1,397$) than Multiracial Student respondents (65%, $n = 201$), Student Respondents of Color (61%, $n = 40$), Black/African American Student respondents (55%, $n = 141$), and Hispanic/Latin@/Chican@ Student respondents (55%, $n = 152$) felt valued by Syracuse University faculty. Heterosexual Student respondents (72%, $= 2,077$) felt more valued than LGBQ Student respondents (64%, $n = 292$). A greater percentage of Student respondents with No Disability (72%, $n = 2,251$) than Student respondents with a Single Disability (64%, $n = 188$) and Student respondents with Multiple Disabilities (59%, $n = 58$) felt valued by Syracuse University faculty. A greater percentage of Not-First-Generation Student respondents (72%, $n = 2,005$) than First-Generation Student respondents (66%, $n = 499$), and of Not-Low-Income Undergraduate Student respondents (70%, $n = 1,453$) than Low-Income Undergraduate Student respondents (63%, $n = 221$) felt valued by Syracuse University faculty.

Seventy-one percent (n = 739) of Graduate or Law Student respondents and 66% (n = 1,649) of Undergraduate Student respondents felt valued by Syracuse University staff. By undergraduate status, 66% (n = 1,514) of Student respondents who started as First-Year students and 63% (n = 135) of Student respondents who transferred to Syracuse University felt valued. Seventy-one percent (n = 931) of Men Student respondents and 66% (n = 1,419) of Women Student respondents felt valued by Syracuse University staff, in comparison to 53% (n = 33) of Transgender Student respondents. Seventy percent (n = 485) of Asian/Asian American Student respondents, 69% (n = 158) of Hispanic/Latin@/Chican@ Student respondents, 68% (n = 1,302) of White Student respondents, 65% (n = 199) of Multiracial Student respondents, 63% (n = 42) of Student Respondents of Color, and 58% (n = 147) of Black/African American Student respondents felt valued by Syracuse University staff. A greater percentage of Student respondents with No Disability (68%, n = 2,136) than Student respondents with a Single Disability (63%, n = 184) and Student respondents with Multiple Disabilities (57%, n = 55) felt valued by Syracuse University staff.

Table 89. **Student Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by Syracuse faculty.	**803**	**22.5**	**1,708**	**47.9**	**694**	**19.5**	**288**	**8.1**	**71**	**2.0**
Position status [clxxxix]										
Undergraduate	520	20.6	1,221	48.5	527	20.9	207	8.2	45	1.8
Graduate or Law	283	27.1	487	46.6	167	16.0	81	7.8	26	2.5
Undergraduate status [cxc]										
Started as First-Year	469	20.3	1,130	49.0	481	20.9	192	8.3	33	1.4
Transferred	51	23.7	91	42.3	46	21.4	15	7.0	12	5.6
Graduate or Law status [cxci]										
Master's degree	177	28.8	294	47.9	88	14.3	46	7.5	9	1.5
Doctoral degree	86	24.2	163	45.8	67	18.8	26	7.3	14	3.9
Law degree	19	30.2	22	34.9	10	15.9	9	14.3	< 5	4.8
Cert of Advanced Study	< 5	---	8	72.7	< 5	---	0	0	0	0
Gender identity [cxcii]										
Woman	426	19.6	1,093	50.2	435	20.0	176	8.1	47	2.2
Man	370	28.1	586	44.5	237	18.0	103	7.8	22	1.7
Transgender	6	9.5	26	41.3	21	33.3	8	12.7	< 5	---
Racial identity [cxciii]										
People of Color	19	28.8	21	31.8	14	21.2	8	12.1	< 5	---
Asian/Asian American	170	24.3	354	50.5	139	19.8	30	4.3	8	1.1
Black/African American	32	12.5	109	42.6	72	28.1	34	13.3	9	3.5
Hispanic/Latin@/Chican@	42	18.3	110	48.0	54	23.6	19	8.3	< 5	---
White	452	23.6	945	49.3	325	17.0	161	8.4	34	1.8
Multiracial	64	20.8	137	44.6	72	23.5	27	8.8	7	2.3
Sexual identity [cxciv]										
LGBQ	92	20.1	200	43.7	108	23.6	46	10.0	12	2.6
Heterosexual	654	22.5	1,423	49.1	543	18.7	228	7.9	53	1.8
Disability status [cxcv]										
Single Disability	56	19.0	132	44.9	63	21.4	34	11.6	9	3.1
No Disability	718	22.8	1,533	48.7	601	19.1	243	7.7	54	1.7
Multiple Disabilities	26	26.5	32	32.7	24	24.5	10	10.2	6	6.1
First-generation status [cxcvi]										
First-Generation	162	21.5	337	44.6	175	23.2	63	8.3	18	2.4
Not-First-Generation	639	22.8	1,366	48.8	518	18.5	224	8.0	52	1.9
Income status [cxcvii]										
Low-Income	73	20.9	148	42.4	91	26.1	27	7.7	10	2.9
Not-Low-Income	430	20.8	1,023	49.4	410	19.8	173	8.4	33	1.6

Table 89 *(cont.)*	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by Syracuse staff.	**744**	**21.0**	**1,644**	**46.3**	**839**	**23.6**	**255**	**7.2**	**68**	**1.9**
Position status [cxcviii]										
Undergraduate	461	18.4	1,188	47.3	623	24.8	194	7.7	45	1.8
Graduate or Law	283	27.2	456	43.9	216	20.8	61	5.9	23	2.2
Undergraduate status [cxcix]										
Started as First-Year	413	18.0	1,101	47.9	573	24.9	179	7.8	32	1.4
Transferred	48	22.5	87	40.8	50	23.5	15	7.0	13	6.1
Gender identity[cc]										
Woman	383	17.7	1,036	47.8	542	25.0	168	7.7	40	1.8
Man	352	26.8	579	44.1	274	20.9	82	6.3	25	1.9
Transgender	8	12.9	25	40.3	21	33.9	5	8.1	< 5	---
Racial identity[cci]										
People of Color	18	26.9	24	35.8	15	22.4	6	9.0	< 5	---
Asian/Asian American	153	21.9	332	47.6	172	24.6	33	4.7	8	1.1
Black/African American	37	14.6	110	43.5	78	30.8	22	8.7	6	2.4
Hispanic/Latin@/Chican@	45	19.7	113	49.6	51	22.4	13	5.7	6	2.6
White	423	22.1	879	46.0	426	22.3	151	7.9	33	1.7
Multiracial	45	14.8	154	50.5	76	24.9	23	7.5	7	2.3
Disability status[ccii]										
Single Disability	44	15.0	140	47.8	75	25.6	26	8.9	8	2.7
No Disability	671	21.4	1,465	46.7	728	23.2	219	7.0	54	1.7
Multiple Disabilities	27	27.8	28	28.9	29	29.9	8	8.2	5	5.2

Note: Table includes Student respondents (*n* = 3,601) only.

Sixty-eight percent (*n* = 2,393) of Student respondents felt valued by their department/program (Table 90). By undergraduate status, 67% (*n* = 1,543) of Student respondents who started as First-Year students and 62% (*n* = 134) of Student respondents who transferred to Syracuse University felt valued. Seventy-one percent (*n* = 922) of Men Student respondents and 66% (*n* = 1,431) of Women Student respondents felt valued by their department/program, in comparison to 57% (*n* = 36) of Transgender Student respondents. A greater percentage of Asian/Asian American Student respondents (70%, *n* = 486) and White Student respondents (70%, *n* = 1,327) than Multiracial Student respondents (66%, *n* = 201), Hispanic/Latin@/Chican@ Student respondents (63%, *n* = 143), Student Respondents of Color (62%, *n* = 40), and Black/African American Student respondents (56%, *n* = 142) felt valued by their department/program. Heterosexual Student respondents (68%, = 1,970) felt more valued than LGBQ Student respondents (61%, *n* = 278). A greater percentage of Student respondents with No Disability

(69%, n = 2,145) than Student respondents with a Single Disability (63%, n = 184) and Student respondents with Multiple Disabilities (56%, n = 55) felt valued by their department/program. A greater percentage of Not-First-Generation Student respondents (69%, n = 1,923) than First-Generation Student respondents (62%, n = 463) indicated that they felt valued by their department/program.

Less than half (44%, n = 1,578) of Student respondents felt valued by Syracuse University senior administrators. Forty-five percent (n = 458) of Undergraduate Student respondents and 44% (n = 1,120) of Graduate or Law Student respondents felt valued by Syracuse University senior administrators. By undergraduate status, 45% (n = 1,028) of Student respondents who started as First-Year students and 43% (n = 92) of Student respondents who transferred to Syracuse University felt valued. By graduate status, Master's Degree Student respondents (49%, n = 303) and Law Degree Student respondents (49%, n = 31) indicated that they felt more valued by senior administrators than Doctoral Degree Student respondents (33%, n = 118). Half (50%, n = 659) of Men Student respondents and 42% (n = 901) of Women Student respondents reported feeling valued. A greater percentage of Asian/Asian American Student respondents (58%, n = 402) than other racial student respondent groups felt valued by senior administrators. Heterosexual Student respondents (45%, = 1,296) felt more valued than LGBQ Student respondents (36%, n = 166). A greater percentage of Student respondents with No Disability (46%, n = 1,439) than Student respondents with a Single Disability (35%, n = 103) and Student respondents with Multiple Disabilities (30%, n = 29) felt valued by senior administrators.

Three-quarters (75%, n = 2,652) of Student respondents felt valued by faculty in the classroom. Eighty-percent (n = 839) of Graduate or Law Student respondents and 72% (n = 839) of Undergraduate Student respondents felt valued by faculty in the classroom. Seventy-six percent (n = 1,004) of Men Student respondents and 74% (n = 1,606) of Women Student respondents felt valued by Syracuse University faculty, in comparison to 60% (n = 38) of Transgender Student respondents. A greater percentage of Asian/Asian American Student respondents (77%, n = 534), White Student respondents (77%, n = 1,481), and Multiracial Student respondents (75%, n = 228) than Hispanic/Latin@/Chican@ Student respondents (66%, n = 152), Student Respondents of Color (64%, n = 42), and Black/African American Student respondents (61%, n = 156) felt

valued by faculty in the classroom. A greater percentage of Not-First-Generation Student respondents (76%, $n = 2,119$) than First-Generation Student respondents (71%, $n = 527$), and of Not-Low-Income Undergraduate Student respondents (73%, $n = 1,511$) than Low-Income Undergraduate Student respondents (65%, $n = 227$) felt valued by senior administrators.

Table 90. **Student Respondents' Feelings of Being Valued in the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by my department/program.	**961**	**27.1**	**1,432**	**40.4**	**721**	**20.3**	**319**	**9.0**	**110**	**3.1**
Undergraduate status [cciii]										
Started as First-Year	598	26.1	945	41.3	494	21.6	196	8.6	56	2.4
Transferred	66	30.7	68	31.6	40	18.6	29	13.5	12	5.6
Gender identity [cciv]										
Woman	549	25.3	882	40.7	478	22.1	192	8.9	66	3.0
Man	404	30.9	518	39.6	227	17.4	116	8.9	42	3.2
Transgender	7	11.1	29	46.0	14	22.2	11	17.5	< 5	---
Racial identity [ccv]										
People of Color	18	27.7	22	33.8	12	18.5	9	13.8	< 5	---
Asian/Asian American	170	24.4	316	45.3	157	22.5	40	5.7	15	2.1
Black/African American	46	18.2	96	37.9	71	28.1	26	10.3	14	5.5
Hispanic/Latin@/Chican@	52	22.8	91	39.9	55	24.1	23	10.1	7	3.1
White	572	30.0	755	39.5	346	18.1	182	9.5	54	2.8
Multiracial	74	24.4	127	41.9	60	19.8	31	10.2	11	3.6
Sexual identity [ccvi]										
LGBQ	109	24.0	169	37.2	94	20.7	60	13.2	22	4.8
Heterosexual	798	27.6	1,172	40.6	593	20.5	248	8.6	76	2.6
Disability status [ccvii]										
Single Disability	71	24.1	113	38.4	58	19.7	35	11.9	17	5.8
No Disability	865	27.7	1,280	40.9	634	20.3	263	8.4	86	2.7
Multiple Disabilities	21	21.4	34	34.7	18	18.4	20	20.4	5	5.1
First-generation status [ccviii]										
First-Generation	180	24.1	283	37.9	171	22.9	81	10.8	32	4.3
Not-First-Generation	778	27.9	1,145	41.1	550	19.7	236	8.5	77	2.8

Table 90 (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by Syracuse senior administrators.	**534**	**15.0**	**1,044**	**29.4**	**1,202**	**33.9**	**498**	**14.0**	**272**	**7.7**
Position status [ccix]										
Undergraduate	370	14.8	750	29.9	866	34.5	363	14.5	159	6.3
Graduate or Law	164	15.7	294	28.2	336	32.2	135	13.0	113	10.8
Undergraduate status [ccx]										
Started as First-Year	327	14.2	701	30.5	795	34.6	334	14.6	138	6.0
Transferred	43	20.2	49	23.0	71	33.3	29	13.6	21	9.9
Graduate or Law status [ccxi]										
Master's degree	111	18.1	192	31.3	196	32.0	75	12.2	39	6.4
Doctoral degree	39	11.0	79	22.3	116	32.7	51	14.4	70	19.7
Law degree	13	20.6	18	28.6	19	30.2	9	14.3	< 5	6.3
Cert of Advanced Study	< 5	---	5	45.5	5	45.5	0	0	0	0
Gender identity [ccxii]										
Woman	271	12.5	630	29.0	790	36.4	323	14.9	155	7.1
Man	258	19.7	401	30.6	392	29.9	162	12.3	99	7.5
Transgender	< 5	---	11	17.5	18	28.6	13	20.6	18	28.6
Racial identity [ccxiii]										
People of Color	7	10.8	21	32.3	23	35.4	6	9.2	8	12.3
Asian/Asian American	128	18.3	274	39.2	219	31.3	50	7.2	28	4.0
Black/African American	18	7.1	64	25.4	96	38.1	44	17.5	30	11.9
Hispanic/Latin@/Chican@	33	14.5	61	26.8	82	36.0	32	14.0	20	8.8
White	292	15.3	520	27.2	653	34.1	294	15.4	155	8.1
Multiracial	36	11.8	81	26.6	103	33.9	62	20.4	22	7.2
Sexual identity [ccxiv]										
LGBQ	51	11.1	115	25.1	148	32.3	79	17.2	65	14.2
Heterosexual	438	15.2	858	29.7	1,006	34.8	394	13.6	191	6.6
Disability status [ccxv]										
Single Disability	35	12.0	68	23.3	98	33.6	51	17.5	40	13.7
No Disability	489	15.6	950	30.3	1,064	33.9	424	13.5	210	6.7
Multiple Disabilities	9	9.2	20	20.4	34	34.7	17	17.3	18	18.4

Table 90 (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom.	**851**	**23.9**	**1,801**	**50.7**	**659**	**18.5**	**189**	**5.3**	**55**	**1.5**
Position status [ccxvi]										
Undergraduate	532	21.2	1,281	51.0	509	20.3	153	6.1	38	1.5
Graduate or Law	319	30.6	520	49.9	150	14.4	36	3.5	17	1.6
Gender identity [ccxvii]										
Woman	456	21.0	1,150	52.9	415	19.1	115	5.3	36	1.7
Man	384	29.2	620	47.2	222	16.9	69	5.3	18	1.4
Transgender	10	15.9	28	44.4	21	33.3	< 5	---	0	0
Racial identity [ccxviii]										
People of Color	16	24.2	26	39.4	15	22.7	6	9.1	< 5	---
Asian/Asian American	175	25.1	359	51.4	132	18.9	22	3.2	10	1.4
Black/African American	35	13.8	121	47.6	68	26.8	20	7.9	10	3.9
Hispanic/Latin@/Chican@	43	18.8	109	47.6	58	25.3	15	6.6	< 5	---
White	489	25.5	992	51.8	312	16.3	98	5.1	23	1.2
Multiracial	68	22.2	160	52.3	53	17.3	22	7.2	< 5	---
First-generation status [ccxix]										
First-Generation	156	20.9	371	49.6	164	21.9	40	5.3	17	2.3
Not-First-Generation	693	24.8	1,426	51.0	491	17.6	149	5.3	38	1.4
Income status [ccxx]										
Low-Income	66	19.0	161	46.4	91	26.2	21	6.1	8	2.3
Not-Low-Income	449	21.7	1,062	51.4	398	19.3	127	6.2	29	1.4

Note: Table includes Student respondents (n = 3,601) only.

Nearly two-thirds (63%, n = 2,222) of Student respondents felt valued by other students in the classroom (Table 91). Three-quarters (74%, n = 771) of Graduate or Law Student respondents and 58% (n = 1,451) of Undergraduate Student respondents felt valued by other students in the classroom. By undergraduate status, 60% (n = 1,362) of Student respondents who started as First-Year students and 41% (n = 89) of Student respondents who transferred to Syracuse University felt valued. Sixty-seven percent (n = 876) of Men Student respondents and 61% (n = 1,315) of Women Student respondents felt valued by other students in the classroom. A greater percentage of Asian/Asian American Student respondents (70%, n = 487) and White Student respondents (66%, n = 1,256) than other racial student respondent groups felt valued by others students in the classroom. Heterosexual Student respondents (64%, = 1,833) felt more valued than LGBQ Student respondents (56%, n = 253). A greater percentage of Student respondents with No Disability (64%, n = 2,002) than Student respondents with a Single Disability (57%, n =

166) and Student respondents with Multiple Disabilities (43%, $n = 42$) felt valued by other students in the classroom.

Sixty percent ($n = 2,128$) of Student respondents felt valued by other students outside of the classroom. Just under two-thirds (62%, $n = 444$) of Graduate or Law Student respondents and 60% ($n = 1,489$) of Undergraduate Student respondents felt valued by other students outside of the classroom. By undergraduate status, 61% ($n = 1,403$) of Student respondents who started as First-Year students and 40% ($n = 86$) of Student respondents who transferred to Syracuse University felt valued. Sixty-five percent ($n = 851$) of Men Student respondents and 58% ($n = 1,249$) of Women Student respondents felt valued by other students outside of the classroom. A greater percentage of Asian/Asian American Student respondents (66%, $n = 468$) and White Student respondents (62%, $n = 1,178$) than other racial student respondent groups felt valued by other students outside of the classroom. Heterosexual Student respondents (61%, $= 1,757$) felt more valued than LGBQ Student respondents (53%, $n = 242$). A greater percentage of Student respondents with No Disability (61%, $n = 1,908$) than Student respondents with a Single Disability (58%, $n = 169$) and Student respondents with Multiple Disabilities (42%, $n = 41$) felt valued by other students outside of the classroom. A greater percentage of Not-First-Generation Student respondents (62%, $n = 1,725$) than First-Generation Student respondents (53%, $n = 397$), and of Not-Low-Income Undergraduate Student respondents (61%, $n = 1,244$) than Low-Income Undergraduate Student respondents (53%, $n = 182$) felt valued by other students outside of the classroom.

Table 91. **Student Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by other students in the classroom.	**639**	**18.0**	**1,583**	**44.7**	**959**	**27.1**	**283**	**8.0**	**81**	**2.3**
Position status [ccxxi]										
Undergraduate	370	14.8	1,081	43.1	763	30.4	228	9.1	64	2.6
Graduate or Law	269	25.9	502	48.3	196	18.9	55	5.3	17	1.6
Undergraduate status [ccxxii]										
Started as First-Year	338	14.8	1,024	44.7	674	29.4	203	8.9	51	2.2
Transferred	32	14.8	57	26.4	89	41.2	25	11.6	13	6.0
Gender identity [ccxxiii]										
Woman	331	15.3	984	45.4	610	28.2	187	8.6	54	2.5
Man	304	23.2	572	43.7	326	24.9	84	6.4	24	1.8
Transgender	< 5	6.3	23	36.5	22	34.9	11	17.5	< 5	---
Racial identity [ccxxiv]										
People of Color	5	7.8	28	43.8	19	29.7	9	14.1	< 5	---
Asian/Asian American	139	19.9	348	49.8	164	23.5	36	5.2	12	1.7
Black/African American	24	9.6	81	32.3	99	39.4	37	14.7	10	4.0
Hispanic/Latin@/Chican@	42	18.4	76	33.3	79.2	34.6	21	9.2	10	4.4
White	372	19.5	884	46.3	486	25.5	131	6.9	36	1.9
Multiracial	38	12.4	130	42.5	90	29.4	41	13.4	7	2.3
Sexual identity [ccxxv]										
LGBQ	68	14.9	185	40.7	131	28.8	50	11.0	21	4.6
Heterosexual	528	18.3	1,305	45.2	786	27.2	216	7.5	53	1.8
Disability status [ccxxvi]										
Single Disability	46	15.8	120	41.1	88	30.1	25	8.6	13	4.5
No Disability	580	18.5	1,422	45.4	830	26.5	239	7.6	61	1.9
Multiple Disabilities	11	11.2	31	31.6	33	33.7	17	17.3	6	6.1
First-generation status [ccxxvii]										
First-Generation	109	14.6	303	40.5	225	30.1	83	11.1	28	3.7
Not-First-Generation	529	19.0	1,274	45.7	734	26.3	198	7.1	52	1.9
Income status [ccxxviii]										
Low-Income	45	13.0	129	37.4	107	31.0	43	12.5	21	6.1
Not-Low-Income	312	15.2	906	44.0	623	30.3	178	8.6	40	1.9

Table 91. (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by other students outside of the classroom.	**622**	**17.6**	**1,506**	**42.6**	**1,015**	**28.7**	**284**	**8.0**	**108**	**3.1**
Position status [ccxxix]										
Undergraduate	400	16.0	1,089	43.5	716	28.6	221	8.8	76	3.0
Graduate or Law	222	21.5	222	40.4	299	28.9	63	6.1	32	3.1
Undergraduate status [ccxxx]										
Started as First-Year	373	16.3	1,030	45.0	633	27.7	193	8.4	58	2.5
Transferred	27	12.6	59	27.4	83	38.6	28	13.0	18	8.4
Gender identity [ccxxxi]										
Woman	318	14.8	931	43.2	671	31.1	173	8.0	62	2.9
Man	298	22.7	553	42.2	317	24.2	102	7.8	40	3.1
Transgender	< 5	6.3	19	30.2	26	41.3	9	14.3	5	7.9
Racial identity [ccxxxii]										
People of Color	< 5	6.2	37	56.9	17	6.2	5	7.7	< 5	---
Asian/Asian American	135	19.4	323	46.5	184	26.5	34	4.9	19	2.7
Black/African American	21	8.3	88	34.6	107	42.1	28	11.0	10	3.9
Hispanic/Latin@/Chican@	40	17.6	85	37.4	71	31.3	24	10.6	7	3.1
White	361	19.0	817	42.9	520	27.3	152	8.0	55	2.9
Multiracial	46	15.3	119	39.5	95	31.6	32	10.6	9	3.0
Sexual identity [ccxxxiii]										
LGBQ	63	13.9	179	39.4	140	30.8	49	10.8	23	5.1
Heterosexual	513	17.8	1,244	43.2	822	28.6	225	7.8	74	2.6
Disability status [ccxxxiv]										
Single Disability	48	16.6	121	41.7	81	27.9	26	9.0	14	4.8
No Disability	561	18.0	1,347	43.1	894	28.6	243	7.8	80	2.6
Multiple Disabilities	10	10.2	31	31.6	30	30.6	14	14.3	13	13.3
First-generation status [ccxxxv]										
First-Generation	108	14.5	289	38.7	243	32.5	77	10.3	30	4.0
Not-First-Generation	513	18.5	1,212	43.6	771	27.8	206	7.4	76	2.7
Income status [ccxxxvi]										
Low-Income	41	11.8	141	40.8	98	28.3	47	13.6	19	5.5
Not-Low-Income	343	16.7	901	43.9	587	28.6	168	8.2	55	2.7

Note: Table includes Student respondents (*n* = 3,601) only.

Thirty-eight percent (*n* = 1,326) of Student respondents indicated that faculty pre-judged their abilities based on their perception of the Student respondents' identities and backgrounds (Table 92). More than half (56%, *n* = 1,989) of Student respondents noted that they believed that the campus climate encouraged free and open discussion of difficult topics. Table 92 illustrates where significant differences in responses were noted.

Forty-three percent (*n* = 449) of Graduate or Law Student respondents and 35% (*n* = 877) of Undergraduate Student respondents thought that faculty pre-judged their abilities based on their perception of the Student respondents' identities and backgrounds. Forty percent (*n* = 525) of Men Student respondents and 36% (*n* = 775) of Women Student respondents thought that faculty pre-judged them in comparison to 33% (*n* = 21) of Transgender Student respondents. A greater percentage of Asian/Asian American Student respondents (51%, *n* = 356) than other racial student respondent groups felt that faculty pre-judged their abilities based on their perception of the Student respondents' identities and backgrounds. A greater percentage of First-Generation Student respondents (36%, *n* = 1,007) than Not-First-Generation Student respondents (42%, *n* = 314), and of Low-Income Undergraduate Student respondents (35%, *n* = 714) than Not-Low-Income Undergraduate Student respondents (40%, *n* = 138) felt that faculty pre-judged their abilities based on their perception of the Student respondents' identities and backgrounds.

More than half of Undergraduate Student respondents (57%, *n* = 1,425) and Graduate or Law Student respondents (54%, *n* = 564) noted that they believed that the campus climate encouraged free and open discussion of difficult topics. By undergraduate status, 58% (*n* = 1,319) of Student respondents who started as First-Year students and 50% (*n* = 106) of Student respondents who transferred to Syracuse University felt that the campus climate encouraged free and open discussion of difficult topics. By graduate status, Master's Degree Student respondents (61%, *n* = 371) were more likely to feel this way than when compared with other groups of Graduate or Law Student Respondents. Fifty-nine percent (*n* = 772) of Men Student respondents and 55% (*n* = 1,194) of Women Student respondents noted that they believed the campus climate encouraged free and open discussion of difficult topics. Asian/Asian American Student respondents (66%, *n* = 463) were once again most likely by racial identity to report feeling this way. Heterosexual Student respondents (57%, = 1,651) indicated that the campus climate encouraged free and open

discussion of difficult topics more often than LGBQ Student respondents (49%, *n* = 222). A greater percentage of Student respondents with No Disability (58%, *n* = 1,798) than Student respondents with a Single Disability (51%, *n* = 149) and Student respondents with Multiple Disabilities (35%, *n* = 34) indicated that the campus climate encouraged free and open discussion of difficult topics. A greater percentage of Not-First-Generation Student respondents (57%, *n* = 1,592) than First-Generation Student respondents (52%, *n* = 392), and of Not-Low-Income Undergraduate Student respondents (58%, *n* = 1,197) than Low-Income Undergraduate Student respondents (50%, *n* = 171) reported that they felt this way.

Table 92. **Student Respondents' Perceptions of Campus Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that faculty pre-judge my abilities based on their perception of my identity/background.	**441**	**12.5**	**885**	**25.0**	**1,020**	**28.8**	**895**	**25.3**	**299**	**8.4**
Position status [ccxxxvii]										
Undergraduate	274	10.9	603	24.1	760	30.4	649	25.9	217	8.7
Graduate or Law	167	16.1	282	27.2	260	25.1	246	23.7	82	7.9
Gender identity [ccxxxviii]										
Woman	229	10.6	546	25.2	651	30.1	578	26.7	159	7.4
Man	203	15.5	322	24.6	347	26.5	301	23.0	134	10.3
Transgender	8	12.7	13	20.6	21	33.3	15	23.8	6	9.5
Racial identity [ccxxxix]										
People of Color	5	7.7	17	26.2	27	41.5	13	20.0	< 5	---
Asian/Asian American	117	16.8	239	34.4	172	24.7	139	20.0	28	4.0
Black/African American	46	18.0	62	24.2	95	37.1	42	16.4	11	4.3
Hispanic/Latin@/Chican@	32	14.1	59	26.0	74	32.6	40	17.6	22	9.7
White	198	10.4	402	21.1	533	28.0	563	29.6	208	10.9
Multiracial	25	8.2	84	27.5	90	29.5	83	27.2	23	7.5
First-generation status [ccxl]										
First-Generation	114	15.2	200	26.7	233	31.1	152	20.3	50	6.7
Not-First-Generation	324	11.6	683	24.6	785	28.2	743	26.7	247	8.9
Income status [ccxli]										
Low-Income	45	13.0	93	27.0	111	32.2	81	23.5	15	4.3
Not-Low-Income	225	10.9	489	23.7	614	29.8	543	26.4	188	9.1

Table 92 (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that the campus climate encourages free and open discussion of difficult topics.	**575**	**16.2**	**1,414**	**39.9**	**915**	**25.8**	**455**	**12.9**	**181**	**5.1**
Position status [ccxlii]										
Undergraduate	377	15.1	1,048	41.9	672	26.9	289	11.6	114	4.6
Graduate or Law	198	19.0	366	35.2	243	23.4	166	16.0	67	6.4
Undergraduate status [ccxliii]										
Started as First-Year	340	14.9	979	42.8	608	26.6	259	11.3	100	4.4
Transferred	37	17.3	69	32.2	64	29.9	30	14.0	14	6.5
Graduate or Law status [ccxliv]										
Master's degree	143	23.4	228	37.3	131	21.4	80	13.1	29	4.7
Doctoral degree	45	12.6	117	32.9	94	26.4	68	19.1	32	9.0
Law degree	10	15.9	16	25.4	14	22.2	17	27.0	6	9.5
Cert of Advanced Study	0	0	5	50.0	< 5	40.0	< 5	---	0	0
Gender identity [ccxlv]										
Woman	296	13.7	898	41.5	587	27.1	269	12.4	114	5.3
Man	274	21.0	498	38.1	310	23.7	168	12.9	57	4.4
Transgender	< 5	---	13	21.0	17	27.4	18	29.0		
Racial identity [ccxlvi]										
People of Color	6	9.1	28	42.4	18	27.3	10	15.2	< 5	---
Asian/Asian American	154	22.1	309	44.3	165	23.6	42	6.0	28	4.0
Black/African American	22	8.6	67	26.3	82	32.2	60	23.5	24	9.4
Hispanic/Latin@/Chican@	32	14.0	85	37.1	66	28.8	31	13.5	15	6.6
White	302	15.9	797	41.9	483	25.4	250	13.1	71	3.7
Multiracial	38	12.6	105	34.9	78	25.9	49	16.3	31	10.3
Sexual identity [ccxlvii]										
LGBQ	55	12.1	167	36.6	106	23.2	94	20.6	34	7.5
Heterosexual	478	16.6	1,173	40.7	754	26.2	340	11.8	136	4.7
Disability status [ccxlviii]										
Single Disability	32	10.9	117	39.9	77	26.3	48	16.4	19	6.5
No Disability	528	16.9	1,270	40.6	801	25.6	381	12.2	147	4.7
Multiple Disabilities	13	13.4	21	21.6	28	28.9	23	23.7	12	12.4
First-generation status [ccxlix]										
First-Generation	116	15.5	276	36.8	194	25.9	105	14.0	58	7.7
Not-First-Generation	457	16.4	1,135	40.8	719	25.9	349	12.5	121	4.4
Income status [ccl]										
Low-Income	49	14.2	122	35.3	99	28.6	42	12.1	34	9.8
Not-Low-Income	314	15.3	883	43.0	542	26.4	237	11.5	78	3.8

Note: Table includes Student respondents (*n* = 3,601) only.

Seventy-three percent (*n* = 2,580) of Student respondents had faculty whom they perceived as role models and 57% (*n* = 2,007) had staff whom they perceived as role models (Table 93).

Seventy-eight percent (*n* = 508) of Graduate or Law Student respondents and 71% (*n* = 1,772) of Undergraduate Student respondents indicated that they had faculty whom they perceived as role models. By undergraduate status, 71% (*n* = 1,638) of Student respondents who started as First-Year students and 62% (*n* = 134) of Student respondents who transferred to Syracuse University felt that they had faculty whom they perceived as role models. White Student respondents (77%, *n* = 1,465) were more likely than other racial student respondent groups to report this. A greater percentage of Not-Low-Income Undergraduate Student respondents (71%, *n* = 1,465) than Low-Income Undergraduate Student respondents (71%, *n* = 245) reported that they had faculty whom they perceived as role models.

More than half (57%, *n* = 1,638) of Student respondents who started as First-Year students compared with 50% (*n* = 106) of Student respondents who transferred to Syracuse University indicated that they had staff whom they perceived as role models.

Table 93. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have faculty whom I perceive as role models.	**1,086**	**30.6**	**1,494**	**42.1**	**663**	**18.7**	**233**	**6.6**	**73**	**2.1**
Position status [ccli]										
Undergraduate	707	28.2	1,065	42.5	503	20.1	181	7.2	51	2.0
Graduate or Law	379	36.4	429	41.2	160	15.4	52	5.0	22	2.1
Undergraduate status [cclii]										
Started as First-Year	640	27.9	998	43.5	452	19.7	159	6.9	43	1.9
Transferred	67	31.2	67	31.2	51	23.7	22	10.2	8	3.7
Racial identity[ccliii]										
People of Color	20	30.8	24	36.9	15	23.1	5	7.7	< 5	---
Asian/Asian American	194	27.8	293	42.0	158	22.7	39	5.6	13	1.9
Black/African American	49	19.3	106	41.7	63	24.8	26	10.2	10	3.9
Hispanic/Latin@/Chican@	57	24.9	96	41.9	46	20.1	25	10.9	5	2.2
White	649	33.9	816	42.7	308	16.1	106	5.5	34	1.8
Multiracial	88	28.9	129	42.4	51	16.8	29	9.5	7	2.3
Income status[ccliv]										
Low-Income	111	32.2	134	38.8	56	16.2	36	10.4	8	2.3
Not-Low-Income	572	27.8	893	43.3	419	20.3	136	6.6	40	1.9
I have staff whom I perceive as role models.	**768**	**21.6**	**1,239**	**34.9**	**1,076**	**30.3**	**358**	**10.1**	**108**	**3.0**
Undergraduate status [cclv]										
Started as First-Year	481	20.9	826	36.0	697	30.3	236	10.3	57	2.5
Transferred	52	24.3	54	25.2	69	32.2	25	11.7	14	6.5

Note: Table includes Student respondents (*n* = 3,601) only.

Other survey items asked Master's Degree and Doctoral Degree Candidate Students (referred to as Graduate Student respondents in this section) the extent to which they agreed with ten statements about their interactions with faculty, advisors, and their department as a whole at Syracuse University (Table 94). Frequencies and significant differences based on position status, undergraduate student status, graduate student status, gender identity, racial identity, sexual identity, disability status, first-generation status, and income status are provided in Table 94.[87]

Seventy-six percent ($n = 742$) of Graduate Student respondents indicated that they were satisfied with the quality of advising they have received from their department.

Eighty percent ($n = 772$) of Graduate Student respondents reported that their department advisor provided clear expectations. There was a significant difference by graduate status: Master's Degree Candidate Student respondents (81%, $n = 497$) were slightly more likely than Doctoral Degree Candidate Student respondents (78%, $n = 275$) to indicate that their department advisor provided clear expectations.

Ninety percent ($n = 869$) of Graduate Student respondents felt that their advisor responded to their emails, calls, or voicemails in a prompt manner. By graduate status, Doctoral Degree Candidate Student respondents (91%, $n = 322$) were slightly more likely than Master's Degree Candidate Student respondents (90%, $n = 497$) to indicate that their advisor responded to their emails, calls, or voicemails in a prompt manner.[88]

Ninety-two percent ($n = 886$) of Graduate Student respondents felt that department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner. By sexual identity, Heterosexual Graduate Student respondents (92%, $n = 672$) were more likely than LGBQ Graduate Student respondents (88%, $n = 115$) to indicate that department faculty members responded to their emails, calls, or voicemails in a prompt manner.

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[87]Analyses by disability status are not published here due to low numbers in many of the response categories.
[88]In this analysis, 52% of Doctoral Degree Candidate Student respondents compared to 39% of Master's Degree Candidate Student respondents "strongly agreed" with this statement.

Ninety-five percent (n = 916) of Graduate Student respondents felt that department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner. By graduate status, Doctoral Degree Candidate Student respondents (97%, n = 341) were more likely than Master's Degree Candidate Student respondents (93%, n = 575) to indicate that department staff members responded to their emails, calls, or voicemails in a prompt manner.

Sixty-two percent (n = 602) of Graduate Student respondents indicated that there were adequate opportunities for them to interact with other university faculty outside of their department. By gender identity, Men Graduate Student respondents (69%, n = 329) were more likely than Women Graduate Student respondents (58%, n = 295) and Transgender Graduate Student respondents (28%, n = 5) to indicate that there were adequate opportunities for them to interact with other university faculty outside of their department.

Seventy-eight percent (n = 742) of Graduate Student respondents noted that they believed that they received support from their advisor to pursue personal research interests. By graduate status, Doctoral Degree Candidate Student respondents (84%, n = 297) were more likely than Master's Degree Candidate Student respondents (74%, n = 445) to report that they believed they received support from their advisor to pursue personal research interests.

Seventy-six percent (n = 730) of Graduate Student respondents felt that their department faculty members encouraged them to produce publications and present research. By graduate status, Doctoral Degree Candidate Student respondents (87%, n = 306) were more likely than Master's Degree Candidate Student respondents (70%, n = 424) to report that their department faculty members encouraged them to produce publications and present research.

Sixty-seven percent (n = 640) of Graduate Student respondents felt that their department has provided them with opportunities to serve the department or university in various capacities outside of teaching or research. By racial identity, 75% (n = 21) of Hispanic/Latin@/Chican@ Graduate Students respondents, 70% (n = 249) of Asian/Asian American Graduate Student respondents, 67% (n = 282) of White Graduate Student respondents, 67% (n = 31) of Multiracial

Graduate Student respondents, and 54% (*n* = 29) of Black/African American Graduate Student respondents reported that their department has provided them with opportunities to serve the department or university in various capacities outside of teaching or research. By sexual identity, 66% (*n* = 480) of Heterosexual Graduate Student respondents and 67% (*n* = 88) of LGBQ Graduate Student respondents indicated that they felt this way.[89]

Eighty-four percent (*n* = 801) of Graduate Student respondents felt comfortable sharing their professional goals with their advisor. By graduate status, Master's Degree Candidate Student respondents (85%, *n* = 509) were slightly more likely than Doctoral Degree Candidate Student respondents (82%, *n* = 292) to feel comfortable sharing their professional goals with their advisor.

Table 94. **Master's Degree and Doctoral Degree Candidate Student Respondents' Perceptions of Faculty and Department Support**

Perception	Strongly agree *n*	Strongly agree *%*	Agree *n*	Agree *%*	Disagree *n*	Disagree *%*	Strongly disagree *n*	Strongly disagree *%*
I am satisfied with the quality of advising I have received from my department.	**284**	**29.2**	**458**	**47.1**	**163**	**16.8**	**68**	**7.0**
My department advisor provides clear expectations.	**302**	**31.1**	**470**	**48.5**	**147**	**15.2**	**51**	**5.3**
Graduate status [cclvi]								
Master's Degree	171	27.8	326	53.0	92	15.0	26	4.2
Doctoral Degree	131	36.9	144	40.6	55	15.5	425	7.0
My advisor responds to my emails, calls, or voicemails in a prompt manner.	**419**	**43.5**	**450**	**46.7**	**71**	**7.4**	**24**	**2.5**
Graduate status[cclvii]								
Master's Degree	236	38.6	311	50.9	50	8.2	14	2.3
Doctoral Degree	183	51.8	139	39.4	21	5.9	10	2.8

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[89]In this analysis, 28% of Heterosexual Graduate Student respondents compared to 18% of LGBQ Graduate Student respondents "strongly agreed" with this statement.

Table 94 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**366**	**37.8**	**520**	**53.7**	**70**	**7.2**	**12**	**1.2**
Sexual Identity[cclviii]								
LGBQ	35	26.7	80	61.1	12	9.2	< 5	---
Heterosexual	294	40.2	378	51.6	52	7.1	8	1.1
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**419**	**43.2**	**497**	**51.3**	**45**	**4.6**	**8**	**0.8**
Graduate status[cclix]								
Master's Degree	234	38.0	341	55.4	35	5.7	6	1.0
Doctoral Degree	185	52.4	156	44.2	10	2.8	< 5	---
There are adequate opportunities for me to interact with other university faculty outside of my department.	**205**	**21.2**	**397**	**41.0**	**281**	**29.0**	**86**	**8.9**
Gender identity[cclx]								
Women	90	17.6	205	40.0	168	32.8	49	9.6
Men	114	26.2	185	42.5	104	23.9	32	7.4
Transgender	0	0	5	27.8	8	44.4	5	27.8
I receive support from my advisor to pursue personal research interests.	**327**	**34.2**	**415**	**43.4**	**415**	**43.4**	**59**	**6.2**
Graduate status[cclxi]								
Master's Degree	165	27.3	280	46.4	116	19.2	43	7.1
Doctoral Degree	162	45.9	135	38.2	40	11.3	16	4.5
My department faculty members encourage me to produce publications and present research.	**300**	**31.2**	**430**	**44.7**	**174**	**18.1**	**57**	**5.9**
Graduate status[cclxii]								
Master's Degree	146	24.0	278	45.7	143	23.5	41	6.7
Doctoral Degree	154	43.6	152	43.1	31	8.8	16	4.5

Table 94 *(cont.)*	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	**252**	**26.2**	**388**	**40.3**	**245**	**25.4**	**78**	**8.1**
Racial identity[cclxiii]								
People of Color	< 5	---	9	40.9	8	36.4	< 5	13.6
Asian/Asian American	82	23.1	167	47.0	87	24.5	19	5.4
Black/African American	14	25.9	15	27.8	18	33.3	7	13.0
Hispanic/Latin@/Chican@	8	28.6	13	46.4	5	17.9	< 5	---
White	126	29.7	156	36.8	111	26.2	31	7.3
Multiracial	16	34.8	15	32.6	< 5	---	11	23.9
Sexual Identity[cclxiv]								
LGBQ	23	17.6	65	49.6	35	26.7	8	6.1
Heterosexual	207	28.4	273	37.5	186	25.5	62	8.5
I feel comfortable sharing my professional goals with my advisor.	**392**	**41.0**	**409**	**42.8**	**116**	**12.1**	**38**	**4.0**
Graduate status[cclxv]								
Master's Degree	223	37.1	286	47.6	71	11.8	21	3.5
Doctoral Degree	169	47.7	123	34.7	45	12.7	17	4.8

Note: Table includes Master's Degree and Doctoral Degree Candidate Student respondents (*n* = 976) only.

One hundred and eighty-eight Graduate Students elaborated on their experiences. The themes and supporting comments are provided here.

Inadequate Advising. Thirty-five percent of Graduate Students who elaborated on their experiences reported dissatisfaction. Narratives including, "My advisor is busy", "My advisor is so judgmental" or "My advisor tells me what he wants me to do. He doesn't listen to my goals" were commonplace in the data. One Graduate Student noted similar perceptions even though they reported not having an advisor, "We have no advisors. We go to Student Life for assistance and guidance but do not seem to get clear answers." Another Graduate Student explained, "While I feel some-what disenchanted by my department's lack of support for my studies, I also know that much of what I am experiencing comes from the faculty of the department/school being over-loaded with duties, advisory and otherwise."

Lack of a sense of belonging. A lack of sense of belonging was a concern raised by nearly twenty percent of Graduate Student respondents who elaborated on their experiences. One Graduate Student explained, "As A graduate student, I feel very disconnected to the everyday goings on of the university as a whole, especially university events." Another Graduate Student shared, "There is a lack of openness and sense of community within the department. We don't get to interact and participate as a collaborative team." From a different perspective, other Graduate Students noted, "I thought graduate school would be more cross-disciplinary." However, the most common narratives pointed to perceived isolation and lack of community support, one Graduate Student summarized, "While I was able to come to terms with being in my program after a first year of feeling very alone and unsupported, I still do not feel like I can openly grow into anything other than what my advisor would like to see from me."

[clxxxix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by position status: $\chi^2\,(4, N = 3,564) = 25.4, p < .001$.

[cxc] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by undergraduate status: $\chi^2\,(4, N = 2,520) = 22.3, p < .001$.

[cxci] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by graduate or law status: $\chi^2\,(12, N = 1,044) = 21.5, p < .05$.

[cxcii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by gender identity: $\chi^2\,(8, N = 3,558) = 48.6, p < .001$.

[cxciii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by racial identity: $\chi^2\,(20, N = 3,476) = 80.0, p < .001$.

[cxciv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by sexual identity: $\chi^2\,(4, N = 3,359) = 11.9, p < .05$.

[cxcv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by disability status: $\chi^2\,(8, N = 3,541) = 27.1, p < .01$.

[cxcvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse faculty by first-generation status: $\chi^2\,(4, N = 3,554) = 10.2, p < .05$.

[cxcvii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by Syracuse faculty by socioeconomic status: $\chi^2\,(4, N = 2,418) = 11.6, p < .05$.

[cxcviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse staff by position status: $\chi^2\,(4, N = 3,550) = 38.7, p < .001$.

[cxcix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse staff by undergraduate status: $\chi^2\,(4, N = 2,511) = 28.7, p < .001$.

[cc] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse staff by gender identity: $\chi^2\,(8, N = 3,543) = 51.6, p < .001$.

[cci] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse staff by racial identity: $\chi^2\,(20, N = 3,463) = 43.7, p < .01$.

[ccii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse staff by disability status: $\chi^2\,(8, N = 3,527) = 24.8, p < .01$.

[cciii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by my department/program by undergraduate status: $\chi^2\,(4, N = 2,504) = 19.3, p < .01$.

[cciv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by their department/program by gender identity: $\chi^2\,(8, N = 3,537) = 30.2, p < .001$.

[ccv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by department/program by racial identity: χ^2 (20, N = 3,456) = 60.1, p < .001.

[ccvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by department/program by sexual identity: χ^2 (4, N = 3,341) = 18.7, p < .01.

[ccvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by department/program by disability status: χ^2 (8, N = 3,520) = 31.4, p < .001.

[ccviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by program/department by first-generation status: χ^2 (4, N = 3,533) = 15.7, p < .01.

[ccix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse senior administrators by position status: χ^2 (4, N = 3,550) = 23.0, p < .001.

[ccx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse senior administrators by undergraduate status: χ^2 (4, N = 2,508) = 13.1, p < .05.

[ccxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse senior administrators by graduate or law status: χ^2 (12, N = 1,042) = 58.8, p < .001.

[ccxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse senior administrators by gender identity: χ^2 (8, N = 3,544) = 89.5, p < .001.

[ccxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse senior administrators by racial identity: χ^2 (20, N = 3,462) = 109.2, p < .001.

[ccxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse senior administrators by sexual identity: χ^2 (4, N = 3,345) = 41.3, p < .001.

[ccxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Syracuse senior administrators by disability status: χ^2 (8, N = 3,527) = 48.4, p < .001.

[ccxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by position status: χ^2 (4, N = 3,550) = 23.0, p < .001.

[ccxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: χ^2 (8, N = 3,548) = 42.0, p < .001.

[ccxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: χ^2 (20, N = 3,467) = 70.4, p < .001.

[ccxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation status: χ^2 (4, N = 3,545) = 13.3, p < .05.

[ccxx]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by faculty in the classroom by socioeconomic status: χ^2 (4, N = 2,412) = 11.2, p < .05.

[ccxxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by position status: χ^2 (4, N = 3,545) = 107.3, p < .001.

[ccxxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by undergraduate status: χ^2 (4, N = 2,506) = 37.1, p < .001.

[ccxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: χ^2 (8, N = 3,539) = 55.1, p < .001.

[ccxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: χ^2 (20, N = 3,457) = 119.3, p < .001.

[ccxxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: χ^2 (4, N = 3,343) = 24.4, p < .001.

[ccxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: χ^2 (8, N = 3,522) = 37.0, p < .001.

[ccxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by first-generation status: χ^2 (4, N = 3,535) = 34.0, p < .001.

[ccxxviii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students in the classroom by socioeconomic status: χ^2 (4, N = 2,404) = 28.6, p < .001.

[ccxxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by position status: χ^2 (4, N = 3,535) = 21.1, p < .001.

[ccxxx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by undergraduate status: χ^2 (4, N = 2,502) = 50.6, p < .001.

ccxxxiA chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: χ^2 (8, $N = 3,528$) = 62.2, $p < .001$.

ccxxxiiA chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by racial identity: χ^2 (20, $N = 3,447$) = 69.8, $p < .001$.

ccxxxiiiA chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by sexual identity: χ^2 (4, $N = 3,332$) = 18.2, $p < .01$.

ccxxxivA chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by disability status: χ^2 (8, $N = 3,513$) = 51.0, $p < .001$.

ccxxxvA chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by first-generation status: χ^2 (4, $N = 3,525$) = 22.8, $p < .001$.

ccxxxviA chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside of the classroom by socioeconomic status: χ^2 (4, $N = 2,400$) = 22.3, $p < .001$.

ccxxxviiA chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by position status: χ^2 (4, $N = 3,540$) = 27.5, $p < .001$.

ccxxxviiiA chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by gender identity: χ^2 (8, $N = 3,533$) = 33.2, $p < .001$.

ccxxxixA chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by racial identity: χ^2 (20, $N = 3,452$) = 154.4, $p < .001$.

ccxlA chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by first generation status: χ^2 (4, $N = 3,531$) = 21.9, $p < .001$.

ccxliA chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by socioeconomic status: χ^2 (4, $N = 2,404$) = 11.9, $p < .05$.

ccxliiA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by position status: χ^2 (4, $N = 3,540$) = 35.1, $p < .001$.

ccxliiiA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by undergraduate status: χ^2 (4, $N = 2,500$) = 10.0, $p < .05$.

ccxlivA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by graduate or law status: χ^2 (12, $N = 1,040$) = 41.5, $p < .001$.

ccxlvA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by gender identity: χ^2 (8, $N = 3,533$) = 71.2, $p < .001$.

ccxlviA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by racial identity: χ^2 (20, $N = 3,452$) = 141.7, $p < .001$.

ccxlviiA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by sexual identity: χ^2 (4, $N = 3,337$) = 37.3, $p < .001$.

ccxlviiiA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by disability status: χ^2 (8, $N = 3,517$) = 40.3, $p < .001$.

ccxlixA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by first-generation status: χ^2 (4, $N = 3,530$) = 17.0, $p < .01$.

cclA chi-square test was conducted to compare percentages of Undergraduate Student respondents who noted that they believed that the campus climate encouraged free and open discussion of difficult topics by socioeconomic status: χ^2 (4, $N = 2,400$) = 28.2, $p < .001$.

ccliA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that they had faculty they perceived as role models by position status: χ^2 (4, $N = 3,549$) = 30.7, $p < .001$.

cclliA chi-square test was conducted to compare percentages of Student respondents who noted that they believed that they had faculty they perceived as role models by undergraduate student status: χ^2 (4, $N = 2,507$) = 15.6, $p < .01$.

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[ccliii]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that they had faculty they perceived as role models by racial identity: χ^2 (20, $N = 3{,}462$) = 67.4, $p < .001$.

[ccliv]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that they had faculty they perceived as role models by socioeconomic status: χ^2 (4, $N = 2{,}405$) = 12.2, $p < .05$.

[cclv]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that they had staff they perceived as role models by undergraduate student status: χ^2 (4, $N = 2{,}511$) = 19.5, $p < .01$.

[cclvi]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department advisor provided clear expectations by graduate student status: χ^2 (3, $N = 970$) = 16.6, $p < .01$.

[cclvii]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their advisor responded to their emails, calls, or voicemails in a prompt manner by graduate student status: χ^2 (3, $N = 964$) = 17.1, $p < .01$.

[cclviii]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by sexual identity: χ^2 (3, $N = 863$) = 10.8, $p < .05$.

[cclix]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by graduate student status: χ^2 (3, $N = 969$) = 20.6, $p < .001$.

[cclx]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that there were adequate opportunities for them to interact with other university faculty outside of their department by gender identity: χ^2 (6, $N = 965$) = 29.8, $p < .001$.

[cclxi]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by graduate student status: χ^2 (3, $N = 957$) = 36.8, $p < .001$.

[cclxii]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they their department faculty members encouraged them to produce publications and present research by graduate student status: χ^2 (3, $N = 961$) = 56.5, $p < .001$.

[cclxiii]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research by racial identity: χ^2 (15, $N = 929$) = 44.4, $p < .001$.

[cclxiv]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research by sexual identity: χ^2 (3, $N = 859$) = 9.9, $p < .05$.

[cclxv]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they felt comfortable sharing their professional goals with their advisor by graduate student status: χ^2 (3, $N = 955$) = 15.8, $p < .01$.

Students Who Have Seriously Considered Leaving Syracuse University

Forty-one percent (n = 2,349) of respondents had seriously considered leaving Syracuse University. With regard to student status, 34% (n = 870) of Undergraduate Student respondents and 28% (n = 297) of Graduate or Law Student respondents had seriously considered leaving Syracuse University. Of the Student respondents who considered leaving, 65% (n = 751) considered leaving in their first year as a student, 26% (n = 299) in their second year, 6% (n = 74) in their third year, and 2% (n = 21) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate or Law Student respondents who had considered leaving the University by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status.

Significant results for Undergraduate Student respondents indicated that:

- By racial identity, 42% (n = 146) of Asian/Asian American Undergraduate Student respondents, 37% (n = 96) of Multiracial Undergraduate Student respondents, 34% (n = 15) of Undergraduate Students of Color, 34% (n = 69) of Black/African American Undergraduate Student respondents, and 30% (n = 438) of White Undergraduate Students considered leaving the institution.[cclxvi]

- By sexual identity, 39% (n = 125) of LGBQ Undergraduate Student respondents and 33% (n = 696) of Heterosexual Undergraduate Student respondents considered leaving the institution.[cclxvii]

- By disability status, 49% (n = 34) of Undergraduate Student respondents with Multiple Disabilities, 43% (n = 95) of Undergraduate Student respondents with a Single Disability, and 33% (n = 735) of Undergraduate Student respondents with No Disability considered leaving the institution.[cclxviii]

Significant results for Graduate or Law Student respondents indicated that:

- By gender identity, 58% (n = 11) of Transgender Graduate or Law Student respondents, 28% (n = 157) of Women Graduate or Law Student respondents, and 27% (n = 127) of Men Graduate or Law Student respondents considered leaving the institution. [cclxix]

- By racial identity, 45% ($n = 26$) of Black/African American Graduate or Law Student respondents, 42% ($n = 21$) of Multiracial Graduate or Law Student respondents, 42% ($n = 10$) of Graduate or Law Students of Color, 27% ($n = 133$) of White Graduate or Law Students, and 23% ($n = 82$) of Asian/Asian American Graduate or Law Student respondents considered leaving the institution[cclxx]

- By sexual identity, 43% ($n = 60$) of LGBQ Graduate or Law Student respondents and 26% ($n = 206$) of Heterosexual Graduate or Law Student respondents considered leaving the institution. [cclxxi]

- By disability status, 52% ($n = 15$) of Graduate or Law Student respondents with Multiple Disabilities, 51% ($n = 37$) of Graduate or Law Student respondents with a Single Disability, and 26% ($n = 240$) of Graduate or Law Student respondents with No Disability considered leaving the institution.[cclxxii]

- By first-generation status, 34% ($n = 81$) of First-Generation Graduate or Law Student respondents and 26% ($n = 212$) of Not-First-Generation Graduate or Law Student respondents considered leaving the institution. [cclxxiii]

Sixty-nine percent ($n = 597$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at Syracuse University (Table 95). Others considered leaving because the climate was not welcoming (44%, $n = 379$), they lacked a support group (38%, $n = 326$), and/or for financial reasons (34%, $n = 294$).

Table 95. **Reasons Why Undergraduate Student Respondents Considered Leaving Syracuse University**

Reason	*n*	*%*
Lack of a sense of belonging	597	68.6
Climate was not welcoming	379	43.6
Lack of support group	326	37.5
Financial reasons	294	33.8
Homesick	226	26.0
Personal reasons (e.g., medical, mental health, family emergencies)	190	21.8
Didn't like major	169	19.4
A reason not listed above	132	15.2
Coursework was not challenging enough	106	12.2
Coursework was too difficult	86	9.9
Family responsibilities	77	8.9
Conflicts with faculty (e.g., advisor, department)	70	8.0
Inability to intra-university transfer	56	6.4
My marital/relationship status	25	2.9
Didn't meet the requirements to continue in a major	21	2.4
Never intended to graduate from Syracuse	19	2.2
Athletic reasons	11	1.3
Immigration compliance issues (e.g., VISA status)	< 5	---

Note: Table includes only those Undergraduate Student respondents who indicated that they considered leaving Syracuse University (*n* = 807).

Forty-seven percent (*n* = 140) of Graduate or Law Student respondents who considered leaving suggested that they lacked a sense of belonging at Syracuse University (Table 96). Others contemplated leaving because the climate was not welcoming (42%, *n* = 126), they lacked a support group (31%, *n* = 91), and/or did not like the program (30%, *n* = 88).

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Table 96. **Reasons Why Graduate or Law Student Respondents Considered Leaving Syracuse University**

Reason	*n*	%
Lack of a sense of belonging	140	47.1
Climate was not welcoming	126	42.4
Lack of support group	91	30.6
Didn't like program	88	29.6
Conflicts with faculty (e.g., advisor, department)	80	26.9
Financial reasons	76	25.6
A reason not listed above	68	22.9
Lack of benefits	50	16.8
Local community did not meet my (my family) needs	50	16.8
Homesick	42	14.1
Personal reasons (e.g., medical, mental health, family emergencies)	39	13.1
Family responsibilities	30	10.1
Coursework was not challenging enough	26	8.8
Coursework was too difficult	20	6.7
My marital/relationship status	17	5.7
Immigration compliance issues (e.g., VISA status)	6	2.0
Athletic reasons	< 5	---
Didn't meet the requirements to continue in a program	< 5	---
Never intended to graduate from Syracuse	< 5	---

Note: Table includes only those Graduate or Law Student respondents who indicated that they considered leaving Syracuse University (*n* = 297).

Figure 44 illustrates that 17% (*n* = 423) of Undergraduate Student respondents thought that it was likely that they would leave Syracuse University. Subsequent analyses were run for Undergraduate Student respondents who thought that they would likely leave Syracuse University by gender identity,[cclxxiv] racial identity,[cclxxv] sexual identity, disability status, income status,[cclxxvi] and first-generation status.[cclxxvii] The analyses yielded significant results for all demographic groups except sexual identity and disability status.
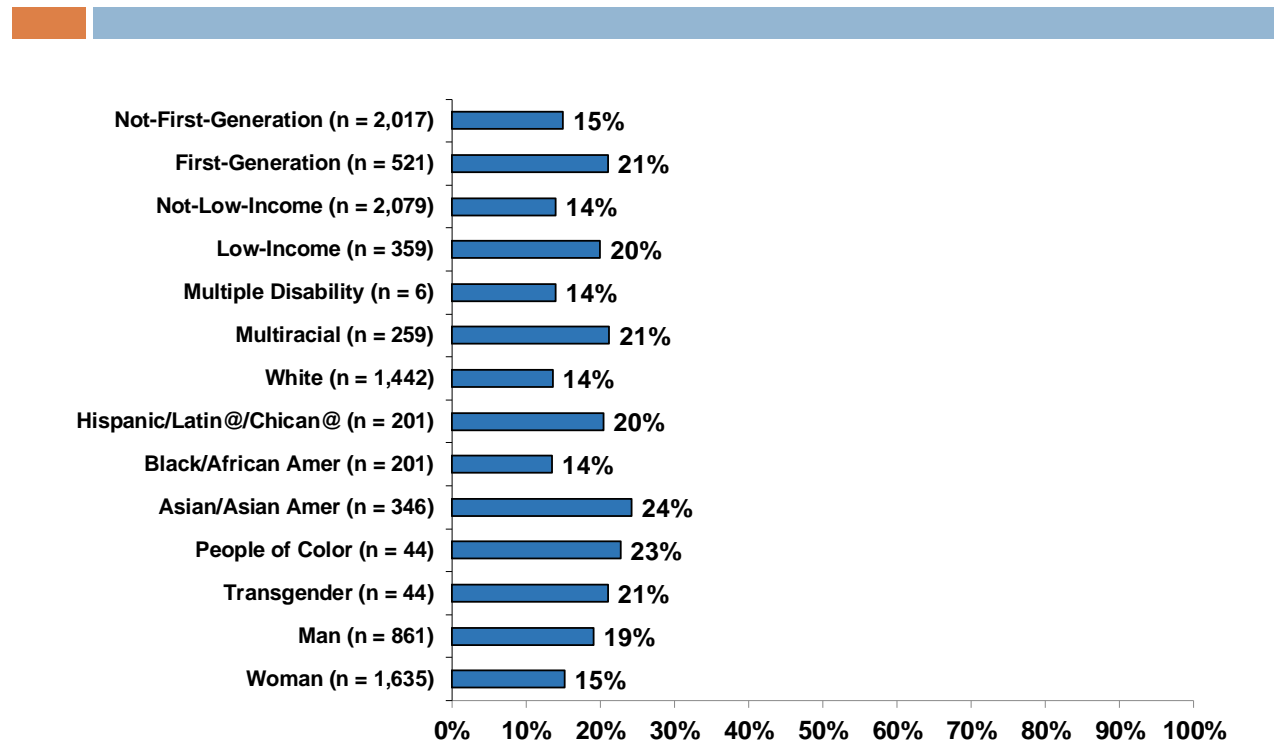
Figure 44. Undergraduate Student Respondents "Strongly Agreed" or "Agreed" That It Is Likely That They Will Leave Syracuse University (%)

As noted earlier, fourteen hundred and fifty-three respondents elaborated on their reasons for considering leaving Syracuse University. The themes uncovered for students are presented here with supporting comments.

Lack of a Sense of Belonging. One third of respondents noted concern regarding a low sense of and a perceived lack of inclusion as their reason for seriously considering leaving Syracuse University. Nearly ten percent of these narratives addressed experiences that were perceived as unique to a layer of their identity, primarily race and ethnicity. One Undergraduate Student respondent explained, "I have had (and continue to have) difficulties adjusting to the underlying racial climate at Syracuse University (e.g. implicit segregation, social class barriers, economic elitism)." Another Undergraduate Student respondent shared, "As a Latina student I have felt marginalized by my white peers a countless amount of times." Faculty, Librarians, and Staff respondents reported, "There is a lot of racial and socio-economic tension" and "supervisors allowing the use of racial slurs in meetings." Greek affiliation, particularly the lack of affiliation, was also noted consistently as a perceived social barrier to belonging and inclusion at Syracuse University. One Undergraduate Student respondent explained, "At this point, I am planning on leaving the University… the university outwardly favors those who participate in Greek life, and its effects are unavoidable on campus." Another Undergraduate Student respondent shared, "I didn't feel like I belonged in an athletic and Greek life-centered college environment." Finally, the majority of concern regarding belonging and inclusion more broadly addresses their sense of the campus wide climate. Staff respondents reported a "sense of invisibility" and "little or no 'pats on the back." An Undergraduate Student respondent concluded "Didn't feel the sense of 'community' and 'diversity' that Syracuse has promoted so much."

Intellectual Community. More than ten percent of respondents who elaborated on why they seriously considered leaving mentioned dissatisfaction with the intellectual community at Syracuse University. One Undergraduate Student respondent noted they "Did not feel the quality was generally 'as advertised'" in reference to their academic life at Syracuse University. Another Undergraduate Student respondent elaborated on their professors, saying they "do not have the right skills to profess a course in which we do not pay so much money for to learn solely from the textbook." Similarly, another Undergraduate Student respondent explained, "I came to

Syracuse expecting to learn and be in an environment of learning... It makes me really sad to be in a place where people truly do not care about the academic aspect of university life, and it makes being here very tasking and lonely." Graduate or Law Student respondents elaborated, "coursework was a waste of time" and "It feels like the focus at SU is undergraduate education. It's not a very rich environment for doctoral students." Finally, a Faculty/Librarian respondent shared, "I do not find my sufficient intellectual stimulation in interactions with both colleagues and students."

[cclxvi]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Syracuse by racial identity: $\chi^2 (5, N = 2,497) = 25.0, p < .001$.

[cclxvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Syracuse by sexual identity: $\chi^2 (1, N = 2,448) = 4.8, p < .05$.

[cclxviii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Syracuse by disability status: $\chi^2 (2, N = 2,533) = 15.3, p < .001$.

[cclxix]A chi-square test was conducted to compare percentages of Graduate or Law Student respondents who had seriously considered leaving Syracuse by gender identity: $\chi^2 (2, N = 1,047) = 8.8, p < .05$.

[cclxx]A chi-square test was conducted to compare percentages of Graduate or Law Student respondents who had seriously considered leaving Syracuse by racial identity: $\chi^2 (5, N = 1,014) = 20.7, p < .01$.

[cclxxi]A chi-square test was conducted to compare percentages of Graduate or Law Student respondents who had seriously considered leaving Syracuse by sexual identity: $\chi^2 (1, N = 942) = 17.3, p < .001$.

[cclxxii]A chi-square test was conducted to compare percentages of Graduate or Law Student respondents who had seriously considered leaving Syracuse by disability status: $\chi^2 (2, N = 1,041) = 30.4, p < .001$.

[cclxxiii]A chi-square test was conducted to compare percentages of Graduate or Law Student respondents who had seriously considered leaving Syracuse by first-generation status: $\chi^2 (1, N = 1,045) = 5.3, p < .05$.

[cclxxiv]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who think it is likely they will leave Syracuse by gender identity: $\chi^2 (8, N = 2,540) = 30.7, p < .001$.

[cclxxv]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who think it is likely they will leave Syracuse by racial identity: $\chi^2 (20, N = 2,493) = 137.1, p < 001$.

[cclxxvi]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who think it is likely they will leave Syracuse by socioeconomic status: $\chi^2 (4, N = 2,438) = 13.9, p < .01$.

[cclxxvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who think it is likely they will leave Syracuse by first-generation status: $\chi^2 (4, N = 2,538) = , p < .001$.

Summary

For the most part, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty, advisors, staff, and other students at Syracuse University in a very positive light. In terms of academic success, White Undergraduate Student respondents had greater academic success than Undergraduate Students of Color, Asian/Asian American Undergraduate Student respondents, Black/African American Undergraduate Student respondents, and Hispanic/Latin@/Chican@ Undergraduate Student respondents. Undergraduate Student respondents with No Disability had greater academic success than those with a Disability. Further, Not-Low-Income Undergraduate Student respondents had greater academic success than Low-Income Undergraduate Student respondents.

The majority of Student respondents felt valued and supported by Syracuse University faculty, Syracuse University staff, their department/program, and other students in and out of the classroom. Less than half of Student respondents felt valued by Syracuse University senior administration. Although one-third of Student respondents felt that faculty pre-judged their abilities based on their perception of the Student respondents' identities and backgrounds, more than half (56%) felt that the campus climate encouraged free and open discussion of difficult topics. A great majority of Student respondents had faculty whom they perceived as role models. One-third (34%) of Undergraduate Student respondents and 28% of Graduate or Law Student respondents had seriously considered leaving Syracuse University, and most attributed this to a lack of a sense of belonging and an unwelcoming climate.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Syracuse University does, and should, promote diversity to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Syracuse University if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 97). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate or if they have no influence on the climate.

Forty-eight percent ($n = 281$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and positively influenced the climate. Sixteen percent ($n = 94$) of Faculty respondents thought that flexibility for calculating the tenure clock or promotional period was not available but *would* positively influence the climate if it were available.

Eighteen percent ($n = 104$) of Faculty respondents thought that providing recognition and rewards for including diversity issues in courses across the curriculum was available and positively influenced the climate. Thirty-three percent ($n = 194$) of Faculty respondents thought that providing recognition and rewards for including diversity issues in courses across the curriculum was not available but *would* positively influence the climate if it were available.

Twenty-one percent ($n = 120$) of Faculty respondents thought that providing diversity and inclusivity training for faculty was available and positively influenced the climate. Thirty-two percent ($n = 186$) of Faculty respondents thought that providing diversity and inclusivity training for faculty was not available but *would* positively influence the climate if it were available.

Fifteen percent ($n = 89$) of Faculty respondents thought that providing faculty with toolkits to create an inclusive classroom environment was available and positively influenced the climate.

Forty-one percent ($n = 239$) of Faculty respondents thought that providing faculty with toolkits to create an inclusive classroom environment was not available but *would* positively influence the climate if it were available.

Fourteen percent ($n = 80$) of Faculty respondents thought that providing faculty with supervisory training was available and positively influenced the climate. Thirty-six percent ($n = 208$) of Faculty respondents thought that providing faculty with supervisory training was not available but *would* positively influence the climate if it were available.

Fifty-three percent ($n = 311$) of Faculty respondents thought that providing access to counseling for people who have experienced harassment was available and positively influenced the climate. Fourteen percent ($n = 84$) of Faculty respondents thought that providing access to counseling for people who have experienced harassment was not available but *would* positively influence the climate if it were available.

Fifty-five percent ($n = 321$) of Faculty respondents thought that providing mentorship for new faculty was available and positively influenced the climate. Nineteen percent ($n = 113$) of Faculty respondents thought that providing mentorship for new faculty was not available but *would* positively influence the climate if it were available.

Just under one-third of Faculty respondents thought that providing a clear process (30%, $n = 177$) and fair process (32%, $n = 186$) to resolve conflicts were available and positively influenced the climate. Slightly more than one-third of Faculty respondents thought that providing a clear process (37%, $n = 20$) and fair process (37%, $I = 213$) to resolve conflicts were not available but *would* positively influence the climate if they were available.

Only 13% ($n = 78$) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring staff/faculty was available and positively influenced the climate. Twenty-four percent ($n = 142$) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring staff/faculty was not available but *would* positively influence the climate if it were available.

Seventeen percent (*n* = 97) of Faculty respondents thought that providing equity and inclusivity training to search, promotion, and tenure committees was available and positively influenced the climate. Thirty-four percent (*n* = 199) of Faculty respondents thought that providing equity and inclusivity training to search, promotion, and tenure committees was not available but *would* positively influence the climate if it were available.

Twenty-one percent (*n* = 120) of Faculty respondents thought that providing career span development opportunities for faculty at all ranks was available and positively influenced the climate. Forty-four percent (*n* = 256) of Faculty respondents thought that providing career span development opportunities for faculty at all ranks was not available but *would* positively influence the climate if it were available.

Thirty percent (*n* = 173) of Faculty respondents thought that providing affordable child care was available and positively influenced the climate. Forty percent (*n* = 232) of Faculty respondents thought that providing affordable child care was not available but *would* positively influence the climate if it were available.

Thirty-four percent (*n* = 199) of Faculty respondents thought that providing support/resources for spouse/partner employment was available and positively influenced the climate. Thirty-five percent (*n* = 201) of Faculty respondents thought that providing support/resources for spouse/partner employment was not available but *would* positively influence the climate if it were available.

Table 97. **Faculty Respondents' Perceptions of Institutional Initiatives**

	If this initiative IS available at Syracuse University								If this initiative IS NOT available at Syracuse University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*N*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	281	48.2	60	10.3	20	3.4	361	61.9	94	16.1	15	2.6	6	1.0	115	19.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	104	17.8	64	11.0	9	1.5	177	30.4	194	33.3	64	11.0	25	4.3	283	48.5
Providing diversity and inclusivity training for faculty	120	20.6	73	12.5	16	34.9	209	64.2	186	31.9	58	9.9	19	3.3	263	45.1
Providing faculty with toolkits to create an inclusive classroom environment	89	15.3	58	9.9	10	1.7	157	26.9	239	41.0	59	10.1	9	1.5	307	52.7
Providing faculty with supervisory training	80	13.7	61	10.5	15	2.6	156	26.8	207	35.5	74	12.7	23	3.9	304	52.1
Providing access to counseling for people who have experienced harassment	311	53.3	50	8.6	5	0.9	366	62.8	84	14.4	10	1.7	< 5	---	97	16.6
Providing mentorship for new faculty	321	55.1	31	5.3	8	1.4	360	61.7	113	19.4	7	1.2	< 5	---	122	20.9
Providing a clear process to resolve conflicts	177	30.4	47	8.1	< 5	---	222	38.8	215	36.9	20	3.4	< 5	---	236	40.5
Providing a fair process to resolve conflicts	186	31.9	33	5.7	< 5	---	222	38.1	213	36.5	16	2.7	< 5	---	230	39.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	78	13.4	72	12.3	22	3.8	172	29.5	142	24.4	80	13.7	61	10.5	283	48.5

Table 97 Cont'd	If this initiative IS available at Syracuse University								If this initiative IS NOT available at Syracuse University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	_n_	%	_n_	%	_N_	%	_n_	%	_n_	%	_n_	%	_n_	%	_n_	%
Providing equity and inclusivity training to search, promotion, and tenure committees	97	16.6	53	9.1	24	4.1	174	29.8	199	34.1	55	9.4	34	5.8	288	49.4
Providing career span development opportunities for faculty at all ranks	120	20.6	42	7.2	5	0.9	167	28.6	256	43.9	32	5.5	< 5	---	290	49.7
Providing affordable childcare	173	29.7	32	5.5	< 5	---	208	35.7	232	39.8	17	2.9	< 5	---	251	43.1
Providing support/resources for spouse/partner employment	199	34.1	35	6.0	8	1.4	242	41.5	201	34.5	20	3.4	< 5	---	224	38.4

Note: Table includes Faculty responses (_n_ = 583)

Ninety-seven Faculty respondents described their opinions for institutional actions. The themes and supporting comments are provided here.

Request for additional inclusion efforts. Nearly one-fourth of Faculty respondents who elaborated on their opinions on institutional actions called for more diversity and inclusion related efforts. One Faculty respondent explained, "Faculty have no required training in issues of race, gender, etc., in the classroom, even those with the best of intentions have no resources to address issues." One Faculty respondent described more subtle forms of discrimination with concern, "I find that most faculty and librarians believe that we live in a post-racial and post-homophobic environment. They do not openly harass or insult those who they perceive as white, non-queer native English speakers, but they unconsciously shy away from interacting with those not like them." Other Faculty respondents simply resonated with the notion that "Campus climate would benefit from some training of faculty in diversity and inclusion."

The survey asked Staff respondents ($n = 1,560$) to respond regarding similar initiatives, which are listed in Table 98.

Forty-four percent ($n = 682$) of Staff respondents thought that providing diversity and inclusivity training for staff was available and positively influenced the climate. Twenty-two percent ($n = 336$) of Staff respondents thought that providing diversity and inclusivity training for staff was not available but *would* positively influence the climate if it were available.

Sixty-three percent ($n = 980$) of Staff respondents thought that providing access to counseling for people who have experienced harassment was available and positively influenced the climate. Eleven percent ($n = 176$) of Staff respondents thought that providing access to counseling for people who have experienced harassment was not available but *would* positively influence the climate if it were available.

Thirty-two percent ($n = 493$) of Staff respondents thought that providing supervisors/managers with supervisory training was available and positively influenced the climate. Forty-five percent

($n = 705$) of Staff respondents thought that providing supervisors/managers with supervisory training was not available but *would* positively influence the climate if it were available.

Twenty-six percent ($n = 412$) of Staff respondents thought that providing faculty supervisors with supervisory training was available and positively influenced the climate. Forty-three percent ($n = 667$) of Staff respondents thought that providing faculty supervisors with supervisory training was not available but *would* positively influence the climate if it were available.

Twenty-seven percent ($n = 423$) of Staff respondents thought that providing mentorship for new staff was available and positively influenced the climate. Forty-nine percent ($n = 761$) of Staff respondents thought that providing mentorship for new staff was not available but *would* positively influence the climate if it were available.

One-third of Staff respondents thought that providing a clear process (33%, $n = 513$) and fair process (35%, $n = 553$) to resolve conflicts were available and positively influenced the climate. Slightly more than one-third of Staff respondents thought that providing a clear process (38%, $n = 598$) and fair process (36%, $n = 564$) to resolve conflicts were not available but *would* positively influence the climate if they were available.

Thirty percent ($n = 475$) of Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and positively influenced the climate. Twenty percent ($n = 315$) of Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available but *would* positively influence the climate if it were available.

Forty-three percent ($n = 670$) of Staff respondents thought that providing career span development opportunities for staff was available and positively influenced the climate. Thirty-seven percent ($n = 570$) of Staff respondents thought that providing career span development opportunities for staff was not available but *would* positively influence the climate if it were available.

Thirty-four percent ($n = 533$) of Staff respondents thought that providing affordable child care was available and positively influenced the climate. Thirty-five percent ($n = 545$) of Staff respondents thought that providing affordable child care was not available but *would* positively influence the climate if it were available.

Thirty-three percent ($n = 509$) of Staff respondents thought that providing support/resources for spouse/partner employment was available and positively influenced the climate. Thirty percent ($n = 471$) of Staff respondents thought that providing support/resources for spouse/partner employment was not available but *would* positively influence the climate if it were available.

Table 98. **Staff Respondents' Perceptions of Institutional Initiatives**

	If this initiative IS available at Syracuse University								If this initiative IS NOT available at Syracuse University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for staff	682	43.7	218	14.0	25	1.6	925	59.3	336	21.5	76	4.9	8	0.5	420	26.9
Providing access to counseling for people who have experienced harassment	980	62.8	143	9.2	10	0.6	1,133	72.6	176	11.3	15	1.0	5	0.3	196	12.6
Providing supervisors/managers with supervisory training	493	31.6	102	6.5	< 5	---	597	38.3	705	45.2	41	2.6	5	0.3	751	48.1
Providing faculty supervisors with supervisory training	412	26.4	97	6.2	< 5	---	510	32.7	667	42.8	48	3.1	< 5	---	719	46.1
Providing mentorship for new staff	423	27.1	75	4.8	< 5	---	500	32.1	761	48.8	61	3.9	5	0.3	827	53.0
Providing a clear process to resolve conflicts	513	32.9	134	8.6	8	0.5	655	42.0	598	38.3	34	2.2	6	0.4	638	40.9
Providing a fair process to resolve conflicts	553	35.4	107	6.9	8	0.5	668	42.8	564	36.2	35	2.2	5	0.3	604	38.7
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	475	30.4	201	12.9	65	4.2	741	47.5	315	20.2	121	7.8	53	3.4	489	31.3
Providing career development opportunities for staff	670	42.9	73	4.7	< 5	---	744	47.7	570	36.5	23	1.5	< 5	---	597	38.3
Providing affordable childcare	533	34.2	130	8.3	< 5	---	667	42.8	545	34.9	40	2.6	6	0.4	591	37.9
Providing support/resources for spouse/partner employment	509	32.6	153	9.8	42	2.7	704	45.1	471	30.2	74	4.7	10	0.6	555	35.6

Note: Table includes Staff responses (*n* = 1,560) only.

One hundred and eighty Staff/Administrator respondents elaborated on their opinions regarding the impact of institutional actions on campus climate. The themes and supporting comments are presented here.

Lack of support. Nineteen percent of Staff/Administrator respondents who elaborated on their opinions regarding the impact of institutional actions on campus climate described the perception that support from Syracuse University is lacking for Staff/Administrators. One Staff respondent shared, "I feel that there is not enough information regarding where to turn if you feel there are inconsistencies occurring in your environment, whether it be in regards to policy enforcement, work ethic or productivity." Another Staff respondent noted, "I know that there are dual career faculty, however does that service exist the same for staff." Similarly, another Staff elaborated, "A mentorship or training for staff on procedures and SU guidelines would be most helpful and would make staff more helpful to others." Finally, one Staff respondent reported the systems in place fall short, "When I went to HR with a problem with a co-worker they said they do not handle that sort of thing. Staff are on their own, you have a problem with a boss or chair they will find out what the chair needs are."

Lack of professional development opportunities. Staff respondents who addressed institutional actions reported a lack of professional development opportunities and transparency regarding advancement. One Staff respondent shared, "I think career development is an area that is lacking for staff members; it is easy to fall into a 'rut' and remain at the same level and responsibilities for long periods of time, sometimes an entire career." Another Staff respondent added, "Mentorship, career training opportunities would be wonderful." One respondent explained the benefits of professional development on climate, "Professional development can always positively influence climate. It demonstrates that the institution cares enough about its employees to support their development." Similarly, another Staff respondent shared their dismay with the lack of professional development opportunities, "There is a complete lack of professional development opportunities for skill development at SU. All the development both myself and our department staff get is from outside the university such as conferences."

Student respondents (*n* = 3,601) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 99.

Forty-three percent (*n* = 1,535) of Student respondents thought that providing diversity and inclusivity training for students was available and positively influenced the climate. Eighteen percent (*n* = 662) of Student respondents thought that providing diversity and inclusivity training for students was not available but *would* positively influence the climate if it were available.

Forty-six percent (*n* = 1,662) of Student respondents thought that providing diversity and inclusivity training for staff was available and positively influenced the climate. Eighteen percent (*n* = 634) of Student respondents thought that providing diversity and inclusivity training for staff was not available but *would* positively influence the climate if it were available.

Forty-five percent (*n* = 1,621) of Student respondents thought that providing diversity and inclusivity training for faculty was available and positively influenced the climate. Eighteen percent (*n* = 649) of Student respondents thought that providing diversity and inclusivity training for faculty was not available but *would* positively influence the climate if it were available.

Forty-one percent (*n* = 1,465) of Student respondents thought that providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available and positively influenced the climate. Twenty-one percent (*n* = 751) of Student respondents thought that providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was not available but *would* positively influence the climate if it were available.

Forty-four percent (*n* = 1,589) of Student respondents thought that providing a person to address student complaints of bias by other students in residence hall/apartment environments was available and positively influenced the climate. Seventeen percent (*n* = 596) of Student respondents thought that providing a person to address student complaints of bias by other students in residence hall/apartment environments was not available but *would* positively influence the climate if it were available.

Thirty-eight percent ($n = 1{,}371$) of Student respondents thought that providing an online confidential resource for reporting bias related incidents was available and positively influenced the climate. Twenty-three percent ($n = 836$) of Student respondents thought that providing an online confidential resource for reporting bias related incidents was not available but *would* positively influence the climate if it were available.

More than one-third of Student respondents thought that increasing opportunities for cross-cultural dialogue among students (41%, $n = 1{,}482$) and between faculty, staff, and students (38%, $n = 1{,}396$) were available and positively influenced the climate. Less than one-quarter of Student respondents thought that increasing opportunities for cross-cultural dialogue among students (20%, $n = 730$) and between faculty, staff, and students (23%, $n = 840$) were not available but *would* positively influence the climate if they were available.

Thirty-eight percent ($n = 1{,}359$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available and positively influenced the climate. Twenty-two percent ($n = 785$) of Staff respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was not available but *would* positively influence the climate if it were available.

Just under 50% of Student respondents thought that providing effective faculty mentorship of students (45%, $n = 1{,}615$) and effective academic advising (49%, $n = 1{,}615$) were available and positively influenced the climate. Less than one-quarter of Student respondents thought that providing effective faculty mentorship of students (21%, $n = 742$) and effective academic advising (16%, $n = 565$) were not available but *would* positively influence the climate if they were available.

Thirty-four percent ($n = 1{,}224$) of Student respondents thought that providing diversity and inclusivity training for RSO E-Boards was available and positively influenced the climate. Nineteen percent ($n = 668$) of Student respondents thought that providing diversity and

inclusivity training for RSO E-Boards was not available but *would* positively influence the climate if it were available.

Forty-two percent (*n* = 1,527) of Student respondents thought that providing diversity and inclusivity training for student staff (e.g., Schine Center, resident advisors) was available and positively influenced the climate. Sixteen percent (*n* = 584) of Student respondents thought that providing diversity and inclusivity training for student staff (e.g., Schine Center, resident advisors) was not available but *would* positively influence the climate if it were available.

Twenty-nine percent (*n* = 1,036) of Student respondents thought that providing affordable child care was available and positively influenced the climate. Twenty-seven percent (*n* = 965) of Student respondents thought that providing affordable child care was not available but *would* positively influence the climate if it were available.

Twenty-nine percent (*n* = 1,038) of Student respondents thought that providing adequate child care resources was available and positively influenced the climate. Twenty-seven percent (*n* = 974) of Student respondents thought that providing adequate child care resources was not available but *would* positively influence the climate if it were available.

Thirty-one percent (*n* = 1,120) of Student respondents thought that providing support/resources for spouse/partner employment was available and positively influenced the climate. Twenty-five percent (*n* = 882) of Student respondents thought that providing support/resources for spouse/partner employment was not available but *would* positively influence the climate if it were available.

More than one-third of Student respondents thought that providing adequate social space outside of Greek space (36%, *n* = 1,308) and providing adequate culturally-inclusive spaces (39%, *n* = 1,394) were available and positively influenced the climate. One-quarter of Student respondents thought that providing adequate social space outside of Greek space (27%, *n* = 981) and providing adequate culturally-inclusive spaces (24%, *n* = 863) were not available but *would* positively influence the climate if it were available.

Table 99. **Student Respondents' Perceptions of Institutional Initiatives**

	If this initiative IS available at Syracuse University								If this initiative IS NOT available at Syracuse University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for students	1,535	42.6	531	14.7	42	1.2	2,108	58.5	662	18.4	189	5.2	29	0.8	880	24.4
Providing diversity and inclusivity training for staff	1,662	46.2	471	13.1	32	0.9	2,165	60.1	634	17.6	121	3.4	14	0.4	769	21.4
Providing diversity and inclusivity training for faculty	1,621	45.0	453	12.6	32	0.9	2,106	58.5	649	18.0	127	3.5	11	0.3	787	21.9
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	1,465	40.7	453	12.6	53	1.5	1,971	54.7	751	20.9	129	3.6	29	0.8	909	25.2
Providing a person to address student complaints of bias by other students in residence hall/apartment environments	1,589	44.1	480	13.3	43	1.2	2,112	58.7	596	16.6	115	3.2	31	0.9	742	20.6
Providing an online confidential resource for reporting bias related incidents	1,371	38.1	439	12.2	39	1.1	1,849	51.3	836	23.2	145	4.0	31	0.9	1,012	28.1
Increasing opportunities for cross-cultural dialogue among students	1,482	41.2	445	12.4	35	1.0	1,962	54.5	730	20.3	129	3.6	12	0.3	871	24.2
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	1,396	38.8	413	11.5	29	0.8	1,838	51.0	840	23.3	132	3.7	11	0.3	983	27.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,359	37.7	408	11.3	62	1.7	1,829	50.8	785	21.8	162	4.5	36	1.0	983	27.3

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Table 99 Cont'd	If this initiative IS available at Syracuse University								If this initiative IS NOT available at Syracuse University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective faculty mentorship of students	1,615	44.8	369	10.2	17	0.5	2,001	55.6	742	20.6	74	2.1	8	0.2	824	22.9
Providing effective academic advising	1,762	48.9	394	10.9	41	1.1	2,197	61.0	565	15.7	51	1.4	5	0.1	621	17.2
Providing diversity and inclusivity training for RSO E-Boards	1,224	34.0	562	15.6	38	1.1	1,824	50.7	668	18.6	240	6.7	15	0.4	923	25.6
Providing diversity and inclusivity training for student staff (e.g., Schine Center, resident advisors)	1,527	42.4	469	13.0	35	1.0	2,031	56.4	584	16.2	163	4.5	17	0.5	764	21.2
Providing affordable childcare	1,036	28.8	485	13.5	27	0.7	1,548	43.0	965	26.8	273	7.6	15	0.4	1,253	34.8
Providing adequate childcare resources	1,038	28.8	476	13.2	21	0.6	1,535	42.6	974	27.0	267	7.4	14	0.4	1,255	34.9
Providing support/resources for spouse/partner employment	1,120	31.1	451	12.5	37	1.0	1,608	44.7	882	24.5	279	7.7	17	0.5	1,178	32.7
Providing adequate social space outside of Greek space	1,308	36.3	358	9.9	45	1.2	1,711	47.5	981	27.2	113	3.1	18	0.5	1,112	30.9
Providing adequate culturally-inclusive spaces	1,394	38.7	354	9.8	45	1.2	1,793	49.8	863	24.0	111	3.1	26	0.7	1,000	27.8

Note: Table includes Student responses (*n* = 3,601) only.

Three hundred and eighty-eight Student respondents described their opinions regarding the impact of institutional actions on campus climate. The themes and supporting comments are presented here.

Enhance diversity and inclusion efforts. Twenty-six percent of Student respondents who elaborated on their opinions regarding the impact of institutional actions on campus climate conveyed the desire for the institution to invest more in diversity and inclusion. Student respondents noted a range of identities, including gender, sexuality, and income status, however, race and ethnicity were most commonly noted in the data that reflected this theme. An Undergraduate Student respondent reported, "I think discrimination on the basis of race and social class is the biggest problem i have with Syracuse University, I don't necessarily know if training or discussion will change things, but it certainly can't make them worse." Another Undergraduate Student shared, "I think one problem that plagues the campus is that US born citizens and international students do not mix naturally. They both seem to form cliques in which few students flow in between these boundaries." Addressing a different identity, one Graduate or Law Student respondent noted, "Are there any STEM faculty with SAFE Zone training? … Inclusion of this would be greatly appreciated as an LGBT grad student." Finally, one Undergraduate Student respondent advocated, "Diversity training has been shown to not only not break down racial and cultural barriers within groups, it has also been shown to strengthen them." In agreement, a Graduate or Law Student also shared, "It is absolutely important for faculty, students, and staff to engage in diversity training."

Inadequate Support Systems. Ten percent of Student respondents expressed dissatisfaction with the level of support available. Graduate Students particularly noted a lack of resources for child care. One Graduate or Law Student shared, "There needs to be better childcare options for graduate students. Currently the hours, cost and availability of SU childcare on south campus is significantly inadequate." Another … reported, "Providing affordable childcare or childcare resources would make a tremendous difference for me as a student." Undergraduate Students primarily conveyed a sense of feeling unsupported in association with closing the Advocacy Center and the perceived shortcomings of the advising offices. A Graduate or Law Student shared, "Shutting down the advocacy center and redirecting victims of assault to DPS has sent a

really sour message to the campus community." One Undergraduate Student respondent elaborated, "The people at the advising center are one step short of utterly useless."

Counter-productive impact of inclusion efforts. Undergraduate Student respondents noted dismay with the sense that collectively the campus is "trying too hard to be politically correct 24/7" and "Just leave us alone when it comes to all this diversity and inclusivity babying garbage." Other respondents described perceived reverse discrimination associated with inclusion efforts, one Graduate or Law Student noted, "If you are not part of the 'normal' demographic, there isn't anything for you to participate in without feeling out of place." Another Graduate or Law Student shared, "I think the biggest issue of inclusion on campus is self-segregation. The first actions the institution needs to take should be on having international students embrace the Syracuse culture, instead of retreating back into groups that are specific to their native culture." Respondents noted a range of perceived negative impact of inclusion efforts including, "safe spaces seem to kill logical discussion and dialogue, it's instead an incubator for people who think alike" and "being told that I cannot say a certain thing, or must say a certain thing in a particular manner, even in the workplace, is borderline fascist." Similarly, another Undergraduate Student respondent elaborated, "We should never have diversity and inclusivity training for anyone. This creates racism."

Summary

Perceptions of actions taken by Syracuse University help to shape the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, substantial numbers of Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Syracuse University's campus. If, in fact, these initiatives are available, Syracuse University would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of Syracuse University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Syracuse University, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Syracuse University community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to Syracuse University community members when the project was initiated. Also, as recommended by Syracuse University's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #115, #116, #117, and #118)

Appendix D – Survey: *Syracuse University Assessing our Learning, Living, and Working Environment*

Appendix A
Cross Tabulations by Selected Demographics

		Student		Faculty/Librarian/ Administrator with Faculty Rank		Administrator without Faculty Rank		Staff		Total	
		n	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**
Gender identity	Unknown/Missing	7	0.2	16	2.7	< 5	---	16	1.1	42	0.7
	Woman	2,194	60.9	277	47.5	89	61.0	928	65.6	3,488	60.7
	Man	1,337	37.1	279	47.9	53	36.3	460	32.5	2,129	37.1
	Transgender	63	1.7	11	1.9	< 5	---	10	0.7	85	1.5
Racial identity	Unknown/Missing/Other	88	2.4	49	8.4	10	6.8	57	4.0	204	3.6
	Asian/Asian American	709	19.7	35	6.0	< 5	---	24	1.7	769	13.4
	Black/African American	259	7.2	19	3.3	10	6.8	74	5.2	362	6.3
	Hispanic/Latin@/Chican@	233	6.5	13	2.2	< 5	---	25	1.8	275	4.8
	Other People of Color	68	1.9	7	1.2	< 5	---	11	0.8	87	1.5
	White People	1,935	53.7	435	74.6	117	80.1	1,170	82.7	3,657	63.7
	Multiple Race	309	8.6	25	4.3	< 5	---	53	3.7	390	6.8
Sexual identity	Unknown/Missing/Other	209	5.8	43	7.4	7	4.8	90	6.4	349	6.1
	LGBQ	461	12.8	52	8.9	7	4.8	84	5.9	604	10.5
	Heterosexual	2,931	81.4	488	83.7	132	90.4	1,240	87.7	4,791	83.4

		Student		Faculty/Librarian/ Administrator with Faculty Rank		Administrator without Faculty Rank		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Citizenship status	Unknown/Missing	14	0.4	19	3.3	< 5	---	14	1.0	48	0.8
	U.S. Citizen	2,614	72.6	460	78.9	131	89.7	1,294	91.5	4,499	78.3
	Non-U.S. Citizen	858	23.8	101	17.3	11	7.5	76	5.4	1,046	18.2
	Multiple Citizenship	115	3.2	< 5	---	< 5	---	30	2.1	151	2.6
Disability status	Unknown/Missing/Other	24	0.7	14	2.4	< 5	---	15	1.1	55	1.0
	Disability	295	8.2	45	7.7	9	6.2	84	5.9	433	7.5
	No Disability	3,183	88.4	508	87.1	133	91.1	1,286	90.9	5,110	89.0
	Multiple Disability	99	2.7	16	2.7	< 5	---	29	2.1	146	2.5
Religious/ spiritual identity	Unknown/Missing	121	3.4	55	9.4	< 5	---	78	5.5	258	4.5
	Christian Affiliation	1,355	37.6	202	34.6	91	62.3	858	60.7	2,506	43.6
	Other Faith-Based	527	14.6	66	11.3	7	4.8	69	4.9	669	11.6
	No Affiliation	1,406	39.0	211	36.2	41	28.1	369	26.1	2,027	35.3
	Multiple Affiliations	192	5.3	49	8.4	< 5	---	40	2.8	284	4.9

Note: % is the percent of each column for that demographic category (e.g., percent of faculty who are men)

Appendix B – Data Tables

PART I: Demographics
The demographic information tables contain actual percentages except where noted.

Table B1. **What is your primary position at Syracuse University? (Question 1)**

Position	*n*	%
Undergraduate student	**2,549**	**44.4**
Started at Syracuse University as a first-year student	2,327	91.3
Transferred from another institution	222	8.7
Graduate or law student	**1,052**	**18.3**
Master's degree	620	58.9
Doctoral degree	356	33.8
Law degree	65	6.2
Certificate of Advanced Study (CAS)	11	1.0
Faculty/librarians	**506**	**8.8**
Tenured/tenure-track	338	66.8
Assistant professor	*74*	*21.9*
Associate professor	*116*	*34.3*
Professor	*148*	*43.8*
Non-tenure-track (Professors of Practice and other ranked or unranked)	85	16.8
Adjunct/PTI	56	11.1
Librarian	27	5.3
Administrator with faculty rank	**77**	**1.3**
Administrator without faculty rank	**146**	**2.5**
Staff	**1,414**	**24.6**
Exempt (salary)	1,068	75.5
Non-exempt (hourly)	346	24.5

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories, as indicated.

Table B2. **Are you full-time or part-time in that primary status? (Question 2)**

Status	*n*	%
Full-time	5,462	95.1
Part-time	276	4.8
Missing	6	0.1

Table B3. **What is your birth sex (assigned)? (Question 50)**

Birth sex	*n*	%
Female	3,549	61.8
Intersex	2	0.0
Male	2,153	37.5
Missing	40	0.7

Table B4. **What is your gender/gender identity? (Mark all that apply.) (Question 51)**

Gender identity	*n*	%
Genderqueer	43	0.8
Man	2,129	37.3
Transgender	11	0.2
Woman	3,488	61.2
A gender not listed here	31	0.5

Table B5. **What is your current gender expression? (Question 52)**

Gender expression	*n*	%
Androgynous	96	1.7
Feminine	3,394	59.1
Masculine	2,088	36.4
A gender expression not listed here	56	1.0
Missing	110	1.9

Table B6. **What is your citizenship/immigration status in the U.S.? (Mark all that apply.) (Question 53)**

Citizenship status	*n*	%
A visa holder (such as J-1, H1-B, and U)	623	10.8
Currently under a withholding of removal status	1	0.0
DACA (Deferred Action for Childhood Arrival)	5	0.1
DAPA (Deferred Action for Parental Accountability)	2	0.0
Other legally documented status	26	0.5
Permanent resident	251	4.4
Refugee status	2	0.0
Undocumented resident	7	0.1
U.S. citizen, birth	4,632	80.6
U.S. citizen, naturalized	308	5.4

Table B7. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 54)**

Racial/ethnic identity	*n*	%
Alaska Native	8	0.1
Asian or Asian American	862	15.0
Black or African American	473	8.2
First Nation/American Indian/Indigenous	89	1.5
Hispanic/Latin@/Chicano@	420	7.3
Middle Eastern	112	1.9
Native Hawaiian	6	0.1
Pacific Islander	22	0.4
White/European American	3,972	69.2
A racial/ethnic identity not listed here	82	1.4

Table B8. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 55)**

Sexual identity	*n*	%
Bisexual	222	4.1
Gay	136	2.5
Heterosexual	4,791	87.5
Lesbian	62	1.1
Pansexual	46	0.8
Queer	76	1.4
Questioning	62	1.1
A sexual identity not listed here	82	1.5

Table B9. **What is your age? (Question 56)**

Age	*n*	%
19 or younger	3,836	66.8
20-21	93	1.6
22-24	163	2.8
25-34	536	9.3
35-44	617	10.7
45-54	201	3.5
55-64	13	0.2
65-74	2	0.0
75 and older	1	0.0
Missing	282	4.9

Table B10. **Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 57)**

Caregiving responsibility	*n*	%
No	4,467	77.8
Yes	1,217	21.2
Children 5 years or younger	337	27.7
Children 6-18 years	634	52.1
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	226	18.6
Independent adult children over 18 years of age	99	8.1
Sick or disabled partner	56	4.6
Senior or other family member	364	29.9
A parenting or caregiving responsibility not listed here (e.g., special needs dependent, pregnant, adoption pending)	83	6.8

Note: Percentages may not sum to 100% due to multiple responses.

Table B11. **Are/were you a member of the U.S. Armed Forces? (Question 58)**

Military status	*n*	%
Never served in the military	5,526	97.2
Now on active duty (including Reserves or National Guard)	15	0.3
On active duty in the past, but not now	112	2.0
ROTC	30	0.5

Table B12. Students only: **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 59)**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	104	2.9	125	3.5
Some high school	145	4.0	143	4.0
Completed high school/GED	441	12.2	427	11.9
Some college	370	10.3	385	10.7
Business/technical certificate/degree	90	2.5	104	2.9
Associate's degree	183	5.1	223	6.2
Bachelor's degree	1,013	28.1	1,065	29.6
Some graduate work	85	2.4	66	1.8
Master's degree (MA, MS, MBA)	772	21.4	625	17.4
Specialist degree (EdS)	17	0.5	21	0.6
Doctoral degree (PhD., EdD)	176	4.9	92	2.6
Professional degree (MD, JD)	165	4.6	139	3.9
Unknown	12	0.3	54	1.5
Not applicable	15	0.4	108	3.0
Missing	13	0.4	24	0.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Table B13. Staff only: **What is <u>your</u> highest level of education? (Question 60)**

Level of education	*n*	%
No high school	1	0.1
Some high school	2	0.1
Completed high school/GED	51	3.3
Some college	155	9.9
Business/technical certificate/degree	36	2.3
Associate's degree	140	9.0
Bachelor's degree	411	26.3
Some graduate work	187	12.0
Master's degree (MA, MS, MBA)	480	30.8
Specialist degree (EdS)	10	0.6
Doctoral degree (PhD., EdD)	52	3.3
Professional degree (MD, JD)	21	1.3
Unknown	14	0.9

Note: Table includes answers only from only those respondents who indicated that they were Staff in Question 1 (*n* = 1,560).

Table B14. Undergraduate Students only: **Where are you in your college career? (Question 61)**

Year in college career	*n*	%
Non-degree student	6	0.2
First year	802	31.5
Second year	670	26.3
Third year	544	21.4
Fourth year	468	18.4
Fifth year	48	1.9
Sixth year	8	0.3
Seventh (or more) year	2	0.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,549).

Table B15. Graduate Students only: **Where are you in your graduate career? (Question 62)**

Year in college career	*n*	%
Master's student	**631**	**60.0**
First year	330	55.7
Second year	217	36.7
Third (or more) year	45	7.6
Doctoral student/law student	**419**	**39.8**
First year	104	26.5
Second year	74	18.8
Third (or more) year	108	27.5
All but dissertation (ABD)	107	27.2
Missing	**2**	**0.2**

Note: Table includes answers only from those respondents who indicated that they were Graduate or Law Students in Question 1 (*n* = 1,052).

Table B16. Faculty only: **With which academic division/department are you primarily affiliated at this time? (Question 63)**

Academic division/department	*n*	%
School of Architecture	11	2.1
College of Arts and Sciences	189	35.7
School of Education	27	5.1
College of Engineering and Computer Science	50	9.4
David B. Falk College of Human Dynamics	28	5.3
School of Information Studies	21	4.0
College of Law	22	4.2
Martin J. Whitman School of Management	42	7.9
Maxwell School of Citizenship and Public Affairs	56	10.6
I. Newhouse School of Public Communications	25	4.7
College of Visual and Performing Arts	57	10.8
University College	2	0.4

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 583).

Table B17. Staff only: **With which work unit are you primarily affiliated at this time? (Question 64)**

Work unit	*n*	%
Chancellor's Office	17	1.3
Academic Affairs/Academic Administration	603	44.8
Academic Programs	259	49.0
Coalition of Museums and Centers	3	0.6
Community Engagement and Economic Development	4	0.8
Enrollment Management	84	15.9
Equity and Inclusion	2	0.4
Faculty Affairs	3	0.6
Information Technology and Services	79	14.9
Institutional Research and Assessment	13	2.5
International Education and Engagement	9	1.7
Research	28	5.3
Strategic Planning and Budget	2	0.4
Sustainability Initiatives	7	1.3
University Libraries	36	6.8
Business, Finance and Administrative Services	328	24.4
Auxiliary Services	9	3.8
Bookstore	15	6.3
Campus Facilities Administration and Services	5	2.1
Campus Planning, Design, and Construction	7	2.9
Campus Safety and Emergency Services	11	4.6
Comptroller's Office	22	9.2
Conference Services	0	0.0
Department of Public Safety	11	4.6
Drumlins	0	0.0

Table B17 **(cont.)**

Work unit	*n*	%
Emergency Management	0	0.0
Energy Systems and Sustainability Management	11	4.6
Fire and Life Safety	3	1.3
Food Services	27	11.3
Housing, Meal Plans, and I.D. Card Services	7	2.9
Mail Services	2	0.8
Materials Distribution & Warehouse Services	1	0.4
Minnowbrook Conference Center	1	0.4
Office of Audit and Management Advisory Services	6	2.5
Office of Budget and Planning	4	1.7
Office of Business, Finance and Administrative Services	22	9.2
Office of Environmental Health	7	2.9
Parking and Transit Services	3	1.3
Physical Plant	27	11.3
Printing Services	2	0.8
Purchasing Office	11	4.6
Risk Management and Regulatory Compliance Services	2	.8
Sheraton Syracuse University Hotel	0	0.0
Steam Station Complex	1	0.4
Threat Assessment and Management Team	0	0.0
Trademark Licensing	0	0.0
Treasurer's Office	21	8.8
WAER	1	0.4

Table B17 **(cont.)**

Work unit	*n*	*%*
Athletics	60	4.5
Administration	5	11.1
Athletic Communications	0	0.0
Carrier Dome	5	11.1
Compliance	2	4.4
Computer Support	0	0.0
Development – Orange Club/Varsity Club	1	2.2
Equipment	0	0.0
Facilities & Game Operations	2	4.4
Field Hockey	0	0.0
Football	1	2.2
Marketing	2	4.4
Media Properties & Production	0	0.0
Men's Basketball	0	0.0
Men's Lacrosse	0	0.0
Men's Rowing	0	0.0
Men's Soccer	0	0.0
Men's & Women's Track and Field	1	2.2
Softball	1	2.2
Spirit Squad/Band	0	0.0
Sports Medicine	6	13.3

Table B17 (cont.)

Work unit	*n*	*%*
Strength & Conditioning	2	4.4
Student-Athlete Academic Development	11	24.4
Syracuse IMG Sports Marketing	0	0.0
Team Video Operations	1	2.2
Ticket Operations	0	0.0
Ticket Sales	0	0.0
Women's Basketball	1	2.2
Women's Ice Hockey	1	2.2
Women's Lacrosse	0	0.0
Women's Rowing	1	2.2
Women's Soccer	1	2.2
Women's Tennis	0	0.0
Women's Volleyball	1	2.2
Advancement and External Affairs	109	8.1
AEA Operations in New York City, Los Angeles, and Washington, D.C.	5	5.9
Alumni Relations	8	9.4
Engagement Initiatives	4	4.7
Marketing and Communications	16	18.8
Office of Development	38	44.7
Program Development	1	1.2
Public Affairs	11	12.9

Table B17 **(cont.)**

Work unit	*n*	*%*
Special Events	2	2.4
Student Affairs	168	12.5
Health and Wellness	40	36.4
Counseling Center	*12*	*33.3*
Department of Recreation Services	*5*	*13.9*
Health Promotion	*0*	*0.0*
Health Services	*17*	*47.2*
Office of Student Assistance	*2*	*5.6*
The Options Program	*0*	*0.0*
Inclusion, Community, and Citizenship	39	35.5
Disability Cultural Center	*1*	*3.1*
Lillian and Emanuel Slutzker Center for International Students	*4*	*12.5*
Office of Off-Campus and Commuter Services	*1*	*3.1*
Office of Residential Life	*17*	*53.1*
Office of Student Rights and Responsibilities	*2*	*6.3*
Office of Learning Communities	*2*	*6.3*
Office of Multicultural Affairs	*4*	*12.5*
The LBGT Resource Center	*1*	*3.1*
Discovery and Engagement	16	14.5
Career Services	*2*	*6.3*
Office of First-Year and Transfer Programs	*2*	*6.3*

Table B17 **(cont.)**

Work unit	*n*	*%*
Office of Student Activities	*1*	*7.1*
Office of Fraternity and Sorority Affairs	*0*	*0.0*
Parents Office	*0*	*0.0*
Student Centers and Programming Services	*3*	*21.4*
Central Services	15	13.6
Budget and Operations	*3*	*30.0*
Communications	*0*	*0.0*
Hendricks Chapel	*4*	*40.0*
Technical Services	*3*	*30.0*
Human Resources	38	2.8
Administration	5	19.2
Academic Administration	2	7.7
Benefits Administration	1	3.8
Compensations	1	3.8
Employee Relations	0	0.0
Equal Opportunity, Inclusion, and Resolution Services	3	11.5
Faculty and Staff Assistance Program	0	0.0
Information Technology Group	3	11.5
International Employment	0	0.0
Labor Relations	2	7.7
Recruitment and Retention	1	3.8

Table B17 (cont.)

Work unit	*n*	%
Service Center	6	23.1
Student Employment Services	0	0.0
Wellness	1	3.8
Worklife and Organizational Development	1	3.8
Veterans and Military Affairs	17	1.3
Institute for Veterans and Military Families	12	80.0
Office of Veteran and Military Affairs	3	20.0
Office Board of Trustees	6	0.4

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,560).

Table B18. Undergraduate Students only: **What is your academic major? (Mark all that apply.)**
(Question 65)

Academic major	*n*	%
Accounting	43	1.7
Accounting/CPA	33	1.3
Acting	11	0.4
Advertising	59	2.3
Advertising Design	2	0.1
Aerospace Engineering	28	1.1
African American Studies	7	0.3
Anthropology	29	1.1
Applied Mathematics	13	0.5
Architecture	64	2.5
Art (Arts & Sciences)	9	0.4
Art (Undeclared)	8	0.3
Art Education	4	0.2
Art History	10	0.4
Art Photography	9	0.4
Art Video	1	0.0
Arts and Sciences (Undeclared)	26	1.0
Biochemistry	25	1.0
Bioengineering	59	2.3
Biology	115	4.5
Biology (Teacher Preparation – 5 years)	0	0.0
Biophysical Science	1	0.0
Biotechnology	13	0.5
Broadcast & Digital Journalism	53	2.1
Broadcast Journalism	9	0.4
Ceramics	0	0.0
Chemical Engineering	34	1.3
Chemistry	23	0.9
Child and Family Studies	33	1.3
Citizenship & Civic Engagement	28	1.1
Civil Engineering	58	2.3
Classical Civilization	2	0.1

Academic major	*n*	%
Classics	1	0.0
Communication & Rhetorical Studies	55	2.2
Communication Sciences & Disorders	32	1.3
Communications Design	19	0.7
Computer Art and Animation	7	0.3
Computer Engineering	19	0.7
Computer Science	50	2.0
Creative Leadership	3	0.1
Drama	13	0.5
Earth Sciences	13	0.5
Earth Sciences (Teacher Preparation – 5 years)	0	0.0
Economics	93	3.6
Electrical Engineering	16	0.6
Energy and its Impacts	1	0.0
English & Textual Studies	50	2.0
Engineering (Undeclared)	6	0.2
English Education	5	0.2
Entrepreneurship & Emerging Enterprises	25	1.0
Environmental & Interior Design	17	0.7
Environmental Engineering	18	0.7
Ethics	1	0.0
Fashion Design	10	0.4
Fiber and Textile Arts	1	0.0
Film	17	0.7
Finance	95	3.7
Fine Arts	0	0.0
Food Studies	15	0.6
Forensic Science	43	1.7
French and Francophone Studies	10	0.4
General Studies in Management	1	0.0
Geography	18	0.7
German Language, Literature & Culture	0	0.0

Academic major	*n*	%
Graphic Design	9	0.4
Health & Exercise Science	42	1.6
Health and Physical Education	3	0.1
History	41	1.6
History (Teacher Preparation – 5 years)	0	0.0
History of Art	0	0.0
Hospitality & Food Service Management	0	0.0
Illustration	12	0.5
Inclusive Early Childhood Special Education Teacher	5	0.2
Inclusive Elementary & Special Education Teacher Preparation Program	33	1.3
Industrial and Interaction Design	16	0.6
Information Management & Technology	109	4.3
Integrated Major: Neuroscience	4	0.2
International Relations	108	4.2
Iroquois Linguistics for Language Learners	0	0.0
Italian Language, Literature & Culture	2	0.1
Jewelry and Metalsmithing	2	0.1
Knowledge Management	2	0.1
Latino-Latin American Studies	1	0.0
Legal Studies	0	0.0
Liberal Arts	3	0.1
Liberal Arts – ISDP	0	0.0
Liberal Studies	1	0.0
Liberal Studies – ISDP	2	0.1
Linguistic Studies	8	0.3
Magazine	42	1.6
Management	21	0.8
Management (Undeclared)	14	0.5
Marketing Management	83	3.3
Mathematics	31	1.2
Mathematics (Teacher Preparation – 5 years)	1	0.0
Mathematics Education	3	0.1

Academic major	*n*	%
Mechanical Engineering	63	2.5
Medicolegal Death Investigation	0	0.0
Middle Eastern Studies	5	0.2
Modern Foreign Language	7	0.3
Modern Jewish Studies	0	0.0
Music	7	0.3
Music Composition	0	0.0
Music Education	2	0.1
Music History and Cultures	3	0.1
Music Industry	20	0.8
Musical Theater	12	0.5
Neuroscience	49	1.9
Newspaper	0	0.0
Newspaper & Online Journalism	25	1.0
Non-Matriculated Undergraduate	1	0.0
Nutrition	35	1.4
Nutrition Science	11	0.4
Organizational Leadership	1	0.0
Painting	5	0.2
Percussion	0	0.0
Philosophy	5	0.2
Photography	5	0.2
Physical Education	1	0.0
Physics	23	0.9
Physics (Teacher Preparation – 5 years)	0	0.0
Piano	0	0.0
Policy Studies	60	2.4
Political Philosophy	6	0.2
Political Science	115	4.5
Pre-Dentistry	2	0.1
Pre-Law	21	0.8
Pre-Medicine	62	2.4

Academic major	*n*	%
Pre-Veterinary Medicine	3	0.1
Printmaking	0	0.0
Psychology	158	6.2
Public Communications (Undeclared)	6	0.2
Public Health	61	2.4
Public Relations	99	3.9
Real Estate	5	0.2
Recording and Allied Entertainment Industries	7	0.3
Religion	2	0.1
Religion and Society	0	0.0
Retail Management	19	0.7
Russian and Central Europe Studies	1	0.0
Russian Language, Literature & Culture	2	0.1
Science Education/Biology	0	0.0
Science Education/Chemistry	0	0.0
Science Education/Physics	2	0.1
Sculpture	1	0.0
Selected Studies in Education	16	0.6
Social Studies Education	5	0.2
Social Work	25	1.0
Sociology	28	1.1
Sound Recording Technology	0	0.0
Spanish Education	0	0.0
Spanish Language, Literature & Culture	10	0.4
Special Studies in Art	0	0.0
Sport Management	42	1.6
Sport & Human Dynamics – Undeclared	5	0.2
Stage Management	11	0.4
Strings	2	0.1
Supply Chain Management	34	1.3
Surface Pattern Design	0	0.0
Systems & Information Science	10	0.4
Television, Radio and Film	108	4.2
Theater Design and Technology	3	0.1

Academic major	*n*	%
Voice	1	0.0
Wind Instruments	1	0.0
Women's and Gender Studies	18	0.7
Writing and Rhetoric	20	0.8

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,549).

Table B19. Graduate Students only: **What is your school or college? (Mark all that apply.)**
(Question 66)

Academic division	*n*	%
School of Architecture	8	0.8
College of Arts and Sciences	187	17.8
School of Education	119	11.3
College of Engineering and Computer Science	247	23.5
David B. Falk College of Human Dynamics	56	5.3
School of Information Studies	91	8.7
College of Law	70	6.7
Martin J. Whitman School of Management	71	6.7
Maxwell School of Citizenship and Public Affairs	168	16.0
I. Newhouse School of Public Communications	40	3.8
College of Visual and Performing Arts	35	3.3
University College	5	0.5

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 1,052).

Table B20. Undergraduate Students only: **Are you enrolled in the Renée Crown University Honors Program?**
(Question 67)

Condition	*n*	%
No	2,235	87.8
Yes	310	12.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,549).

Table B21. **Do you have a condition/disability that influences your learning, working, or living activities? (Question 68)**

Condition	*n*	%
No	5,110	89.0
Yes	607	10.6
Missing	27	0.5

Table B22. **Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 69)**

Condition	*n*	%
Acquired/traumatic brain injury/concussion	16	2.6
Asperger's/autism spectrum	18	3.0
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	132	21.7
Learning disability and/or Attention Deficit/Hyperactivity Disorder (e.g., Attention Deficit Disorder, Dyslexia)	197	32.5
Mental health/psychological condition	223	36.7
Physical/mobility impairment that substantially affects walking	37	6.1
Physical/mobility impairment that does not affect walking	33	5.4
Speech/communication impairment	16	2.6
Visually impaired or low vision	21	3.5
Blind	1	0.2
Hearing impaired	28	4.6
Deaf	4	0.7
A disability/condition not listed here	40	6.6

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 68 (*n* = 607). Note: Percentages may not sum to 100% due to multiple responses.

Table B23. **What is the language(s) spoken in your home? (Question 70)**

Language	n	%
English only	4,440	78.1
Other than English	570	10.0
English and other language(s)	673	11.8

Table B24. **What is your religious or spiritual identity? (Mark all that apply.) (Question 71)**

Spiritual identity	*n*	%		*n*	%
Agnostic	**600**	**10.4**	United Methodist	131	4.9
Atheist	**474**	**8.3**	United Church of Christ	25	0.9
Baha'i	**1**	**0.0**	A Christian affiliation not listed above	51	1.9
Buddhist	**136**	**2.4**	**Confucianist**	**9**	**0.2**
Christian	**2,667**	**46.4**	**Druid**	**4**	**0.1**
African Methodist Episcopal (AME)	7	0.3	**Hindu**	**141**	**2.5**
AME Zion	6	0.2	**Humanist**	**23**	**0.4**
Assembly of God	8	0.3	**Jain**	**7**	**0.1**
Baptist	154	5.8	**Jehovah's Witness**	**4**	**0.1**
Catholic/Roman Catholic	1,388	52.0	**Jewish**	**333**	**5.8**
Church of Christ	18	0.7	Conservative	118	35.4
Church of God in Christ	12	0.4	Orthodox	8	2.4
Christian Orthodox	20	0.7	Reformed	146	43.8
Christian Methodist Episcopal	8	0.3	**Muslim**	**93**	**1.6**
Christian Reformed Church (CRC)	2	0.1	Ahmadi	1	1.1
Christian Scientist	4	0.1	Shi'ite	9	9.7
Episcopalian	80	3.0	Sufi	7	7.5
Evangelical	52	1.9	Sunni	50	53.8
Greek Orthodox	20	0.7	**Native American Traditional Practitioner or Ceremonial**	**16**	**0.3**
Lutheran	72	2.7	**Pagan**	**24**	**0.4**
Mennonite	5	0.2	**Rastafarian**	**3**	**0.1**
Moravian	0	0.0	**Scientologist**	**4**	**0.1**
Nondenominational Christian	163	6.1	**Secular Humanist**	**36**	**0.6**
Pentecostal	34	1.3	**Shinto**	**1**	**0.0**
Presbyterian	91	3.4	**Sikh**	**9**	**0.2**
Protestant	83	3.1	**Taoist**	**17**	**0.3**
Protestant Reformed Church (PR)	5	0.2	**Tenrikyo**	**1**	**0.0**
Quaker	11	0.4	**Unitarian Universalist**	**52**	**0.9**
Reformed Church of America (RCA)	7	0.3	**Wiccan**	**8**	**0.1**
Russian Orthodox	5	0.2	**Spiritual, but no religious affiliation**	**368**	**6.4**
Seventh Day Adventist	14	0.5	**No affiliation**	**868**	**15.1**
The Church of Jesus Christ of Latter-day Saints	16	0.6	**A religious affiliation or spiritual identity not listed above**	**73**	**1.3**

Note: Percentages may not sum to 100% due to multiple responses.

Table B25. Undergraduate Students only: **Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 72)**

Dependency status	*n*	%
Dependent	2,290	89.8
Independent	199	7.8
Missing	60	2.4

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,549).

Table B26. Undergraduate Students only: **What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 73)**

Income	*n*	%
Below $30,000	359	14.1
$30,000 - $49,999	280	11.0
$50,000 - $69,999	330	12.9
$70,000 - $99,999	363	14.2
$100,000 - $149,999	442	17.3
$150,000 - $199,999	227	8.9
$200,000 - $249,999	145	5.7
$250,000 - $499,999	179	7.0
$500,000 or more	118	4.6
Missing	106	4.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,549).

Table B27. Students only: **Where do you live? (Question 74)**

Residence	*n*	%
Campus housing – residence halls	1,396	38.8
Boland Hall	61	5.1
Booth Hall	52	4.3
Brewster Hall	149	12.3
Brockway Hall	6	0.5
Day Hall	122	10.1
DellPlain Hall	215	17.8
Ernie Davis Hall	53	4.4
Flint Hall	74	6.1
Haven Hall	70	5.8
Kimmel Hall	12	1.0
Lawrinson Hall	63	5.2
Lyons Hall	6	0.5
Marion Hall	18	1.5
Sadler Hall	97	8.0
Shaw Hall	68	5.6
The Sheraton	12	1.0
Skyhalls	29	2.4
Walnut Hall	7	0.6
Washington Arms	22	1.8
Watson Hall	71	5.9
Campus housing – South Campus Apartments	333	9.3
Chinook Drive	55	19.3
Farm Acre Road	16	5.6

Table B27 (cont.)

Residence	*n*	%
Lambreth Lane	28	9.8
Slocum Heights	84	29.5
Small Road	59	20.7
Winding Ridge Road	43	15.1
Non-campus housing	1,864	51.8
Independently in an apartment/house	623	81.4
Living with family member/guardian	66	8.6
Fraternity or Sorority housing	76	9.9
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	4	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).
Percentages for sub-categories are valid percentages and do not include missing responses.

Table B28. Students only: **Do you participate in any of the following at Syracuse University? (Mark all that apply.) (Question 75)**

Clubs/organizations	*n*	%
I do not participate in any clubs/organizations at Syracuse.	1,045	29.0
Academic department club/organization (e.g., Architecture Student Organization, Psychology Club)	813	22.6
Art & entertainment (e.g., First Year Players, A Capella, Dance Troup)	302	8.4
Cultural/international (e.g., Caribbean Student Association, European Student Association)	264	7.3
Governance (e.g., IFC, SA, GSO)	163	4.5
Greek	781	21.7
Interfraternity Council	87	11.1
Panhellenic Association	402	51.5
National Pan-Hellenic Council	43	5.5
National Association of Latino Fraternal Organizations	18	2.3
Multicultural Greek Council	6	0.8
Professional Fraternity Council	190	24.3
Honorary (e.g., National Society of Collegiate Scholars)	318	8.8
Intercollegiate athletics (e.g., D1 Soccer, Lacrosse)	58	1.6
Media/publication (e.g., Citrus TV, Daily Orange)	339	9.4
Political/advocacy (e.g., Amnesty International, NYPIRG)	140	3.9
Professional (e.g., American Marketing Association, Sport Professionals of Color)	313	8.7
Religious (e.g., Chabad House, Baptist Campus Ministry)	179	5.0
Service (e.g., Red Cross, Habitat for Humanity)	370	10.3
Special interest (e.g., Gaming Club, Statistics Club)	237	6.6
Sports & recreation (e.g., Club Sports)	498	13.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601). Percentages may not sum to 100% due to multiple responses.

Table B29. Students only: **At the end of your last semester, what was your cumulative grade point average? (Question 76)**

GPA	*n*	%
3.75 – 4.00	1,172	33.0
3.25 – 3.74	1,423	40.1
3.00 – 3.24	480	13.5
2.50 – 2.99	360	10.1
2.00 – 2.49	78	2.2
Below 2.00	40	1.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Table B30. Students only: **Have you experienced financial hardship while attending Syracuse University? (Question 77)**

Financial hardship	*n*	%
No	1,680	46.7
Yes	1,898	52.7
Missing	23	0.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Table B31. *Students only:* **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 78)

Experience	*n*	%
Affording tuition	1,312	69.1
Purchasing my books	1,277	67.3
Affording housing	831	43.8
Affording food	811	42.7
Participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)	795	41.9
Participating in social events	788	41.5
Traveling home during Syracuse University breaks	733	38.6
Affording other campus fees	505	26.6
Affording healthcare	433	22.8
Commuting to campus	209	11.0
Accessing housing over campus breaks	131	6.9
Other	80	4.2
Affording childcare	37	1.9

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 77 (*n* = 1,898). Percentages may not sum to 100% due to multiple responses.

Table B32. Students only: **How are you currently paying for your education at Syracuse University? (Mark all that apply.) (Question 79)**

Source of funding	*n*	%
Family contribution (family assists with expenses)	1,963	54.5
Loans	1,813	50.3
Grant (e.g., Pell, institutional grant)	1,181	32.8
Non-need-based scholarship (e.g., athletic, merit)	924	25.7
Need-based scholarship (e.g., Gates)	742	20.6
Work-study	725	20.1
Personal contribution/job	617	17.1
Credit card	507	14.1
Graduate assistantship (e.g., teaching/research/administrative)	441	12.2
Fellowship	148	4.1
A method of payment not listed here	139	3.9
Resident advisor	96	2.7
Tuition exchange	89	2.5
Dependent tuition (e.g., family member works at Syracuse)	60	1.7
GI Bill	38	1.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Table B33. Students only: **Are you employed either on campus or off-campus during the academic year? (Question 80)**

Employed	*n*	%
No	**1,628**	**45.2**
Yes, I work on campus	**1,598**	**44.4**
1-10 hours/week	816	52.4
11-20 hours/week	599	38.4
21-30 hours/week	83	5.3
31-40 hours/week	30	1.9
More than 40 hours/week	30	1.9
Yes, I work off campus	**455**	**12.6**
1-10 hours/week	159	36.4
11-20 hours/week	140	32.0
21-30 hours/week	55	12.6
31-40 hours/week	53	12.1
More than 40 hours/week	30	6.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 680).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B34. **Overall, how comfortable are you with the climate at Syracuse University? (Climate is defined in this survey as the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.) (Question 3)**

Comfort	*n*	%
Very comfortable	966	16.8
Comfortable	2,874	50.1
Neither comfortable nor uncomfortable	1,142	19.9
Uncomfortable	641	11.2
Very uncomfortable	119	2.1

Table B35. Faculty/Staff/Graduate Student only: **Overall, how comfortable are you with the climate in your department/work unit? (Question 4)**

Comfort	*n*	%
Very comfortable	955	30.0
Comfortable	1,321	41.5
Neither comfortable nor uncomfortable	449	14.1
Uncomfortable	355	11.1
Very uncomfortable	106	3.3

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Graduate Students in Question 1 (*n* = 3,195).

Table B36. Students/Faculty only: **Overall, how comfortable are you with the climate in your classes? (Question 5)**

Comfort	*n*	%
Very comfortable	1,057	25.4
Comfortable	2,221	53.4
Neither comfortable nor uncomfortable	613	14.7
Uncomfortable	231	5.6
Very uncomfortable	36	0.9

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 4,184).

Table B37. **Have you ever seriously considered leaving Syracuse? (Question 6)**

Considered leaving	*n*	%
No	3,384	58.9
Yes	2,349	40.9
Missing	11	0.2

Table B38. Students only: **When did you seriously consider leaving Syracuse? (Mark all that apply.) (Question 7)**

Year	*n*	%
During my first year as a student	751	64.8
During my second year as a student	299	25.8
During my third year as a student	74	6.4
During my fourth year as a student	21	1.8
During my fifth year as a student	6	0.5
After my fifth year as a student	8	0.7

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 1,167).

Table B39. *Undergraduate Students only*: Why did you seriously consider leaving Syracuse? (Question 8)

Reasons	*n*	%
Lack of a sense of belonging	597	68.6
Climate was not welcoming	379	43.6
Lack of support group	326	37.5
Financial reasons	294	33.8
Homesick	226	26.0
Personal reasons (e.g., medical, mental health, family emergencies)	190	21.8
Didn't like major	169	19.4
A reason not listed above	132	15.2
Coursework was not challenging enough	106	12.2
Coursework was too difficult	86	9.9
Family responsibilities	77	8.9
Conflicts with faculty (e.g., advisor, department)	70	8.0
Inability to intra-university transfer	56	6.4
My marital/relationship status	25	2.9
Didn't meet the requirements to continue in a major	21	2.4
Never intended to graduate from Syracuse	19	2.2
Athletic reasons	11	1.3
Immigration compliance issues (e.g., VISA status)	3	0.3

Note: Table includes answers only from those Undergraduate Students who indicated that they considered leaving in Question 6 (*n* = 807).

***Table B40. Graduate Students only*: Why did you seriously consider leaving Syracuse? (Question 9)**

Reasons	*n*	%
Lack of a sense of belonging	140	47.1
Climate was not welcoming	126	42.4
Lack of support group	91	30.6
Didn't like program	88	29.6
Conflicts with faculty (e.g., advisor, department)	80	26.9
Financial reasons	76	25.6
A reason not listed above	68	22.9
Lack of benefits	50	16.8
Local community did not meet my (my family) needs	50	16.8
Homesick	42	14.1
Personal reasons (e.g., medical, mental health, family emergencies)	39	13.1
Family responsibilities	30	10.1
Coursework was not challenging enough	26	8.8
Coursework was too difficult	20	6.7
My marital/relationship status	17	5.7
Immigration compliance issues (e.g., VISA status)	6	2.0
Athletic reasons	3	1.0
Didn't meet the requirements to continue in a program	3	1.0
Never intended to graduate from Syracuse	2	0.7

Note: Table includes answers only from those Graduate Students who indicated that they considered leaving in Question 6 (*n* = 297).

***Table B41. Faculty/Staff only*: Why did you seriously consider leaving Syracuse University?**
(Question 10)

Reasons	*n*	%
Financial reasons (e.g., salary, resources)	605	51.2
Limited opportunities for advancement	520	44.0
Climate was not welcoming	367	31.0
Tension with supervisor/manager	358	30.3
Interested in a position at another institution	345	29.2
Increased workload	309	26.1
Unmanageable workload	271	22.9
A reason not listed above	249	21.1
Recruited or offered a position at another institution	233	19.7
Tension with co-workers	226	19.1
Wanted to move to a different geographical location	201	17.0
Family responsibilities	112	9.5
Local community did not meet my (my family) needs	95	8.0
Personal reasons (e.g., medical, mental health, family emergencies)	85	7.2
Spouse or partner unable to find suitable employment	71	6.0
Lack of benefits	62	5.2
Revised retirement plans	37	3.1
Offered position in government or industry	31	2.6
Spouse or partner relocated	27	2.3

Note: Table includes answers only from those Faculty and Staff who indicated that they considered leaving in Question 6 (*n* = 1,182).

Table B42. Undergraduate Students only: **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Syracuse. (Question 12)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am performing up to my full academic potential.	602	23.7	1,248	49.2	334	13.2	319	12.6	36	1.4
Few of my courses this year have been intellectually stimulating.	344	13.6	786	31.0	430	16.9	781	30.8	197	7.8
I am satisfied with my academic experience at Syracuse.	567	22.4	1,356	53.7	393	15.6	167	6.6	43	1.7
I am satisfied with the extent of my intellectual development since enrolling at Syracuse.	696	27.5	1,274	50.3	419	16.5	124	4.9	22	0.9
I have performed academically as well as I anticipated I would.	549	21.6	1,016	40.0	467	18.4	422	16.6	84	3.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	759	30.0	1,288	51.0	328	13.0	118	4.7	34	1.3
My interest in ideas and intellectual matters has increased since coming to Syracuse.	844	33.5	1,187	47.1	352	14.0	107	4.2	30	1.2
Thinking ahead, it is likely that I will leave Syracuse.	195	7.7	228	9.0	430	16.9	643	25.3	1,047	41.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,549)

***Table B43.* Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work or learn at Syracuse? (Question 13)**

Experienced conduct	*n*	%
No	4,572	79.8
Yes	1,160	20.2

Table B44. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)**

Basis	*n*	%
Gender/gender identity	311	26.8
Position (e.g., staff, faculty, student)	283	24.4
Ethnicity	275	23.7
A reason not listed above	205	17.7
Age	195	16.8
Racial identity	195	16.8
Don't know	182	15.7
Socioeconomic status	149	12.8
Academic performance	122	10.5
Major field of study	116	10.0
Physical characteristics	111	9.6
Philosophical views	110	9.5
Educational credentials (e.g., MS, PhD)	106	9.1
Location where I grew up	100	8.6
Political views	91	7.8
Mental health/psychological disability/condition	83	7.2
Sexual identity/orientation	83	7.2
Living arrangement	76	6.6
English language proficiency/accent	72	6.2
Gender expression	72	6.2
Immigrant/citizen status	55	4.7
Participation in an organization	49	4.2
Religious/spiritual views	49	4.2
Marital status (e.g., single, married, partnered)	35	3.0
Parental status (e.g., having children)	35	3.0
Learning disability/condition	34	2.9
Medical disability/condition	34	2.9
Physical disability/condition	21	1.8
Pregnancy	14	1.2
Military/veteran status	5	0.4
Participation on an athletic team	7	0.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,160).
Percentages may not sum to 100 due to multiple responses.

Table B45. **How did you experience the conduct? (Mark all that apply.) (Question 15)**

Form	*n*	%
I was disrespected.	749	64.6
I was ignored or excluded.	602	51.9
I was isolated or left out.	516	44.5
I was intimidated/bullied.	365	31.5
I was the target of derogatory or inappropriate verbal remarks.	273	23.5
I observed others staring at me.	220	19.0
I was the target of workplace incivility.	189	16.3
I was singled out as the spokesperson for my identity group.	160	13.8
An experience not listed above	130	11.2
Someone implied I was admitted/hired/promoted due to my identity group.	102	8.8
I was the target of retaliation.	100	8.6
I received a low performance evaluation.	94	8.1
I feared getting a poor grade because of a hostile classroom environment.	90	7.8
I was the target of racial/ethnic profiling.	87	7.5
I feared for my physical safety.	72	6.2
I received inappropriate written comments.	67	5.8
I received inappropriate phone calls/text messages/email.	61	5.3
I was the target of unwanted sexual contact.	51	4.4
I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).	47	4.1
Someone implied I was not admitted/hired/promoted due to my identity group.	35	3.0
I was the target of stalking.	27	2.3
I received threats of physical violence.	26	2.2
I was the target of physical violence.	16	1.4
I was the target of graffiti/vandalism.	11	0.9
I feared for my family's safety.	5	0.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,160).
Percentages may not sum to 100 due to multiple responses.

Table B46. **Where did the conduct occur? (Mark all that apply.) (Question 16)**

Location	n	%
While working at a Syracuse job	319	27.5
In a meeting with a group of people	305	26.3
In an on-campus class/lab/clinical setting	256	22.1
In a public space at Syracuse	236	20.3
In a Syracuse administrative office	222	19.1
In a meeting with one other person	186	16.0
In campus housing	170	14.7
At a Syracuse event	142	12.2
While walking on campus	106	9.1
In a faculty office	103	8.9
At a location not listed above	88	7.6
Off campus (e.g., conferences, local bars, team travel)	86	7.4
In a Syracuse dining facility	74	6.4
In fraternity or sorority house	74	6.4
In off-campus housing	67	5.8
On social networking sites, Facebook, Twitter, Yik Yak	66	5.7
In a Syracuse library (e.g., Bird, Carnegie, Law Library)	58	5.0
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	38	3.3
In athletic/recreational facilities	36	3.1
In the Syracuse Health Center	26	2.2
On-campus transportation (e.g., Centro, campus shuttle)	24	2.1
On Syracuse media (e.g., Daily Orange, Citrus TV)	20	1.7
In Syracuse Health Services	11	0.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 1,160$).
Percentages may not sum to 100 as a result of multiple responses.

Table B47. **Who/what was the source of the conduct? (Mark all that apply.) (Question 17)**

Source	*n*	%
Student	478	41.2
Co-worker	269	23.2
Faculty member	247	21.3
Staff member	184	15.9
Department chair/head/director	165	14.2
Friend	158	13.6
Supervisor	146	12.6
Stranger	120	10.3
Senior administration (e.g., president, provost, dean, vice provost, vice president)	100	8.6
A source not listed above	71	6.1
Academic adviser	65	5.6
Student employee (e.g., resident advisor, peer mentor, tutor)	51	4.4
Teaching assistant/graduate assistant/tutor	45	3.9
Social networking site (e.g., Facebook, Twitter, Yik Yak)	32	2.8
Off-campus community member	23	2.0
Person whom I supervise	20	1.7
Don't know source	19	1.6
Syracuse Health Services	19	1.6
Syracuse Police Department	19	1.6
Syracuse Department of Public Safety	17	1.5
Alumni	12	1.0
Syracuse media (e.g., Daily Orange, Citrus TV)	12	1.0
Parent or family member	11	0.9
Athletic coach/trainer	9	0.8
Donor	3	0.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,160).
Percentages may not sum to 100 as a result of multiple responses.

Table B48. **How did you feel after experiencing the conduct? (Mark all that apply.) (Question 18)**

Feeling	*n*	%
I felt angry.	783	67.5
I felt embarrassed.	496	42.8
I ignored it.	314	27.1
I felt afraid.	251	21.6
An experience not listed above	231	19.9
I felt somehow responsible.	208	17.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,160).
Percentages may not sum to 100 as a result of multiple responses.

Table B49. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 19)**

Response	*n*	%
I told a friend	508	43.8
I avoided the person/venue.	450	38.8
I didn't do anything.	448	38.6
I told a family member	364	31.4
A response not listed above	227	19.6
I didn't know who to go to.	204	17.6
I confronted the person(s) at the time.	171	14.7
I confronted the person(s) later.	150	12.9
I contacted a Syracuse resource.	148	12.8
Faculty member	*42*	*28.4*
Staff person	*38*	*25.7*
Counseling Center	*31*	*20.9*
Office of Human Resources	*31*	*20.9*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*26*	*17.6*
Title IX Coordinator	*20*	*13.5*
Student staff (e.g., resident advisor)	*16*	*10.8*
Faculty and Staff Assistance Program (FSAP)	*10*	*6.8*
Office of Student Assistance	*9*	*6.1*
Sexual & Relationship Violence Response Team	*7*	*4.7*
Syracuse Department of Public Safety	*7*	*4.7*
Syracuse Health Services	*4*	*2.7*
Hendricks Chapel	*2*	*1.4*
I sought information online.	60	5.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	34	2.9
I sought support from off-campus hot-line/advocacy services.	25	2.2
I contacted a local law enforcement official.	20	1.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,160). Percentages may not sum to 100 as a result of multiple responses.

Table B50. **Did you report the conduct? (Question 20)**

Reported conduct	*n*	%
No, I didn't report it.	925	80.9
Yes, I reported it.	218	19.1
Yes, I reported the incident and was satisfied with the outcome.	21	14.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	41	27.9
Yes, I reported the incident, but felt that it was not responded to appropriately.	85	57.8

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,160). Percentages may not sum to 100 as a result of multiple responses.

Table B51. Students only: **The most accurate definition of Affirmative Consent offered in Syracuse University's policy is: (Question 22)**

Definition	*n*	%
Reading a person's body language to determine whether they want to have sex	52	1.5
The lack of resistance to a sexual advance	51	1.4
A voluntary and mutual decision among all participants to engage in sexual activity	3,445	96.4
When a person doesn't say no	26	0.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Table B52. Students only. **While at Syracuse University, I have observed a situation that could lead to a sexual assault. (Question 23)**

Observed situation	*n*	%
No	1,893	52.6
Yes	999	27.7
Unsure	698	19.4
Missing	11	0.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Table B53. Students only: **In response to this situation: (Question 24)**

Response	*n*	%
I stepped in, or asked others to step in, to separate or distract the people involved in the situation.	653	18.1
I asked the person who appeared to be at risk if they needed help.	872	24.2
I confronted the person who appeared to be causing the situation.	303	8.4
I told someone in a position of authority about the situation.	313	8.7
I considered intervening in the situation, but I could not safely take any action.	214	5.9
I decided not to take any action.	232	6.4
Other	608	16.9

Note: Table includes answers only from those Student respondents who indicated that they observed a situation that could lead to a sexual assault (*n* = 999).

*Table B54. Students only***: Please indicate your level of agreement to the following statements: (Question 25)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Resource	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
If a friend or I were sexually assaulted, I know where to get help.	928	25.9	1,353	37.7	289	8.1	264	7.4	54	1.5
I have a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence.	765	21.4	1,401	39.2	338	9.5	303	8.5	68	1.9
I have a general understanding of the role of the Syracuse University Title IX Coordinator.	555	15.5	936	26.2	460	12.9	652	18.2	275	7.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601)

*Table B55. Faculty/Staff only***: Please indicate your level of agreement to the following statements: (Question 26)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Resource	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
If a student discloses that they were sexually assaulted, I know where to get help.	826	38.9	1,004	47.3	155	7.3	115	5.4	21	1.0
I have a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence.	723	34.1	1,054	49.7	225	10.6	100	4.7	19	0.9
I have a general understanding of the role of the Syracuse University Title IX Coordinator.	463	21.8	685	32.3	432	20.3	425	20.0	119	5.6

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,143).

Table B56. **While a member of the Syracuse University community, have you experienced unwanted sexual contact (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape)? (Question 27)**

Experienced unwanted sexual contact	*n*	%
No	5,030	87.6
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	74	1.3
Yes – stalking (e.g., following me, on social media, texting, phone calls)	132	2.3
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	488	8.5
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	217	3.8

Table B57. Students only: **Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 28rv)**

Alcohol and/or drugs involved	*n*	%
No	44	64.7
Yes	24	35.3
Alcohol only	7	35.0
Drugs only	1	5.0
Both alcohol and drugs	12	60.0

Note: Table includes answers only from Students who indicated that they experienced relationship violence (*n* = 68). Percentages may not sum to 100 as a result of multiple responses.

Table B58. **When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 29rv)**

When experienced relationship violence (e.g., ridiculed, controlling, hitting)	*n*	%
Within the last year	3	4.1
2-4 years ago	1	1.4
5-10 years ago	2	2.7
11-20 years	0	0.0
More than 20 years ago	0	0.0
Not Asked	68	91.9

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 74). Percentages may not sum to 100 as a result of multiple responses.

Table B59. Students only: **What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)**

Year	N	%
During my time as a graduate/law student at Syracuse	9	13.2
Undergraduate first year	29	42.6
Fall semester	*22*	*75.9*
Spring semester	*15*	*51.7*
Summer semester	*2*	*6.9*
Undergraduate second year	24	35.3
Fall semester	*18*	*75.0*
Spring semester	*14*	*58.3*
Summer semester	*5*	*20.8*
Undergraduate third year	19	27.9
Fall semester	*11*	*57.9*
Spring semester	*9*	*47.4*
Summer semester	*5*	*26.3*
Undergraduate fourth year	6	8.8
Fall semester	*5*	*83.3*
Spring semester	*2*	*33.3*
Summer semester	*1*	*16.7*
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (*n* = 68). Percentages may not sum to 100 as a result of multiple responses.

Table B60. **Who did this to you? (Mark all that apply.) (Question 31rv)**

Source	n	%
Current or former dating/intimate partner	52	70.3
Syracuse student	26	35.1
Acquaintance/friend	16	21.6
Other role/relationship not listed above	3	4.1
Stranger	2	2.7
Family member	1	1.4
Syracuse faculty member	1	1.4
Syracuse staff member	1	1.4

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 74$). Percentages may not sum to 100 as a result of multiple responses.

Table B61. **Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 32rv)**

Location	*n*	%
Off campus	49	66.2
On campus	36	48.6

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 74). Percentages may not sum to 100 as a result of multiple responses.

Table B62. **How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 33rv)**

Feeling after experiencing relationship violence	*n*	%
I felt somehow responsible.	45	60.8
I felt angry.	44	59.5
I felt embarrassed.	43	58.1
I felt afraid.	35	47.3
I ignored it.	24	32.4
An experience not listed above	12	16.2

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 74). Percentages may not sum to 100 as a result of multiple responses.

Table B63. **What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 34rv)**

Reaction	*n*	%
I told a friend	41	55.4
I confronted the person(s) later.	25	33.8
I didn't do anything.	23	31.1
I avoided the person/venue.	22	29.7
I confronted the person(s) at the time.	21	28.4
I told a family member	14	18.9
I sought information online.	13	17.6
I contacted a Syracuse resource.	10	13.5
Counseling Center	*7*	*70.0*
Faculty and Staff Assistance Program (FSAP)	*2*	*20.0*
Title IX Coordinator	*2*	*20.0*
Faculty member	*1*	*10.0*
Staff person	*1*	*10.0*
Student staff (e.g., resident advisor)	*1*	*10.0*
Syracuse Department of Public Safety	*1*	*10.0*
Hendricks Chapel	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Office of Student Assistance	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*0*	*0.0*
Sexual & Relationship Violence Response Team	*0*	*0.0*
Syracuse Health Services	*0*	*0.0*
A response not listed above	8	10.8
I didn't know who to go to.	8	10.8
I contacted a local law enforcement official.	6	8.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	2	2.7
I sought support from off-campus hot-line/advocacy services.	1	1.4

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 74). Percentages may not sum to 100 as a result of multiple responses.

Table B64. **Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 35rv)**

Reported conduct	*n*	%
No, I didn't report it.	61	82.4
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	7	9.5
Yes, I reported the incident and was satisfied with the outcome.	*3*	*50.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*2*	*33.3*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*1*	*16.7*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	6	8.1
Yes, I reported the incident and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*2*	*40.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*3*	*60.0*

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 74). Percentages may not sum to 100 as a result of multiple responses.

Table B65. Students only: **Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 28stlk)**

Alcohol and/or drugs involved	*n*	%
No	86	78.9
Yes	23	21.1
Alcohol only	16	80.0
Drugs only	0	0.0
Both alcohol and drugs	4	20.0

Note: Table includes answers only from Students who indicated that they experienced stalking (*n* = 109). Percentages may not sum to 100 as a result of multiple responses.

Table B66. **When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 29stlk)**

When experienced stalking (e.g., following me, on social media, texting, phone calls)	*n*	%
Within the last year	6	4.5
2-4 years ago	5	3.8
5-10 years ago	6	4.5
11-20 years	3	2.3
More than 20 years ago	2	1.5
Not Asked	109	82.6
Missing	1	0.8

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 132). Percentages may not sum to 100 as a result of multiple responses.

Table B67. *Students only:* **What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)**

Year	n	%
During my time as an graduate/law student at Syracuse	16	14.7
Undergraduate first year	53	48.6
Fall semester	*37*	*69.8*
Spring semester	*35*	*66.0*
Summer semester	*5*	*9.4*
Undergraduate second year	34	31.2
Fall semester	*22*	*64.7*
Spring semester	*18*	*52.9*
Summer semester	*9*	*26.5*
Undergraduate third year	24	22.0
Fall semester	*16*	*66.7*
Spring semester	*15*	*62.5*
Summer semester	*5*	*20.8*
Undergraduate fourth year	7	6.4
Fall semester	*7*	*100.0*
Spring semester	*2*	*28.6*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	2	1.8

Note: Table includes answers only from Student respondents who indicated that they experienced stalking ($n = 109$).
Percentages may not sum to 100 as a result of multiple responses.

Table B68. **Who did this to you? (Mark all that apply.) (Question 31stlk)**

Source	*n*	%
Current or former dating/intimate partner	22	16.7
Syracuse student	67	50.8
Acquaintance/friend	35	26.5
Other role/relationship not listed above	10	7.6
Family member	2	1.5
Syracuse faculty member	3	2.3
Syracuse staff member	11	8.3
Stranger	32	24.2

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 132). Percentages may not sum to 100 as a result of multiple responses.

Table B69. **Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 32stlk)**

Location	n	%
Off campus	67	50.8
On campus	84	63.6

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 132). Percentages may not sum to 100 as a result of multiple responses.

Table B70. **How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 33stlk)**

Feeling after experiencing stalking	n	%
I felt afraid.	64	48.5
I felt angry.	48	36.4
I ignored it.	46	34.8
I felt embarrassed.	38	28.8
I felt somehow responsible.	30	22.7
An experience not listed above	14	10.6

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 132). Percentages may not sum to 100 as a result of multiple responses.

Table B71. **What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 34stlk)**

Reaction	*n*	%
I avoided the person/venue.	77	58.3
I told a friend	71	53.8
I didn't do anything.	32	24.2
I confronted the person(s) at the time.	24	18.2
I told a family member	22	16.7
I contacted a local law enforcement official.	18	13.6
I contacted a Syracuse resource.	18	13.6
Faculty member	*4*	*22.2*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*2*	*11.1*
Syracuse Department of Public Safety	*2*	*11.1*
Counseling Center	*1*	*5.6*
Faculty and Staff Assistance Program (FSAP)	*0*	*0.0*
Title IX Coordinator	*2*	*11.1*
Office of Human Resources	*2*	*11.1*
Student staff (e.g., resident advisor)	*6*	*33.3*
Staff person	*2*	*11.1*
Hendricks Chapel	*0*	*0.0*
Syracuse Health Services	*0*	*0.0*
Office of Student Assistance	*1*	*5.6*
Sexual & Relationship Violence Response Team	*8*	*44.4*
I confronted the person(s) later.	17	12.9
I didn't know who to go to.	16	12.1
A response not listed above	10	7.6
I sought information online.	6	4.5
I sought support from off-campus hot-line/advocacy services.	6	4.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 132). Percentages may not sum to 100 as a result of multiple responses.

Table B72. Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 35stlk)

Reported conduct	*n*	%
No, I didn't report it.	107	81.1
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	19	14.4
Yes, I reported the incident and was satisfied with the outcome.	*6*	*42.9*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*4*	*28.6*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*4*	*28.6*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	6	4.5
Yes, I reported the incident and was satisfied with the outcome.	*2*	*33.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*2*	*33.3*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*2*	*33.3*

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 132). Percentages may not sum to 100 as a result of multiple responses.

Table B73. Students only: **Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 28si)**

Alcohol and/or drugs involved	*n*	%
No	171	40.0
Yes	257	60.0
Alcohol only	182	77.8
Drugs only	2	0.9
Both alcohol and drugs	50	21.4

Note: Table includes answers only from Students who indicated that they experienced sexual interaction (*n* = 428). Percentages may not sum to 100 as a result of multiple responses.

***Table B74.* When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 29si)**

When experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	*n*	%
Within the last year	11	2.3
2-4 years ago	18	3.7
5-10 years ago	17	3.5
11-20 years	12	2.5
More than 20 years ago	1	0.2
Not Asked	429	87.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 488). Percentages may not sum to 100 as a result of multiple responses.

Table B75. Students only: **What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)**

Year	*n*	%
During my time as a graduate/law student at Syracuse	41	9.6
Undergraduate first year	288	67.1
Fall semester	*226*	*78.5*
Spring semester	*180*	*62.5*
Summer semester	*10*	*3.5*
Undergraduate second year	184	42.9
Fall semester	*141*	*76.6*
Spring semester	*105*	*57.1*
Summer semester	*10*	*5.4*
Undergraduate third year	97	22.6
Fall semester	*70*	*72.2*
Spring semester	*50*	*51.5*
Summer semester	*5*	*5.2*
Undergraduate fourth year	37	8.6
Fall semester	*26*	*70.3*
Spring semester	*20*	*54.1*
Summer semester	*1*	*2.7*
After my fourth year as an undergraduate	5	1.2

Note: Table includes answers only from Student respondents who indicated that they experienced sexual interaction (*n* = 429). Percentages may not sum to 100 as a result of multiple responses.

Table B76. **Who did this to you? (Mark all that apply.) (Question 31si)**

Source	*n*	%
Syracuse student	295	60.5
Stranger	223	45.7
Acquaintance/friend	109	22.3
Syracuse staff member	33	6.8
Syracuse faculty member	28	5.7
Other role/relationship not listed above	21	4.3
Current or former dating/intimate partner	16	3.3
Family member	1	0.2

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 488). Percentages may not sum to 100 as a result of multiple responses.

Table B77. **Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 32si)**

Location	*n*	%
Off campus	253	51.8
On campus	297	60.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 488). Percentages may not sum to 100 as a result of multiple responses.

Table B78. **How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 33si)**

Feeling after experiencing sexual interaction	*n*	%
I felt angry.	236	48.4
I ignored it.	217	44.5
I felt embarrassed.	180	36.9
I felt afraid.	147	30.1
I felt somehow responsible.	105	21.5
An experience not listed above	56	11.5

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 488). Percentages may not sum to 100 as a result of multiple responses.

Table B79. **What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 34si)**

Reaction	*n*	%
I avoided the person/venue.	250	51.2
I didn't do anything.	227	46.5
I told a friend	220	45.1
I confronted the person(s) at the time.	72	14.8
I told a family member	40	8.2
I didn't know who to go to.	39	8.0
A response not listed above	35	7.2
I contacted a Syracuse resource.	34	7.0
Faculty member	*8*	*23.5*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*2*	*5.9*
Syracuse Department of Public Safety	*5*	*14.7*
Counseling Center	*9*	*26.5*
Faculty and Staff Assistance Program (FSAP)	*2*	*5.9*
Title IX Coordinator	*6*	*17.6*
Office of Human Resources	*4*	*11.8*
Student staff (e.g., resident advisor)	*4*	*11.8*
Staff person	*0*	*0.0*
Hendricks Chapel	*0*	*0.0*
Syracuse Health Services	*1*	*2.9*
Office of Student Assistance	*0*	*0.0*
Sexual & Relationship Violence Response Team	*6*	*17.6*
I confronted the person(s) later.	33	6.8
I sought information online.	20	4.1
I sought support from off-campus hot-line/advocacy services.	7	1.4
I contacted a local law enforcement official.	6	1.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	2	0.4

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 488). Percentages may not sum to 100 as a result of multiple responses.

Table B80. **Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 35si)**

Reported conduct	*n*	%
No, I didn't report it.	446	91.4
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	17	3.5
Yes, I reported the incident and was satisfied with the outcome.	*2*	*12.5*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*7*	*43.8*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*7*	*43.8*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	25	5.1
Yes, I reported the incident and was satisfied with the outcome.	*10*	*43.5*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*2*	*8.7*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*11*	*47.8*

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 488). Percentages may not sum to 100 as a result of multiple responses.

Table B81. Students only: **Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Question 28sc)**

Alcohol and/or drugs involved	*n*	%
No	62	30.2
Yes	143	69.8
Alcohol only	106	79.1
Drugs only	0	0.0
Both alcohol and drugs	28	20.9

Note: Table includes answers only from Students who indicated that they experienced sexual contact (*n* = 206). Percentages may not sum to 100 as a result of multiple responses.

Table B82. **When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? (Question 29sc)**

When experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	*n*	%
Within the last year	2	0.9
2-4 years ago	1	0.5
5-10 years ago	3	1.4
11-20 years	1	0.5
More than 20 years ago	4	1.8
Not Asked	206	94.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 217). Percentages may not sum to 100 as a result of multiple responses.

Table B83. *Students only:* What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 30sc)

Year	n	%
During my time as an undergraduate/law student at Syracuse	9	4.4
Undergraduate first year	114	55.3
Fall semester	*82*	*71.9*
Spring semester	*43*	*37.7*
Summer semester	*2*	*1.8*
Undergraduate second year	71	34.5
Fall semester	*43*	*60.6*
Spring semester	*32*	*45.1*
Summer semester	*1*	*1.4*
Undergraduate third year	30	14.6
Fall semester	*19*	*63.3*
Spring semester	*13*	*43.3*
Summer semester	*0*	*0.0*
Undergraduate fourth year	12	5.8
Fall semester	*8*	*66.7*
Spring semester	*7*	*58.3*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced sexual contact ($n = 206$). Percentages may not sum to 100 as a result of multiple responses.

Table B84. **Who did this to you? (Mark all that apply.) (Question 31sc)**

Source	*n*	%
Syracuse student	122	56.2
Acquaintance/friend	92	42.4
Stranger	40	18.4
Current or former dating/intimate partner	34	15.7
Other role/relationship not listed above	6	2.8
Syracuse staff member	6	2.8
Syracuse faculty member	4	1.8
Family member	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 217). Percentages may not sum to 100 as a result of multiple responses.

Table B85. **Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 32sc)**

Location	*n*	%
Off campus	98	45.2
On campus	120	55.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 217). Percentages may not sum to 100 as a result of multiple responses.

Table B86. **How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 33sc)**

Feeling after experiencing sexual interaction	*n*	%
I felt somehow responsible.	123	56.7
I felt embarrassed.	119	54.8
I felt angry.	107	49.3
I felt afraid.	83	38.2
I ignored it.	76	35.0
An experience not listed above	30	13.8

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 217). Percentages may not sum to 100 as a result of multiple responses.

Table B87. **What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 34sc)**

Reaction	*n*	%
I told a friend	120	55.3
I avoided the person/venue.	112	51.6
I didn't do anything.	105	48.4
I didn't know who to go to.	31	14.3
I contacted a Syracuse resource.	26	12.0
Counseling Center	*16*	*61.5*
Title IX Coordinator	*9*	*34.6*
Staff person	*6*	*23.1*
Sexual & Relationship Violence Response Team	*4*	*15.4*
Syracuse Department of Public Safety	*4*	*15.4*
Student staff (e.g., resident advisor)	*2*	*7.7*
Syracuse Health Services	*2*	*7.7*
Office of Student Assistance	*1*	*3.8*
Hendricks Chapel	*0*	*0.0*
Faculty member	*0*	*0.0*
Faculty and Staff Assistance Program (FSAP)	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*0*	*0.0*
I confronted the person(s) later.	24	11.1
I confronted the person(s) at the time.	23	10.6
I told a family member	23	10.6
A response not listed above	21	9.7
I sought information online.	16	7.4
I sought support from off-campus hot-line/advocacy services.	5	2.3
I contacted a local law enforcement official.	4	1.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	2	0.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 217). Percentages may not sum to 100 as a result of multiple responses.

Table B88. **Did you report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Question 35sc)**

Reported conduct	*n*	%
No, I didn't report it.	194	91.1
Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	13	6.1
Yes, I reported the incident and was satisfied with the outcome.	*2*	*15.4*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*6*	*46.2*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*5*	*38.5*
Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.	6	2.8
Yes, I reported the incident and was satisfied with the outcome.	*2*	*40.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*1*	*20.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*2*	*40.0*

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 217). Percentages may not sum to 100 as a result of multiple responses.

Table B89. Tenured and Tenure-Track Faculty only: **As a faculty member, I feel (or felt)… (Question 38)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	%	n	%	n	%	n	%
The criteria for tenure are clear.	79	23.7	166	49.7	67	20.1	22	6.6
The tenure standards/promotion standards are applied equally to faculty in my college.	46	13.9	125	37.8	114	34.4	46	13.9
Supported and mentored during the tenure-track years.	64	20.5	136	43.6	78	25.0	34	10.9
Syracuse policies for delay of the tenure clock are used by all eligible faculty. Research is valued at Syracuse.	60	19.3	155	49.8	70	22.5	26	8.4
Teaching is valued at Syracuse.	53	15.8	191	56.8	72	21.4	20	6.0
Service contributions are valued at Syracuse.	25	7.5	151	45.1	113	33.7	46	13.7
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	20	6.3	51	16.0	154	48.3	94	29.5
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	67	20.1	97	29.0	136	40.7	34	10.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	74	22.7	115	35.3	131	40.2	6	1.8
Faculty members in my department who use family accommodation policies (FMLA) are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	10	3.2	35	11.3	199	64.0	67	21.5
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	7	2.1	112	33.8	109	32.9	103	31.1

Table B89 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	N	%	n	%	n	%	n	%
Faculty opinions are valued at Syracuse.	5	1.5	115	35.3	123	37.7	83	25.5
I would like more opportunities to participate in substantive committee assignments.	19	5.7	19	5.7	184	55.6	42	12.7
I have opportunities to participate in substantive committee assignments.	36	11.0	198	60.6	74	22.6	19	5.8

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 ($n = 338$).

Table B90. Non-Tenure-Track/Adjunct only: **As an employee with a non-tenure-track appointment at Syracuse, I feel (or felt)…**
(Question 40)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria for contract renewal are clear.	18	13.1	59	43.1	41	29.9	19	13.9
The criteria used for contract renewal are applied equally to all positions.	11	8.5	47	36.4	47	36.4	24	18.6
There are clear expectations of my responsibilities.	31	22.6	62	45.3	30	21.9	14	10.2
Research is valued at Syracuse.	54	40.3	63	47.0	11	8.2	6	4.5
Teaching is valued at Syracuse.	28	20.4	57	41.6	40	29.2	12	8.8
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	9	6.9	20	15.3	85	64.9	17	13.0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	23	17.3	51	38.3	55	41.4	4	3.0
Pressured to do extra work that is uncompensated.	16	11.9	39	28.9	66	48.9	14	10.4
Senior administrators (e.g., department head, dean, provost) take Non-Tenure-Track opinions seriously.	19	14.4	50	37.9	36	27.3	27	20.5

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track academic appointments in Question 1 (*n* = 141).

Table B91. All Faculty: **As a faculty member, I feel... (Question 42)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	33	6.2	243	45.3	178	33.2	82	15.3
Salaries for adjunct professors are competitive.	17	3.4	177	35.2	206	41.0	103	20.5
Health insurance benefits are competitive.	75	13.8	356	65.7	86	15.9	25	4.6
Childcare benefits are competitive.	27	6.1	252	56.9	120	27.1	44	9.9
Retirement/supplemental benefits are competitive.	85	16.5	342	66.5	70	13.6	17	3.3
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	35	6.7	89	17.1	299	57.6	96	18.5
People who have children or eldercare responsibilities are burdened with balancing work and family responsibilities (e.g., evening and weekend programming, workload brought home, Syracuse breaks not scheduled with school district breaks).	72	14.5	244	49.2	157	31.7	23	4.6
Syracuse provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	26	5.1	248	48.8	180	35.4	54	10.6
My colleagues include me in opportunities that will help my career as much as they do others in my position.	48	9.1	308	58.1	127	24.0	47	8.9
The performance evaluation process is clear.	51	9.2	233	41.8	197	35.4	76	13.6
Syracuse provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	75	13.5	288	51.8	137	24.6	56	10.1
Positive about my career opportunities at Syracuse.	65	11.8	288	52.3	144	26.1	54	9.8
Syracuse is a good place to work.	86	15.6	342	62.1	89	16.2	34	6.2

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 583).

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Table B92. All Staff and Administrators only: **As a staff member, I feel… (Question 44)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	428	27.7	670	43.4	303	19.6	142	9.2
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	415	27.0	825	53.6	233	15.1	65	4.2
I am included in opportunities that will help my career as much as others in similar positions.	288	19.0	654	43.1	419	27.6	157	10.3
I receive annual performance evaluations.	519	33.7	756	49.1	161	10.5	103	6.7
The performance evaluation process is clear.	294	19.2	680	44.4	402	26.3	154	10.1
The performance evaluation process is productive.	294	19.2	680	44.4	402	26.3	154	10.1
My supervisor provides adequate support for me to manage work-life balance.	556	36.5	723	47.4	175	11.5	71	4.7
I am able to complete my assigned duties during scheduled hours.	285	18.7	684	44.9	402	26.4	154	10.1
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	410	26.7	381	24.9	598	39.0	144	9.4
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	180	11.8	406	26.5	772	50.5	172	11.2
I am given a reasonable time frame to complete assigned responsibilities.	276	18.0	994	64.9	223	14.6	39	2.5

Table B92 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	95	6.3	207	13.6	903	59.5	312	20.6
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	95	6.3	265	17.7	947	63.1	193	12.9
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	192	12.8	445	29.7	733	49.0	126	8.4
There is a hierarchy within staff positions that values some voices more than others.	415	27.4	639	42.1	391	25.8	72	4.7
People who have children or eldercare responsibilities are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Syracuse breaks not scheduled with school district breaks).	139	9.5	595	40.8	629	43.1	96	6.6
Syracuse provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, elder care, housing location assistance, transportation).	113	7.8	857	58.9	404	27.8	81	5.6

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 1,560).

Table B93. All Staff and Administrators only: **As a staff member, I feel… (Question 46)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Syracuse provides me with resources to pursue training/professional development opportunities.	260	17.2	816	53.9	326	21.5	113	7.5
My supervisor provides me with resources to pursue training/professional development opportunities.	303	20.2	714	47.7	369	24.6	111	7.4
Syracuse is supportive of taking extended leave (e.g., FMLA, parental).	184	13.4	943	68.9	189	13.8	53	3.9
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	417	28.6	884	60.6	122	8.4	36	2.5
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	31	2.4	152	11.7	889	68.3	230	17.7
Syracuse policies (e.g., FMLA) are fairly applied across Syracuse.	85	6.8	805	64.0	279	22.2	88	7.0
Syracuse is supportive of flexible work schedules.	197	13.3	815	55.2	357	24.2	108	7.3
Staff salaries are competitive.	55	3.7	409	27.5	583	39.2	441	29.6
Vacation and personal time packages are competitive.	360	23.9	970	64.4	121	8.0	56	3.7
Health insurance benefits are competitive.	260	17.6	990	66.9	177	12.0	53	3.6
Childcare benefits are competitive.	118	9.4	778	62.1	288	23.0	69	5.5

Table B93 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Retirement benefits are competitive.	346	24.0	916	63.6	133	9.2	46	3.2
Staff opinions are valued on Syracuse committees.	56	4.0	687	49.0	479	34.1	181	12.9
Staff opinions are valued by Syracuse faculty and administration.	53	3.8	542	38.8	556	39.8	246	17.6
There are clear expectations of my responsibilities.	245	16.2	901	59.7	287	19.0	76	5.0
There are clear procedures on how I can advance at Syracuse.	73	5.0	366	25.0	708	48.4	315	21.5
Positive about my career opportunities at Syracuse.	141	9.7	629	43.2	497	34.1	190	13.0
Syracuse is a good place to work.	380	25.6	949	64.0	125	8.4	29	2.0

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 1,560).

Table B94. Master's Degree and Doctoral Degree Candidates only: **As a graduate student, I feel… (Question 48)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	284	29.2	458	47.1	163	16.8	68	7.0
My department advisor provides clear expectations.	302	31.1	470	48.5	147	15.2	51	5.3
My advisor responds to my emails, calls, or voicemails in a prompt manner.	419	43.5	450	46.7	71	7.4	24	2.5
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	366	37.8	520	53.7	70	7.2	12	1.2
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	419	43.2	497	51.3	45	4.6	8	0.8
There are adequate opportunities for me to interact with other university faculty outside of my department.	205	21.2	397	41.0	281	29.0	86	8.9
I receive support from my advisor to pursue personal research interests.	327	34.2	415	43.4	415	43.4	59	6.2
My department faculty members encourage me to produce publications and present research.	300	31.2	430	44.7	174	18.1	57	5.9
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	252	26.2	388	40.3	245	25.4	78	8.1
I feel comfortable sharing my professional goals with my advisor.	392	41.0	409	42.8	116	12.1	38	4.0

Note: Table includes answers only from those respondents who indicated that they were a Master's Degree or Doctoral Degree Candidate in Question 1 (*n* = 976).

Table B95. **Within the past year, have you OBSERVED any conduct, directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working, learning, or living environment at Syracuse? (Question 81)**

Observed conduct	*n*	%
No	3,934	68.8
Yes	1,780	31.2

Table B96. **Who/what was the target of the conduct? (Mark all that apply.) (Question 82)**

Source	*n*	%
Student	1,105	62.1
Friend	455	25.6
Co-worker	269	15.1
Stranger	252	14.2
Staff member	213	12.0
Faculty member	198	11.1
Don't know target	116	6.5
Student employee (e.g., resident advisor, peer mentor, tutor)	105	5.9
Teaching assistant/graduate assistant/tutor	86	4.8
A source not listed above	62	3.5
Social networking site (e.g., Facebook, Twitter, Yik Yak)	62	3.5
Off-campus community member	44	2.5
Department chair/head/director	31	1.7
Academic adviser	26	1.5
Senior administration (e.g., president, provost, dean, vice provost, vice president)	24	1.3
Supervisor	19	1.1
Person whom I supervise	18	1.0
Syracuse Department of Public Safety	14	0.8
Alumni	12	0.7
Parent or family member	12	0.7
Syracuse Health Services	9	0.5
Syracuse media (e.g., Daily Orange, Citrus TV)	7	0.4
Syracuse Police Department	5	0.3
Athletic coach/trainer	4	0.2
Donor	2	0.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780).
Percentages may not sum to 100 as a result of multiple responses.

Table B97. **Who/what was the source of the conduct? (Mark all that apply.) (Question 83)**

Source	n	%
Student	990	55.6
Faculty member	286	16.1
Stranger	254	14.3
Staff member	181	10.2
Co-worker	149	8.4
Department chair/head/director	134	7.5
Don't know source	125	7.0
Friend	123	6.9
Supervisor	105	5.9
Senior administration (e.g., president, provost, dean, vice provost, vice president)	98	5.5
A source not listed above	96	5.4
Social networking site (e.g., Facebook, Twitter, Yik Yak)	86	4.8
Academic adviser	58	3.3
Teaching assistant/graduate assistant/tutor	44	2.5
Student employee (e.g., resident advisor, peer mentor, tutor)	42	2.4
Off-campus community member	34	1.9
Syracuse Department of Public Safety	28	1.6
Syracuse Police Department	19	1.1
Syracuse Health Services	15	0.8
Syracuse media (e.g., Daily Orange, Citrus TV)	14	0.8
Alumni	12	0.7
Athletic coach/trainer	9	0.5
Parent or family member	9	0.5
Donor	4	0.2
Person whom I supervise	4	0.2

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780).
Percentages may not sum to 100 as a result of multiple responses.

Table B98. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 84)**

Basis	*n*	%
Ethnicity	580	32.6
Racial identity	512	28.8
Gender/gender identity	422	23.7
Don't know	302	17.0
Sexual identity/orientation	245	13.8
Position (e.g., staff, faculty, student)	231	13.0
Socioeconomic status	229	12.9
Gender expression	214	12.0
Physical characteristics	207	11.6
English language proficiency/accent	202	11.3
Political views	202	11.3
Age	162	9.1
Immigrant/citizen status	153	8.6
Academic performance	139	7.8
Religious/spiritual views	139	7.8
A reason not listed above	135	7.6
Philosophical views	132	7.4
Mental health/psychological disability/condition	123	6.9
Learning disability/condition	88	4.9
Participation in an organization	88	4.9
Physical disability/condition	87	4.9
Major field of study	83	4.7
Location where I grew up	71	4.0
Medical disability/condition	71	4.0
Educational credentials (e.g., MS, PhD)	64	3.6
Living arrangement	27	1.5
Parental status (e.g., having children)	27	1.5
Marital status (e.g., single, married, partnered)	25	1.4
Pregnancy	21	1.2
Military/veteran status	10	0.6
Participation on an athletic team	10	0.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780).
Percentages may not sum to 100 due to multiple responses.

Table B99. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 85)**

Observed	*n*	%
Person was disrespected	945	53.1
Person received derogatory or inappropriate verbal remarks	776	43.6
Person ignored or excluded	663	37.2
Person isolated or left out	583	32.8
Person intimidated/bullied	481	27.0
Racial/ethnic profiling	385	21.6
Person being stared at	234	13.1
Assumption that someone was admitted/hired/promoted based on his/her identity	227	12.8
Person received inappropriate/unsolicited messages on-line (e.g., Facebook, Twitter, Yik Yak)	190	10.7
Person was the target of workplace incivility	191	10.7
Person received inappropriate written comments	135	7.6
Person was singled out as the spokesperson for their identity group	134	7.5
Person received inappropriate derogatory phone calls/text messages/email	130	7.3
Person was the target of retaliation	130	7.3
Person received a low or unfair performance evaluation	111	6.2
Assumption that someone was not admitted/hired/promoted based on his/her identity	95	5.3
Something not listed above	90	5.1
Person feared for their safety	78	4.4
Person was the target of unwanted sexual contact	72	4.0
Person received a poor grade	55	3.1
Person received threats of physical violence	47	2.6
Person was unfairly evaluated in the promotion and tenure process	46	2.6
Person was the target of graffiti/vandalism	27	1.5
Person was stalked	22	1.2
Person feared for their family's safety	7	0.4

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780).
Percentages may not sum to 100 due to multiple responses.

Table B100. **Where did the conduct occur? (Mark all that apply.) (Question 86)**

Location	*n*	%
In a public space at Syracuse	495	27.8
In an on-campus class/lab/clinical setting	338	19.0
In a meeting with a group of people	286	16.1
At a Syracuse event	252	14.2
While walking on campus	252	14.2
In campus housing	236	13.3
While working at a Syracuse job	230	12.9
On social networking sites, Facebook, Twitter, Yik Yak	211	11.9
In fraternity or sorority house	175	9.8
In a Syracuse administrative office	169	9.5
Off campus (e.g., conferences, local bars, team travel)	168	9.4
In a Syracuse dining facility	119	6.7
In off-campus housing	118	6.6
In a meeting with one other person	105	5.9
At a location not listed above	97	5.4
In a faculty office	85	4.8
In a Syracuse library (e.g., Bird, Carnegie, Law Library)	76	4.3
On-campus transportation (e.g., Centro, campus shuttle)	46	2.6
In athletic/recreational facilities	40	2.2
On Syracuse media (e.g., Daily Orange, Citrus TV)	34	1.9
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	32	1.8
In Syracuse Health Services	18	1.0
In the Syracuse Counseling Center	11	0.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780).
Percentages may not sum to 100 as a result of multiple responses.

Table B101. **How did you feel after observing the conduct? (Mark all that apply.) (Question 87)**

Feeling	*n*	%
I felt angry.	1,207	67.8
I felt embarrassed.	534	30.0
I ignored it.	252	14.2
An experience not listed above	228	12.8
I felt somehow responsible.	174	9.8
I felt afraid.	173	9.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780).
Percentages may not sum to 100 as a result of multiple responses.

Table B102. What did you do in response to observing the conduct? (Mark all that apply.) (Question 88)

Response	*n*	%
I didn't do anything.	669	37.6
I told a friend	477	26.8
I confronted the person(s) at the time.	268	15.1
I avoided the person/venue.	250	14.0
A response not listed above	237	13.3
I didn't know who to go to.	221	12.4
I told a family member	214	12.0
I confronted the person(s) later.	211	11.9
I contacted a Syracuse resource.	112	6.3
Faculty member	*37*	*33.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*33*	*29.5*
Staff person	*33*	*29.5*
Title IX Coordinator	*19*	*17.0*
Counseling Center	*16*	*14.3*
Student staff (e.g., resident advisor)	*15*	*13.4*
Office of Human Resources	*13*	*11.6*
Office of Student Assistance	*8*	*7.1*
Syracuse Department of Public Safety	*8*	*7.1*
Faculty and Staff Assistance Program (FSAP)	*5*	*4.5*
Hendricks Chapel	*4*	*3.6*
Sexual & Relationship Violence Response Team	*3*	*2.7*
Syracuse Health Services	*0*	*0.0*
I sought information online.	46	2.6
I contacted a local law enforcement official.	16	0.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	13	0.7
I sought support from off-campus hot-line/advocacy services.	8	0.4

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780).
Percentages may not sum to 100 as a result of multiple responses.

Table B103. **Did you report the conduct? (Question 89)**

Reported conduct	*n*	%
No, I didn't report it.	1,521	89.8
Yes, I reported it.	172	10.2
Yes, I reported the incident and was satisfied with the outcome.	31	25.4
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	36	29.5
Yes, I reported the incident, but felt that it was not responded to appropriately.	55	45.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 1,780). Percentages may not sum to 100 as a result of multiple responses.

Table B104. Faculty/Staff only: **Have you observed <u>hiring</u> practices at Syracuse (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community? (Question 91)**

Observed hiring practices	*n*	%
No	1,609	76.1
Yes	506	23.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,143).

Table B105. Faculty/Staff only: **I believe that the unjust <u>hiring</u> practices were based upon:**
(Mark all that apply.) (Question 92)

Characteristic	*n*	%
Nepotism/cronyism	130	25.7
Ethnicity	120	23.7
Gender/gender identity	98	19.4
A reason not listed above	90	17.8
Racial identity	89	17.6
Age	88	17.4
Position (e.g., staff, faculty, student)	49	9.7
Educational credentials (e.g., MS, PhD)	46	9.1
Don't know	27	5.3
Marital status (e.g., single, married, partnered)	22	4.3
Sexual identity/orientation	19	3.8
Philosophical views	17	3.4
English language proficiency/accent	16	3.2
Immigrant/citizen status	16	3.2
Major field of study	16	3.2
Parental status (e.g., having children)	15	3.0
Political views	14	2.8
Socioeconomic status	13	2.6
Gender expression	9	1.8
Military/veteran status	8	1.6
Physical characteristics	8	1.6
Participation in an organization	6	1.2
Physical disability/condition	6	1.2
Religious/spiritual views	6	1.2
Location where I grew up	5	1.0
Pregnancy	5	1.0
Living arrangement	4	0.8
Learning disability/condition	2	0.4
Mental health/psychological disability/condition	2	0.4
Medical disability/condition	1	0.2

Note: Table includes answers only from those respondents who indicated that they observed discriminatory hiring practices (*n* = 506). Percentages may not sum to 100 as a result of multiple responses.

Table B106. Faculty/Staff only: **Have you observed <u>promotion/tenure/reappointment/reclassification</u> practices at Syracuse that you perceive to be unjust? (Question 94)**

Observed	*n*	%
No	1,475	70.5
Yes	617	29.5

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,143).

Table B107. Faculty/Staff only: **I believe the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Mark all that apply.) (Question 95)**

Characteristic	*n*	%
Nepotism/cronyism	151	24.5
A reason not listed above	133	21.6
Position (e.g., staff, faculty, student)	113	18.3
Gender/gender identity	107	17.3
Ethnicity	84	13.6
Racial identity	80	13.0
Age	74	12.0
Educational credentials (e.g., MS, PhD)	65	10.5
Don't know	63	10.2
Philosophical views	35	5.7
Political views	27	4.4
Major field of study	26	4.2
Sexual identity/orientation	21	3.4
Marital status (e.g., single, married, partnered)	16	2.6
Socioeconomic status	16	2.6
Parental status (e.g., having children)	14	2.3
Gender expression	6	1.0
Mental health/psychological disability/condition	6	1.0
Participation in an organization	6	1.0
Physical characteristics	6	1.0
Physical disability/condition	6	1.0
Immigrant/citizen status	5	0.8
Pregnancy	5	0.8
Religious/spiritual views	5	0.8
English language proficiency/accent	4	0.6
Medical disability/condition	4	0.6
Military/veteran status	3	0.5
Participation on an athletic team	3	0.5
Location where I grew up	2	0.3
Learning disability/condition	1	0.2
Living arrangement	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices related to promotion/tenure/reappointment/reclassification (*n* = 617). Percentages may not sum to 100 as a result of multiple responses.

Table B108. Faculty/Staff only: **Have you have observed <u>employment-related discipline or action, up to and including dismissal</u> at Syracuse that you perceive to be unjust or that would inhibit diversifying the community? (Question 97)**

Observed	*n*	%
No	1,814	86.3
Yes	287	13.7

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,143).

Table B109. Faculty/Staff only: **I believe the unjust <u>employment-related disciplinary actions</u> were based upon: (Mark all that apply.) (Question 98)**

Characteristic	*n*	%
A reason not listed above	79	27.5
Position (e.g., staff, faculty, student)	65	22.6
Age	57	19.9
Don't know	43	15.0
Ethnicity	33	11.5
Philosophical views	33	11.5
Gender/gender identity	32	11.1
Racial identity	28	9.8
Socioeconomic status	13	4.5
Political views	12	4.2
Academic performance	11	3.8
Educational credentials (e.g., MS, PhD)	11	3.8
Medical disability/condition	10	3.5
Mental health/psychological disability/condition	10	3.5
Sexual identity/orientation	9	3.1
Gender expression	5	1.7
Major field of study	5	1.7
Physical disability/condition	5	1.7
English language proficiency/accent	4	1.4
Learning disability/condition	4	1.4
Marital status (e.g., single, married, partnered)	4	1.4
Parental status (e.g., having children)	4	1.4
Physical characteristics	4	1.4
Immigrant/citizen status	3	1.0
Religious/spiritual views	2	0.7
Living arrangement	1	0.3
Military/veteran status	1	0.3
Participation in an organization	1	0.3
Location where I grew up	0	0.0
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed unjust employment-related disciplinary actions (*n* = 287). Percentages may not sum to 100 as a result of multiple responses.

Table B110. **Using a scale of 1-5, please rate the overall campus climate at Syracuse on the following dimensions: (Question 100)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/Hostile	1,404	24.7	2,386	42.0	1,468	25.8	351	6.2	71	1.3	2.6	1.0
Inclusive/Exclusive	960	17.0	2,032	36.0	1,637	29.0	784	13.9	234	4.1	2.9	1.0
Improving/Regressing	960	17.1	2,136	38.1	1,772	31.6	529	9.4	211	3.8	3.1	1.2
Positive for persons with disabilities/Negative	1,157	20.8	2,022	36.3	1,604	28.8	596	10.7	187	3.4	2.6	1.0
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	1,335	24.0	2,323	41.8	1,464	26.3	362	6.5	74	1.3	2.4	0.9
Positive for people of various religious/ spiritual backgrounds/Negative	1,417	25.3	2,307	41.3	1,447	25.9	335	6.0	84	1.5	2.5	0.9
Positive for People of Color/Negative	1,344	24.0	2,065	36.9	1,338	23.9	630	11.3	213	3.8	2.7	1.1
Positive for men/Negative	2,325	41.5	2,023	36.1	1,034	18.5	162	2.9	56	1.0	2.1	1.0
Positive for women/Negative	1,355	24.1	2,178	38.8	1,424	25.4	539	9.6	115	2.0	2.7	1.0
Positive for non-native English speakers/Negative	895	16.1	1,690	30.4	1,807	32.5	936	16.8	235	4.2	2.9	1.0
Positive for people who are not U.S. citizens/Negative	1,060	19.1	1,813	32.6	1,792	32.2	708	12.7	188	3.4	2.8	1.0
Welcoming/Not welcoming	1,443	25.6	2,344	41.5	1,283	22.7	460	8.2	112	2.0	2.7	1.0
Respectful/Disrespectful	1,249	22.2	2,259	40.2	1,405	25.0	557	9.9	144	2.6	2.8	1.0
Positive for people of high socioeconomic status/Negative	3,104	55.6	1,581	28.3	755	13.5	84	1.5	61	1.1	1.7	0.9
Positive for people of low socioeconomic status/Negative	751	13.5	1,252	22.4	1,597	28.6	1,317	23.6	660	11.8	3.4	1.1
Positive for people of various political affiliations/Negative	1,025	18.4	1,683	30.2	2,206	39.6	484	8.7	169	3.0	2.9	0.9
Positive for people in active military/veteran status/Negative	2,135	38.3	1,950	35.0	1,354	24.3	108	1.9	27	0.5	1.9	0.9

Table B111. **Using a scale of 1-5, please rate the overall campus climate at Syracuse on the following dimensions: (Question 101)**

| | 1 | | 2 | | 3 | | 4 | | 5 | | | **Standard** |
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	**Mean**	**Deviation**
Not racist/Racist	1,042	18.5	1,872	33.3	1,617	28.7	881	15.6	218	3.9	2.9	1.0
Not sexist/Sexist	1,023	18.2	1,782	31.8	1,679	29.9	897	16.0	228	4.1	3.0	1.0
Not homophobic/Homophobic	1,208	21.9	2,017	36.5	1,707	30.9	496	9.0	97	1.8	2.6	0.9
Not biphobic/Biphobic	1,222	22.3	1,983	36.1	1,836	33.4	352	6.4	96	1.7	2.6	0.9
Not transphobic/Transphobic	1,146	21.0	1,797	32.9	1,742	31.9	609	11.1	172	3.1	2.7	1.0
Not ageist/Ageist	1,268	23.0	1,781	32.3	1,691	30.7	597	10.8	180	3.3	3.1	1.0
Not classist (socioeconomic status)/Classist	824	14.9	1,329	24.0	1,456	26.3	1,269	22.9	654	11.8	3.3	1.0
Not classist (position: faculty, staff, student)/Classist	980	17.7	1,497	27.1	1,656	30.0	914	16.5	477	8.6	3.6	1.1
Disability friendly (not ableist)/Not disability friendly (ableist)	1,254	22.7	1,976	35.8	1,558	28.2	532	9.6	198	3.6	2.7	1.0
Not xenophobic/Xenophobic	1,164	21.2	1,791	32.6	1,853	33.7	539	9.8	152	2.8	2.8	0.9
Not ethnocentric/Ethnocentric	1,057	19.2	1,689	30.7	1,808	32.9	683	12.4	264	4.8	2.9	1.0

Table B112. Students only: **Please indicate the extent to which you agree with each of the following statements: (Question 102)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by Syracuse faculty.	803	22.5	1,708	47.9	694	19.5	288	8.1	71	2.0
I feel valued by Syracuse staff.	744	21.0	1,644	46.3	839	23.6	255	7.2	68	1.9
I feel valued by my department/program.	961	27.1	1,432	40.4	721	20.3	319	9.0	110	3.1
I feel valued by Syracuse senior administrators (e.g., dean, vice president, provost).	534	15.0	1,044	29.4	1,202	33.9	498	14.0	272	7.7
I feel valued by faculty in the classroom.	851	23.9	1,801	50.7	659	18.5	189	5.3	55	1.5
I feel valued by other students in the classroom.	639	18.0	1,583	44.7	959	27.1	283	8.0	81	2.3
I feel valued by other students outside of the classroom.	622	17.6	1,506	42.6	1,015	28.7	284	8.0	108	3.1
I think that faculty pre-judge my abilities based on their perception of my identity/background.	441	12.5	885	25.0	1,020	28.8	895	25.3	299	8.4
I believe that the campus climate encourages free and open discussion of difficult topics.	575	16.2	1,414	39.9	915	25.8	455	12.9	181	5.1
I have faculty whom I perceive as role models.	1,086	30.6	1,494	42.1	663	18.7	233	6.6	73	2.1
I have staff whom I perceive as role models.	768	21.6	1,239	34.9	1,076	30.3	358	10.1	108	3.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Table B113. Faculty only: **Please indicate the extent to which you agree with each of the following statements: (Question 103)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	190	32.8	219	37.8	81	14.0	63	10.9	27	4.7
I feel valued by my department/program chair.	221	38.6	189	33.0	72	12.6	57	9.9	34	5.9
I feel valued by other faculty at Syracuse.	126	22.0	250	43.6	135	23.6	47	8.2	15	2.6
I feel valued by students in the classroom.	218	38.2	254	44.6	73	12.8	19	3.3	6	1.1
I feel valued by Syracuse senior administrators (e.g., dean, vice president, provost).	72	12.5	160	27.8	152	26.4	98	17.0	98	17.0
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	35	6.2	118	21.0	160	28.5	158	28.2	90	16.0
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	32	5.8	87	15.7	148	26.7	163	29.4	125	22.5
I believe that Syracuse encourages free and open discussion of difficult topics.	41	7.1	166	28.9	164	28.6	130	22.6	73	12.7
I feel that my research/scholarship is valued.	75	13.3	218	38.7	144	25.5	83	14.7	44	7.8
I feel that my teaching is valued.	112	19.5	258	44.9	99	17.2	70	12.2	35	6.1
I feel that my service contributions are valued.	88	15.4	204	35.7	135	23.6	105	18.4	39	6.8
I feel that my academic advising contributions are valued.	66	11.9	162	29.3	180	32.5	102	18.4	43	7.8

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 583).

Table B114. Staff only: **Please indicate the extent to which you agree with the following statements: (Question 104)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by co-workers in my department.	560	36.1	746	48.1	132	8.5	72	4.6	40	2.6
I feel valued by co-workers outside my department.	405	26.3	749	48.6	268	17.4	97	6.3	23	1.5
I feel valued by my supervisor/manager.	561	36.3	603	39.0	176	11.4	133	8.6	72	4.7
I feel valued by Syracuse students.	342	22.6	541	35.8	518	34.3	90	6.0	90	6.0
I feel valued by Syracuse faculty.	184	12.2	481	31.9	599	39.8	178	11.8	64	4.2
I feel valued by Syracuse senior administrators (e.g., dean, vice president, provost).	185	12.1	446	29.2	488	32.0	279	18.3	129	8.4
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	65	4.3	205	13.4	423	27.7	535	35.1	297	19.5
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	68	4.5	214	14.1	360	23.6	512	33.6	369	24.2
I think that faculty pre-judge my abilities based on their perception of my identity/background.	68	4.6	222	15.0	582	39.3	384	25.9	224	15.1
I believe that my department/program encourages free and open discussion of difficult topics.	232	15.2	518	33.9	375	24.6	258	16.9	143	9.4
I feel that my skills are valued.	336	21.8	731	47.4	207	13.4	188	12.2	81	5.2
I feel that my work is valued.	356	23.0	719	46.5	217	14.0	178	11.5	75	4.9

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,560).

Table B115. Respondents with disabilities only: **Within the past year, have you experienced a barrier in any of the following areas at Syracuse? (Question 105)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic/recreational facilities	83	14.7	325	57.5	157	27.8
Carrier Dome	66	11.8	355	63.5	138	24.7
Classroom buildings	125	22.3	376	67.1	59	10.5
Classrooms, labs (including computer labs)	97	17.4	372	66.9	87	15.6
Counseling Center	74	13.4	74	13.4	185	33.5
Dining facilities	67	12.1	331	60.0	154	27.9
Doors	108	19.5	391	70.7	54	9.8
Elevators/lifts	91	16.5	400	72.5	61	11.1
Emergency preparedness	56	10.2	387	70.5	106	19.3
Syracuse Health Services	87	15.8	304	55.4	158	28.8
Office furniture (e.g., chair, desk)	83	15.1	409	74.5	57	10.4
Campus transportation/parking	171	31.4	317	58.2	57	10.5
Other campus buildings Podium	25	4.6	345	63.9	170	31.5
Residence Hall	53	9.7	269	49.0	227	41.3
South Campus Apartments	34	6.2	265	48.4	249	45.4
Restrooms	107	19.3	394	71.2	52	9.4
Schine Student Center	60	11.0	417	76.2	70	12.8
Signage	59	10.8	394	72.4	91	16.7
Studios/performing arts spaces	33	6.1	312	57.2	200	36.7
Temporary barriers due to construction or maintenance	177	32.2	307	55.8	66	12.0
Walkways, pedestrian paths, crosswalks	177	32.0	328	59.3	48	8.7
Technology/Online Environment						
Accessible electronic format	104	19.3	368	68.4	66	12.3
Blackboard	117	21.7	345	63.9	78	14.4
Clickers/Apps	59	11.0	319	59.7	156	29.2
Computer equipment (e.g., screens, mouse, keyboard)	119	22.2	365	68.0	53	9.9
Electronic forms	78	14.6	401	75.0	56	10.5
Electronic signage	51	9.6	397	74.8	83	15.6
Electronic surveys (including this one)	54	10.1	436	81.5	45	8.4
Kiosks	36	6.8	364	68.8	129	24.4
Library database	53	10.0	397	74.9	80	15.1

| | Yes | | No | | Not applicable | |
Table B115 cont.	*n*	%	*n*	%	*n*	%
Phone/phone equipment	64	12.0	396	74.2	74	13.9
Software (e.g., voice recognition/audiobooks/close captioning)	66	12.5	363	68.6	100	18.9
Video/video audio description	53	10.0	376	70.7	103	19.4
Website	102	19.2	392	73.7	38	7.1
Identity						
Electronic databases (e.g., PeopleSoft)	62	11.5	382	71.0	94	17.5
Email account	68	12.7	434	81.1	33	6.2
Intake forms (e.g., Health Services)	40	7.5	370	69.4	123	23.1
Learning technology	46	8.6	388	72.7	100	18.7
Surveys	45	8.5	449	84.4	38	7.1
Instructional/Campus Materials						
Brochures	44	8.2	411	77.0	79	14.8
Food menus	74	13.9	354	66.5	104	19.5
Forms	54	10.1	411	77.0	69	12.9
Journal articles	51	9.6	405	75.8	78	14.6
Library books	44	8.3	402	75.8	84	15.8
Other publications	42	7.9	413	77.8	76	14.3
Syllabi	55	10.4	389	73.3	87	16.4
Textbooks/handouts/PowerPoint	79	14.9	364	68.7	87	16.4
Video-closed captioning and text description	56	10.7	345	65.7	124	23.6

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 68 ($n = 607$).

Table B116. Respondents who identify as trans* only: **Within the past year, have you experienced a barrier in any of the following areas at Syracuse? (Question 107)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	2	28.6	2	28.6	3	42.9
Changing rooms/locker rooms	2	28.6	1	14.3	4	57.1
Residence halls	1	14.3	1	14.3	5	71.4
South Campus Apartments	1	14.3	1	14.3	5	71.4
Greek houses	1	14.3	1	14.3	5	71.4
Restrooms	5	71.4	2	28.6	0	0.0
Signage	2	28.6	2	28.6	3	42.9
Identity Accuracy						
Syracuse College ID card	2	28.6	5	71.4	0	0.0
Electronic databases (e.g., PeopleSoft)	3	42.9	4	57.1	0	0.0
Email account	2	28.6	5	71.4	0	0.0
Intake forms (e.g., Health Services)	1	14.3	3	42.9	3	42.9
Learning technology	1	14.3	3	42.9	3	42.9
Public Affairs	2	28.6	2	28.6	3	42.9
Surveys	3	42.9	4	57.1	0	0.0

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 51 and did not indicate that they have a disability (*n* = 7).

Table B117. Faculty only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Syracuse. (Question 109)**

	If this initiative IS available at Syracuse								If this initiative IS NOT available at Syracuse							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	281	48.2	60	10.3	20	3.4	361	61.9	94	16.1	15	2.6	6	1.0	115	19.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	104	17.8	64	11.0	9	1.5	177	30.4	194	33.3	64	11.0	25	4.3	283	48.5
Providing diversity and inclusivity training for faculty	120	20.6	73	12.5	16	34.9	209	64.2	186	31.9	58	9.9	19	3.3	263	45.1
Providing faculty with toolkits to create an inclusive classroom environment	89	15.3	58	9.9	10	1.7	157	26.9	239	41.0	59	10.1	9	1.5	307	52.7
Providing faculty with supervisory training	80	13.7	61	10.5	15	2.6	156	26.8	207	35.5	74	12.7	23	3.9	304	52.1
Providing access to counseling for people who have experienced harassment	311	53.3	50	8.6	5	0.9	366	62.8	84	14.4	10	1.7	3	0.5	97	16.6
Providing mentorship for new faculty	321	55.1	31	5.3	8	1.4	360	61.7	113	19.4	7	1.2	2	0.3	122	20.9
Providing a clear process to resolve conflicts	177	30.4	47	8.1	2	0.3	222	38.8	215	36.9	20	3.4	1	0.2	236	40.5
Providing a fair process to resolve conflicts	186	31.9	33	5.7	3	0.5	222	38.1	213	36.5	16	2.7	1	0.2	230	39.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	78	13.4	72	12.3	22	3.8	172	29.5	142	24.4	80	13.7	61	10.5	283	48.5

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Table B117 cont'd

	If this initiative IS available at Syracuse								If this initiative IS NOT available at Syracuse							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing equity and inclusivity training to search, promotion, and tenure committees	97	16.6	53	9.1	24	4.1	174	29.8	199	34.1	55	9.4	34	5.8	288	49.4
Providing career span development opportunities for faculty at all ranks	120	20.6	42	7.2	5	0.9	167	28.6	256	43.9	32	5.5	2	0.3	290	49.7
Providing affordable childcare	173	29.7	32	5.5	3	0.5	208	35.7	232	39.8	17	2.9	2	0.3	251	43.1
Providing support/resources for spouse/partner employment	199	34.1	35	6.0	8	1.4	242	41.5	201	34.5	20	3.4	3	0.5	224	38.4

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 583).

Table B118. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate at Syracuse. (Question 111)

	If this initiative IS available at Syracuse								If this initiative IS NOT available at Syracuse							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for staff	682	43.7	218	14.0	25	1.6	925	59.3	336	21.5	76	4.9	8	0.5	420	26.9
Providing access to counseling for people who have experienced harassment	980	62.8	143	9.2	10	0.6	1,133	72.6	176	11.3	15	1.0	5	0.3	196	12.6
Providing supervisors/managers with supervisory training	493	31.6	102	6.5	2	0.1	597	38.3	705	45.2	41	2.6	5	0.3	751	48.1
Providing faculty supervisors with supervisory training	412	26.4	97	6.2	1	0.1	510	32.7	667	42.8	48	3.1	4	0.3	719	46.1
Providing mentorship for new staff	423	27.1	75	4.8	2	0.1	500	32.1	761	48.8	61	3.9	5	0.3	827	53.0
Providing a clear process to resolve conflicts	513	32.9	134	8.6	8	0.5	655	42.0	598	38.3	34	2.2	6	0.4	638	40.9
Providing a fair process to resolve conflicts	553	35.4	107	6.9	8	0.5	668	42.8	564	36.2	35	2.2	5	0.3	604	38.7
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	475	30.4	201	12.9	65	4.2	741	47.5	315	20.2	121	7.8	53	3.4	489	31.3
Providing career development opportunities for staff	670	42.9	73	4.7	1	0.1	744	47.7	570	36.5	23	1.5	4	0.3	597	38.3
Providing affordable childcare	533	34.2	130	8.3	4	0.3	667	42.8	545	34.9	40	2.6	6	0.4	591	37.9
Providing support/resources for spouse/partner employment	509	32.6	153	9.8	42	2.7	704	45.1	471	30.2	74	4.7	10	0.6	555	35.6

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,560).

Table B119. Students only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Syracuse. (Question 113)**

	If this initiative IS available at Syracuse								If this initiative IS NOT available at Syracuse							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for students	1,535	42.6	531	14.7	42	1.2	2,108	58.5	662	18.4	189	5.2	29	0.8	880	24.4
Providing diversity and inclusivity training for staff	1,662	46.2	471	13.1	32	0.9	2,165	60.1	634	17.6	121	3.4	14	0.4	769	21.4
Providing diversity and inclusivity training for faculty	1,621	45.0	453	12.6	32	0.9	2,106	58.5	649	18.0	127	3.5	11	0.3	787	21.9
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	1,465	40.7	453	12.6	53	1.5	1,971	54.7	751	20.9	129	3.6	29	0.8	909	25.2
Providing a person to address student complaints of bias by other students in residence hall/apartment environments	1,589	44.1	480	13.3	43	1.2	2,112	58.7	596	16.6	115	3.2	31	0.9	742	20.6
Providing an online confidential resource for reporting bias related incidents	1,371	38.1	439	12.2	39	1.1	1,849	51.3	836	23.2	145	4.0	31	0.9	1,012	28.1
Increasing opportunities for cross-cultural dialogue among students	1,482	41.2	445	12.4	35	1.0	1,962	54.5	730	20.3	129	3.6	12	0.3	871	24.2
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	1,396	38.8	413	11.5	29	0.8	1,838	51.0	840	23.3	132	3.7	11	0.3	983	27.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,359	37.7	408	11.3	62	1.7	1,829	50.8	785	21.8	162	4.5	36	1.0	983	27.3

Table B119 cont'd

	If this initiative IS available at Syracuse								If this initiative IS NOT available at Syracuse							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals		Positively influences climate		Has no influence on climate		Negatively influences climate		Sub-Totals	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective faculty mentorship of students	1,615	44.8	369	10.2	17	0.5	2,001	55.6	742	20.6	74	2.1	8	0.2	824	22.9
Providing effective academic advising	1,762	48.9	394	10.9	41	1.1	2,197	61.0	565	15.7	51	1.4	5	0.1	621	17.2
Providing diversity and inclusivity training for RSO E-Boards	1,224	34.0	562	15.6	38	1.1	1,824	50.7	668	18.6	240	6.7	15	0.4	923	25.6
Providing diversity and inclusivity training for student staff (e.g., Schine Center, resident advisors)	1,527	42.4	469	13.0	35	1.0	2,031	56.4	584	16.2	163	4.5	17	0.5	764	21.2
Providing affordable childcare	1,036	28.8	485	13.5	27	0.7	1,548	43.0	965	26.8	273	7.6	15	0.4	1,253	34.8
Providing adequate childcare resources	1,038	28.8	476	13.2	21	0.6	1,535	42.6	974	27.0	267	7.4	14	0.4	1,255	34.9
Providing support/resources for spouse/partner employment	1,120	31.1	451	12.5	37	1.0	1,608	44.7	882	24.5	279	7.7	17	0.5	1,178	32.7
Providing adequate social space outside of Greek space	1,308	36.3	358	9.9	45	1.2	1,711	47.5	981	27.2	113	3.1	18	0.5	1,112	30.9
Providing adequate culturally-inclusive spaces	1,394	38.7	354	9.8	45	1.2	1,793	49.8	863	24.0	111	3.1	26	0.7	1,000	27.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,601).

Appendix C

Comment Analyses (Questions #115–#118)

Among the 5,983 surveys submitted for Syracuse University's climate assessment, 4,081 contained respondents' remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final four survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Transparent Communication

Three thousand and eighteen respondents elaborated on their perceptions of Syracuse's communication and transparency regarding institutional level decision making processes. The themes and supporting comments are offered here.

Divergent opinions on communication regarding institutional decisions. Forty-seven percent of the more than three thousand respondents who elaborated on their perceptions of Syracuse's communication and transparency, with regard to institutional level decision making processes, reported to have neither a sense of agency in decision making nor knowledge of how decisions were made. One Undergraduate Student respondent noted, "I believe that the institution and the administration does not offer transparent communication. There is no communication that goes both ways. Rather it is one way, via email the notifications come and inform the students, staff and the workers." Another Undergraduate Student respondent shared, "HELL NO, Kent's Orange friends emails are annoying and quite lacking in genuine details. There is a huge transparency problem with this institution." Several respondents noted the closing of the Advocacy Center with remorse, one Graduate Student respondent elaborated, "Considering the closing of the

Advocacy Center during a summer, the change of health insurance for graduate students... I don't think so." Faculty respondents echoed similar sentiments. One Faculty respondent stated, "I can only presume this is a joke question - the administration for years, past and present, systematically fails to communicate with any University constituents and still refuses to do so." Other Faculty respondents cited examples, "Current example - the new ridiculous travel policy" and "Florence feels at times as if it is located on Mars. If this is 'one university', it needs to include Florence faculty and administration more actively. Decision making is entirely top-down, resulting in frustration, and often mistakes in hiring, policy decisions, etc." A Staff respondent also added "the new health insurance requirement" as another example of the perceived lack of knowledge and agency that constituents have with regard to institutional level decision-making at Syracuse.

Conversely, thirty percent of respondents who elaborated on this question perceived Syracuse University's efforts to be transparent and communicate effectively in decision-making process as satisfactory or better. Undergraduate Student respondents shared, "I BELIEVE THAT SYRACUSE OFFERS GREAT COMMUNICATION IN THEIR DECISION PROCESSES" and "I have had good experiences with administration." Staff respondents added, "I do, and I believe they are trying harder to show that they do" and "I feel they aim to do so." One Administrator respondent noted, "I see greater transparency and direction than I've seen in quite some time." A Faculty respondent agreed and empathized with the criticism they perceive the administration to receive, "I do mostly. I think they get unfairly judged on that sometimes."

Finally, eight percent of the respondents who elaborated on their perceptions of Syracuse's communication and transparency regarding institutional level decision making processes reported inconsistencies depending on a range of variables. One Undergraduate Student respondent noted, "I feel like it is transparent to students but only to a certain degree." Another Undergraduate Student respondent shared, "I feel that Syracuse administration does not provide transparent communication to ALL university constituents in their decision-making processes." One Staff respondent reported,

"Depends on the school, department and unit. I am very fortunate to work in a fair, transparent setting." Faculty respondents added, "I feel that the administration does not offer transparent communication to all university constituents in their decision-making processes" and "I would say it is inconsistent. Sometimes they do, and sometimes they don't."

Need for improving communication. Eight percent of respondents who responded to this question noted that transparency and communication regarding decision making could improve. Typically these responses also gave a positive reflection on recent improvements in this area. One Staff respondent elaborated, "Feel this could be improved upon. Enhanced communication and transparency still needed." Undergraduate Student respondents noted, "it's not to bad but it could be more clear" and "For the most part, but there are definitely some things we don't always know about." One Graduate Student respondent explained, "For the most part yes. While there was some lack of transparency, especially in regards to the health insurance, purchasing, and travel changes, but most of that is now being more openly discussed." Another Graduate Student respondent shared, "Communication has increased however, it is difficult to identify the focus of the new administration." A Faculty respondent pointed to a perceived need for greater transparency regarding financial matters in particular, "I believes it tries to, but finances seem to be an area where they could improve their transparency and information sharing."

Campus Versus Surrounding Community

Two thousand three hundred and ninety-five respondents elaborated on their perceived differences between the campus community and surrounding community. The themes and supporting comments follow here.

Campus more inclusive than the surrounding community. Twenty two percent of respondents described the campus as more inclusive and felt a higher sense of belonging on campus than in the surrounding community. Perceived safety concerns were often mentioned in tandem with narratives about a preference for the campus community. One Undergraduate Student respondent shared, "Yes, on campus I feel is more safe. The area surrounding the campus nobody feels comfortable going really, not as welcoming and safe." A Graduate Student respondent shared "Yes, outside of campus everything seems sketchy and less safe." Similarly, a Staff respondent elaborated, "Campus feels like an oasis of safety compared to the surrounding community. I think the surrounding area is generally unsafe as evidenced by the many public safety emails I see on muggings." Beyond safety concern, one Staff respondent generally noted, "By and large the experiences on campus are better than in the community." One Faculty respondent explained, "Campus climate, although it needs to be improved, is much better than the surrounding communities." Another Faculty respondent shared, "Campus is more diverse, in a very positive way."

Campus is less inclusive than the surrounding community. Ten percent of respondents offered the perception that the campus is less inclusive, and was associated with a lower sense of belonging, than the surrounding community. One Undergraduate Student respondent shared, "My experience is dramatically different because I am not involved in Greek life and do not drink." Another Undergraduate Student respondent noted the experiences as "Very different...community surrounding campus is far more welcoming than on campus." A Graduate respondent explained their deeper sense of belonging to the surrounding community as a result of the perception that the "Law school students are excluded from the university as a whole." Staff respondents reported, "Since coming to

SU, I do not feel valued" and "The academic hierarchy and what is valued seem artificial and top-down. While more collaborative in community settings." One Faculty respondent associated their perception that the "surrounding community is more diverse racially and economically" with their higher sense of belonging in the surrounding community.

Campus and surrounding community are disconnected. Sixteen percent of respondents noted that the campus and the surrounding community are disconnected and lamented this sentiment. Some Undergraduate Student respondents simply shared, "Have not really been outside campus much" and "I don't go off campus much to do things since there aren't many opportunities." Other Undergraduate Student respondents shared more, including this narrative, "People have a very discriminatory view on the surrounding area of Syracuse. I am really glad this point is brought up because this is maybe the thing that is the most negative about Syracuse University's climate. The racism and socioeconomic classism that exists toward people in the surrounding community has offended me numerous times." Many respondents referred to SU as existing in a bubble, distanced from the surrounding community. One Graduate Student respondent explained, "SU is an exclusive bubble that ignores and does not want to acknowledge it is surrounded by poverty and a social-racial discrimination bomb. It is urgent that SU participates more on the social issues of this city instead of furthering spaces of exclusion." Faculty respondents noted, "SU is isolated from the community. This isn't ideal but there's little way of changing it, given the community" and "SU is just so much wealthier and whiter than Syracuse as a whole. I'm not sure there's a lot you can do other than remind people not to be idiots when they forget what the rest of the area is like."

Recommendations for Improving the Climate at Syracuse University

Nearly two thousand four hundred and forty five survey respondents elaborated on their specific recommendations for improving the campus climate. The themes and supporting comments are offered here.

Increase diversity & inclusion efforts. Eighteen percent of respondents who elaborated on suggestions to improve the climate at Syracuse University advocated for more diversity and inclusion efforts. Specifically, diversity training and concerns regarding Greek life were consistently noted. One respondent, an Administrator with Faculty rank, suggested, "Work to address systemic racism, classism and ethnocentricity instead of superficially making a show of 'diversity'." One Staff respondent noted, "Cultural and diversity training is needed for Students, Faculty and Staff. All should be accountable for their behavior on campus at any time." Similarly, a Faculty respondent explained, "Required diversity training for faculty members----if it is optional, only those who are already enlightened will sign up. The training needs to be very well designed and not a waste of time." Many Student respondents echoed these sentiments. Undergraduate Student respondents noted, "Required diversity training for students, staff and faculty", "a more diverse student population would be great" and "a more diverse campus, less Greek life." Greek life was referenced in tandem with inclusion concerns by about five percent of respondents. Graduate Student respondents noted, "Abolish Greek life" and "Control Greek life better, return advocacy center" in their narratives of suggestions on enhancing inclusion on campus. In agreement, an Undergraduate Student respondent noted, "Do something about Greek life. It is way too prevalent on campus and is not very inclusive."

Increase Transparency From, and Agency With, Leadership. Twenty percent of respondents who provided suggestions to enhance the climate at Syracuse University noted the desire for more transparency and a stronger sense of agency in their interactions with Syracuse University's leadership. One Staff respondent, who addressed transparency, explained, "Give us all the information, not just a select few. It would help stop the rumors and gossiping." Another Staff respondent spoke to the desire for more agency, "Take steps to create a culture that has faculty and staff on an equal playing field--that is, staff should not be valued/supported/listened to any less than faculty are. Every employee is essential to the University's success." Other Staff respondents simply noted, "more communication" and "more transparency." One respondent, an Administrator with Faculty rank, elaborated, "Communicate freely, make clear why

certain people are chosen for committees." Faculty respondents also expressed a desire for greater agency. One Faculty respondent noted, "Get back to faculty governance."

Enhanced support for intellectual culture. Thirteen percent of respondents who offered suggestions to improve the climate at Syracuse University addressed a perceived lack of support for the intellectual culture at the University and the desire for such support. One Undergraduate Student respondent noted, "Change the image of the school to reflect academic success before night and Greek life." Another Undergraduate Student respondent suggested, "Focus more on providing solid academics, rather than tailoring to minute groups of vocal people." More specifically, a Graduate or Law Student respondent offered, "Improve mentoring between faculty and students; there is more academic advising than mentoring." Faculty respondents agreed. One Faculty respondent shared, "If SU is to boost its research standing, a fraction of the IDC on sponsored programs should be returned to the faculty who generated that IDC, rather than leaving all of it to the Dean to spend as s/he sees fit. Research programs cannot be performed efficiently with zero discretionary funds." Another Faculty respondent noted, "The climate amongst students that classes are all about the grades is indicative of our nation, but that does not mean that we cannot encourage students more to appreciate learning for learning's sake." One Administrator with Faculty Rank respondent summed up the sentiments of many with the suggestion, "Focus on the University's core mission--research and discovery, education and mentoring. Reiterate the commitment to the core mission."

Additional Comments Related to Experiences at Syracuse

Three hundred and eighty eight respondents offered further reflections on issues they did not have the space to address elsewhere. The themes and supporting comments are offered here.

Hope for follow-through and education.. Twenty-one percent of respondents who elaborated further on the climate at Syracuse conveyed a hope for follow through,

informed action steps, and transparency in the process of sharing the results of this survey. One Undergraduate Student respondent noted, "All I really hope is that this survey actually means something to someone, and someone reads these responses as someone who actually cares about the responses." Faculty/Librarians respondents added, "I do hope that this Survey does something to improve the Climate" and "I do not think you are going to seriously consider anything I have written. I think you will dismiss it." Similarly a Staff respondent expressed, "Most surveys are ignored, never see any improvements from one to the next." Another Staff respondent shared, "It saddens me to write about these concerns. Syracuse is a place that we should all be proud to work at. I think there are many positive things that happen here. Unfortunately, having no voice sometimes makes it hard." Finally, one Administrator without faculty rank explained their hopes for follow through with a challenge for the community, "This survey seems to be an attempt to understand and adjust climate. The purpose potentially being the needed calming of concerns or the steering clear of any potential hazards ahead. This manner of proceeding potentially creates/perpetuates a climate of antiseptic proactive security and gelid liability negation. What does this mean relative to the culture?" Education, particularly addressing race, ethnicity, nationality, gender, gender identity, and sexuality, was the common action step suggested in the narratives that included ideas for action.

Positive reflections on climate related efforts. Sixteen percent of respondents who provided additional reflections on the general climate at Syracuse University shared positive and appreciative sentiments. One Undergraduate Student respondent reported, "Everyone seems friendly and welcoming. I feel academically encouraged to do my best." Graduate or Law Student respondents noted, "I think Syracuse University provides a very conducive environment for students and scholars to learn and grow" and "I am overall happy with the campus climate." One Staff respondent addressed leadership directly, "I am very pleased with Chancellor Syverud and his wisdom around many campus issues, including his approach to researching issues before he makes a decision." Simply put, one Faculty/Librarian respondent stated, "I feel privileged to be a part of SU."

Low morale and lack of a sense of belonging. Thirteen percent of respondents who elaborated further on the climate at Syracuse University reported a low morale in tandem with a low sense of belonging on campus. One Undergraduate Student respondent reported, "I would rather be anywhere else in the world than here at SU." A Graduate or Law Student respondent shared, "My time at SU has been spent feeling largely detached from the SU community." Staff respondents elaborated on a perceived hierarchy in which they feel disenfranchised, "I personally feel I am viewed or my position is viewed as an afterthought and I often feel that when. I don't feel very comfortable" and "If this were a caste system, staff would be at the absolute bottom." An Administrator without Faculty Rank respondent shared strong feelings, noting, "I'm not sure I have words strong enough for how much I dislike this place, and that is directly a result of issues with my supervisor and a culture, both in my department and, I believe, in the division more broadly that does not push inclusion or accountability." Others shared less intense sentiments regarding a low morale and low sense of belonging, such as one Faculty/Librarian respondent who reported, "I feel myself at the edges of this community."

Syracuse University

Assessing our Learning, Living, and Working Environment

(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats and in Spanish. If you need any accommodations in order to fully participate in this survey, please contact the University's ADA/503/504 Coordinator:

(Esta encuesta es accesible en formatos alternativos y en español. Si necesita algún tipo de alojamiento a fin de participar plenamente en esta encuesta, por favor póngase en contacto con la Universidad Coordinadora ADA/503/504)
Aaron Hodukavich
ajhoduka@syr.edu
315-443-2377

<u>Purpose</u>

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the learning, living, and working climate at Syracuse University. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at Syracuse University and provide us with specific information about how the environment for learning, living and working at Syracuse University can be improved.

<u>Procedures</u>

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

<u>Discomforts and Risks</u>

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please got to the following website:

http://survey.syr.edu/resources

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at Syracuse University is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Syracuse University Institutional Review Board.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

Questions regarding the survey process or concerning the rights of participants:
If you have any questions, concerns, complaints about the research, please contact:

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If you have any questions about your rights as a research participant, you have questions, concerns, or complaints that you wish to address to someone other than the investigator or if you cannot reach the investigator, please contact:

Syracuse Institutional Review Board
315-443-3013

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Ableist: One who practices discrimination or prejudice against people with disabilities.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: Refers to the assigning (naming) of the biological sex of a baby at birth.

Biphobia: An irrational dislike or fear of bisexual people. Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans.

Classist: Someone who engages in biased behavior based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprentticeships, etc.).

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Harassment is defined at Syracuse University as intentional, unwanted, and unwelcome words or conduct directed at a specific person that alarms, threatens, or causes fear for that person. Sexual harassment is a form of sexual discrimination. It is unwelcome behavior of a sexual nature that relates to the gender, sex or sexual identity of an individual. It has the purpose or effect of creating an intimidating or hostile environment. Sexual harassment includes a full range of coercive and unwelcome behaviors, such as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, including rape and other forms of sexual assault, sexual coercion, and non-contact sexual abuse such as voyeurism and sexual exploitation.

Homophobia: An irrational dislike or fear of homosexuals.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify their race/ethnicity as other than White.

Physical Characteristics: Term that refers to one's appearance.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrators)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: Term that refers to the sex of the people to whom one tends to be emotionally, physically, and sexually attracted; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Sexual assault is defined by Syracuse University as any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, which is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Sexual Exploitation: Sexual exploitation means taking the advantage of sexuality and attractiveness of a person to make a personal gain or profit. It is the abuse of a position of vulnerability, differential power, or trust for sexual purposes.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

<u>Directions</u>

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses

This is a Syracuse University Campus Climate Survey. Any reference in the survey questions and/or response choices refer to Syracuse University. The survey will take between 20 and 30 minutes to complete. You must answer at least 50%of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Syracuse University?
    - ○ Undergraduate student
        - ○ Started at Syracuse University as a first-year student
        - ○ Transferred from another institution
    - ○ Graduate or Law Student
        - ○ Master's degree
        - ○ Doctoral degree
        - ○ Law degree
        - ○ Certificate of Advanced Study (CAS)
    - ○ Faculty/Librarians
        - ○ Tenured/Tenure-Track
            - ○ Assistant Professor
            - ○ Associate Professor
            - ○ Professor
        - ○ Non-Tenure-Track (Professors of Practice and other ranked or unranked)
        - ○ Adjunct/PTI
        - ○ Librarian
    - ○ Administrator with faculty rank
    - ○ Administrator without faculty rank
    - ○ Staff
        - ○ Exempt (salary)
        - ○ Non-Exempt (hourly)

2. Are you full-time or part-time in that **primary** status?
    - ○ Full-time
    - ○ Part-time

Part 1: Personal Experiences

When responding to the following questions, think about your experiences <u>during the past year</u>.

3. Overall, how comfortable are you with the climate at Syracuse? (Climate is defined in this survey as the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.)
    - ○ Very comfortable
    - ○ Comfortable
    - ○ Neither comfortable nor uncomfortable
    - ○ Uncomfortable
    - ○ Very uncomfortable

4. **Faculty/Staff/Graduate Student only:** Overall, how comfortable are you with the climate in your department/work unit?
    - ○ Very comfortable
    - ○ Comfortable
    - ○ Neither comfortable nor uncomfortable
    - ○ Uncomfortable
    - ○ Very uncomfortable

5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

6. Have you ever **seriously** considered leaving Syracuse?
   - ○ No **[Skip to Question 12]**
   - ○ Yes

7. **Students only:** When did you **seriously** consider leaving Syracuse? **(Mark all that apply.)**
   - ○ During my first year as a student
   - ○ During my second year as a student
   - ○ During my third year as a student
   - ○ During my fourth year as a student
   - ○ During my fifth year as a student
   - ○ After my fifth year as a student

8. **Undergraduate Students only:** Why did you **seriously** consider leaving Syracuse? **(Mark all that apply.)**
   - ❑ Climate was not welcoming
   - ❑ Coursework was too difficult
   - ❑ Coursework was not challenging enough
   - ❑ Inability to intra-university transfer
   - ❑ Didn't like major
   - ❑ Didn't meet the requirements to continue in a major
   - ❑ Athletic reasons
   - ❑ Financial reasons
   - ❑ Family responsibilities
   - ❑ Homesick
   - ❑ Lack of a sense of belonging
   - ❑ Lack of support group
   - ❑ My marital/relationship status
   - ❑ Never intended to graduate from Syracuse
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Conflicts with faculty (e.g., advisor, department)
   - ❑ Immigration compliance issues (e.g., VISA status)
   - ❑ A reason not listed above (please specify:) _____

9. **Graduate Students only:** Why did you **seriously** consider leaving Syracuse? **(Mark all that apply.)**
   - ❑ Climate was not welcoming
   - ❑ Coursework was too difficult
   - ❑ Coursework was not challenging enough
   - ❑ Didn't like program
   - ❑ Didn't meet the requirements to continue in a program
   - ❑ Athletic reasons
   - ❑ Financial reasons
   - ❑ Family responsibilities
   - ❑ Homesick
   - ❑ Lack of a sense of belonging
   - ❑ Lack of support group
   - ❑ Lack of benefits
   - ❑ Local community did not meet my (my family) needs
   - ❑ My marital/relationship status
   - ❑ Never intended to graduate from Syracuse
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Conflicts with faculty (e.g., advisor, department)
   - ❑ Immigration compliance issues (e.g., VISA status)
   - ❑ A reason not listed above (please specify:) _____

10. **Faculty/Staff only:** Why did you **seriously** consider leaving Syracuse? **(Mark all that apply.)**
   - ❑ Climate was not welcoming
   - ❑ Family responsibilities
   - ❑ Financial reasons (e.g., salary, resources)
   - ❑ Increased workload
   - ❑ Unmanageable workload
   - ❑ Interested in a position at another institution
   - ❑ Lack of benefits
   - ❑ Limited opportunities for advancement
   - ❑ Local community did not meet my (my family) needs
   - ❑ Offered position in government or industry
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Recruited or offered a position at another institution
   - ❑ Revised retirement plans
   - ❑ Spouse or partner relocated
   - ❑ Spouse or partner unable to find suitable employment
   - ❑ Tension with supervisor/manager
   - ❑ Tension with co-workers
   - ❑ Wanted to move to a different geographical location
   - ❑ A reason not listed above (please specify:) _____

11. We are interested in knowing more about your experiences. If you would like to elaborate on why you **seriously** considered leaving, please do so here.

12. **Undergraduate Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Syracuse.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	❍	❍	❍	❍	❍
Few of my courses this year have been intellectually stimulating.	❍	❍	❍	❍	❍
I am satisfied with my academic experience at Syracuse.	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling at Syracuse.	❍	❍	❍	❍	❍
I have performed academically as well as I anticipated I would.	❍	❍	❍	❍	❍
My academic experience has had a positive influence on my intellectual growth and my interest in ideas.	❍	❍	❍	❍	❍
My interest in ideas and intellectual matters has increased since coming to Syracuse.	❍	❍	❍	❍	❍
Thinking ahead, it is likely that I will leave Syracuse.	❍	❍	❍	❍	❍

13. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work or learn at Syracuse?
    - ○ No **[Skip to Question 22]**
    - ○ Yes

14. What do you believe was the basis of the conduct? (**Mark all that apply.**)
    - ❑ Academic performance
    - ❑ Age
    - ❑ Educational credentials (e.g., MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/Citizen status
    - ❑ Location where I grew up
    - ❑ Learning disability/condition
    - ❑ Living arrangement
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental health/psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization (please specify:) _____
    - ❑ Participation on an athletic team (please specify:) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/orientation
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify:) _____

15. How did you experience the conduct? (**Mark all that apply.**)
- ❏ I was ignored or excluded.
- ❏ I was intimidated/bullied.
- ❏ I was isolated or left out.
- ❏ I was disrespected.
- ❏ I observed others staring at me.
- ❏ I was singled out as the spokesperson for my identity group.
- ❏ Someone implied I was admitted/hired/promoted due to my identity group.
- ❏ Someone implied I was not admitted/hired/promoted due to my identity group.
- ❏ I feared getting a poor grade because of a hostile classroom environment.
- ❏ I received a low performance evaluation.
- ❏ I was the target of workplace incivility.
- ❏ I was the target of racial/ethnic profiling.
- ❏ I was the target of stalking.
- ❏ I was the target of unwanted sexual contact.
- ❏ I received inappropriate written comments.
- ❏ I received inappropriate phone calls/text messages/email.
- ❏ I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).
- ❏ I was the target of derogatory or inappropriate verbal remarks.
- ❏ I was the target of retaliation.
- ❏ I received threats of physical violence.
- ❏ I was the target of graffiti/vandalism.
- ❏ I feared for my physical safety.
- ❏ I feared for my family's safety.
- ❏ I was the target of physical violence.
- ❏ An experience not listed above (please specify:) _____

16. Where did the conduct occur? **(Mark all that apply.)**
- ❏ At a Syracuse event
- ❏ In an on-campus class/lab/clinical setting
- ❏ In the Syracuse Health Center
- ❏ In Syracuse Health Services
- ❏ In a Syracuse dining facility
- ❏ In a Syracuse administrative office
- ❏ In an off-campus experiential learning environment (e.g., internships, clinic, service learning, study abroad, student teaching)
- ❏ In a faculty office
- ❏ In a public space at Syracuse
- ❏ In a meeting with one other person
- ❏ In a meeting with a group of people
- ❏ In a Syracuse library (e.g., Bird, Carnegie, Law Library)
- ❏ In athletic/recreational facilities
- ❏ In campus housing
- ❏ In off-campus housing
- ❏ In fraternity or sorority house
- ❏ Off campus (e.g., conferences, local bars, team travel)
- ❏ On a social networking sites, Facebook, Twitter, Yik Yak
- ❏ On Syracuse media (e.g., Daily Orange, Citrus TV)
- ❏ On–campus transportation (e.g., Centro, campus shuttle)
- ❏ While working at a Syracuse job
- ❏ While walking on campus
- ❏ A location not listed above (please specify:) _____

17. Who/what was the source of this conduct? **(Mark all that apply.)**
- ❑ Academic adviser
- ❑ Alumni
- ❑ Athletic coach/trainer
- ❑ Co-worker
- ❑ Department chair /head/director
- ❑ Donor
- ❑ Faculty member
- ❑ Friend
- ❑ Syracuse Health Services
- ❑ Syracuse Police Department
- ❑ Syracuse media (e.g., Daily Orange, Citrus TV)
- ❑ Syracuse Department of Public Safety
- ❑ Off-campus community member
- ❑ Parent or family member
- ❑ Person whom I supervise
- ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
- ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student employee (e.g., resident advisor, peer mentor, tutor)
- ❑ Supervisor
- ❑ Teaching assistant/graduate assistant/tutor
- ❑ Don't know source
- ❑ A source not listed above (please specify:) _____

18. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

19. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Syracuse resource.
  - ❑ Counseling Center
  - ❑ Faculty member
  - ❑ Faculty and Staff Assistance Program (FSAP)
  - ❑ Hendricks Chapel
  - ❑ Syracuse Health Services
  - ❑ Office of Human Resources
  - ❑ Office of Student Assistance
  - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
  - ❑ Syracuse Department of Public Safety
  - ❑ Sexual & Relationship Violence Response Team
  - ❑ Staff person
  - ❑ Student staff (e.g., resident advisor)
  - ❑ Title IX Coordinator
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

20. Did you report the conduct?
   ○ No, I didn't report it.
   ○ Yes, I reported it.
      ○ Yes, I reported the incident and was satisfied with the outcome.
      ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
      ○ Yes, I reported the incident, but felt that it was not responded to appropriately.

21. We are interested in hearing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered at following website:

http://survey.syr.edu/resources

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources listed.

22. **Students only:** The most accurate definition of Affirmative Consent offered in Syracuse University's policy is:
    - ❍ Reading a person's body language to determine whether they want to have sex
    - ❍ The lack of resistance to a sexual advance
    - ❍ A voluntary and mutual decision among all participants to engage in sexual activity
    - ❍ When a person doesn't say no

23. **Students only:** While at Syracuse University, I have observed a situation that could lead to a sexual assault.
    - ❍ No
    - ❍ Yes
    - ❍ Unsure

24. **Students only:** In response to this situation:
    - ❑ I stepped in, or asked others to step in, to separate or distract the people involved in the situation.
    - ❑ I asked the person who appeared to be at risk if they needed help.
    - ❑ I confronted the person who appeared to be causing the situation.
    - ❑ I told someone in a position of authority about the situation.
    - ❑ I considered intervening in the situation, but I could not safely take any action.
    - ❑ I decided not to take action.
    - ❑ Other: _____

25. **Students only.** Please indicate your level of agreement to the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If a friend or I were sexually assaulted, I know where to get help.	❍	❍	❍	❍	❍
I have a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence.	❍	❍	❍	❍	❍
I have a general understanding of the role of the Syracuse University Title IX Coordinator.	❍	❍	❍	❍	❍

26. **Faculty/staff only.** Please indicate your level of agreement to the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If a student discloses that they were sexually assaulted, I know where to get help.	❍	❍	❍	❍	❍
I have a general understanding of Syracuse University's policies and procedures addressing sexual and relationship violence.	❍	❍	❍	❍	❍
I have a general understanding of the role of the Syracuse University Title IX Coordinator.	❍	❍	❍	❍	❍

27. **While a member of the Syracuse University community,** have you experienced unwanted sexual contact (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape)?
    - ❑ No **[Skip to Question 38]**
    - ❑ Yes - relationship violence (e.g., ridiculed, controlling, hitting) **[Please complete questions 28rv – 37rv]**
    - ❑ Yes - stalking (e.g., following me, on social media, texting, phone calls) **[Please complete questions 28stlk – 37stlk]**
    - ❑ Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) **[Please complete questions 28si – 37si]**
    - ❑ Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) **[Please complete questions 28sc – 37sc]**

28rv. **Students only.** Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

29rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?
- ❍ Within the last year
- ❍ 2-4 years ago
- ❍ 5-10 years ago
- ❍ 11-20 years ago
- ❍ More than 20 years ago

30rv. **Students only**: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- ❑ During my time as a graduate/law student at Syracuse
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

31rv. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Syracuse faculty member
- ❑ Syracuse staff member
- ❑ Stranger
- ❑ Syracuse student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

32rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

33rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

34rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)?
(Mark all that apply.)
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Syracuse resource.
  - ❑ Counseling Center
  - ❑ Faculty member
  - ❑ Faculty and Staff Assistance Program (FSAP)
  - ❑ Hendricks Chapel
  - ❑ Syracuse Health Services
  - ❑ Office of Student Assistance
  - ❑ Office of Human Resources
  - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
  - ❑ Sexual & Relationship Violence Response Team
  - ❑ Staff person
  - ❑ Student staff (e.g., resident advisor)
  - ❑ Syracuse Department of Public Safety
  - ❑ Title IX Coordinator
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

35rv. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)?
- ❍ No, I didn't report it.
- ❍ Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
  - ❍ Yes, I reported the incident and was satisfied with the outcome.
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately.
- ❍ Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
  - ❍ Yes, I reported the incident and was satisfied with the outcome.
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately.

36rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

37rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting), but that it was not responded to appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered at following website:
http://survey.syr.edu/resources
28stlk. **Students only.** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media,

texting, phone calls)?
- ○ No
- ○ Yes
  - ○ Alcohol only
  - ○ Drugs only
  - ○ Both alcohol and drugs

29stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

30stlk. **Students only**: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ During my time as a graduate/law student at Syracuse
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

31stlk. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Syracuse faculty member
- ❑ Syracuse staff member
- ❑ Stranger
- ❑ Syracuse student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

32stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

33stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

34stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Syracuse resource.
  - ❑ Counseling Center
  - ❑ Faculty member
  - ❑ Faculty and Staff Assistance Program (FSAP)
  - ❑ Hendricks Chapel
  - ❑ Syracuse Health Services
  - ❑ Office of Student Assistance
  - ❑ Office of Human Resources
  - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
  - ❑ Sexual & Relationship Violence Response Team
  - ❑ Staff person
  - ❑ Student staff (e.g., resident advisor)
  - ❑ Syracuse Department of Public Safety
  - ❑ Title IX Coordinator
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

35stlk. Did you report the stalking (e.g., following me, on social media, texting, phone calls)?
- ❍ No, I didn't report it.
- ❍ Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
  - ❍ Yes, I reported the incident and was satisfied with the outcome.
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately.
- ❍ Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
  - ❍ Yes, I reported the incident and was satisfied with the outcome.
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately.

36stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

37stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls), but that it was not responded to appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered at following website:
http://survey.syr.edu/resources

28si. **Students only.** Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

29si. When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?
- ❍ Within the last year
- ❍ 2-4 years ago
- ❍ 5-10 years ago
- ❍ 11-20 years ago
- ❍ More than 20 years ago

30si. **Students only**: What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ During my time as a graduate/law student at Syracuse
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

31si. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Syracuse faculty member
- ❑ Syracuse staff member
- ❑ Stranger
- ❑ Syracuse student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

32si. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.**)
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

33si. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

34si. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual

advances, sexual harassment)? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Syracuse resource.
  - ❑ Counseling Center
  - ❑ Faculty member
  - ❑ Faculty and Staff Assistance Program (FSAP)
  - ❑ Hendricks Chapel
  - ❑ Syracuse Health Services
  - ❑ Office of Student Assistance
  - ❑ Office of Human Resources
  - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
  - ❑ Sexual & Relationship Violence Response Team
  - ❑ Staff person
  - ❑ Student staff (e.g., resident advisor)
  - ❑ Syracuse Department of Public Safety
  - ❑ Title IX Coordinator
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

35si. Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- ○ No, I didn't report it.
- ○ Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
  - ○ Yes, I reported the incident and was satisfied with the outcome.
  - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ○ Yes, I reported the incident, but felt that it was not responded to appropriately.
- ○ Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
  - ○ Yes, I reported the incident and was satisfied with the outcome.
  - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ○ Yes, I reported the incident, but felt that it was not responded to appropriately.

36si. You indicated that you **DID NOT** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

37si. You indicated that you **DID** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), but that it was not responded to appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered at following website:
http://survey.syr.edu/resources

28sc. **Students only.** Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)?
- ○ No
- ○ Yes
  - ○ Alcohol only
  - ○ Drugs only
  - ○ Both alcohol and drugs

29sc. When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

30sc. **Students only**: What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**
- ❑ During my time as a graduate/law student at Syracuse
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

31sc. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Syracuse faculty member
- ❑ Syracuse staff member
- ❑ Stranger
- ❑ Syracuse student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

32sc. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? **(Mark all that apply.)**
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

33sc. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

34sc. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault,

penetration without consent, gang rape)? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Syracuse resource.
    - ❑ Counseling Center
    - ❑ Faculty member
    - ❑ Faculty and Staff Assistance Program (FSAP)
    - ❑ Hendricks Chapel
    - ❑ Syracuse Health Services
    - ❑ Office of Student Assistance
    - ❑ Office of Human Resources
    - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Sexual & Relationship Violence Response Team
    - ❑ Staff person
    - ❑ Student staff (e.g., resident advisor)
    - ❑ Syracuse Department of Public Safety
    - ❑ Title IX Coordinator
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

35sc. Did you report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)?
- ○ No, I didn't report it.
- ○ Yes, I filed an official complaint to Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
    - ○ Yes, I reported the incident and was satisfied with the outcome.
    - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
    - ○ Yes, I reported the incident, but felt that it was not responded to appropriately.
- ○ Yes, I reported the incident to someone other than Syracuse Department of Public Safety, Title IX Coordinator, and/or Syracuse Police Department.
    - ○ Yes, I reported the incident and was satisfied with the outcome.
    - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
    - ○ Yes, I reported the incident, but felt that it was not responded to appropriately.

36sc. You indicated that you **DID NOT** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) to a campus official or staff member. Please explain why you did not.

37sc. You indicated that you **DID** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape), but that it was not responded to appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered at following website:
http://survey.syr.edu/resources
Part 2: Workplace Climate

38. **Tenured and Tenure-Track Faculty only:** As a faculty member, I feel (or felt)…

	Strongly agree	Agree	Disagree	Strongly disagree
The criteria for tenure are clear.	❍	❍	❍	❍
The tenure standards/promotion standards are applied equally to faculty in my college.	❍	❍	❍	❍
Supported and mentored during the tenure-track years.	❍	❍	❍	❍
Syracuse policies for delay of the tenure clock are used by all eligible faculty. Research is valued at Syracuse.	❍	❍	❍	❍
Teaching is valued at Syracuse.	❍	❍	❍	❍
Service contributions are valued at Syracuse.	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍
Faculty members in my department who use family accommodation policies (FMLA) are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	❍	❍	❍	❍
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍
Faculty opinions are valued at Syracuse.	❍	❍	❍	❍
I would like more opportunities to participate in substantive committee assignments.	❍	❍	❍	❍
I have opportunities to participate in substantive committee assignments.	❍	❍	❍	❍

39. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **Non-Tenure-Track/Adjunct only:** As an employee with a non-tenure track appointment at Syracuse I feel (or felt)…

	Strongly agree	Agree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	❍	❍	❍	❍
The criteria used for contract renewal is applied equally to all positions.	❍	❍	❍	❍
There are clear expectations of my responsibilities.	❍	❍	❍	❍
Research is valued at Syracuse.	❍	❍	❍	❍
Teaching is valued at Syracuse.	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍
Senior administrators (e.g., department head, dean, provost) take Non-Tenure-Track opinions seriously.	❍	❍	❍	❍

41. **Non Tenure-Track/Adjunct Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

42. **All Faculty:** As a faculty member, I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
Salaries for tenure track faculty positions are competitive.	❍	❍	❍	❍
Salaries for adjunct professors are competitive.	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍
Childcare benefits are competitive.	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	❍	❍	❍	❍
People who have children or eldercare responsibilities are burdened with balancing work and family responsibilities (e.g., evening and weekend programming, workload brought home, Syracuse breaks not scheduled with school district breaks).	❍	❍	❍	❍
Syracuse provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍
Syracuse provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	❍	❍	❍	❍
Positive about my career opportunities at Syracuse.	❍	❍	❍	❍
Syracuse is a good place to work.	❍	❍	❍	❍

43. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

44. **All Staff and Administrators only:** As a staff member, I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍
I receive annual performance evaluations.	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	❍	❍	❍	❍
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	❍	❍	❍	❍
There is a hierarchy within staff positions that values some voices more than others.	❍	❍	❍	❍
People who have children or eldercare responsibilities are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, Syracuse breaks not scheduled with school district breaks).	❍	❍	❍	❍
Syracuse provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	❍	❍	❍	❍

45. **All Staff and Administrators only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

46. **All Staff/Administrators only:** As a staff member I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
Syracuse provides me with resources to pursue training/professional development opportunities.	○	○	○	○
My supervisor provides me with resources to pursue training/professional development opportunities.	○	○	○	○
Syracuse is supportive of taking extended leave (e.g., FMLA, parental).	○	○	○	○
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	○	○	○	○
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	○	○	○	○
Syracuse policies (e.g., FMLA) are fairly applied across Syracuse.	○	○	○	○
Syracuse is supportive of flexible work schedules.	○	○	○	○
Staff salaries are competitive.	○	○	○	○
Vacation and personal time packages are competitive.	○	○	○	○
Health insurance benefits are competitive.	○	○	○	○
Childcare benefits are competitive.	○	○	○	○
Retirement benefits are competitive.	○	○	○	○
Staff opinions are valued on Syracuse committees.	○	○	○	○
Staff opinions are valued by Syracuse faculty and administration.	○	○	○	○
There are clear expectations of my responsibilities.	○	○	○	○
There are clear procedures on how I can advance at Syracuse.	○	○	○	○
Positive about my career opportunities at Syracuse.	○	○	○	○
Syracuse is a good place to work.	○	○	○	○

47. **All Staff/Administrators only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

48. **Master's degree and doctoral degree candidates only:** As a graduate student I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	❍	❍	❍	❍
My department advisor provides clear expectations.	❍	❍	❍	❍
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	❍	❍	❍	❍
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍
There are adequate opportunities for me to interact with other university faculty outside of my department.	❍	❍	❍	❍
I receive support from my advisor to pursue personal research interests.	❍	❍	❍	❍
My department faculty members encourage me to produce publications and present research.	❍	❍	❍	❍
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	❍	❍	❍	❍
I feel comfortable sharing my professional goals with my advisor.	❍	❍	❍	❍

49. **Master's degree and doctoral degree candidates only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

50. What is your birth sex (assigned)?
   ○ Female
   ○ Intersex
   ○ Male

51. What is your gender/gender identity?
   ○ Genderqueer
   ○ Man
   ○ Transgender
   ○ Woman
   ○ A gender/gender identity not listed here (please specify:) _____

52. What is your current gender expression?
   ○ Androgynous
   ○ Feminine
   ○ Masculine
   ○ A gender expression not listed here (please specify:) _____

53. What is your citizenship/immigration status in U.S.? **(Mark all that apply.)**
   ❑ A visa holder (such as J-1, H1-B, and U)
   ❑ Currently under a withholding of removal status
   ❑ DACA (Deferred Action for Childhood Arrival)
   ❑ DAPA (Deferred Action for Parental Accountability)
   ❑ Other legally documented status
   ❑ Permanent Resident
   ❑ Refugee status
   ❑ Undocumented resident
   ❑ U.S. citizen, birth
   ❑ U.S. citizen, naturalized

54. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (**If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)**
   ❑ Alaska Native (if you wish please specify your enrolled or principal corporation:) _____
   ❑ Asian or Asian American (if you wish, please specify:) _____
   ❑ Black or African American (if you wish, please specify:) _____
   ❑ First Nation/American Indian/Indigenous (if you wish, please specify your enrolled or principal tribe:) _____
   ❑ Hispanic/Latin@/Chican@/ (if you wish, please specify:) _____
   ❑ Middle Eastern (if you wish, please specify:) _____
   ❑ Native Hawaiian (if you wish, please specify:) _____
   ❑ Pacific Islander (if you wish, please specify:) _____
   ❑ White/European American (if you wish, please specify:) _____
   ❑ A racial/ethnic identity not listed here (please specify:) _____

55. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.
   ○ Bisexual
   ○ Gay
   ○ Heterosexual
   ○ Lesbian
   ○ Pansexual
   ○ Queer
   ○ Questioning
   ○ A sexual identity not listed here (please specify:) _____

56. What is your age?

❍ 18	❍ 38	❍ 58	❍ 79
❍ 19	❍ 39	❍ 59	❍ 80
❍ 20	❍ 40	❍ 60	❍ 82
❍ 21	❍ 41	❍ 61	❍ 83
❍ 22	❍ 42	❍ 62	❍ 84
❍ 23	❍ 43	❍ 63	❍ 85
❍ 24	❍ 44	❍ 64	❍ 86
❍ 25	❍ 45	❍ 65	❍ 87
❍ 26	❍ 46	❍ 66	❍ 88
❍ 27	❍ 47	❍ 67	❍ 89
❍ 28	❍ 48	❍ 68	❍ 90
❍ 29	❍ 49	❍ 69	❍ 91
❍ 30	❍ 50	❍ 71	❍ 92
❍ 31	❍ 51	❍ 72	❍ 93
❍ 32	❍ 52	❍ 73	❍ 94
❍ 33	❍ 53	❍ 74	❍ 95
❍ 34	❍ 54	❍ 75	❍ 96
❍ 35	❍ 55	❍ 76	❍ 97
❍ 36	❍ 56	❍ 77	❍ 98
❍ 37	❍ 57	❍ 78	❍ 99

57. Do you have substantial parenting or caregiving responsibility?
- ❍ No
- ❍ Yes (Mark all that apply.)
  - ❑ Children 5 years or younger
  - ❑ Children 6-18 years
  - ❑ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
  - ❑ Independent adult children over 18 years of age
  - ❑ Sick or disabled partner
  - ❑ Senior or other family member
  - ❑ A parenting or caregiving responsibility not listed here (e.g., special needs dependent, pregnant, adoption pending) (please specify:) _____

58. Are/were you a member of the U.S. Armed Forces?
- ❍ Never served in the military
- ❍ Now on active duty (including Reserves or National Guard)
- ❍ On active duty in the past, but not now
- ❍ ROTC

59. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?
Parent/Guardian 1:
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g.,EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

Parent/Guardian 2:
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g.,EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

60. **Staff only:** What is your highest level of education?
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)

61. **Undergraduate Students only:** Where are you in your **college career**?
- ❍ Non-degree student
- ❍ First year
- ❍ Second year
- ❍ Third year
- ❍ Fourth year
- ❍ Fifth year
- ❍ Sixth year
- ❍ Seventh (or more) year

62. **Graduate Students only:** Where are you in your graduate career?
    - ❍ Master's student
        - ❍ First year
        - ❍ Second year
        - ❍ Third (or more) year
    - ❍ Doctoral student/law student
        - ❍ First year
        - ❍ Second year
        - ❍ Third (or more) year
        - ❍ All but dissertation (ABD)

63. **Faculty only:** With which academic division/department are you **primarily affiliated** at this time?
    - ❍ School of Architecture
    - ❍ College of Arts and Sciences
    - ❍ School of Education
    - ❍ College of Engineering and Computer Science
    - ❍ David B. Falk College of Human Dynamics
    - ❍ School of Information Studies
    - ❍ College of Law
    - ❍ Martin J. Whitman School of Management
    - ❍ Maxwell School of Citizenship and Public Affairs
    - ❍ I. Newhouse School of Public Communications
    - ❍ College of Visual and Performing Arts
    - ❍ University College

64. **Staff only:** With which work unit are you **primarily affiliated** at this time?
    - ❍ **Chancellor's Office**
    - ❍ **Academic Affairs/ Academic Administration**
        - ❍ Academic Programs
        - ❍ Information Technology and Services
        - ❍ Coalition of Museums and Centers
        - ❍ Community Engagement and Economic Development
        - ❍ Enrollment Management
        - ❍ Equity and Inclusion
        - ❍ Faculty Affairs
        - ❍ Institutional Research and Assessment
        - ❍ International Education and Engagement
        - ❍ Research
        - ❍ Strategic Planning and Budget
        - ❍ Sustainability Initiatives
        - ❍ University Libraries
    - ❍ **Business, Finance and Administrative Services**
        - ❍ Office of Business, Finance, and Administrative Services
        - ❍ Office of Audit and Management Advisory Services
        - ❍ Auxiliary Services
        - ❍ Bookstore
        - ❍ Conference Services
        - ❍ Drumlins
        - ❍ Food Services
        - ❍ Housing, Meal Plans, and I.D. Card Services
        - ❍ Minnowbrook Conference Center
        - ❍ Printing Services
        - ❍ Trademark Licensing
        - ❍ WAER
        - ❍ Office of Budget and Planning
        - ❍ Campus Facilities Administration and Services
        - ❍ Campus Planning, Design, and Construction
        - ❍ Energy Systems and Sustainability Management
        - ❍ Mail Services
        - ❍ Materials Distribution & Warehouse Services
        - ❍ Physical Plant
        - ❍ Steam Station Complex

- ❍ Campus Safety and Emergency Services
- ❍ Department of Public Safety
- ❍ Emergency Management
- ❍ Fire and Life Safety
- ❍ Office of Environmental Health
- ❍ Risk Management and Regulatory Compliance Services
- ❍ Threat Assessment and Management Team
- ❍ Parking and Transit Services
- ❍ Comptroller's Office
- ❍ Purchasing Office
- ❍ Sheraton Syracuse University Hotel
- ❍ Treasurer's Office
- ❍ **Athletics**
  - ❍ Administration
  - ❍ Athletic Communications
  - ❍ Carrier Dome
  - ❍ Compliance
  - ❍ Computer Support
  - ❍ Development - Orange Club / Varsity Club
  - ❍ Equipment
  - ❍ Facilities & Game Operations
  - ❍ Marketing
  - ❍ Media Properties & Production
  - ❍ Ticket Operations
  - ❍ Ticket Sales
  - ❍ Spirit Squad/Band
  - ❍ Sports Medicine
  - ❍ Strength & Conditioning
  - ❍ Student-Athlete Academic Development
  - ❍ Syracuse IMG Sports Marketing
  - ❍ Team Video Operations
  - ❍ Men's Basketball
  - ❍ Women's Basketball
  - ❍ Field Hockey
  - ❍ Football
  - ❍ Women's Ice Hockey
  - ❍ Men's Lacrosse
  - ❍ Women's Lacrosse
  - ❍ Men's Rowing
  - ❍ Women's Rowing
  - ❍ Men's Soccer
  - ❍ Women's Soccer
  - ❍ Softball
  - ❍ Women's Tennis
  - ❍ Men's & Women's Track and Field
  - ❍ Women's Volleyball
- ❍ **Advancement and External Affairs**
  - ❍ Office of Development
  - ❍ Public Affairs
  - ❍ Engagement Initiatives
  - ❍ Marketing and Communications
  - ❍ Alumni Relations
  - ❍ Program Development
  - ❍ Special Events
  - ❍ AEA operations in New York City, Los Angeles, and Washington, D.C.
- ❍ **Student Affairs**
  - ❍ Health and Wellness [Goto question Q64sahw]
    - ❍ Counseling Center
    - ❍ Health Services
    - ❍ The Options Program
    - ❍ Department of Recreation Services
    - ❍ Office of Student Assistance

- ❍ Health Promotion
- ❍ Inclusion, Community and Citizenship [Goto question Q64saicc]
  - ❍ Office of Student Rights and Responsibilities
  - ❍ Office of Learning Communities
  - ❍ The LBGT Resource Center
  - ❍ Office of Multicultural Affairs
  - ❍ Disability Cultural Center
  - ❍ Office of Off-Campus and Commuter Services
  - ❍ Office of Residence Life
  - ❍ Lillian and Emanuel Slutzker Center for International Students
- ❍ Discovery and Engagement [Goto question Q64sade]
  - ❍ Career Services
  - ❍ Office of First-Year and Transfer Programs
  - ❍ Student Centers and Programming Services
  - ❍ Office of Student Activities
  - ❍ Office of Fraternity and Sorority Affairs
  - ❍ Parents Office
- ❍ Central Services [Goto question Q64sacs]
  - ❍ Budget and Operations
- ❍ Communications
- ❍ Technical Services
- ❍ Hendricks Chapel
- ❍ **Human Resources**
  - ❍ Administration
  - ❍ Academic Administration
  - ❍ Benefits Administration
  - ❍ Compensations
  - ❍ Employee Relations
  - ❍ Equal Opportunity, Inclusion, and Resolution Services
  - ❍ Faculty and Staff Assistance Program
  - ❍ Information Technology Group
  - ❍ International Employment
  - ❍ Labor Relations
  - ❍ Recruitment and Retention
  - ❍ Service Center
  - ❍ Student Employment Services
  - ❍ Wellness
  - ❍ Worklife and Organizational Development
- ❍ **Veterans and Military Affairs**
  - ❍ Institute for Veterans and Military Families
  - ❍ Office of Veteran and Military Affairs
- ❍ **Office Board of Trustees**

65. **Undergraduate Students only:** What is your academic major? **(Mark all that apply.)**
   - ❑ Accounting
   - ❑ Accounting/CPA
   - ❑ Acting
   - ❑ Advertising
   - ❑ Advertising Design
   - ❑ Aerospace Engineering
   - ❑ African American Studies
   - ❑ Anthropology
   - ❑ Applied Mathematics
   - ❑ Architecture
   - ❑ Art (Arts & Sciences)
   - ❑ Art (Undeclared)
   - ❑ Art Education
   - ❑ Art History
   - ❑ Art Photography
   - ❑ Art Video
   - ❑ Arts and Sciences (Undeclared)
   - ❑ Biochemistry
   - ❑ Bioengineering
   - ❑ Biology
   - ❑ Biology (Teacher Preparation - 5 years)
   - ❑ Biophysical Science
   - ❑ Biotechnology
   - ❑ Broadcast & Digital Journalism
   - ❑ Broadcast Journalism
   - ❑ Ceramics
   - ❑ Chemical Engineering
   - ❑ Chemistry
   - ❑ Child and Family Studies
   - ❑ Citizenship & Civic Engagement
   - ❑ Civil Engineering
   - ❑ Classical Civilization
   - ❑ Classics
   - ❑ Communication & Rhetorical Studies
   - ❑ Communication Sciences & Disorders
   - ❑ Communications Design
   - ❑ Computer Art and Animation
   - ❑ Computer Engineering
   - ❑ Computer Science
   - ❑ Creative Leadership
   - ❑ Drama
   - ❑ Earth Sciences
   - ❑ Earth Sciences (Teacher Preparation -5 years)
   - ❑ Economics
   - ❑ Electrical Engineering
   - ❑ Energy and Its Impacts
   - ❑ English & Textual Studies
   - ❑ Engineering (Undeclared)
   - ❑ English Education
   - ❑ Entrepreneurship & Emerging Enterprises
   - ❑ Environmental & Interior Design
   - ❑ Environmental Engineering
   - ❑ Ethics
   - ❑ Fashion Design
   - ❑ Fiber and Textile Arts
   - ❑ Film
   - ❑ Finance
   - ❑ Fine Arts
   - ❑ Food Studies
   - ❑ Forensic Science
   - ❑ French and Francophone Studies

- ❑ General Studies in Management
- ❑ Geography
- ❑ German Language, Literature & Culture
- ❑ Graphic Design
- ❑ Health & Exercise Science
- ❑ Health and Physical Education
- ❑ History
- ❑ History (Teacher Preparation - 5 years)
- ❑ History of Art
- ❑ Hospitality & Food Service Management
- ❑ Illustration
- ❑ Inclusive Early Childhood Special Education Teacher
- ❑ Inclusive Elementary & Special Education Teacher Preparation Program
- ❑ Industrial and Interaction Design
- ❑ Information Management & Technology
- ❑ Integrated Major: Neuroscience
- ❑ International Relations
- ❑ Iroquois Linguistics for Language Learners
- ❑ Italian Language, Literature & Culture
- ❑ Jewelry and Metalsmithing
- ❑ Knowledge Management
- ❑ Latino-Latin American Studies
- ❑ Legal Studies
- ❑ Liberal Arts
- ❑ Liberal Arts -ISDP
- ❑ Liberal Studies
- ❑ Liberal Studies - ISDP
- ❑ Linguistic Studies
- ❑ Magazine
- ❑ Management
- ❑ Management (Undeclared)
- ❑ Marketing Management
- ❑ Mathematics
- ❑ Mathematics (Teacher Preparation - 5 years)
- ❑ Mathematics Education
- ❑ Mechanical Engineering
- ❑ Medicolegal Death Investigation
- ❑ Middle Eastern Studies
- ❑ Modern Foreign Language
- ❑ Modern Jewish Studies
- ❑ Music
- ❑ Music Composition
- ❑ Music Education
- ❑ Music History and Cultures
- ❑ Music Industry
- ❑ Musical Theater
- ❑ Neuroscience
- ❑ Newspaper
- ❑ Newspaper & Online Journalism
- ❑ Non-Matriculated Undergraduate
- ❑ Nutrition
- ❑ Nutrition Science
- ❑ Organizational Leadership
- ❑ Painting
- ❑ Percussion
- ❑ Philosophy
- ❑ Photography
- ❑ Physical Education
- ❑ Physics
- ❑ Physics (Teacher Preparation - 5 years)
- ❑ Piano
- ❑ Policy Studies

- ❑ Political Philosophy
- ❑ Political Science
- ❑ Pre-Dentistry
- ❑ Pre-Law
- ❑ Pre-Medicine
- ❑ Pre-Veterinary Medicine
- ❑ Printmaking
- ❑ Psychology
- ❑ Public Communications (Undeclared)
- ❑ Public Health
- ❑ Public Relations
- ❑ Real Estate
- ❑ Recording and Allied Entertainment Industries
- ❑ Religion
- ❑ Religion and Society
- ❑ Retail Management
- ❑ Russian and Central Europe Studies
- ❑ Russian Language, Literature & Culture
- ❑ Science Education/Biology
- ❑ Science Education/Chemistry
- ❑ Science Education/Physics
- ❑ Sculpture
- ❑ Selected Studies In Education
- ❑ Social Studies Education
- ❑ Social Work
- ❑ Sociology
- ❑ Sound Recording Technology
- ❑ Spanish Education
- ❑ Spanish Language, Literature & Culture
- ❑ Special Studies in Art
- ❑ Sport Management
- ❑ Sport & Human Dynamics - Undeclared
- ❑ Stage Management
- ❑ Strings
- ❑ Supply Chain Management
- ❑ Surface Pattern Design
- ❑ Systems & Information Science
- ❑ Television, Radio and Film
- ❑ Theater Design and Technology
- ❑ Voice
- ❑ Wind Instruments
- ❑ Women's and Gender Studies
- ❑ Writing and Rhetoric

66. **Graduate Students only:** What is your school or college? **(Mark all that apply.)**
- ❑ School of Architecture
- ❑ College of Arts and Sciences
- ❑ School of Education
- ❑ College of Engineering and Computer Science
- ❑ David B. Falk College of Human Dynamics
- ❑ School of Information Studies
- ❑ College of Law
- ❑ Martin J. Whitman School of Management
- ❑ Maxwell School of Citizenship and Public Affairs
- ❑ I. Newhouse School of Public Communications
- ❑ College of Visual and Performing Arts
- ❑ University College

67. **Undergraduate Students only:** Are you enrolled in the Renée Crown University Honors Program?
   - ○ No
   - ○ Yes

68. Do you have a condition/disability that influences your learning, working, or living activities?
   - ○ No **[Skip to Question 70]**
   - ○ Yes

69. Which, if any, of the conditions listed below impact your learning, working, or living activities? **(Mark all that apply.)**
   - ❑ Acquired/Traumatic Brain Injury/Concussion
   - ❑ Asperger's/autism spectrum
   - ❑ Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)
   - ❑ Learning disability and/or Attention Deficit/Hyperactivity Disorder (e.g., Attention Deficit Disorder, Dyslexia)
   - ❑ Mental health/psychological condition
   - ❑ Physical/mobility impairment that substantially affects walking
   - ❑ Physical/mobility impairment that does not affects walking
   - ❑ Speech/communication impairment
   - ❑ Visually impaired or low vision
   - ❑ Blind
   - ❑ Hearing impaired
   - ❑ Deaf
   - ❑ A disability/condition not listed here (please specify:) _____

70. What is the language(s) spoken in your home?
   - ○ English
   - ○ Other than English (please specify:) _____
   - ○ English and other language(s) (please specify:) _____

71. What is your religious or spiritual identity? **(Mark all that apply.)**
   - ❑ Agnostic
   - ❑ Atheist
   - ❑ Baha'i
   - ❑ Buddhist
   - ❑ Christian
       - ❑ African Methodist Episcopal
       - ❑ African Methodist Episcopal Zion
       - ❑ Assembly of God
       - ❑ Baptist
       - ❑ Catholic/Roman Catholic
       - ❑ Church of Christ
       - ❑ Church of God in Christ
       - ❑ Christian Orthodox
       - ❑ Christian Methodist Episcopal
       - ❑ Christian Reformed Church (CRC)
       - ❑ Christian Scientist
       - ❑ Episcopalian
       - ❑ Evangelical
       - ❑ Greek Orthodox
       - ❑ Lutheran
       - ❑ Mennonite
       - ❑ Moravian
       - ❑ Nondenominational Christian
       - ❑ Pentecostal
       - ❑ Presbyterian
       - ❑ Protestant
       - ❑ Protestant Reformed Church (PR)
       - ❑ Quaker
       - ❑ Reformed Church of America (RCA)
       - ❑ Russian Orthodox
       - ❑ Seventh Day Adventist

- ❑ The Church of Jesus Christ of Latter-day Saints
- ❑ United Methodist
- ❑ United Church of Christ
- ❑ A Christian affiliation not listed above (please specify) _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Humanist
- ❑ Jain
- ❑ Jehovah's Witness
- ❑ Jewish
  - ❑ Conservative
  - ❑ Orthodox
  - ❑ Reform
- ❑ Muslim
  - ❑ Ahmadi
  - ❑ Shi'ite
  - ❑ Sufi
  - ❑ Sunni
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Tenrikyo
- ❑ Unitarian Universalist
- ❑ Wiccan
- ❑ Spiritual, but no religious affiliation
- ❑ No affiliation
- ❑ A religious affiliation or spiritual identity not listed above (please specify:) _____

72. **Undergraduate Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
    - ○ Dependent
    - ○ Independent

73. **Undergraduate Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
    - ○ Below $30,000
    - ○ $30,000 - $49,999
    - ○ $50,000 - $69,999
    - ○ $70,000 - $99,999
    - ○ $100,000 - $149,999
    - ○ $150,000 - $199,999
    - ○ $200,000 - $249,999
    - ○ $250,000 - $499,999
    - ○ $500,000 or more

74. **Students only:** Where do you live?
   - ❍ Campus housing - Residence Halls
     - ❍ Boland Hall
     - ❍ Booth Hall
     - ❍ Brewster Hall
     - ❍ Brockway Hall
     - ❍ Day Hall
     - ❍ DellPlain Hall
     - ❍ Ernie Davis Hall
     - ❍ Flint Hall
     - ❍ Haven Hall
     - ❍ Kimmel Hall
     - ❍ Lawrinson Hall
     - ❍ Lyons Hall
     - ❍ Marion Hall
     - ❍ Sadler Hall
     - ❍ Shaw Hall
     - ❍ The Sheraton
     - ❍ Skyhalls
     - ❍ Walnut Hall
     - ❍ Washington Arms
     - ❍ Watson Hall
   - ❍ Campus housing - South Campus Apartments
     - ❍ Chinook Drive
     - ❍ Farm Acre Road
     - ❍ Lambreth Lane
     - ❍ Slocum Heights
     - ❍ Small Road
     - ❍ Winding Ridge Road
   - ❍ Non-campus housing
     - ❍ Independently in an apartment/house
     - ❍ Living with family member/guardian
     - ❍ Fraternity or Sorority housing
   - ❍ Transient housing (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

75. **Students only:** Do you participate in any of the following at Syracuse University? **(Mark all that apply)**
   - ❑ I do not participate in any organizations/clubs at Syracuse.
   - ❑ Academic department club/organization (e.g., Architecture Student Organization, Psychology Club)
   - ❑ Art & entertainment (e.g., First Year Players, A Capella, Dance Troupe)
   - ❑ Cultural/international (e.g., Caribbean Student Association, European Student Association)
   - ❑ Governance (e.g., IFC,SA, GSO)
   - ❑ Greek
     - ❑ Interfraternity Council
     - ❑ Panhellenic Association
     - ❑ National Pan-Hellenic Council
     - ❑ National Association of Latino Fraternal Organizations
     - ❑ Multicultural Greek Council
     - ❑ Professional Fraternity Council
   - ❑ Honorary (e.g., National Society of Collegiate Scholars)
   - ❑ Intercollegiate athletics (e.g., D1 Soccer, Lacrosse)
   - ❑ Media/publication (e.g., Citrus TV, Daily Orange)
   - ❑ Political/advocacy (e.g., Amnesty International, NYPIRG)
   - ❑ Professional (e.g., American Marketing Association, Sport Professionals of Color)
   - ❑ Religious (e.g., Chabad House, Baptist Campus Ministry)
   - ❑ Service (e.g., Red Cross, Habitat for Humanity)
   - ❑ Special interest (e.g., Gaming Club, Statistics Club)
   - ❑ Sports & recreation (e.g., Club Sports)

76. **Students only:** At the end of your last semester, what was your cumulative grade point average?
- ❍ 3.75 – 4.00
- ❍ 3.25 – 3.74
- ❍ 3.00 – 3.24
- ❍ 2.50 – 2.99
- ❍ 2.00 - 2.49
- ❍ Below 2.00

77. **Students only**: Have you experienced financial hardship while attending Syracuse University?
- ❍ No
- ❍ Yes

78. **Students only**: How have you experienced the financial hardship? **(Mark all that apply.)**
- ❑ Affording tuition
- ❑ Purchasing my books
- ❑ Participating in social events
- ❑ Affording food
- ❑ Participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)
- ❑ Traveling home during Syracuse University break
- ❑ Accessing housing over campus breaks
- ❑ Commuting to campus
- ❑ Affording housing
- ❑ Affording health care
- ❑ Affording childcare
- ❑ Affording other campus fees
- ❑ Other (please specify:) _____

79. **Students only:** How are you currently paying for your education at Syracuse University? **(Mark all that apply.)**
- ❑ Credit card
- ❑ Family contribution (family assists with expenses)
- ❑ Fellowship
- ❑ Graduate assistantship (e.g., teaching/research/administrative)
- ❑ Loans
- ❑ Need-based scholarship (e.g., Gates)
- ❑ Non-need-based scholarship (e.g., athletic, merit)
- ❑ Grant (e.g., Pell, institutional grant)
- ❑ GI Bill
- ❑ Personal contribution /job
- ❑ Resident advisor
- ❑ Dependent tuition (e.g., family member works at Syracuse)
- ❑ Tuition exchange
- ❑ Work-Study
- ❑ A method of payment not listed here (please specify:) _____

80. **Students only:** Are you employed either on campus or off-campus during the academic year?
- ❑ No
- ❑ Yes, I work on campus – (Please indicate total number of hours you work)
  - ❍ 1-10 hours/week
  - ❍ 11-20 hours/week
  - ❍ 21-30 hours/week
  - ❍ 31-40 hours/week
  - ❍ More than 40 hours/week
- ❑ Yes, I work off campus – (Please indicate total number of hours you work)
  - ❍ 1-10 hours/week
  - ❍ 11-20 hours/week
  - ❍ 21-30 hours/week
  - ❍ 31-40 hours/week
  - ❍ More than 40 hours/week

Part 4: Perceptions of Campus Climate

81. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working, learning, or living environment at Syracuse?
    - ○ No **[Skip to Question 91]**
    - ○ Yes

82. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    - ❑ Academic adviser
    - ❑ Alumni
    - ❑ Athletic coach/trainer
    - ❑ Co-worker
    - ❑ Department chair /head/director
    - ❑ Donor
    - ❑ Faculty member
    - ❑ Friend
    - ❑ Syracuse Health Services
    - ❑ Syracuse Police Department
    - ❑ Syracuse media (e.g., Daily Orange, Citrus TV)
    - ❑ Syracuse Department of Public Safety
    - ❑ Off-campus community member
    - ❑ Parent or family member
    - ❑ Person whom I supervise
    - ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student employee (e.g., resident advisor, peer mentor, tutor)
    - ❑ Supervisor
    - ❑ Teaching assistant/graduate assistant/tutor
    - ❑ Don't know target
    - ❑ A source not listed above (please specify:) _____

83. Who/what was the **source** of the conduct? **(Mark all that apply.)**
   - ❑ Academic adviser
   - ❑ Alumni
   - ❑ Athletic coach/trainer
   - ❑ Co-worker
   - ❑ Department chair /head/director
   - ❑ Donor
   - ❑ Faculty member
   - ❑ Friend
   - ❑ Syracuse Health Services
   - ❑ Syracuse Police Department
   - ❑ Syracuse media (e.g., Daily Orange, Citrus TV)
   - ❑ Syracuse Department of Public Safety
   - ❑ Off-campus community member
   - ❑ Parent or family member
   - ❑ Person whom I supervise
   - ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
   - ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
   - ❑ Staff member
   - ❑ Stranger
   - ❑ Student
   - ❑ Student employee (e.g., resident advisor, peer mentor, tutor)
   - ❑ Supervisor
   - ❑ Teaching assistant/graduate assistant/tutor
   - ❑ Don't know source
   - ❑ A source not listed above (please specify:) _____

84. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
   - ❑ Academic performance
   - ❑ Age
   - ❑ Educational credentials (e.g., MS, PhD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ Location where I grew up
   - ❑ Learning disability/condition
   - ❑ Living arrangement
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Mental health/psychological disability/condition
   - ❑ Medical disability/condition
   - ❑ Military/veteran status
   - ❑ Parental status (e.g., having children)
   - ❑ Participation in an organization (please specify:) _____
   - ❑ Participation on an athletic team (please specify:) _____
   - ❑ Physical characteristics
   - ❑ Physical disability/condition
   - ❑ Philosophical views
   - ❑ Political views
   - ❑ Position (e.g., staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Racial identity
   - ❑ Religious/spiritual views
   - ❑ Sexual identity/orientation
   - ❑ Socioeconomic status
   - ❑ Don't know
   - ❑ A reason not listed above (please specify:) _____

85. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was not admitted/hired/promoted based on his/her identity
- ❑ Person received derogatory or inappropriate verbal remarks.
- ❑ Person received inappropriate derogatory phone calls/text messages/e-mail
- ❑ Person received inappropriate /unsolicited messages on-line (e.g., Facebook, Twitter, Yik Yak)
- ❑ Person received inappropriate written comments
- ❑ Person was the target of graffiti/vandalism
- ❑ Person intimidated/bullied
- ❑ Person ignored or excluded
- ❑ Person isolated or left out
- ❑ Person was disrespected
- ❑ Person was the target of retaliation
- ❑ Person was the target of workplace incivility
- ❑ Person being stared at
- ❑ Racial/ethnic profiling
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Person was stalked
- ❑ Person was the target of unwanted sexual contact
- ❑ Person feared for their family's safety
- ❑ Person feared for their safety
- ❑ Person received threats of physical violence
- ❑ Person was singled out as the spokesperson for their identity group
- ❑ Something not listed above (please specify:) _____

86. Where did this conduct occur? **(Mark all that apply.)**
- ❑ At a Syracuse event
- ❑ In an on-campus class/lab/clinical setting
- ❑ In Syracuse Health Services
- ❑ In the Syracuse Counseling Center
- ❑ In a Syracuse dining facility
- ❑ In a Syracuse administrative office
- ❑ In an off-campus experiential learning environment (e.g., internships, clinic, service learning, study abroad, student teaching)
- ❑ In a faculty office
- ❑ In a public space at Syracuse
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In a Syracuse library (e.g., Bird, Carnegie, Law Library)
- ❑ In athletic/recreational facilities
- ❑ In campus housing
- ❑ In off-campus housing
- ❑ In fraternity or sorority house
- ❑ Off campus (e.g., conferences, local bars, team travel)
- ❑ On a social networking sites, Facebook, Twitter, Yik Yak
- ❑ On Syracuse media (e.g., Daily Orange, Citrus TV)
- ❑ On-campus transportation (e.g., Centro, Campus shuttle)
- ❑ While working at a Syracuse job
- ❑ While walking on campus
- ❑ A location not listed above (please specify:) _____

87. How did you feel after observing the conduct? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

88. What did you do in response to observing the conduct? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Syracuse resource.
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
  - ❑ Syracuse Department of Public Safety
  - ❑ Counseling Center
  - ❑ Faculty and Staff Assistance Program (FSAP)
  - ❑ Hendricks Chapel
  - ❑ Syracuse Health Services
  - ❑ Title IX Coordinator
  - ❑ Office of Human Resources
  - ❑ Office of Student Assistance
  - ❑ Sexual & Relationship Violence Response Team
  - ❑ Student staff (e.g., resident advisor)
  - ❑ Staff person
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

89. Did you report the conduct?
- ○ No, I didn't report it.
- ○ Yes, I reported it.
  - ○ Yes, I reported the incident and was satisfied with the outcome.
  - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ○ Yes, I reported the incident, but felt that it was not responded to appropriately.

90. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

91. **Faculty/Staff only:** Have you observed **hiring** practices at Syracuse (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
    - ○ No **[Skip to Question 94]**
    - ○ Yes

92. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon…**(Mark all that apply).**
    - ❑ Age
    - ❑ Educational credentials (e.g., MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ Location where I grew up
    - ❑ Learning disability/condition
    - ❑ Living arrangement
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental health/Psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Nepotism/cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization (please specify:) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/orientation
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify:) _____

93. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

94. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at Syracuse that you perceive to be unjust?
   - ○ No **[Skip to Question 97]**
   - ○ Yes

95. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon… **(Mark all that apply.)**
   - ❑ Age
   - ❑ Educational credentials (e.g., MS, PhD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ Location where I grew up
   - ❑ Learning disability/condition
   - ❑ Living arrangement
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Mental health/Psychological disability/condition
   - ❑ Medical disability/condition
   - ❑ Military/veteran status
   - ❑ Nepotism/cronyism
   - ❑ Parental status (e.g., having children)
   - ❑ Participation in an organization (please specify:) _____
   - ❑ Participation on an athletic team (please specify:) _____
   - ❑ Physical characteristics
   - ❑ Physical disability/condition
   - ❑ Philosophical views
   - ❑ Political views
   - ❑ Position (e.g., staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Racial identity
   - ❑ Religious/spiritual views
   - ❑ Sexual identity/orientation
   - ❑ Socioeconomic status
   - ❑ Don't know
   - ❑ A reason not listed above (please specify:) _____

96. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

97. **Faculty/ Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal,** at Syracuse that you perceive to be unjust or would inhibit diversifying the community?
- ○ No **[Skip to Question 100]**
- ○ Yes

98. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon…**(Mark all that apply.)**
- ❑ Academic performance
- ❑ Age
- ❑ Educational credentials (e.g., MS, PhD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ Location where I grew up
- ❑ Learning disability/condition
- ❑ Living arrangement
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization (please specify:) _____
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity/orientation
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above (please specify:) _____

99. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

100. Using a scale of 1–5, please rate the overall campus climate at Syracuse on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Positive for people of various spiritual/religious backgrounds	❍	❍	❍	❍	❍	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for non-native English speakers	❍	❍	❍	❍	❍	Negative for non-native English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of various political affiliations	❍	❍	❍	❍	❍	Negative for people of various political affiliations
Positive for people in active military/veterans status	❍	❍	❍	❍	❍	Negative for people in active military/veterans status

101. Using a scale of 1–5, please rate the overall campus climate at Syracuse on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not Biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	❍	❍	❍	❍	❍	Not disability friendly (Ableist)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric

102. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by Syracuse faculty.	❍	❍	❍	❍	❍
I feel valued by Syracuse staff.	❍	❍	❍	❍	❍
I feel valued by my department/program.	❍	❍	❍	❍	❍
I feel valued by Syracuse senior administrators (e.g., dean, vice president, chancellor, provost).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students outside of the classroom.	❍	❍	❍	❍	❍
I think that faculty pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍

103. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	❍	❍	❍	❍	❍
I feel valued by my department/program chair.	❍	❍	❍	❍	❍
I feel valued by other faculty at Syracuse.	❍	❍	❍	❍	❍
I feel valued by students in the classroom.	❍	❍	❍	❍	❍
I feel valued by Syracuse senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that Syracuse encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my research/scholarship is valued.	❍	❍	❍	❍	❍
I feel that my teaching is valued.	❍	❍	❍	❍	❍
I feel that my service contributions are valued.	❍	❍	❍	❍	❍
I feel that my academic advising contributions are valued.	❍	❍	❍	❍	❍

104. **Staff only:** Please indicate the extent to which you agree with each of the following statements. \

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	❍	❍	❍	❍	❍
I feel valued by co-workers outside my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by Syracuse students.	❍	❍	❍	❍	❍
I feel valued by Syracuse faculty.	❍	❍	❍	❍	❍
I feel valued by Syracuse senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that my department/program encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my skills are valued.	❍	❍	❍	❍	❍
I feel that my work is valued.	❍	❍	❍	❍	❍

105. (Respondents with disabilities only) Within the past year, have you experienced a barrier in any of the following areas at Syracuse?

	Yes	No	Not applicable
Facilities			
Athletic/recreational facilities	❍	❍	❍
Carrier Dome	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms, labs (including computer labs)	❍	❍	❍
Counseling Center	❍	❍	❍
Dining facilities	❍	❍	❍
Doors	❍	❍	❍
Elevators/lifts	❍	❍	❍
Emergency preparedness	❍	❍	❍
Syracuse Health Services	❍	❍	❍
Office furniture (e.g., chair, desk)	❍	❍	❍
Campus transportation/parking	❍	❍	❍
Other campus buildings Podium	❍	❍	❍
Residence hall	❍	❍	❍
South Campus Apartments	❍	❍	❍
Restrooms	❍	❍	❍
Schine Student Center	❍	❍	❍
Signage	❍	❍	❍
Studios/performing arts spaces	❍	❍	❍
Temporary barriers due to construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks	❍	❍	❍
Technology/Online Environment			
Accessible electronic format	❍	❍	❍
Blackboard	❍	❍	❍
Clickers/Apps	❍	❍	❍
Computer equipment (e.g., screens, mouse, keyboard)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Kiosks	❍	❍	❍
Library database	❍	❍	❍
Phone/phone equipment	❍	❍	❍
Software (e.g., voice recognition/audiobooks/close captioning)	❍	❍	❍
Video /video audio description	❍	❍	❍
Website	❍	❍	❍
Identity			
Electronic databases (e.g., PeopleSoft)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Services)	❍	❍	❍
Learning technology	❍	❍	❍
Surveys	❍	❍	❍
Instructional/Campus Materials			
Brochures	❍	❍	❍
Food menus	❍	❍	❍
Forms	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks/handouts/PowerPoint	❍	❍	❍
Video-closed captioning and text description	❍	❍	❍

106. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

107. (Respondents who identify as trans* only) Within the past year, have you experienced a barrier in any of the following areas at Syracuse?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	◯	◯	◯
Changing rooms/locker rooms	◯	◯	◯
Residence halls	◯	◯	◯
South Campus Apartments	◯	◯	◯
Greek houses	◯	◯	◯
Restrooms	◯	◯	◯
Signage	◯	◯	◯
Identity Accuracy			
Syracuse College ID Card	◯	◯	◯
Electronic databases (e.g., PeopleSoft)	◯	◯	◯
Email account	◯	◯	◯
Intake forms (e.g., Health Services)	◯	◯	◯
Learning technology	◯	◯	◯
Public Affairs	◯	◯	◯
Surveys	◯	◯	◯

108. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

109. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Syracuse. First determine whether the initiative is available (left side) or is not available (right side), then indicate the appropriate level of influence on the side you have chosen.

	Initiative Available at Syracuse			Initiative NOT Available at Syracuse		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing flexibility for calculating the tenure clock	○	○	○	○	○	○
Providing recognition and rewards for including diversity issues in courses across the curriculum	○	○	○	○	○	○
Providing diversity and inclusivity training for faculty	○	○	○	○	○	○
Providing faculty with toolkits to create an inclusive classroom environment	○	○	○	○	○	○
Providing faculty with supervisory training	○	○	○	○	○	○
Providing access to counseling for people who have experienced harassment	○	○	○	○	○	○
Providing mentorship for new faculty	○	○	○	○	○	○
Providing a clear process to resolve conflicts	○	○	○	○	○	○
Providing a fair process to resolve conflicts	○	○	○	○	○	○
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	○	○	○	○	○	○
Providing diversity and inclusivity training to search, promotion and tenure committees	○	○	○	○	○	○
Providing career span development opportunities for faculty at all ranks	○	○	○	○	○	○
Providing affordable childcare	○	○	○	○	○	○
Providing support/resources for spouse/partner employment	○	○	○	○	○	○

110. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

111. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Syracuse. First determine whether the initiative is available (left side) or is not available (right side), then indicate the appropriate level of influence on the side you have chosen.

	Initiative Available at Syracuse			Initiative NOT Available at Syracuse		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusivity training for staff	○	○	○	○	○	○
Providing access to counseling for people who have experienced harassment	○	○	○	○	○	○
Providing supervisors/managers with supervisory training	○	○	○	○	○	○
Providing faculty supervisors with supervisory training	○	○	○	○	○	○
Providing mentorship for new staff	○	○	○	○	○	○
Providing a clear process to resolve conflicts	○	○	○	○	○	○
Providing a fair process to resolve conflicts	○	○	○	○	○	○
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	○	○	○	○	○	○
Providing career development opportunities for staff	○	○	○	○	○	○
Providing affordable childcare	○	○	○	○	○	○
Providing support/resources for spouse/partner employment	○	○	○	○	○	○

112. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

113. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Syracuse. First determine whether the initiative is available (left side) or is not available (right side), then indicate the appropriate level of influence on the side you have chosen.

	Initiative Available at Syracuse			Initiative NOT Available at Syracuse		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing diversity and inclusivity training for students	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for staff	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for faculty	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by other students in residence halls/apartments environments	❍	❍	❍	❍	❍	❍
Providing an online confidential resource for reporting bias related incidents.	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among students	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Providing effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Providing effective academic advising	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for RSO E-Boards	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for student staff (e.g., Schine Center, resident advisors)	❍	❍	❍	❍	❍	❍
Providing affordable childcare	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍
Providing adequate social space outside of Greek space	❍	❍	❍	❍	❍	❍
Providing adequate culturally-inclusive spaces	❍	❍	❍	❍	❍	❍

114. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

115. Do you feel that the Syracuse administration offers transparent communication to all university constituents in their decision-making processes? Why or why not?

116. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

117. Do you have any specific recommendations for improving the campus climate at Syracuse?

118. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Syracuse community for their participation in this survey, you have an opportunity to win a win a "Climate Survey Thank-You" survey award..

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your contact information.***

To be eligible to win a survey award, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

$20 gift certificates to local establishments (10)
- Starbucks
- Chipotle
- King David's

$25 gift certificates to the Syracuse University Bookstore (4)

$20 gift certificates to Amazon (10)

❍ Faculty
❍ Staff
❍ Student

Name: _____

E-mail address: _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered at following website:

http://survey.syr.edu/resources