



# Student Belonging and Exclusion Survey Report



**June 2025**

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## Report #3: Task Force on Antisemitism

June 2025

### The Survey

Today, we are releasing the report from a survey the University commissioned, showing that Columbia's Jewish and Muslim students were significantly less comfortable on our campus than their peers here during the 2023-2024 academic year. The survey provides methodologically rigorous evidence that is consistent with what the Task Force on Antisemitism heard from almost 500 students in more than two dozen listening sessions during the Spring 2024 term. We wanted to release the results publicly as we prepare to issue our final report.

The task force proposed this study early last year, and it was approved by the University and supported by University leadership. The task force contracted with NORC at the University of Chicago, a highly respected nonpartisan research firm specializing in surveys, and worked with NORC staff to develop the survey instrument.

The survey—called the Harmful Exclusion Alleviation Longitudinal Study (HEALS)—went out in June 2024 to more than 35,000 Columbia students and closed in September of 2024. More than 9,000 students completed the survey, for a completion rate of more than 25% overall and more than 30% among undergraduates. We believe this is the most comprehensive student survey any American university has carried out and made public that focuses on how its students experienced the turbulent 2023-2024 academic year. We are grateful to the leaders at this institution for their support in conducting this survey and disseminating the results. This report stands as a sign of Columbia's commitment to rigorous academic research and transparency, and of its determination to identify difficulties on campus so they can be successfully addressed.

The survey results indicate that the events of last year significantly and negatively affected Jewish and Muslim students' feelings of acceptance and belonging at Columbia. Overall, a plurality (50%) of students reported feeling a positive sense of belonging at the University, while only 34% of Jewish and 41% of Muslim students reported positive sentiments of belonging. Sixty-two percent of Jewish and 53% of Muslim students said they did not feel accepted for their religious identities at Columbia, compared to 13% of Christian students and 11% of students with other religious affiliations. For both Jewish and Muslim students, political expression around the conflict between Israel and Hamas was a site of serious tension and sometimes fear. Most Jewish (87%) and Muslim (82%) students felt concerned about expressing their beliefs. A majority of Jewish students—69%—said that expressing support for any side in the conflict had made them feel they were in personal danger, as did a majority of Muslim

## Columbia University Student Belonging & Exclusion Survey Report

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students—65%. In all cases, these percentages are far above what the survey showed for Columbia students overall (33%).

These findings are consistent with what the task force heard in listening sessions and discussed in its second report, issued as the current academic year was beginning. The survey confirms that discomfort among Jewish students was widespread by the end of the 2023-2024 academic year. The survey also provides evidence of the exclusion and pressures Muslim students experienced in the 2023-2024 academic year. The survey was designed to provide data on the experiences of all students. The problems in the University climate are real, multifaceted, and serious. They are also solvable. We release this report in the hope that the Columbia community will continue to move with urgency in addressing the issues the survey results from last year describe.

This report provides a snapshot of the campus climate at the end of the 2023-24 academic year, not necessarily as it is today. Indeed, our anecdotal sense is that the climate has improved for students in many ways. The survey is meant to be a tool, providing information that will help the University continue to improve our campus climate and make students, especially Jewish and Muslim students, feel they can study and learn without fear that they will be singled out, excluded, or sanctioned for who they are. NORC has provided the survey instrument and the de-identified data to Columbia's Office of Planning and Institutional Research, so that the survey can be readministered periodically to measure changes—for the better, we hope—in the way our students experience campus life. We are gratified that the University will soon conduct a second administration of a version of the survey, as part of an ongoing effort to assess campus climate periodically.

Last year, we proposed an additional research effort, to deepen our understanding of the survey findings and track the University's progress in healing the climate on campus. We are pleased to know that the University is taking on this work as well. This project will investigate how students are navigating the current climate. It will fill gaps in what the survey can tell us, and help in translating the survey's findings into actionable recommendations for the University community. The results of this qualitative study can, in turn, be used to fine-tune future HEALS surveys. This kind of mixed-methods research is invaluable in identifying the dynamics that corrode a community's health, especially in cases in which specific groups face discrimination or exclusion. It can also provide valuable insights about how positive experiences work and can be replicated. It is a rich diagnostic technique that can help lead to a meaningful cure. Columbia has done this kind of research in the past, when seemingly intractable conflicts have divided the campus community, and it can do so again now. We can be an exemplar for our peer institutions in how universities can productively meet this contentious moment, and we would urge other institutions to take the same bold steps Columbia has done by supporting similar research.

An integrated research effort of this kind is essential for learning what went wrong for so many of our students last year, and how Columbia can build a better future as a community. We thank the University and Acting President Claire Shipman for supporting it.

**Ester Fuchs, Nicholas Lemann, and David Schizer**  
Co-Chairs, on behalf of the Task Force on Antisemitism

# Table of Contents

**Introduction ..... 1**

**Brief Methodology..... 3**

**Findings..... 4**

**Section 1: Impact of Campus Experiences on Feelings of Belonging ..... 5**

        How did students report their feelings of belonging at Columbia during the 2023-2024 academic year? .....5

        How do students report feelings of acceptance at Columbia based on personal characteristics? .....6

**Section 2: Experiences of Discrimination and Pressure ..... 6**

        Did students report any experiences with discrimination at Columbia during the 2023-2024 academic year? .....7

        How would students handle (i.e., report) a personal experience with discrimination or harmful treatment while at Columbia? .....8

        Did students feel any concern expressing their beliefs on campus? .....9

        Did students report feeling any pressure to conform their political beliefs/views/expression to those around them? ..... 10

**Section 3: Impact of the 2023-2024 Academic Year..... 12**

        How did the events of 2023-2024 academic year impact personal relationships for students? ..... 12

        How did the events of 2023-2024 academic year impact knowledge of Israel/Palestine history? ..... 12

        How did the events of 2023-2024 academic year impact opinions of the Israel/Palestine relationship?..... 14

        How did the events of the 2023-2024 academic year impact student decisions to engage actively with the protests/demonstrations? ..... 14

        How did support for either Israelis or Palestinians impact student reports of perceived personal risk on campus? ..... 16

        How did on-campus encampments, protests, and demonstrations impact student reports of schedule and other behavior changes for themselves on campus? ..... 16

        To what degree did students report opposition to or support for on-campus encampment protest activities? ..... 18

**Section 4: Conclusion and Key Takeaways..... 19**

**Appendix A: Detailed Methodology ..... A 1**

**Survey Instrument ..... A 1**

<b>Sampling &amp; Eligibility.....</b>	<b>A 2</b>
<b>Survey Administration .....</b>	<b>A 2</b>
<b>Data Cleaning.....</b>	<b>A 3</b>
<b>Weighting Procedures .....</b>	<b>A 4</b>
<b>Respondent Characteristics .....</b>	<b>A 5</b>
<b>Data Analyses .....</b>	<b>A 8</b>
<b>Appendix B: Pre-Notification Email for HEALS Survey .....</b>	<b>B 1</b>
<b>Appendix C: Invitation Email for HEALS Survey .....</b>	<b>C 1</b>
<b>Appendix D: Harmful Exclusion Alleviation Longitudinal Study (HEALS) Survey .....</b>	<b>D 1</b>

# Introduction

Robust discourse, disagreement, and peaceful protest have long been present on America's college campuses. The recent conflict in Gaza has spurred high levels of student activism at institutions of higher education, including Columbia University. This activism has included on-campus demonstrations, protests, and encampments which have led some students to report feeling isolated or targeted based on their personal identities or beliefs.

In response to increasing tensions on campus following the October 7, 2023 Hamas attack on Israel and the Israeli military response, Columbia's leadership wanted to understand better how the repercussions of the conflict were affecting student life. Specifically, university leadership wanted to know more about changes in community members' sense of belonging, and about whether students' religious and cultural identities were contributing to differences in their sense of belonging. Columbia leadership decided to commission a student campus survey focusing on community members' sense of well-being and their experiences with cross-cultural interactions, including their experiences with demonstrations, protests, encampments, antisemitism, Islamophobia, and freedom of expression on campus. The goal was to document and understand what had happened on campus and to collect information that could inform policy changes where the survey identified problems.

To investigate these topics, Columbia University's Office of the President, supporting a request from the university's Antisemitism Taskforce, commissioned the Harmful Exclusion Alleviation Longitudinal Study (HEALS) Survey ("the Survey").<sup>1</sup> All Columbia University<sup>2</sup> students enrolled in undergraduate, graduate, and professional (e.g., law and medical) programs ( $N = 35,607$ ) were invited to participate in the Survey. The Survey asked students about their experiences with safety, belonging, and inclusion on campus. Specifically, it sought to collect information in two critical areas:

- 1) Students' overall perceptions of the campus community, personal sense of welcome and belonging, self-identification (e.g., religion, race, gender, and academic level), and awareness and use of campus resources during the 2023-24 academic year.
- 2) Students' concerns about and experiences with on-campus protests, demonstrations, encampments, cross-cultural interactions, antisemitism, Islamophobia, freedom of expression on campus, and the impact of the Israel/Palestine conflict on campus during the 2023-2024 school year.

The Survey reveals the diverse experiences of Columbia students on campus during the 2023–2024 academic year. Fifty percent of all students reported feeling a sense of belonging at Columbia. However, there were significant challenges especially for Jewish and Muslim students. Only 34% of Jewish and 41% of Muslim students reported positive sentiments of belonging.

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<sup>1</sup> This is not yet a longitudinal study, but the survey was designed so that, if the university chooses, it can field this survey periodically to track student attitudes and experiences over time.

<sup>2</sup> Other affiliated schools (Teacher's College and Barnard College) were invited to participate but declined due to a variety of logistical issues, including fielding their own surveys at the same time.

The Survey results provide Columbia University leadership with insight into how students experience campus life and how their identities are associated with those experiences, and into their overall sentiment regarding their experiences with both daily campus life and political discourse in the 2023-24 academic year.<sup>3</sup>

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<sup>3</sup> The findings presented in this report offer overall, generalizable insights into campus life. Weighted findings allow conclusions to be inferred about Columbia's student population as a whole as well as the between-group differences. See Appendix A for the weight construction methodology.

## Brief Methodology

The Survey was developed by NORC at the University of Chicago (NORC) in partnership with Columbia's Antisemitism Task Force and other Columbia faculty with expertise in survey research. Survey data collection took place in the summer of 2024 and the resulting data were cleaned and used to calculate analytic weights. See Appendix A for the detailed methodology.<sup>4</sup>

The Survey included items and scales intended to address topics related to Columbia University's campus climate. These campus climate questions were supplemented by existing measures identified through a review of relevant survey instruments (e.g., see [National Study of Faculty Attitudes Toward Academic Freedom](#)), a literature review, and polling data related to campus experiences, belonging, safety, freedom of speech/expression, and Israel and Palestine. Using a draft version of the Survey, cognitive interviews were conducted with Columbia University students to discover any issues with comprehension or interpretation of questions. Cognitive testing results were used to optimize the Survey to ensure the responses provided would be as accurate as possible.

The Survey frame<sup>5</sup> was provided by the Columbia University Office of the Registrar. They provided an unduplicated list of 35,607 Columbia students enrolled during the 2023-24 academic year at Columbia University. The file included students' names, email addresses, school codes/names, and standing levels/years/descriptions. All eligible Columbia University students were invited to participate in the Survey. Formal data collection began on 18 June 2024 and closed on 10 September 2024. In total, 10,149 students provided some (i.e., partial or full) information in the Survey (see Appendix D for the complete Survey). After removing partial or ineligible responses, the final number of surveys for analysis was 9,150.

Personal identities were asked as 'mark-all-that-apply' questions including race and ethnicity, religion, on-campus involvement, and gender. For this analysis, the response categories for these personal identity questions were collapsed to help preserve confidentiality and to make this report more comprehensible; details regarding how the personal identity response categories were collapsed are provided in Appendix A. Academic status is also used in this analysis and is presented as a binary of undergraduate and graduate students.

The following sections include representative tables of findings by each topic or question, highlighting where notable differences were observed when considered across personal identity (demographic) categories. While significance testing has not been conducted, these observed patterns suggest notable experiences and potential differences as influenced by personal identities. The presentations in this report are not exhaustive but illustrative. The percentages shown in Tables 1.1 to 3.7 are based on 9,150 completed student surveys weighted to the total student population by characteristic data available for the student population; more information about weighting may be found in Appendix A.

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<sup>4</sup> NORC abides by the American Association for Public Opinion Research's (AAPOR) Transparency Initiative to help ensure consistent access to background information and methods related to our research. Appendix A is consistent with the high reporting standards set by AAPOR.

<sup>5</sup> The Survey frame is the list or set of information that defines who will be included in a survey.



## Findings

The survey findings strongly suggest the 2023-2024 year brought changes to the Columbia campus, with respect to students' sense of belonging, experiences of discrimination, knowledge of Israeli/Palestinian history, and opinions about how the protests impacted student life. There were significant challenges, especially for Jewish and Muslim students, who frequently reported very different, and often more challenging, experiences than their peers who had other or no religious affiliations. Notably, the differences found in experiences among students with different religious backgrounds were largely not observed when considering other attributes including race, gender, academic level, and on-campus involvement. These findings indicate the religious identity of students was impactful during the 2023-2024 school year. While Jewish and Muslim students were the most impacted, the influence of religion permeated the reported experiences of other religious groups, as well. The answers to the most basic questions were most compelling in telling the story of the 2023-24 academic year at Columbia. When students were asked whether they felt a sense of belonging at Columbia, 50% of all students reported positive feelings of belonging, while only 34% of Jewish and 41% of Muslim students reported positive sentiments of belonging. Students were also asked if they felt accepted for their religious identity. Overall, only 15% of students reported *not* feeling accepted for their religious identity. Yet nearly 62% of Jewish and 53% of Muslim students said they did not feel accepted for their religious identities at Columbia.

In these findings, selected tables highlight notable observations and illustrate observed differences across personal identity groups. This selection of highlighted tables, in addition to the analysis accompanying them, is meant to make these findings more accessible for widespread distribution of this report.<sup>6</sup>

Finally, the responses to each survey item of interest have been tabulated by race and ethnicity, religion, academic level, gender, and on-campus involvement to help inform this report. NORC has provided these detailed crosstabulations to Columbia University.

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<sup>6</sup> Columbia University has sole discretion in determining distribution of this report.

# Section 1: Impact of Campus Experiences on Feelings of Belonging

## *How did students report their feelings of belonging at Columbia during the 2023-2024 academic year?*

The Survey's asked students to report their sense of belonging at Columbia. Thirty percent of students reported a low sense of belonging (selecting disagree or strongly disagree to this question). Another 20% reported a neutral sentiment of belonging (neither agree nor disagree). The plurality (50%) of students reported a positive sense of belonging (selecting agree or strongly agree to this question).

When considering individual identities, students reported low levels of belonging attributed to their religious identities. During the 2023-2024 academic year at Columbia, nearly 47% of Jewish students reported negative feelings of belonging, as did 38% of Muslim students.

Compared with religious identity, patterns of reported feelings of belonging by other student characteristics, such as racial identity, academic level, on-campus involvement, and gender, were more closely aligned with the findings for all students.

The positive sentiments of belonging at Columbia were lowest for Jewish and Muslim students. Only 34% of Jewish and 41% of Muslim students reported positive sentiments of belonging at Columbia.

**Table 1.1** Sense of Belonging by Religion

Q6.5 How much do you agree with the following statement: "Overall, I feel a sense of belonging at Columbia?"						
Response option	Jewish	Muslim	Christian	None	Something else	Total
Strongly Disagree	21%	17%	9%	8%	10%	10%
Disagree	25%	21%	19%	20%	17%	20%
Neither Agree nor Disagree	19%	21%	18%	21%	24%	21%
Agree	26%	31%	40%	40%	37%	38%
Strongly Agree	8%	10%	14%	11%	12%	12%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

## How do students report feelings of acceptance at Columbia based on personal characteristics?

The Survey asked students whether they felt accepted for their various personal identities at Columbia including racial, ethnic, religious, sexual orientation, gender, military, political belief or affiliation, age, disability status, and national origin. Overall, most students reported feeling accepted for their different personal identities at Columbia. Low negative feelings of acceptance (including responses of disagree or strongly disagree) ranged from 4% for gender and military identities to 24% for political beliefs or affiliation.

When it comes to religion, the majority of Jewish and Muslim students report they don't feel accepted on the basis of their religious identity. Nearly 62% of Jewish students reported a low feeling of acceptance at Columbia on the basis of their religious identity. The same negative sentiments were shared by 53% of Muslims. By comparison, only about 12% of students with other religious identities (i.e., Christians and those who reported something else for their religion) had negative feelings of acceptance regarding their religious identity.

Nearly 53% of all students reported feeling accepted for their religious identities at Columbia.

However, fewer than 30% of Jewish and 32% of Muslim students reported feeling accepted at Columbia for their religious identities.

Patterns of feeling acceptance for religious identity by other characteristics, such as racial identity, academic level, on-campus involvement, and gender more closely align with the findings for all students with one exception – 36% of students classified with a racial identity of Something Else reported they did not feel accepted for their religious identity.

**Table 1.2** Acceptance by Religion

Q7.1 How much do you agree or disagree with the following statement: "Overall, I feel accepted for my religious identity at Columbia."						
Response option	Jewish	Muslim	Christian	None	Something else	Total
Strongly Disagree	42%	33%	5%	1%	5%	9%
Disagree	20%	20%	8%	2%	6%	7%
Neither Agree nor Disagree	9%	12%	27%	32%	30%	27%
Agree	11%	18%	22%	18%	21%	19%
Strongly Agree	17%	14%	36%	40%	29%	34%
Not Sure	1%	2%	3%	7%	9%	6%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

# Section 2: Experiences of Discrimination and Pressure

## *Did students report any experiences with discrimination at Columbia during the 2023-2024 academic year?*

The Survey asked students to report on any experience with discrimination regarding their race or ethnicity, religion, gender, sexual orientation, military service, age, political beliefs or affiliation, disability status, and national origin. Most students report that they have not experienced identity-based discrimination at Columbia.

Overall, 84% of students reported they had not experienced any discrimination at Columbia because of their religion during the 2023-2024 academic year. Similarly, 73% reported no experiences of discrimination based on their race, and 85% reported no experiences of discrimination based on their gender.

In contrast, only 36% of Jewish students and 43% of Muslim students reported *not* being discriminated against because of their religion, as compared to over 89% of students who identified as Christian and 86% of students with other religious identities.

This general pattern for Jewish and Muslim students was observed across various types of mistreatments (e.g., being mocked, cyberbullying, being physically assaulted). When considering religious discrimination by other student characteristics (i.e., racial identity, academic level, on-campus involvement, and gender), the findings are closely aligned with the findings for all students.

Overall, only 10% of all students reported experiences of discrimination based on their religion. However, 53% of Jewish students and over 40% of Muslim students reported this experience.

Considering racial and ethnic identity, over 35% of Black students, 19% of Hispanic/Latino students and 15% of Asian students reported discrimination based on their race.

**Table 2.1** Experiences of Discrimination by Religion

<b>Q6.4 During the 2023-2024 academic year, did you experience any of the following at Columbia?</b> <i>I experienced discrimination because of my religion</i>						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Yes	53%	43%	6%	1%	7%	10%
No	36%	43%	89%	96%	86%	84%
Not Sure	11%	14%	5%	3%	8%	6%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

# *How would students handle (i.e., report) a personal experience with discrimination or harmful treatment while at Columbia?*

Overall, most students (66%) reported feeling comfortable reporting a hate-based issue or attack at Columbia for any reason.

However, when looking at religious identity, fewer Muslim students (46%) shared this sentiment of comfort in reporting a hate-based issue or attack.

Turning to opinions on whether reports would be properly investigated, only 30% of Jewish and Muslim students thought they would, lower than the 50% figure for the overall student population.<sup>7</sup> The findings for this question by other student characteristics, such as racial identity, academic level, on-campus involvement, and gender, are more closely aligned with the overall finding, with the exception of Black (65%) and undergraduate (61%) students, and students in the “other choice” gender group (75%) who share in the skepticism that reports would be properly investigated.

Most students (66%) reported feeling comfortable reporting a hate-based issue or attack at Columbia, but no more than half thought Columbia would properly investigate such a report.

**Table 2.2** Comfort in Reporting Maltreatment by Religion

Q9.7 How comfortable would you be reporting a hate-based issue or attack at Columbia?						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Very Comfortable	25%	18%	32%	26%	27%	27%
Somewhat Comfortable	37%	28%	37%	42%	38%	39%
Somewhat Uncomfortable	26%	31%	23%	23%	24%	24%
Very Uncomfortable	13%	23%	8%	9%	12%	10%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

<sup>7</sup> See the HEALS Survey in Appendix D for the wording of Question 9.8.

# ***Did students feel any concern expressing their beliefs on campus?***

The survey asked students to indicate how frequently, if at all, they felt concerned about expressing their beliefs during the previous academic year (September 2023-May 2024).

The majority of all students (63%) felt concern expressing their beliefs on campus by selecting occasionally or often, with significantly higher reports of concern by Jewish (87%) and Muslim (82%) students. Similar patterns of concern are expressed through fear of online harassment, altering language to avoid controversy, and refraining from sharing opinions.

Most students (63%) felt concerned about expressing their beliefs on campus, with significantly higher reports of concern by Jewish (87%) and Muslim (82%) students.

**Table 2.3** Concern about Expressing Beliefs by Religion

<p><b>Q9.2</b> For each statement, indicate how frequently, if at all, this has happened to you during the previous academic year (September 2023-May 2024).</p> <p><i><b>Felt concerned about expressing my beliefs</b></i></p>						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Never	6%	9%	15%	17%	16%	15%
Rarely	6%	5%	18%	21%	17%	17%
Occasionally	22%	26%	32%	31%	31%	30%
Often	65%	56%	32%	27%	27%	33%
Don't Know	2%	4%	3%	5%	9%	5%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

## ***Did students report feeling any pressure to conform their political beliefs/views/expressions to those around them?***

The Survey asked students, “During the previous academic year (September 2023 - May 2024), did you ever feel any type of pressure to conform your political views to align with the following groups?” The groups included the Office of the President/Administration, faculty, friends, classmates, club/social group members, and teammates. Students reported different levels of pressure to conform their political beliefs. At the low end, 9% of students felt pressure to conform from their teammates. At the high end, 33% felt pressure to conform their political beliefs from their classmates.<sup>8</sup>

When considering religious identity, students experienced pressure differently. Jewish students reported feeling more pressure to conform their political beliefs to Columbia community groups, apart from the Office of the President, more than those of other religious identities. Jewish students felt the most pressure to conform their political beliefs from their classmates at 59%. Alternatively, Muslim students felt the most pressure to conform from the Office of the President at 52%.

Jewish students felt the most pressure to conform their political beliefs from their classmates (59%). Alternatively, Muslim students felt the most pressure to conform their political beliefs from the Office of the President (52%).

The Survey asked students two parallel sets of questions about the campus marches and protests – were they *pressured* to participate and were they *inspired* to participate. Students were asked about the pressure or inspiration experienced from their peers, professors, TAs, members of the students racial/ethnic group, and members of the students’ religious group. The greatest source of pressure and inspiration came from the students’ peers. Inspiration was more common than pressure, while only 19% of students reported pressure to participate from their peers, 34% reported feeling inspired to join.

Jewish students consistently reported feeling more pressure to participate in campus marches and protests than those with other religious identities with 33% reporting feeling that pressure from their peers. Alternatively, Muslim students consistently reported feeling more inspiration to participate in campus marches and protests than those with other religious identities with 57% reporting they were inspired by their peers.

Jewish students (33%) consistently reported feeling more pressure to participate in campus marches and protests than those with other religious identities.

When considering other student characteristics, findings by racial identity, academic level, on-campus involvement, and gender closely aligned with the findings for all students regarding either the pressure or inspiration to participate in campus marches or protests.

Muslim students (57%) consistently reported feeling more inspiration to participate in campus marches and protests than those with other religious identities.

<sup>8</sup> See the HEALS Survey in Appendix D for the wording of Question 8.4.

**Table 2.4a** Pressured by Peers to Participate in Marches and Protests by Religion

**Q10.12** Have you experienced any of the following (from people or sources affiliated with Columbia), with regards to the marches and protests associated with the conflict between Israel and Palestine?

*I have felt pressured by my peers to participate in campus marches or protests*

Response option	Jewish	Muslim	Christian	None	Something Else	Total
Yes	33%	9%	23%	17%	14%	20%
No	63%	85%	72%	76%	75%	74%
Not Sure	4%	6%	5%	7%	11%	7%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

**Table 2.4b** Inspired by Peers to Participate in Marches and Protests by Religion

**Q134** Have you experienced any of the following (from people or sources affiliated with Columbia), with regards to the marches and protests associated with the conflict between Israel and Palestine?

*I have felt inspired by my peers to participate in campus marches or protests*

Response option	Jewish	Muslim	Christian	None	Something Else	Total
Yes	38%	57%	32%	36%	26%	34%
No	58%	36%	62%	55%	60%	57%
Not Sure	5%	7%	6%	9%	14%	8%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.



# Section 3: Impact of the 2023-2024 Academic Year

## How did the events of 2023-2024 academic year impact personal relationships for students?

Most students did not report a strain on their relationships resulting from the 2023-2024 academic year although 40% avoided talking about political or controversial things with friends. Jewish students were most likely to report strain on their relationships, with more than half (53%) reporting strain.

Overall, nearly 10% of students reported having lost friends they once considered close because of political conversations about controversial topics in the 2023-2024 academic year. Jewish students were most likely to report having lost close friendships (29%), followed by Muslim students (16%). Conversely, when looking at reports of relationships being strengthened, about 31% of all students reported strengthened relationships during the 2023-2024 academic year. The greatest impact was on Jewish and Muslim students with 42% of Jewish and 43% of Muslim students reporting some of their relationships had been strengthened during the academic year. Overall, 26% of students reported they had gained new friends because of political conversations about controversial topics, with Muslim students (41%) the most likely to report this outcome, followed by Jewish students (32%).

Jewish students (53%) reported more negative impacts on relationships compared to all students (26%).

Both Muslim (43%) and Jewish (42%) students reported more positive outcomes on relationships, compared to students overall (31%).

When considering other student characteristics, findings by racial identity, academic level, on-campus involvement, and gender closely aligned with findings for all students.

**Table 3.1** Impact on Personal Relationships by Religion

<b>Q9.6 How have political conversations about controversial topics impacted your relationships with friends over the previous academic year (September 2023 - May 2024)? Please select all that apply</b> <i>I have had relationships strained</i> <i>I lost friends I once considered close</i> <i>I have had relationships strengthened</i> <i>I have made new friends</i>						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Relationships Strained	53%	30%	27%	22%	20%	26%
Lost Close Friends	29%	16%	7%	6%	9%	10%
Relationships Strengthened	42%	43%	31%	30%	24%	31%
Made New Friends	32%	41%	24%	25%	23%	26%

NOTE: Percentages may not sum to total due to rounding.

# *How did the events of 2023-2024 academic year impact knowledge of Israel/Palestine history?*

Students were asked to rate their knowledge of the Israeli/Palestinian history prior to October 2023, and at the time of responding to the survey (Summer 2024). Table 3.2 presents the net change in knowledge level (increase or decrease) when comparing these two questions.

Most students (63%) reported some or a great deal of knowledge prior to October 2023, which increased to nearly 87% when asked about their knowledge at the time of responding (Summer 2024). Reported knowledge gain was greatest for Christian students (29%) and those not belonging to a religion (26%). However, Jewish (3%) and Muslim (7%) students showed very little change in their knowledge.

When considering other student characteristics, findings by racial identity, academic level, on-campus involvement, and gender closely aligned with the overall findings.

The events of 2023-2024 appear to have taught students about these histories—with reported increases in knowledge across groups.

The greatest increases in reported knowledge were from Christians (29%) and those without a religious affiliation (26%).

**Table 3.2** Reported Higher-Level Knowledge by Religion at Two Time Periods and Change Over Time

Q10.8 Before October 2023, how much did you know about the relationship and history between Israel and Palestine?						
Q10.9 Now, how much do you know about the relationship and history between Israel and Palestine?						
Temporal Period for Reporting "A Great Deal" or "Some" Knowledge of Israel/Palestine History	Jewish	Muslim	Christian	None	Something else	Total
Prior to October 2023	96%	87%	58%	59%	58%	63%
Summer 2024	99%	94%	87%	85%	81%	87%
Increase in reported knowledge over time	3%	7%	29%	26%	23%	23%

NOTE: Percentages may not sum to total due to rounding.

# *How did the events of 2023-2024 academic year impact opinions of the Israel/Palestine relationship?*

Looking at the impacts of the protests on opinions of the Israel/Palestine relationship, a majority of students (59%) reported no change in opinion, or that they didn't know if their opinions changed. Jewish and Muslim students were least likely to have changed their opinion of the Israel/Palestine relationship.

About 20% of students had opinions changed because of participation or observation of the protests. Another 12% of students reported a change in their opinion due to the discussions happening on campus. These trends largely held true across religious groups with discussions and observations being more impactful for Christian students, those with no religious affiliation, and students in other religious groups. When considering other student characteristics, findings by racial identity, academic level, on-campus involvement, and gender closely aligned with the findings for all students.

Many students (47%) did not report a change in their opinions based on the protests.

Most (65%) of Jewish and Muslim students also reported no change in their opinions based on the protests.

**Table 3.3** Impact of 2023-2024 Campus Events on Opinions by Religion

Q10.11 Did your opinions about the relationship and history between Israel and Palestine change as a result of the protests on Columbia's campus?						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Yes, for any reason	32%	27%	45%	43%	38%	41%
Yes, because of my participation	3%	7%	4%	4%	3%	4%
Yes, because of observing the protests	14%	11%	19%	17%	15%	17%
Yes, because of discussions on campus	6%	6%	13%	14%	12%	12%
Yes, for another reason	9%	4%	10%	8%	8%	8%
No, my opinions did not change	65%	65%	46%	44%	43%	47%
Don't know	2%	7%	9%	13%	20%	12%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

# *How did the events of the 2023-2024 academic year impact student decisions to engage actively with the protests/demonstrations?*

Overall, nearly 20% of students reported participating in a protest during the 2023-2024 academic year. An additional 32% reported supporting the protests, although not participating (there was considerably more passive support for pro-Palestine protests). At the same time, 21% of students did not support the protests and 29% had no opinion.

Jewish (40%) and Muslim (41%) students were more likely than their peers to participate in one of the protests. Fewer than 20% of Christians, no religious identity, and other religious identity students participated in the protests.

When considering other student characteristics, findings by racial identity, academic level, on-campus involvement, and gender closely aligned with the findings for all students.

Overall, nearly 20% of students participated in protests, 32% supported the protests without participating, 21% opposed the protests, and 29% had no opinion.

**Table 3.4** Experiences of Supporting/Participating in Marches/Protests by Religion

Q10.1 Over the last academic year (September 2023 - May 2024), have you participated in any marches or protests on campus related to the conflict between Israel and Palestine?						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Yes, participated in support of Israel	27%	0%	1%	1%	1%	3%
Yes, participated in support of Palestine	12%	40%	14%	17%	12%	16%
No, but favor Israel	22%	1%	5%	3%	3%	5%
No, but favor Palestine	9%	29%	26%	31%	23%	26%
No, do not support the marches	14%	8%	23%	20%	24%	21%
None of the above	16%	21%	31%	28%	36%	29%
Yes, participated in support for both Israel and Palestine	2%	1%	1%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

# *How did support for either Israelis or Palestinians impact student reports of perceived personal risk on campus?*

Most students (67%) did not feel in any personal danger resulting from their support for either Israelis or Palestinians, regardless of their participation in protests. However, 18% of all students reported feeling in danger as a result of their support of Palestinians, as did 8% of students supporting Israelis.

When looking at religious identity, the findings are starkly different. Most Jewish students (69%) felt in danger because of their expressed support for any side in the conflict, as did most Muslim (65%) students.

Most Jewish (69%) and Muslim (65%) students felt in personal danger for their support of Israel and/or Palestine in the current war.

Similarly, most Jewish (86%) and Muslim (82%) students felt concerned about expressing their beliefs, as compared to only 63% of the overall population (see Table 2.3). Similar patterns continue through fear of online harassment, altering language to avoid controversy, and refraining from sharing opinions. When considering other characteristics, racial identity, academic level, on-campus involvement, and gender closely aligned with the overall findings.

**Table 3.5** Perceived Risk from Support of Israelis or Palestinians by Religion

Q136 Overall, from September 2023-May 2024, did you feel you were in personal danger because of your support for either Israelis or Palestinians in the current war between Israel and Hamas?						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Yes, for supporting Jews or Israel	53%	0%	5%	2%	4%	8%
Yes, for supporting Muslims or Palestinians	9%	62%	17%	17%	16%	18%
Yes, for supporting both	7%	3%	7%	6%	9%	7%
No , I did not feel in personal danger	31%	35%	72%	75%	71%	67%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

# *How did on-campus encampments, protests, and demonstrations impact student reports of schedule and other behavior changes for themselves on campus?*

Overall, during April-May 2024, almost half of all students (46%) reported that their daily routines were impacted by the encampments. However, when looking at religious groups, impact of the encampment on their daily routine was greatest among Jewish students (67%). Students with Christian, other or no religious identity followed (47%), while only 30% of Muslim students reported being impacted. The

Survey probed deeper into specific campus-life impacts.<sup>9</sup> When schedules or behaviors were impacted for Jewish students, it included skipping classes (12% daily, and another 29% at least once a week), avoiding campus areas (69% at least once a week), missing deadlines (47%), avoiding social activities (55%), and leaving campus when possible (64% reported doing so at least once a week). There were no notable differences between groups when considering racial identity, gender, academic level, or campus involvement.<sup>10</sup>

Additionally, when thinking about avoiding the protesters, while many (43%) said they did not avoid them, there were notable differences among religious groups. While 66% of Muslim students said they did not avoid the protests, only 25% of Jewish students did not avoid the protests. Those in other religious groups reported not avoiding the protests 40 to 50% of the time, which aligned more with the findings for all students.

67% of Jewish students reported impacts from the encampments on their daily routines during April-May 2024. Many Jewish students reported such impacts as skipping classes (42%), missing assignments (25%), avoiding social activities (55%), and preferring to leave campus (64%).

When considering other student characteristics, findings by racial identity, academic level, on-campus involvement, and gender closely aligned with the overall findings, with the exception of Black students. Fifty-three percent of Black students reported not avoiding the protests, as compared with 46% of all students.

**Table 3.6** Impacts of Encampment Protests on Behavior by Religion

Q10.4 To what extent did the tent encampment that was located on campus, which sought to support Palestine, during the months of April and May 2024 impact your daily routines?						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
A great deal	50%	17%	27%	19%	26%	25%
Somewhat	16%	13%	20%	22%	21%	21%
Not much	11%	19%	17%	18%	15%	17%
Not at all	17%	35%	29%	31%	25%	28%
I didn't notice the tent encampment	0%	1%	1%	2%	1%	1%
I participated in the tent encampment	4%	10%	2%	3%	3%	3%
I don't know	2%	6%	4%	5%	9%	5%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.

<sup>9</sup> See the HEALS Survey in Appendix D for the wording of Questions 10.5 and 10.6.

<sup>10</sup> The on-campus protests/demonstrations did have a differential impact on missing deadlines for academic level; 60% of graduate students reported never missing a deadline, while only 40% of undergraduates reported the same.

# *To what degree did students report opposition to or support for on-campus encampment protest activities?*

Fewer than half of all students supported the on-campus encampment protests, but only 27% did so strongly, while 21% had no opinion, and 30% actively opposed the encampment protests.

White students were the most likely of the racial groups to oppose the encampments (41%), while 65% of Black and 58% of Hispanic students supported them. Men reported opposition more frequently (38% compared to 25% of women), with no notable differences in academic level or on-campus involvement. A strong majority of Jewish students opposed the encampment protests (70%), while only 5% of Muslim students opposed them; between 20 and 30% of students in the other religious groups opposed them as well.

70% of Jewish students and fewer than 5% of Muslim students opposed the encampments. Fewer than a third (30%) of students opposed the encampments, but fewer than half of all students supported them. 21% of all students had no opinion.

**Table 3.7** Support for Tent Encampment Protest by Religion

Q10.15 To what extent do you support or oppose the tent encampment that was located on campus, which sought to support Palestine, during the months of April and May 2024?						
Response option	Jewish	Muslim	Christian	None	Something Else	Total
Strongly Oppose	57%	3%	21%	10%	16%	18%
Mostly Oppose	13%	2%	14%	11%	13%	12%
Mostly Support	11%	15%	24%	25%	17%	22%
Strongly Support	15%	60%	24%	30%	23%	27%
I have no opinion	4%	20%	18%	24%	31%	21%
Total	100%	100%	100%	100%	100%	100%

NOTE: Percentages may not sum to total due to rounding.



## Section 4: Conclusion and Key Takeaways

The HEALS Survey was designed to collect data on a wide variety of student perceptions and experiences during the 2023-24 academic year. The purpose of the Survey was to help the University better understand the impact of last year's events on Columbia's students. Reporting focuses primarily on how perceptions and experiences of the protests and encampments varied for all students with different religious identities and on how they affected students' feelings of belonging and acceptance on campus. The Survey, in Appendix A, also captured a wider view of campus life (including students' engagement with extracurricular activities and findings about their social and support networks and other interactions across campus. The Survey results presented in this report, while not exhaustive, focus on core questions of belonging, discrimination, and the impact of the 2023-24 year on campus life, with a central interest in variation of the findings by religious identity. This report offers important insights into understanding how different student groups experienced the events on campus during the 2023-24 academic year and how those events impacted their life on Columbia's campus.

Many Columbia students had a difficult experience on campus during the 2023-24 academic year – 46% of all students report the encampment on campus impacted their daily life and 48% avoided certain areas of campus at least weekly. By far the most significant challenges were faced by Jewish and Muslim students.

- Half of all students (50%) reported feeling a sense of belonging at Columbia.
  - ➔ Only 34% of Jewish and 41% of Muslim students reported positive sentiments of belonging.
- Just 15% of all students reported they did *not* feel accepted for their religious identities at Columbia.
  - ➔ But nearly 65% of Jewish students and 53% of Muslim students said they did not feel accepted at Columbia for their religious identities.

Students reported a variety of experiences with and attitudes toward the protests and encampments. The findings presented here consider how those experiences might have differed by religious identity and other characteristics like race and ethnicity, gender, academic level, and level of on-campus involvement. When looking at religious identity, the primary focus of this report, students who self-identified as Jewish or Muslim reported different experiences on campus during the 2023-2024 school year than their peers with different or no religious affiliation. Additionally, these two groups were quite different from each other in several key areas such as their support of the marches and protests and opposition to the encampments.

- 70% of Jewish students opposed the tent encampments on campus, while 75% of Muslim students supported it.
- Jewish students were more likely to experience social pressure from their classmates over political issues (59%, compared to 33% for the overall student population).
- Muslim students were more likely to report experiencing pressure to conform their views to align with the university administration (51% versus 29% for the overall student population).



- Most Jewish students (69%) felt in danger because of their expressed support for any side in the conflict, as did most Muslim (65%) students.
- Most Jewish (80%) and Muslim (60%) students felt concerned about regularly expressing their beliefs, as compared to 50% of the overall population.
- 67% of Jewish students reported impacts from the encampments on their daily routines during April–May 2024. Jewish students were more likely to report such impacts as skipping classes, missing assignments, avoiding social activities, and leaving campus whenever possible.

The overall patterns observed here are important and reflect a representative sample of the voices of all Columbia students during the 2023-2024 year.

The sentiments revealed in the Survey are significant. They offer strong patterns suggesting directions for future investigation and consideration by the Columbia administration and faculty. Some specific areas for consideration include understanding how some students continued their usual routines whereas others had their campus experience disrupted. Efforts by Columbia University leadership to focus on monitoring and supporting a sense of belonging on campus can help bolster students' resiliency.

The opportunities for additional analysis and to more fully understand the experiences of the Columbia student body in 2023-2024 may include examining what worked and what did not and how individual groups—especially Jewish and Muslim students—handled adversity and found a collective resilience; identifying methods for decreasing discrimination and increasing confidence in those trusted to protect them; and harnessing the reported learning engendered by on-campus disagreements and discussions to foster an enhanced environment of academic freedom.

## Appendix A: Detailed Methodology

The Survey was developed by NORC in partnership with the Antisemitism Task Force. Using a draft version of the Survey, cognitive interviews were conducted with Columbia University students prior to fielding to discover any issues with comprehension or interpretation of questions. Cognitive testing results were used to optimize the Survey to ensure the responses provided would be as accurate as possible. Data collection occurred during the summer of 2024, and the resulting data were cleaned and used along with the sample frame data from the Registrar to calculate analytic weights. The detailed methodology to develop and conduct the Survey is provided in order of implementation.<sup>11</sup>

### Survey Instrument

**Instrument development.** Items and scales to address topics related to Columbia University's campus climate were developed. The survey instrument was also supplemented by existing measures identified through a review of relevant existing survey instruments (e.g., see [National Study of Faculty Attitudes Toward Academic Freedom](#)), a literature review, and polling data (e.g., Habeshian, 2024) related to campus experiences, belonging, safety, freedom of speech/expression, and Israel and Palestine.

**Instrument testing.** Once the survey instrument was drafted, cognitive interviews were conducted with Columbia University students to optimize respondents' comprehension and interpretation of questions to ensure responses provided were as accurate as possible. Cognitive testing took the form of in-depth interviews with a sample of six students who varied in their academic status (e.g., undergraduate and graduate students). Findings from the six cognitive interviews were used to make refinements to survey instructions, items, and response options.

**Final survey instrument.** The final survey instrument examined several critical areas related to Columbia University's campus climate across the following seven sections:

**Section 1: Demographics**

**Section 2: Sources of Belonging**

**Section 3: Sense of Belonging**

**Section 4: Free Expression**

**Section 5: 2023-24 Personal Experiences**

**Section 6: 2023-24 Protests**

**Section 7: Future Plans**

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<sup>11</sup> NORC abides by the American Association for Public Opinion Research's (AAPOR's) Transparency Initiative to help ensure consistent access to background information and methods related to our research. This section meets and exceeds the high reporting standards set by AAPOR.

## Sampling & Eligibility

The Columbia University Office of the Registrar provided the Survey frame. The Columbia University Office of the Registrar provided an unduplicated list of 35,607 Columbia students enrolled during the 2023-24 academic year at Columbia University. The file included students' names, email addresses, school codes/names, and standing levels/years/descriptions. All eligible Columbia University students were invited to participate.

The following parameters were used to establish eligibility:

- Students must have been enrolled at Columbia during the Fall 2023 or Spring 2024 semesters.
  - Students who were not enrolled at Columbia but were enrolled at Barnard College, Teachers College, Jewish Theological Seminary, and Union Theological Seminary during Fall 2023 or Spring 2024 were not included.
- Students must have been enrolled in classes at Columbia University during either the Fall 2023 or Spring 2024 semester.
- In instances in which student records had changes in standing between Fall 2023 and Spring 2024, the students' standing was sourced from the most recent term of enrollment, within the Fall 2023/Spring 2024 range.
- In instances in which student records had changes in school between Fall 2023 and Spring 2024, the student's school code was sourced from the most recent term of enrollment within the Fall 2023/Spring 2024 range.
- Students who would have been under 18 years of age as of June 18, 2024 were excluded.
- Students who enrolled in non-degree or non-conferred certificate programs during Fall 2023 or Spring 2024 were excluded. If a student was enrolled in a non-degree or non-conferred certificate program during one term and was enrolled in a degree or conferred certificate program during the other term, then the student was not excluded.
- Withdrawn students:
  - If a withdrawal resulted in no class enrollment record for both the Fall 2023 and Spring 2024 semesters, then the student was not included in the sample.
  - Students who had been withdrawn under disciplinary expulsion or academic dismissal during either the Fall 2023 or Spring 2024 terms were excluded from the sample. This exclusion was made regardless of whether there was a remaining class enrollment record on file for the Fall 2023 or Spring 2024 term.
- Students without an email address on file were excluded.

## Survey Administration

The Survey was developed as a web-based survey using Qualtrics survey software. Following development and finalization, which included cognitive testing, the survey was programmed into NORC's Qualtrics account—which was also used to generate automatic email invitations and reminders.

On May 13, 2024, prior to the start of data collection, Columbia University Information Technology sent an all-student email to notify students of the forthcoming survey, with the intent of the prenotification increasing later cooperation rates (see Appendix B). Formal data collection began on June 18, 2024, and was originally planned to close in August 2024 but was postponed and formally closed on September 10, 2024. The extension in the data collection period was intended to allow more students an opportunity to participate after returning to campus for the new academic year, acknowledging the challenges in reaching some students at academic email addresses during summer months.

Respondents were sent a personalized email invitation to participate in the Survey (see Appendix C). Email invitations and all subsequent reminders included a unique survey link for each respondent, allowing them to return and finish later if necessary. Follow-up reminders were only sent to those who had not completed the survey. After the initial email invitation, NORC sent up to 30 email reminders between June 27 and September 9, 2024 (approximately two per week).<sup>12</sup> In total, 10,149 students provided some (i.e., partial or full) information in the Survey (see Appendix D for the complete Survey): after removing incomplete or ineligible cases, the final n is 9,150. Table A.1 provides the final completion rates by academic status for the cases used in the final analysis.

**Table A.1** Final Completion Rates by Academic Status

Academic Status	Invited Students	Completed Student Surveys	Completion Rate
Total Sample	35,607	9,150	25.7%
Undergraduate	9,854	3,050	31.0%
Graduate/Professional/Other	25,753	6,100	23.7%

NOTES: Survey counts are rounded to the nearest 50 to protect participant confidentiality. Counts and percentages are unweighted.

## Data Cleaning

Once the Survey closed, cases that included any student data were reviewed to determine which should be included for analysis. Cases were deemed ineligible and removed from the final dataset if they did not consent to participate. While duplicating was prevented by survey programming, a duplication evaluation check was performed to ensure no outstanding issues. The remaining 9,960 cases were reviewed for completeness. Two data quality criteria were applied:<sup>13</sup>

- Speeding:** The median survey completion time was 20 minutes. After reviewing the distribution of cases across survey completion time, the threshold for quality survey responses was set to at least one-third of the median survey completion time (i.e., 6.67 minutes). A total of 658 cases that completed the survey in less than 6.67 minutes were excluded.

<sup>12</sup> NORC sent email reminders on 6/27/24, 7/2/24, 7/12/24, 7/14/24, 7/16/24, 7/19/24, 7/21/24, 7/24/24, 7/26/24, 7/28/24, 7/31/24, 8/2/24, 8/4/24, 8/7/24, 8/9/24, 8/11/24, 8/14/24, 8/16/24, 8/18/24, 8/21/24, 8/23/24, 8/25/24, 8/28/24, 8/30/24, 9/1/24, 9/5/24, 9/6/24, 9/8/24, 9/9/24 (morning), and 9/9/24 (evening).

<sup>13</sup> After closely reviewing all grid item questions in the survey for potential straight-lining, this criterion was determined to not apply to this data quality review. While sample-level variability with these grid items was expected, it was determined to plausibly be no respondent-level variability with the grid item questions (i.e., quality responses could look like straight-lining, making it difficult or impossible to discern).

- **High refusal rates:** Cases in which respondents did not complete the survey through the “Sense of Belonging” section were reviewed. A total of 152 cases in which respondents stopped responding/completing the survey prior to the end of the “Sense of Belonging” section were removed.

A total of 9,150 of the 9,960 reviewed cases were determined to be complete and met the quality checks and were included in the final dataset and subsequent data file used in analysis.

## Weighting Procedures

The analysis presented in this report relies on the final dataset, which has been cleaned and has had nonresponse weights calculated and applied for all analyses. There are two datasets delivered with this report, which have undergone a disclosure review. The first dataset is the analytic dataset, including the main demographics and all substantive variables. The second dataset includes all the demographic variables. In all analyses, the weighting variable should be used (Weight\_Final).

Weighting assigns a value to each respondent based on the demographics included in the sample, allowing generalization and inferences to be made from the survey respondents to the population of eligible Columbia students. The weighting procedure involved the following steps:

1. Receive control totals for the sample frame of eligible students from the Registrar. The available control totals are detailed in Table A.2.
2. Using the survey microdata, create derived variables whose categories match the available control totals. Apply **hot deck imputation** to all cases that are missing data for these derived variables. The imputation rates for each field were:
  - Race/ethnicity: 5.0% of respondents skipped the question or stated only that they identify with a race/ethnicity that was not listed.
  - Academic level: 2.3% of respondents skipped the question, stated “I don’t know”, or stated “I wasn’t enrolled at Columbia in September 2023.”
  - International students: 0.2% of respondents skipped the question.
  - Gender: 4.3% of respondents skipped the question, stated that they identified as neither male nor female, or stated that they identify as both male and female.
  - Age: No respondents had missing data for this question.
  - Transfer status: 2.8% of respondents were assigned an imputed value.
    - 0.5% of respondents were undergraduates and skipped the question on transfer status.
    - 2.3% of respondents had an unknown academic level.
3. Assign uniform base weights for the survey microdata. For each completed survey, the base weight was equal to the total number of eligible students divided by the total number of completed surveys.

4. Calibrate weights to control totals using the **raking** algorithm. Trim the weights to ensure that no weight is less than 1. Repeat 10 times to produce the final weight (Weight\_Final).

The effect that weighting may have on the variance of an estimate was examined. The overall effect of weighting was found to be reasonable.<sup>14</sup>

Weighted findings enable conclusions to be drawn about Columbia's eligible student population. One potential limitation of the weights is that control totals for characteristics such as religion and housing were not available. The weights only account for unavailable factors to the extent they are associated with the available factors listed in Table A.2.

**Table A.2** Variables Used in Weighting Calculations

Variable	Registrar Information Included in Weighting
Race/Ethnicity	Hispanic or Latino; Non-Hispanic White; Non-Hispanic Black/African American; Non-Hispanic Asian, Native Hawaiian, Pacific Islander, American Indian, or Alaskan Native; Non-Hispanic Multiple Races
Academic level	Freshman (First Years); Sophomore; Junior; Senior; Graduate Student or Something Else
International Students	Not International; International
Gender	Male; Female
Age	22 and younger; 23 to 25; 26 to 29; 30 and older
Transfer Status	Undergraduate Transfer; Undergraduate, Non-Transfer; Graduate Student or Something Else

## Respondent Characteristics

Tables A.3 and A.4 present summary statistics on key variables for the 9,150 cases included in the final data set and analyzed in this report. Table A.3 shows the final data set by key demographic characteristics which have been collapsed from their original form (for utility and disclosure concerns) for analysis in the following ways:

**Age.** Age was originally collected as a continuous variable but has been collapsed into four categories 18 to 21; 22 to 23; 24 to 26; and 27 and older.

**Gender.** Gender, as delivered, has been collapsed into three categories and was originally collected as a multi-category mark-all-that-apply. If a respondent selected only the "man" or only "woman" response option, the case was assigned exclusively to that reporting category. All other responses

<sup>14</sup> The Kish design effect was 1.09. The Kish design effect is a measure used in survey sampling to assess the efficiency of a particular sampling design. It quantifies the degree to which the variance of estimates obtained from a complex sample design deviates from what would be expected under simple random sampling. A Kish design effect of 1.09 means that the variance of estimates obtained from the survey design is 1.09 times larger than what would be expected under simple random sampling.

were collapsed into the “Other choice” category for analysis. While this does not allow for a fuller analysis on this identity, the cell sizes for the non-binary categories were too small for analysis and posed too great a risk for disclosure to be included separately.

**Sexual Orientation.** Sexual orientation has been collapsed into three categories and was originally collected as a multi-category mark-all-that-apply question. If a respondent selected “straight/heterosexual” or any LGBTQ+ identity at all, they were assigned exclusively to that category. Otherwise, they were assigned to the “other” category. While this does not allow for a fuller analysis on this identity, the cell sizes were too small for analysis and posed too great a risk for disclosure to be included separately. Of note, a separate question on transgender identity was collected, but not included due to the small size.

**Religious Affiliation.** Religious self-identification was collected as a mark-all-that-apply question. For analytic and non-disclosure purposes, responses were collapsed into five categories, with single category assignment occurring in the following order: Jewish, Muslim, Christian, None, Other. If a respondent selected Jewish, regardless of any other selections, they were included in the Jewish category only. The similar logic applied to Muslim respondents. Non-Jewish and non-Muslim students who selected any Christian denomination (e.g., Catholic, Protestant) were included in Christian. For those not classified as Jewish, Muslim, or Christian, and selected any responses of none, agnostic, and atheist—regardless of other selections—were collapsed in the category labeled as “None.” The “something else” category is all other responses not categorized into one of the first four religious groupings.

**Race.** Racial/ethnic self-identification was collected as a mark-all-that-apply question. For analytic and non-disclosure purposes, responses were collapsed into five categories, with single category assignment. Any respondent who self-identified as Hispanic was included in the Hispanic category. Respondents who selected White only, Black only, or Asian/Asian-American only were included in those categories. All other responses, including multiple selection (excluding Hispanic) were included in the ‘something else’ category.

Table A.4 shows the final data set by the following key institutional and enrollment information:

**Academic Year.** Respondents were asked to indicate their academic standing at the beginning of the Fall 2023 semester.

**International Student.** Respondents were asked to indicate if they were an international student.


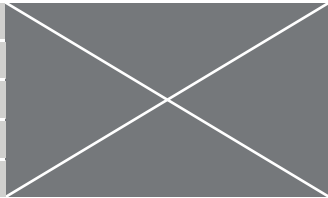
**Paying for Education.** How respondents are paying for their education has been collapsed into three categories and was originally collected as a multi-category mark-all-that-apply. Response options were grouped into three categories. The first category included family contributions, own wages, employment savings, and/or inheritance. The second category included grants, scholarships, and/or entitlement grants (e.g., GI, Pell Grant). The third category included work-study, loans, and/or other forms of payment. Missing responses were identified as missing. While this does not allow for a fuller analysis on this identity, the cell sizes were too small for analysis and posed too great a risk for disclosure to be included.

**On-Campus Involvement.** On-campus involvement has been collapsed across 10 dichotomous questions that asked respondents if they participated in various officially recognized student



organizations, activities, or groups during the 2023-2024 academic year. Respondents who indicated they participated in at least one student organization, activity, or group during the 2023-2024 academic year were assigned to the “Any Involvement” category. Respondents who indicated they did not participate in at least one student organization, activity, or group during the 2023-2024 academic year were assigned to the “No Involvement” category.

**Table A.3** Demographic Characteristics of Columbia University Students

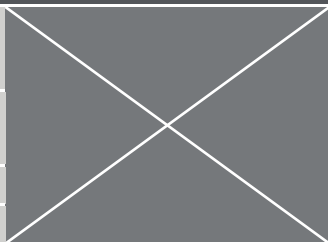

Student Demographics	Completed Surveys n = 9,150		Registrar Information N = 35,621		Weighted Estimates N = 35,620	
	Count	Distribution	Count	Distribution	Count	Distribution
Age						
18–21	1,750	19.1%	5,134	14.4%	4,700	13.2%
22–23	1,650	18.0%	6,451	18.1%	7,050	19.8%
24–26	2,300	25.1%	10,909	30.6%	10,720	30.1%
27+	3,450	37.7%	13,127	36.9%	13,140	36.9%
Gender						
Male	3,550	38.8%	16,224	45.5%	15,450	43.4%
Female	5,150	56.3%	19,322	54.2%	18,340	51.5%
Another choice	500	5.5%	75	0.2%	1,820	5.1%
Sexual Orientation						
Straight/heterosexual	6,400	69.9%			25,530	71.7%
LGBQ+	2,250	24.6%			8,300	23.3%
Other orientation	450	4.9%			1,780	5.0%
Religious Affiliation						
Jewish (any)	1,050	11.5%			3,600	10.1%
Muslim/Islam (any)	400	4.4%			1,490	4.2%
Christian (any)	2,350	25.7%			8,900	25.0%
No religious affiliation	3,850	42.1%			15,350	43.1%
Other religion(s)	1,500	16.4%			6,270	17.6%
Race/Ethnicity						
Hispanic or Latino	1,150	12.6%	3,581	10.1%	3,920	11.0%
Non-Hispanic White	3,000	32.8%	9,950	27.9%	10,470	29.4%
Non-Hispanic Black/African American	500	5.5%	2,107	5.9%	2,350	6.6%
Non-Hispanic Asian	3,350	36.6%	12,479	35.0%	14,490	40.7%
Something else	1,300	14.2%	7,504	21.1%	4,390	12.3%

LGBQ+ = Lesbian, Gay, Bisexual, Queer, Pansexual, Asexual, and/or Questioning.

NOTES: Survey counts are rounded to the nearest 50 to protect participant confidentiality. Completed survey counts and weighted estimates may not sum to total due to rounding. Sexual orientation and religious affiliation data were not provided from the Registrar's office.



**Table A.4** Key Institutional and Enrollment-Related Information of Columbia University Students

Institutional and Enrollment-Related Information	Completed Surveys n = 9,150		Registrar Information N = 35,621		Weighted Estimates N = 35,620	
	Count	Distribution	Count	Distribution	Count	Distribution
Academic Year						
Freshman (First Year)	700	7.7%	1,531	4.3%	1,500	4.2%
Sophomore	700	7.7%	1,968	5.5%	1,920	5.4%
Junior	900	9.8%	2,567	7.2%	2,500	7.0%
Senior	750	8.2%	3,468	9.7%	3,380	9.5%
Graduate Student or something else	5,750	62.8%	26,087	73.2%	25,000	70.2%
Missing	350	3.8%	0	0.0%	1,320	3.7%
International Student						
Not International	6,050	66.1%	21,269	59.7%	21,330	59.9%
International	3,100	33.9%	14,352	40.3%	14,210	39.9%
Missing	0	0.0%	0	0.0%	70	0.2%
Funding Source						
Family, own wages, employment, savings, and/or inheritance	3,450	37.7%			13,850	38.9%
Grants, scholarships, and/or entitlement grants (GI, Pell)	2,200	24.0%			8,440	23.7%
Work-study, loans, other	3,450	37.7%			13,210	37.1%
Missing	50	0.5%			110	0.3%
Transfer Status						
Undergraduate Transfer	650	7.1%	2,608	7.3%	2,520	7.1%
Undergraduate, Non-transfer	2,350	25.7%	6,926	19.4%	6,620	18.6%
Graduate Student or something else	5,750	62.8%	26,087	73.2%	25,000	70.2%
Missing	400	4.4%	0	0.0%	1,480	4.2%
On-Campus Involvement						
Involved on-campus	6,650	72.7%			25,890	72.7%
Not Involved on-campus	2,500	27.3%			9,720	27.3%

NOTES: Survey counts are rounded to the nearest 50 to protect participant confidentiality. Completed survey counts and weighted estimates may not sum to total due to rounding. Funding source and on-campus involvement data were not provided from the Registrar's office.

## Data Analyses

As discussed above, the data were cleaned and prepared for data analyses (i.e., transformed and recoded variables, coded missing data, weighted) and a survey codebook was created that describes the dataset layout, variables, and response coding (see the *Columbia HEALS Survey – 2024 Codebook*). Additionally, in preparation for data delivery to Columbia, the data underwent a disclosure review process, with the goal of minimizing the risk of individuals being identifiable. For a full discussion of that process and the resulting data changes, please see the Disclosure Summary Report. The data analyses in this report utilizes microdata prior to the nondisclosure updates. As such, the exact

frequencies or percentages in this report may not align with results derived using the delivered analytic or demographic datasets, which have undergone nondisclosure updates.

The primary data analysis in this report relied on the weighted estimates for all items, including generating distributions for all variables of interest, and presenting those with crosstabulations by: religion (Jewish, Muslim, Christian, None, Other), academic status (undergraduate/graduate), racial group (White, Black/African-American, Asian/Asian-American, Hispanic/Latino, Other), gender (man/woman), and on-campus involvement (any involvement/no involvement).

## Appendix B: Pre-Notification Email for HEALS Survey

Dear Students,

This academic year has been among the most turbulent in Columbia's history. For many of you, the campus climate has felt fractious and uncertain. At other times you may have found belonging and solidarity in unexpected ways and places. Throughout this period, you have heard a lot from voices outside the University speculating about what has been happening on your campus, what students have been experiencing, and what they think. Replacing this speculation with a serious and systematic accounting of students' experiences and attitudes can be a necessary first step towards ensuring a climate of belonging, inclusion, and acceptance for all students.

It is hard to establish common ground without accurate and reliable data about the Columbia student community. So the university is partnering with us at the [National Opinion Research Center \(NORC\) at the University of Chicago](#)—an independent, nonprofit, nonpartisan research institution—to conduct a university-wide survey on campus inclusion, belonging, acceptance, cross-cultural interactions, antisemitism, Islamophobia, and freedom of expression. NORC plans to survey all students at Columbia (i.e., undergraduate, graduate, professional, law, and medical school students) and the Jewish Theological Seminary. All personally identifiable data will be confidential. Your privacy is critical. Only NORC researchers will have access to individual-level response data. Columbia University will not know who responded to the survey or how anyone answered any of the questions.

Once the survey is complete and the results have been analyzed, we will release the full results so you can see and share the full diversity of experiences and attitudes your peers have had over these last few months.

Your opinion and voice matter. We want to hear from all students, especially graduating and departing students. We will open the survey on **Tuesday, June 18, 2024**, but wanted to draw your attention, before your summer gets started, to the importance of completing the survey when it lands in your inbox. The survey should take about 10-20 minutes to complete. We will remind you about the forthcoming survey again in early June, and on **Tuesday, June 18**, you will be emailed a unique link to complete the survey. Please make your voice heard and respond to this important student survey.

Thank you,

National Opinion Research Center (NORC) at the University of Chicago  
[HEALS@norc.org](mailto:HEALS@norc.org) Appendix C: Invitation Email for Harmful Exclusion Alleviation Longitudinal Study (HEALS) Survey

## Appendix C: Invitation Email for HEALS Survey

Dear [Student First Name],

**You are invited to complete HEALS Survey** (HEALS = Harmful Exclusion Alleviation Longitudinal Study). This survey is being administered by [NORC at the University of Chicago](#) on behalf of Columbia University. The HEALS Survey aims to inform policies for producing a more inclusive and trusting campus environment for all students by measuring both successes and challenges. This survey will collect information to help understand and address student experiences of safety, belonging, and inclusion at Columbia University.

**Your opinion and voice matter.** We want to hear from students, especially graduating and departing students. The survey should take about 15-20 minutes to complete. If the link is not clickable, please copy and paste it into your browser. Please **do not** share this survey invitation, as it is unique to you.

**Share your perspective by clicking on the link:** [INSERT SURVEY LINK](#)

**The privacy and confidentiality of your responses are central to this project.** Columbia University is partnering with [the National Opinion Research Center \(NORC\) at the University of Chicago](#)—an independent, nonprofit, nonpartisan research institution—to conduct this university-wide survey. All personally identifiable data will be confidential. Only NORC researchers will have access to individual-level response data. Columbia University will not know who responded to the survey or how anyone answered any of the questions.

**Want to learn more?** We encourage you to learn more about the HEALS Survey by visiting the [project webpage](#), where you'll find Frequently Asked Questions (FAQs) about the survey as well as additional information about this project, NORC, and the confidentiality and security of your survey responses and personal data. If you have any questions about the survey, the data collection process, or have difficulty accessing it, please email the NORC research team at [HEALS@NORC.org](mailto:HEALS@NORC.org).

Thank you for your time,

**NORC Signature**

ID:XXXXXXX

Follow the link to opt out of future emails::

[https://norc.az1.qualtrics.com/CP/Register.php?OptOut=true&RID=CGC\\_70iN6LBwojNnBEB&LID=UR\\_dhW04kShixntRZQ&DID=EMD\\_hmKQUZNPMYwzy7t&BT=bm9yYw&\\_ =1](https://norc.az1.qualtrics.com/CP/Register.php?OptOut=true&RID=CGC_70iN6LBwojNnBEB&LID=UR_dhW04kShixntRZQ&DID=EMD_hmKQUZNPMYwzy7t&BT=bm9yYw&_ =1)

## Appendix D: Harmful Exclusion Alleviation Longitudinal Study (HEALS) Survey

Q1.1 NORC at the University of Chicago (NORC)—an independent, nonprofit, nonpartisan research institution—is administering the following HEALS Survey (HEALS = Harmful Exclusion Alleviation Longitudinal Study) to all undergraduate, graduate, and professional students at Columbia University.

The HEALS Survey asks about your experiences over the 2023-2024 academic year. We will ask you about your experiences with safety, belonging, and inclusion and your assessment of whether these were reflected in the daily experience of students in order to better understand the challenges of creating an environment that is safe, respectful, and inclusive for all. The purpose of this survey is to inform our strategic planning process in specific and tangible ways, including campus policies and priorities.

This confidential survey should take you 15-20 minutes to complete. NORC will also be analyzing the survey data collected and preparing a report of the survey's findings. Because all survey data will be de-identified, there will be no link between your survey response and your name or other personally identifiable information. The results will be summarized so that no individual can be identified. Your decision to participate in this survey is voluntary. You can stop taking the survey at any time with no penalty, and while we hope you will answer the survey completely and honestly, you may skip over any questions you do not want to answer.

Once you begin the survey, you can leave and come back, and your answers will be saved so that you can pick up from where you left off. If you have any questions or concerns about this survey, you can contact the NORC research team at [HEALS@norc.org](mailto:HEALS@norc.org).

By entering the survey, you are granting consent to participate in this research. If you wish to participate in this survey, select the "I AGREE" button. If you do not wish to participate in this survey, select the "I DISAGREE" button. After making a selection, press the arrow at the bottom of the page.

- ☐ I AGREE and want to participate in the survey. (4)
- ☐ I DISAGREE and do NOT want to participate in the survey. (5)

*Skip To: End of Survey If Q1.1 = 5*

Q1.2 Thank you for participating in the HEALS Survey. Your voice is invaluable.

At Columbia, safety, belonging, and inclusion are central to our mission, values, and success.

We are conducting the HEALS Survey to assess whether our values are reflected in the daily experience of students to better understand the challenges of creating an environment that is safe, respectful, and inclusive for all.

The survey data collected will guide our process for strategic planning in specific and tangible ways, including campus policies and priorities.

### **Demographics**

Q2.1 These first few questions ask a bit about you, and how you might self-identify across several aspects of yourself, such as gender or race.

We acknowledge that these categorical approaches to identity are not all-encompassing or may not be reflective of all components of your lived experience. While we have attempted to be as inclusive and reflective of Columbia's diverse identities as possible, and will protect your privacy, if there are questions you do not wish to answer, you may skip them.

We will use this information to better understand the identities and experiences that make up the Columbia student body, and better understand how these identities may interact with Columbia-related experiences.

---

Q2.2 As of September 2023, were you a...?

- ☐ First Year (1)
  - ☐ Sophomore (2)
  - ☐ Junior (3)
  - ☐ Senior (4)
  - ☐ Graduate Student (5)
  - ☐ I wasn't enrolled at Columbia in September 2023 (6)
  - ☐ Something else (7)
  - ☐ I don't know (8)
- 

Q2.3 Are you an international student?

- ☐ Yes (1)
  - ☐ No (2)
-

Q2.4 How are you paying for your education? Please select all that apply.

- ☐ Family contributions (1)
  - ☐ My own current wages/employment (2)
  - ☐ GI Bill (3)
  - ☐ Grants (4)
  - ☐ Inheritance (5)
  - ☐ Loans (6)
  - ☐ Merit Scholarships (7)
  - ☐ Other Scholarships (8)
  - ☐ Pell Grant (9)
  - ☐ Personal Savings (10)
  - ☐ Work-Study (11)
  - ☐ Something else (12)
-

Q2.5 Thinking about your gender identity, how would you self-identify with friends and classmates at Columbia, if asked? Please select all that apply.

*Remember, this information is used only for better understanding the experiences and identities of our students, and your responses will not be linked back to you, and reported only in the aggregate. No offices at Columbia will have access to your individual responses.*

- ☐ Man (1)
- ☐ Woman (2)
- ☐ Non-binary (3)
- ☐ Genderqueer/Genderfluid (4)
- ☐ Two-spirit (5)
- ☐ Questioning or unsure (6)
- ☐ I identify another way (8)
- ☒ Prefer not to answer (9)

---

Q2.6 Do you identify as transgender?

- ☐ Yes (1)
  - ☐ No (2)
  - ☐ Prefer not to answer (3)
-



Q2.7 Thinking about your sexual orientation, how would you self-identify with friends and classmates at Columbia, if asked? Please select all that apply.

*Remember, this information is used only for better understanding the experiences and identities of our students, and your responses will not be linked back to you, and reported only in the aggregate. No offices at Columbia will have access to your individual responses.*

- ☐ Straight/heterosexual (1)
  - ☐ Gay (2)
  - ☐ Lesbian (3)
  - ☐ Bisexual (4)
  - ☐ Queer (5)
  - ☐ Pansexual (6)
  - ☐ Asexual (7)
  - ☐ Questioning (8)
  - ☐ I identify another way (9)
  - ☒ Prefer not to answer (10)
-

Q2.8 Thinking about your race/ethnicity, how would you self-identify with friends and classmates at Columbia, if asked? Please select all that apply.

*Remember, this information is used only for better understanding the experiences and identities of our students, and your responses will not be linked back to you, and reported only in the aggregate. No offices at Columbia will have access to your individual responses.*

- ☐ American Indian or Alaska Native (1)
  - ☐ Asian or Asian American (2)
  - ☐ Black or African American (3)
  - ☐ Hispanic or Latino (4)
  - ☐ Middle Eastern or North African (5)
  - ☐ Native Hawaiian or Pacific Islander (6)
  - ☐ White (7)
  - ☐ I identify another way (8)
  - ☒ Prefer not to answer (9)
-

Q2.9 Thinking about your religious beliefs or traditions, how would you self-identify with friends and classmates at Columbia, if asked? Please select all that apply.

*Remember, this information is used only for better understanding the experiences and identities of our students, and your responses will not be linked back to you, and reported only in the aggregate. No offices at Columbia will have access to your individual responses.*

- ☐ Protestant (1)
  - ☐ Catholic (2)
  - ☐ Jewish (3)
  - ☐ Buddhist (4)
  - ☐ Hindu (5)
  - ☐ Other eastern religions (6)
  - ☐ Muslim/Islam (7)
  - ☐ Orthodox Christian (8)
  - ☐ Christian (9)
  - ☐ Native American (10)
  - ☒ None (11)
  - ☐ Agnostic (12)
  - ☐ Atheist (13)
  - ☐ I identify another way (14)
  - ☒ Prefer not to answer (15)
-

Q2.10 How old are you, as of today?

---

*Skip To: End of Survey If Condition: How old are you, as of today? Is Less Than or Equal to 17. Skip To: End of Survey.*

Q2.11 How would you identify your political belief system?

- ☐ Extremely liberal (1)
- ☐ Liberal (2)
- ☐ Slightly liberal (3)
- ☐ Moderate, middle of the road (4)
- ☐ Slightly conservative (5)
- ☐ Conservative (6)
- ☐ Extremely conservative (7)

### **Undergraduate Student Demographics**

*Display This Question:  
If Q2.2 != 5*

Q3.1 Are you a transfer student?

- ☐ No (1)
- ☐ Yes (2)
- ☐ I don't know (3)

---

*Display This Question:  
If Q2.2 != 5*

Q3.2 Are you a student athlete, playing for an official Columbia team (excluding intramural or club sports)?

- ☐ Yes (1)
  - ☐ No (2)
  - ☐ I don't know (3)
-

Display This Question:  
If Q2.2 != 5

Q3.3 Which best describes your housing situation while enrolled in classes during the school year?

- ☐ On-campus housing (1)
- ☐ Off-campus housing on my own (2)
- ☐ Off-campus housing with roommate(s) or partner(s) (3)
- ☐ With family/parents (4)
- ☐ I do not have permanent housing during the school year (5)

Display This Question:  
If Q3.3 != 1  
And Q3.3 != 5  
And If  
Q2.2 != 5

Q3.4 Is this housing within walking distance of campus?

- ☐ Yes (1)
- ☐ No (2)

### **Undergraduate Student Demographics**

Display This Question:  
If Q2.2 = 5

Q4.1 In which month and year did you begin your graduate work?

- ☐ Month (MM) (1) \_\_\_\_\_
- ☐ Year (YYYY) (2) \_\_\_\_\_

Display This Question:  
If Q2.2 = 5

Q4.2 In which month and year do you anticipate completing your graduate work?

- ☐ Month (MM) (1) \_\_\_\_\_
- ☐ Year (YYYY) (2) \_\_\_\_\_

Display This Question:  
If Q2.2 = 5

Q4.3 Which best describes your housing situation while enrolled in classes during the school year?

- ☐ On-campus housing (1)
  - ☐ Off-campus housing on my own (2)
  - ☐ Off-campus housing with roommate(s) or partner(s) (3)
  - ☐ With family/parents (4)
  - ☐ I do not have permanent housing during the school year (5)
- 

Display This Question:  
If Q4.3 != 1  
And Q4.3 != 5  
And Q2.2 = 5

Q4.4 Is this housing within walking distance of campus?

- ☐ Yes (1)
- ☐ No (2)

### Sources of Belonging

Q149 For the next set of questions, we are interested in learning about your feelings of belonging at Columbia as well as some of the activities you were involved in during the previous academic year **(September 2023 - May 2024)**.

---

Q125 From time to time, most people discuss important matters with others. Looking back over this academic year **(September 2023-May 2024)**, who are the people with whom you discussed matters important to you? Please select all that apply.

- ☐ Professors (1)
  - ☐ TAs (2)
  - ☐ Roommates/Dormmates (3)
  - ☐ Friends on campus (4)
  - ☐ Friends off campus (9)
  - ☐ Classmates (5)
  - ☐ Club members (6)
  - ☐ Teammates (7)
  - ☐ Family (8)
-

Q6.1 Did you participate in any of the following types of officially recognized student organizations, activities, or groups this year?

	Yes (1)	No (2)
Academic/Pre-Professional (1)	<input type="radio"/>	<input type="radio"/>
Club or Intramural Athletics (2)	<input type="radio"/>	<input type="radio"/>
Culture/Identity Based (3)	<input type="radio"/>	<input type="radio"/>
Fraternity or Sorority Life (5)	<input type="radio"/>	<input type="radio"/>
Governing Board (6)	<input type="radio"/>	<input type="radio"/>
Media and Publications (8)	<input type="radio"/>	<input type="radio"/>
Performing Arts (11)	<input type="radio"/>	<input type="radio"/>
Political/Activist (15)	<input type="radio"/>	<input type="radio"/>
Religious/Spiritual (17)	<input type="radio"/>	<input type="radio"/>
Service-based (18)	<input type="radio"/>	<input type="radio"/>
Special Interest (19)	<input type="radio"/>	<input type="radio"/>
Something else (20)	<input type="radio"/>	<input type="radio"/>

Display This Question:  
If Q2.2 = 5

Q6.2 Are you an active member of any graduate student groups at Columbia (e.g., Columbia Performance Methodologies Collective, Human Rights Graduate Group, SEAS Graduate Student Council, Law Review)?

- ☐ Yes (1)
- ☐ No (2)



Q6.3 Do you currently work directly with any faculty/staff in a collaboration or research role?

- ☐ Yes (1)
  - ☐ No (2)
  - ☐ I don't know (3)
- 

Q6.5 How much do you agree with the following statement: "Overall, I feel a sense of belonging at Columbia."?

- ☐ Strongly disagree (1)
  - ☐ Somewhat disagree (2)
  - ☐ Neither agree nor disagree (3)
  - ☐ Somewhat agree (4)
  - ☐ Strongly agree (5)
-

Q6.6 What, or who, makes you feel the greatest sense of belonging here at Columbia? Please select all that apply.

- ☐ Roommates/Residence communities (1)
- ☐ Professors (2)
- ☐ TAs (3)
- ☐ Mentors (4)
- ☐ Friends (5)
- ☐ Program Staff (6)
- ☐ Extracurricular activity participation (7)
- ☐ Student group members (8)
- ☐ Columbia traditions (9)
- ☐ Classmates (10)
- ☐ Something else (11)
- ☒ I do not feel a sense of belonging here at Columbia (12)

### **Sense of Belonging**

Q151 The next set of questions ask you to reflect on your thoughts and experiences during the previous academic year (**September 2023 - May 2024**) with regards to various personal identities you may hold (e.g., race, gender, religious).

---

Q7.1 Thinking about each of your personal identities, how much do you agree or disagree with the following statement: "Overall, I feel accepted for my \_\_\_\_\_ identity at Columbia."

	Strongly Agree (5)	Somewhat Agree (4)	Neither Agree nor Disagree (3)	Somewhat Disagree (2)	Strongly Disagree (1)	I'm Not Sure (6)
Racial (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Beliefs or Affiliation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Status (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Origin (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.4 During the **2023-2024 academic year**, did you experience any of the following at Columbia?

	Yes (1)	No (2)	I'm not sure (3)
I experienced discrimination because of my race or ethnicity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my religion (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my gender (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my sexual orientation (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my military service (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my age (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my political beliefs or affiliation (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my disability status (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced discrimination because of my national origin (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Free Expression

Q150 Next, we are interested in hearing about your experiences, thoughts, and beliefs regarding freedom of speech on campus, whether you've felt pressured to conform your beliefs, as well as how

you think Columbia should engage with controversial topics on campus.

As you answer these questions, please be sure to reflect on your experiences from the previous academic year **(September 2023 - May 2024)**.

Q8.1 Below is a list of political views. For each view, please tell us if you think a speaker who holds this view should be allowed to **give a public talk** at Columbia.

	Yes (1)	No (2)	I don't know (3)
Belief that abortion is an inherent right for all people who give birth, with no exceptions or limits. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief that due to widespread voter fraud, election results generally cannot be trusted. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief that efforts to redress racial inequalities represent anti-white racism or disadvantage white individuals. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for Palestinian liberation. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for Israel's right to defend itself. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.2 Below is a list of political views. For each view, please tell us if you think a speaker who holds this view should be **allowed to teach** at Columbia?

	Yes (1)	No (2)	I don't know (3)
Belief that abortion is an inherent right for all people who give birth, with no exceptions or limits. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief that due to widespread voter fraud, election results generally cannot be trusted. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief that efforts to redress racial inequalities represent anti-white racism or disadvantage white individuals. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for Palestinian liberation. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for Israel's right to defend itself. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.4 During the previous academic year (**September 2023 - May 2024**), did you ever feel any type of pressure to conform your political views to align with the following groups?

	Yes (1)	No (2)	I'm not sure (3)
Office of the President/Administration (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classmates (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club/Social Group Members (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teammates (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Q9.2 For each statement, indicate how frequently, if at all, this has happened to you during the previous academic year **(September 2023-May 2024)**.

	Never (1)	Rarely (2)	Occasionally (3)	Often (4)	I don't know (5)
Felt concerned about expressing my beliefs (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt concerned about being the target of online harassment (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentionally altered language in something I've written to avoid controversy (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoided using WiFi/a device issued by Columbia (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refrained from expressing an opinion or participating in an activity (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q96\_1-9 How have political conversations **about controversial topics** impacted your relationships with friends over the previous academic year (**September 2023 - May 2024**)? Please select all that apply.

- ☐ It has been hard to make new friends (1)
  - ☐ I lost friends I once considered close (2)
  - ☐ I lost casual friends (3)
  - ☐ I don't talk about political things/controversial things with friends (4)
  - ☐ I have lost relationships with co-members of clubs (5)
  - ☐ I have had relationships strained (6)
  - ☐ I have made new friends (7)
  - ☐ I have had relationships strengthened (8)
  - ☐ I have had more positive in-depth discussions (9)
- 

Q8.5 Which of the following comes closest to your view on how Columbia should address controversial topics or issues on campus?

- ☐ Discussion of controversial topics or issues should be encouraged and occur frequently because of the educational value of such discussions. (1)
  - ☐ Controversial topics or issues should not be encouraged, but such issues can be discussed as they surface in courses. (2)
  - ☐ It is best to avoid discussion of controversial topics or issues as much as possible. (3)
- 

Q8.6 Which of the following statements comes closest to your view with regard to how **faculty** should address controversial topics or issues when teaching?

- ☐ Faculty should not express their own personal views on issues when teaching. (1)
- ☐ Faculty should be able to express their own personal views on issues when teaching. (2)
- ☐ Faculty should not express their own opinions, but facilitate difficult conversations in class. (3)

### **2024 Personal Experiences**

Q130 For the next set of questions, please continue to think only about your experiences at Columbia during the previous academic year **(September 2023 - May 2024)**.

Q9.4 Did you personally experience any of the following during the **2023-2024 academic year** on campus or related to your status as a student here?

	Yes (1)	No (2)	I'm not sure. (3)
Someone mocked or made offensive physical gestures towards me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone called me a slur (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone verbally harassed me or verbally abused me (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone told me to go back to where I came from (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced cyberbullying or received hate mail (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced doxxing (personal information being published online) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.5 Did you personally experience any of the following during the **2023-2024 academic year** on campus or related to your status as a student here?

	Yes (1)	No (2)	I'm not sure. (3)
Someone physically assaulted me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone threatened to physically assault me (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone destroyed or damaged my property (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone spit on me or intentionally coughed on me (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was unfairly stopped, searched, questioned, physically threatened, harassed or abused by the police while ON CAMPUS (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Q132 The next set of questions ask about your personal thoughts and experiences related to hate-based issues or attacks at Columbia.

Specifically, these questions ask you to think about what you would do if you **personally experienced** a hate-based attack at Columbia (i.e., not something you might have witnessed or heard about from others).

---

Q9.7 How comfortable would you be reporting a hate-based issue or attack at Columbia?

- ☐ Very comfortable (1)
  - ☐ Somewhat comfortable (2)
  - ☐ Somewhat uncomfortable (3)
  - ☐ Very uncomfortable (4)
- 

Q9.8 If I reported a hate-based issue or attack at Columbia, I am confident that it would be properly investigated.

- ☐ Strongly agree (1)
  - ☐ Somewhat agree (2)
  - ☐ Somewhat disagree (3)
  - ☐ Strongly disagree (4)
-

Q9.9 If I reported a hate-based issue or attack at Columbia, I am confident that justice would be served.

- ☐ Strongly agree (1)
  - ☐ Somewhat agree (2)
  - ☐ Somewhat disagree (3)
  - ☐ Strongly disagree (4)
- 

Q9.10 I would be reluctant to report a hate-based issue or attack at Columbia, out of fear of it happening again.

- ☐ Strongly agree (1)
  - ☐ Somewhat agree (2)
  - ☐ Somewhat disagree (3)
  - ☐ Strongly disagree (4)
- 

Q9.11 I would be reluctant to report a hate-based issue or attack at Columbia, out of fear of it bringing unwanted attention to me.

- ☐ Strongly agree (1)
  - ☐ Somewhat agree (2)
  - ☐ Somewhat disagree (3)
  - ☐ Strongly disagree (4)
-

Q9.12 If you were to experience a hate-based issue or attack at Columbia, who would you **talk to first** on campus?

- ☐ I wouldn't tell anyone on campus (1)
  - ☐ Trusted friends/roommates (2)
  - ☐ Someone from residence life (3)
  - ☐ A professor (4)
  - ☐ A TA (5)
  - ☐ A faith leader (6)
  - ☐ A member of my club/athletic team (7)
  - ☐ Campus public safety (8)
  - ☐ Office of Equal Opportunity and Affirmative Action (EOAA) (9)
  - ☐ I don't know (10)
- 

Q9.13 If you were to experience a hate-based issue or attack at Columbia, what are the reasons you might **not** report it? Please select all that apply.

- ☐ Fear peers would find out (1)
- ☐ Fear of retaliation (2)
- ☐ Embarrassment (3)
- ☐ No trust that Columbia would do anything about it (4)

### **2024 Protests**

Q146 The next set of questions ask you about your familiarity with topics related to the relationship and history between Israel and Palestine.

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Q10.8 **Before October 2023**, how much did you know about the relationship and history between Israel and Palestine?

- ☐ A great deal (1)
  - ☐ Some (2)
  - ☐ Little (3)
  - ☐ Nothing at all (4)
- 

Q10.9 **Now**, how much do you know about the relationship and history between Israel and Palestine?

- ☐ A great deal (1)
  - ☐ Some (2)
  - ☐ Little (3)
  - ☐ Nothing at all (4)
- 

Q10.11 Did your opinions about the relationship and history between Israel and Palestine change as a result of the protests on Columbia's campus?

- ☐ Yes, because of my participation (1)
  - ☐ Yes, because of observing the protests (2)
  - ☐ Yes, because of discussions on campus (3)
  - ☐ Yes, for another reason (4)
  - ☐ No, my opinions did not change (5)
  - ☐ I don't know (6)
-

Q10.10 Where do you get most of your information on the relationship and current affairs between Israel and Palestine? Please select all that apply.

- ☐ Broadcast U.S. based news (e.g., ABC, Fox, CNN) (1)
  - ☐ Print U.S. based news (e.g., Wall Street Journal, New York Times) (2)
  - ☐ Online News Sources (e.g., HuffPo, Vox, Medium) (3)
  - ☐ Social Media posts or shares (e.g., TikTok, Instagram, Twitter) (4)
  - ☐ Direct Messaging (e.g., Telegram, WhatsApp, Signal) (5)
  - ☐ Academic journals or books (10)
  - ☐ From Columbia classes, professors or TAs (7)
  - ☐ From friends on campus (8)
  - ☐ From friends/family off-campus (9)
  - ☐ Somewhere else (6)
- 

Q152 The next set of questions relate to your personal experiences with the marches and protests on campus during the **2023-2024 academic year** as well as your feelings of safety on campus during this time.

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Q10.1 Over the last academic year (**September 2023 - May 2024**), have you participated in any marches or protests on campus related to the conflict between Israel and Palestine?

- ☐ Yes - I've participated in a march or protest in support of Israel (1)
- ☐ Yes - I've participated in a march or protest in support of Palestine (2)
- ☐ Yes - I've participated in marches or protests in support of Israel and also those in support of Palestine (7)
- ☐ No - but I favor the marches and protests in support of Israel (3)
- ☐ No - but I favor the marches and protests in support of Palestine (4)
- ☐ No - and I do not support the marches and protests (5)
- ☐ None of the above (6)

*Display This Question:*

*If Q10.1 = 1*

*Or Q10.1 = 2*

*Or Q10.1 = 7*

Q10.2 Before getting involved with any marches or protests, how familiar were you with topics related to the conflict between Israel and Palestine?

- ☐ Not at all familiar (1)
- ☐ Slightly familiar (2)
- ☐ Somewhat familiar (3)
- ☐ Moderately familiar (4)
- ☐ Extremely familiar (5)

Q136 Overall, from **September 2023-May 2024**, did you feel you were in personal danger because of your support for either Israelis or Palestinians in the current war between Israel and Hamas?

- ☐ Yes - for supporting Jews or Israel (1)
- ☐ Yes - for supporting Muslims or Palestinians (2)
- ☐ Yes - for supporting both (3)
- ☐ No - I did not feel in personal danger (4)

Q144 Next, we are interested in how your experiences with others may have impacted your involvement or participation in certain behaviors or activities on campus during the **2023-2024 academic year**.

Specifically, the next set of questions focus on the extent to which you might have felt **pressured** to engage in certain behaviors or activities during the previous academic year (**September 2023 - May 2024**).

Q10.12 Have you experienced any of the following (from people or sources affiliated with Columbia), with regards to the marches and protests associated with the conflict between Israel and Palestine?

	Yes (1)	No (2)	I don't know (3)
I have felt pressured by my peers to participate in campus marches or protests (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by my professors to participate in campus marches or protests (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by my TAs to participate in campus marches or protests (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by members of my racial/ethnic group to participate in campus marches or protests (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by members of my religion to participate in campus marches or protests (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10.13 Have you experienced any of the following (from people or sources affiliated with Columbia), with regards to the marches and protests associated with the conflict between Israel and Palestine?

	Yes (1)	No (2)	I don't know (3)
I have felt pressured by others to post things online in support of either Israel or Palestine (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by others to sign petitions in support of either Israel or Palestine (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by others to say or chant things in support of either Israel or Palestine (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by others to support either Israel or Palestine (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt pressured by others to support either Israel or Palestine so I don't feel rejected (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q147 The next set of questions focus on the extent to which you might have felt **inspired** to engage in certain behaviors or activities during the previous academic year (**September 2023 - May 2024**).

Q134 Have you experienced any of the following (from people or sources affiliated with Columbia), with regards to the marches and protests associated with the conflict between Israel and Palestine?

	Yes (1)	No (2)	I Don't know (3)
I have felt inspired by my peers to participate in campus marches or protests (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by my professors to participate in campus marches or protests (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by my TAs to participate in campus marches or protests (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by members of my racial/ethnic group to participate in campus marches or protests (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by members of my religion to participate in campus marches or protests (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q135 Have you experienced any of the following (from people or sources affiliated with Columbia), with regards to the marches and protests associated with the conflict between Israel and Palestine?

	Yes (1)	No (2)	I Don't know (3)
I have felt inspired by others to post things online in support of either Israel or Palestine (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by others to sign petitions in support of either Israel or Palestine (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by others to say or chant things in support of either Israel or Palestine (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by others to support either Israel or Palestine (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt inspired by others to support either Israel or Palestine so I don't feel rejected (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q145 The next set of questions ask you to think about how your daily routine on campus may have been impacted during the months of **April and May 2024**.

Q10.4 To what extent did the tent encampment that was located on campus, which sought to support Palestine, during the months of **April and May 2024** impact your daily routines?

- ☐ A great deal (2)
- ☐ Somewhat (3)
- ☐ Not much (4)
- ☐ Not at all (5)
- ☐ I didn't notice the tent encampment (6)
- ☐ I participated in the tent encampment (7)
- ☐ I don't know (8)

Q10.5 Thinking to **April and May of 2024**, in an average week, how many days did you do each of the following **as a result of the protests on campus**?

	Daily (1)	Several times a week (2)	Once a week (3)	Never (4)	N/A (5)
I skipped classes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoided certain areas of campus (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not walk alone on campus (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not go to the library (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoided going near the protesters (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I skipped assignments (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I missed deadlines/struggled to complete work (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10.6 Thinking to **April and May of 2024**, in an average week, how many days did you do each of the following **as a result of the protests on campus?**

	Daily (1)	Several times a week (2)	Once a week (3)	Never (4)	N/A (5)
I did not participate in campus social activities (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not go to the dining hall (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not go to the gym (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoided going to campus (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I preferred to stay in my dorm room (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I preferred to leave campus when possible (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I slept less than normal (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I slept more than normal (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q10.5 [ 29 ] (Recode) >= 1

Q10.7 If you avoided the protesters or encampment, why did you avoid the protesters? Please select all that apply.

- ☐ I felt threatened (1)
  - ☐ They bothered me (2)
  - ☐ I wanted to ignore them (3)
  - ☐ It was just easier to avoid them (4)
  - ☒ I did not avoid the protesters (5)
-



Q9.3 For each statement, indicate how frequently, if at all, this happened to you during the last two months of the previous academic year **(April 2024-May 2024)**.

	Never (1)	Rarely (2)	Occasionally (3)	Often (4)	I don't know (5)
Felt concerned about expressing my beliefs (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt concerned about being the target of online harassment (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentionally altered language in something I've written to avoid controversy (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoided using WiFi/a device issued by Columbia (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refrained from expressing an opinion or participating in an activity (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q148 For the next set of questions, we are interested in your thoughts and opinions regarding some of the activities students engaged in on campus during the months of **April and May 2024**.

In particular, we will be focusing on the protests/demonstrations on campus as well as some of the consequences students may have experienced.

Q10.14 Which of the following activities do you believe are acceptable to do during a campus protest? Please select all that apply.

- ☐ Setting up a tent encampment on campus (1)
  - ☐ Occupying campus buildings (2)
  - ☐ Refusing a university's order to disperse a tent encampment or protest (3)
  - ☐ Blocking students from entering certain spaces on campus (4)
  - ☐ Displaying signs (5)
  - ☐ Screaming/chanting loudly to convey a message (6)
  - ☐ Covering your face/concealing your identity (7)
  - ☒ None of the above (8)
- 

Q10.15 To what extent do you support or oppose the tent encampment that was located on campus, which sought to support Palestine, during the months of **April and May 2024**.

- ☐ Strongly oppose (1)
  - ☐ Mostly oppose (2)
  - ☐ Mostly support (4)
  - ☐ Strongly support (5)
  - ☐ I have no opinion (6)
- 

Q127 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Please indicate whether you agree or disagree with the following statements.

	Agree (1)	Neither Agree nor Disagree (2)	Disagree (3)
The rules for protesting were fair (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The notice of the rules was adequate (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were treated fairly in the enforcement of the rules (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10.17 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think the flyers, emails, and in-person ambassadors provided the protesters with adequate and appropriate notice to both know the rules and possible consequences before Columbia began taking action?

- ☐ Yes, definitively (1)
- ☐ Yes, probably (2)
- ☐ Maybe (3)
- ☐ No, probably not (4)
- ☐ No, definitively not (5)

Q137 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think being **expelled from Columbia** is appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q138 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think being **suspended from Columbia** is appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down the encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q139 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think **deactivating students' CUID** is appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down the encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q140 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think being **removed from Columbia's campus** is appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down the encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q141 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think **evicting students from their dorms** is appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down the encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q142 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.



Do you think **taking away students' ability to use their meal plan** is appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down the encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q143 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think **taking away students' access to the library** is appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down the encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q122 As you may know, Columbia issued rules for protesting to all students.

Some students followed those rules for protesting (e.g., time, place, and manner), but some did not follow those rules.

Do you think **arrests by the NYPD** were appropriate for students who broke each of the following rules?

	Yes (1)	No (2)	I'm not sure (3)
Protesting outside of approved hours (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protesting in non-designated areas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with classes or with the ability of other students to study (e.g., being too close to classrooms or dorms) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to take down the encampment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to leave an area/building (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Destroying property (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blocking access to an area for other students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Future Plans

Q153 Lastly, we are interested in learning about your future plans.

Q11.1 Do you plan to attend Columbia in the 2024-2025 school year?

- ☐ Yes, definitely (1)
- ☐ Yes, probably (2)
- ☐ I don't know (3)
- ☐ No (4)
- ☐ Does not apply--I have already graduated (5)