

Campus Climate Assessment Report School of Management Summary Report

Office of Institutional Research and Analytics
Center for Institutional Planning and Effectiveness

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**UNIVERSITY OF
SAN FRANCISCO**

Center for Institutional
Planning and Effectiveness

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Executive Summary

BACKGROUND

USF contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “University of San Francisco Assessment of Climate for Learning, Living, and Working”. The purpose of the study was to develop a better understanding of the learning, living, and working environment on campus. In the Fall of 2017, data was gathered from reviews of relevant USF literature, campus focus groups, and a campus-wide survey addressing the experiences and perceptions of various constituent groups. The results were then summarized and presented via a final report, as well as at community forums during the Spring of 2018.

PURPOSE OF REPORT

The Office of Institutional Research and Analytics, within the Center for Institutional Planning and Effectiveness, was tasked with taking a deeper dive into the data, at a department level. This report summarizes the results of the raw data given to us by R&A, specific to the School of Management (SoM).

METHODOLOGY

R&A provided us with an Excel spreadsheet of the raw data, along with the data dictionary. That data was then brought into Tableau, analyzed, and used to create the charts and visualizations of the basic descriptive statistics in this report. Because of the small population sizes, the potential lack of significant meaning, and the input from the lead R&A analyst, it was decided that more extensive analysis of the individual departments/colleges would not be done at this time. Throughout the report, the data is shown by the School of Management respondent population versus the rest of the USF respondent population. Data was masked as well as possible for privacy purposes. Decisions were made on a table-by-table basis as to how the data would be displayed, but any total that was less than five, was changed to “<5” to mask the actual number. Due to privacy concerns, the demographics section of the report was treated the most sensitively. However, the remainder of the report left room for more transparency, and therefore totals and percentages were included more frequently. All of the School of Management qualitative comments were also pulled from the raw data, separated out by position, and analyzed. Themes within the qualitative comments emerged very clearly, and were grouped together and presented in a summarized form at the end of this report. Please be aware that all totals and data in this report are as of Fall 2017.

SAMPLE SIZE

In total, 662 members of the School of Management completed the survey. 431 (65%) were Undergraduate Students, 151 (23%) were Graduate Students, 27 (4%) were tenured or tenure-track faculty, 25 (4%) were adjunct or term faculty, and 28 (4%) were staff.

	Sample Total	Population Total	Response Rate
<i>Undergraduate Students</i>	431	2065	21%
<i>Graduate Students</i>	151	713	21%
<i>Tenured/Tenure-Track Faculty</i>	27	68	40%
<i>Adjunct/Term Faculty</i>	25	65	39%
<i>Staff</i>	28	55	51%
Total	662	2966	22%

**Population totals were the totals at the time the survey was administered (Fall 2017).*

HIGHLIGHTS

Demographics:

- 88% of respondents were students
- 60% of respondents were women
- 34% of respondents were Asian/Asian American/South Asian
- 28% of respondents were White
- 83% of respondents were heterosexual
- 69% of respondents were U.S. citizens
- 89% of respondents had no disability
- 37% of respondents had no religious/spiritual affiliation
- 42% of respondents had a Christian affiliation
- 93% of respondents never served in the military

Employees Only:

- 45% of respondents had worked at USF for less than six years
- 67% of Faculty respondents had a Doctoral degree (e.g., PhD, EdD)
- 61% of Staff respondents had a Master's degree or higher

Students Only:

- 57% of respondents reported that they work on or off campus
- 48% of respondents experienced financial hardship while attending USF
- 50% of respondents pay for tuition using family contributions
- 44% of respondents pay for tuition using loans
- 67% of respondents reported living in non-campus housing
- 38% did not participate in any clubs or organizations at USF

USF Climate Comfort: 79% of School of Management respondents communicated that they were “comfortable” or “very comfortable” with the climate at USF.

School of Management Workplace Climate Comfort: 73% of Employee respondents communicated that they were “comfortable” or “very comfortable” with the workplace climate within the School of Management.

School of Management Classroom Climate Comfort: 83% of Student and Faculty respondents communicated that they were “comfortable” or “very comfortable” with the classroom climate within the School of Management.

Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct: 15% of School of Management respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

Reporting of Experienced Conduct: 84% of the School of Management respondents that stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, did not report the conduct.

Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct: 16% of School of Management respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF within the past year.

Reporting of Observed Conduct: 91% of the School of Management respondents that observed conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment at USF within the past year, did not report the conduct.

Experienced Unwanted Sexual Contact/Conduct: Within the School of Management population, 6% of respondents experienced unwanted sexual contact/conduct. Of those 6% of School of Management respondents that experienced unwanted sexual contact/conduct, 82% experienced Unwanted Sexual Interaction.

Reporting of Unwanted Sexual Interaction: 94% of the School of Management respondents that experienced unwanted sexual interaction, did not report the conduct.

Students Only

Student Perception of Classroom Experience:

Strength: 76% of Undergraduate and Graduate School of Management Student respondents “agreed” or “strongly agreed” with the statement “I believe that the campus climate encourages free and open discussion of difficult topics.”

Weakness: 42% of Undergraduate and Graduate School of Management Student respondents “agreed” or “strongly agreed” with the statement “I think that faculty prejudice my ability based on their perception of my identity/background.”

Student Feeling of Value:

Strength: 85% of Undergraduate and Graduate School of Management Student respondents “agreed” or “strongly agreed” with the statement “I feel valued by faculty in the classroom.”

Weakness: 13% of Undergraduate and Graduate School of Management Student respondents “disagreed” or “strongly disagreed” with the statement “I feel valued by USF senior administrators.”

Student Academic Experience:

Strength: 89% of Undergraduate and Graduate School of Management Student respondents “agreed” or “strongly agreed” with the statement, “I intend to graduate from USF.”

Weakness: 55% of Undergraduate and Graduate School of Management Student respondents “agreed” or “strongly agreed” with the statement, “Few of my courses this year have been intellectually stimulating.”

Graduate Student Perception of Advising:

Strength: 80% of School of Management Graduate Student respondents “agreed” or “strongly agreed” with the statement “My advisor/chair responds to my emails, calls, or voicemails in a prompt manner.”

Weakness: 10% of School of Management Graduate Student respondents “disagreed” or “strongly disagreed” with the statement, “I am satisfied with the quality of advising I have received from my department/program.”

Graduate Student Perception of Department/Program:

Strength: 89% of Graduate School of Management Student respondents “agreed” or “strongly agreed” with the statement, “Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.”

Weakness: 23% of Graduate School of Management Student respondents “disagreed” or “strongly disagreed” with the statement, “There are adequate opportunities for me to interact with other university faculty outside of my department.”

Considered Leaving USF:

- 37% of Undergraduate School of Management Student respondents indicated that they had seriously considered leaving in the last year.
- 23% of Graduate School of Management Student respondents indicated that they had seriously considered leaving in the last year.

Faculty & Staff Only**Faculty Perception of the Workplace:**

Strength: 63% of School of Management Faculty “agreed” or “strongly agreed” with the statement, “USF provides me with resources to pursue professional development.”

Weakness: 27% of School of Management Faculty “disagreed” or “strongly disagreed” with the statement, “I believe that USF encourages free and open discussion of difficult topics.”

Staff Perception of the Workplace:

Strength: 82% of School of Management Staff “disagreed” or “strongly disagreed” with the statement, “I think that my direct supervisor prejudices my abilities based on their perception of my identity/background.”

Weaknesses: 54% of School of Management Staff “disagreed” or “strongly disagreed” with the statement, “There are clear procedures on how I can advance at USF.”

Faculty Job Security: 50% of School of Management Faculty “agreed” or “strongly agreed” with the statement, “I have job security.”

Staff Job Security: 54% of School of Management Staff “agreed” or “strongly agreed” with the statement, “I have job security.”

Faculty Feeling of Value:

Strength: 87% of School of Management Faculty “agreed” or “strongly agreed” with the statement, “I feel valued by students in the classroom.”

Weakness: 31% of School of Management Faculty respondents “disagreed” or “strongly disagreed” with the statement, “I feel valued by USF senior administrators.”

Staff Feeling of Value:

Strength: 89% of School of Management Staff “agreed” or “strongly agreed” with the statement, “I feel valued by coworkers in my department.”

Weakness: 68% of School of Management Staff “disagreed” or “strongly disagreed” with the statement, “Staff opinions are valued by USF faculty.”

Faculty Perception of the Performance Evaluation Process: 35% of School of Management Faculty “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is clear.”

Staff Perception of the Performance Evaluation Process: 46% of School of Management Staff “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is productive.”

Faculty Perception of Work-Life Balance: 23% of School of Management Faculty “disagreed” or “strongly disagreed” with the statement “USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).”

Staff Perception of Work-Life Balance:

Strength: 79% of School of Management Staff “agreed” or “strongly agreed” with the statement “My direct supervisor provides adequate support for me to manage work-life balance.”

Weakness: 46% of School of Management Staff “agreed” or “strongly agreed” with the statement “I perform more work than colleagues with similar performance expectations.”

Staff Perception of Workload and Support:

Strength: 82% of School of Management Staff “agreed” or “strongly agreed” with the statement “My supervisor is supportive of my taking leave.”

Weakness: 79% of School of Management Staff “agreed” or “strongly agreed” with the statement “There is a hierarchy within staff positions that allows some voices to be valued more than others.”

Faculty Perception of Salary and Benefits:

Strength: 56% of School of Management Faculty “agreed” or “strongly agreed” with the statement “Health insurance benefits are competitive.”

Weakness: 35% of School of Management Faculty “disagreed” or “strongly disagreed” with the statement “Salaries for tenure-track faculty positions are competitive.”

Staff Perception of Salary and Benefits:

Strength: 86% of School of Management Staff “agreed” or “strongly agreed” with the statement, “Retirement benefits are competitive.”

Weakness: 57% of School of Management Staff “disagreed” or “strongly disagreed” with the statement, “Staff salaries are competitive.”

Considered Leaving USF:

- 52% of School of Management Faculty respondents stated that they had seriously considered leaving USF in the past year.
- 71% of School of Management Staff respondents stated that they had seriously considered leaving USF in the past year.

Results

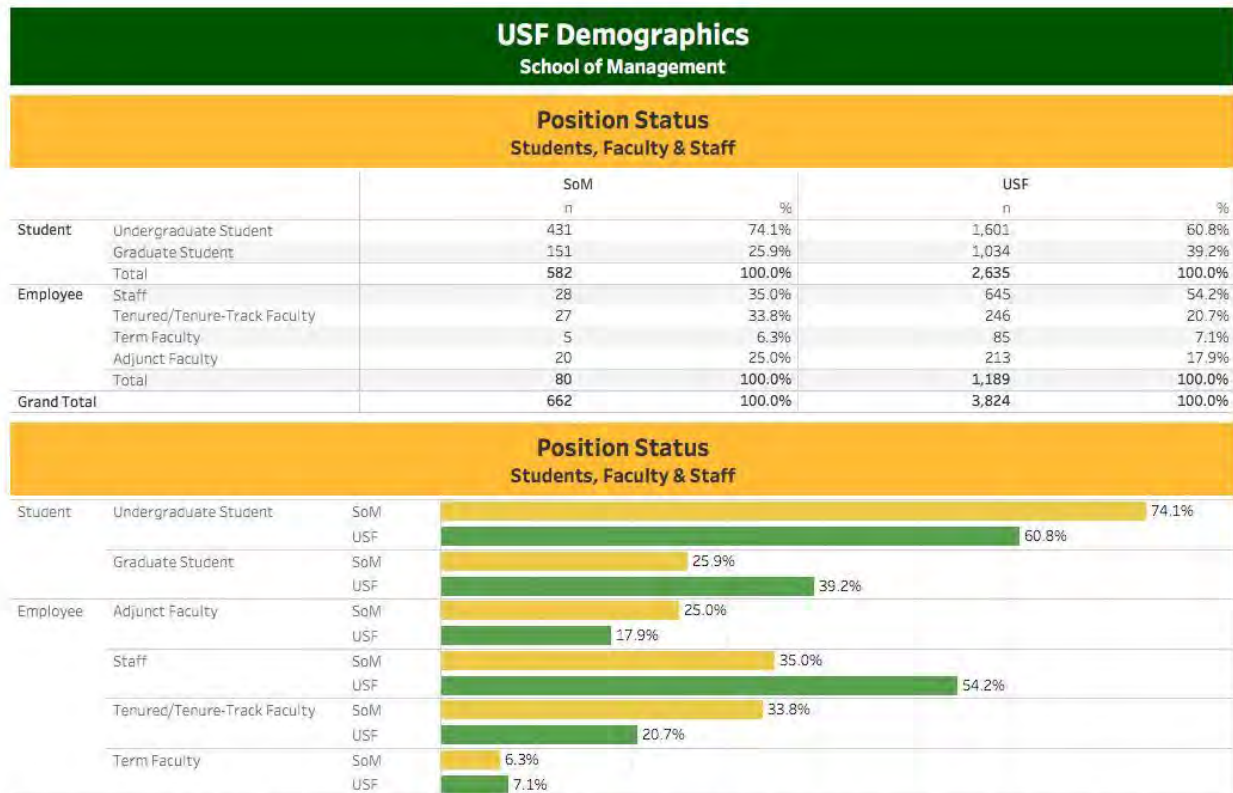
Demographics

The demographic variables explored in the Campus Climate Survey were: position status, gender identity, racial identity, sexual identity, citizenship status, disability identity, religious affiliation, age range, caregiving responsibility, military service, length of employment (employees only), level of education (employees only), parents’ education level (students only), student employment (students only), financial hardship (students only), tuition payment type (students only), income dependency status (students only), student residency location (students only), student club participation (students only), and grade point average (students only).

Position Status Comparison:

The School of Management had a higher percentage of Undergraduate Student respondents (74%) compared to the USF Overall respondent population (61%). The Graduate population (26%) was lower in comparison to the USF Overall respondent population (39%). The School of Management also had a lower percentage of Staff respondents (35%) when compared to the USF

Overall respondent population (54%), and a higher percentage of Tenured/Tenure-Track Faculty (34%) in comparison to the USF Overall respondent population (21%).



The above visual shows the SoM vs USF percentage totals by Student vs Employee Status, separated out by specific position. The bar lengths illustrate the percentage differences.

Gender Identity Comparison:

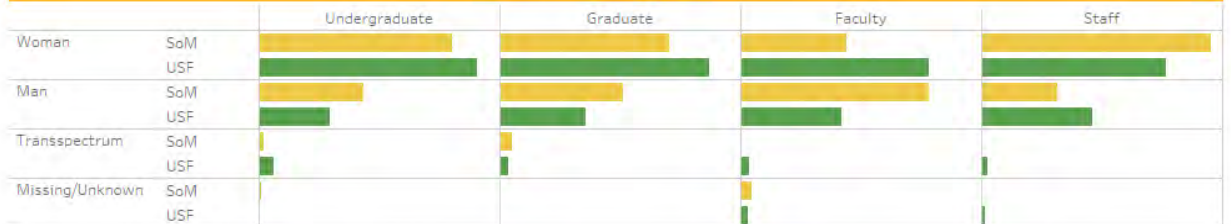
The School of Management had a lower percentage of women Undergraduate and Graduate students, compared to the USF Overall respondent population. The School of Management also had a much lower percentage of women Faculty respondents, compared to the USF Faculty population. However, there was a higher percentage of women Staff respondents, relative to the USF Staff population.

USF Demographics School of Management

Gender Identity Students, Faculty & Staff

		SoM	USF
Undergraduate	Woman	273	1146
	Man	147	375
	Transspectrum	7	77
	Missing/Unknown	<5	<5
Graduate	Woman	84	709
	Man	61	292
	Transspectrum	6	29
	Missing/Unknown	<5	<5
Faculty	Woman	18	335
	Man	32	180
	Transspectrum	<5	15
	Missing/Unknown	<5	14
Staff	Woman	21	390
	Man	7	235
	Transspectrum	<5	13
	Missing/Unknown	<5	7

Gender Identity Students, Faculty & Staff

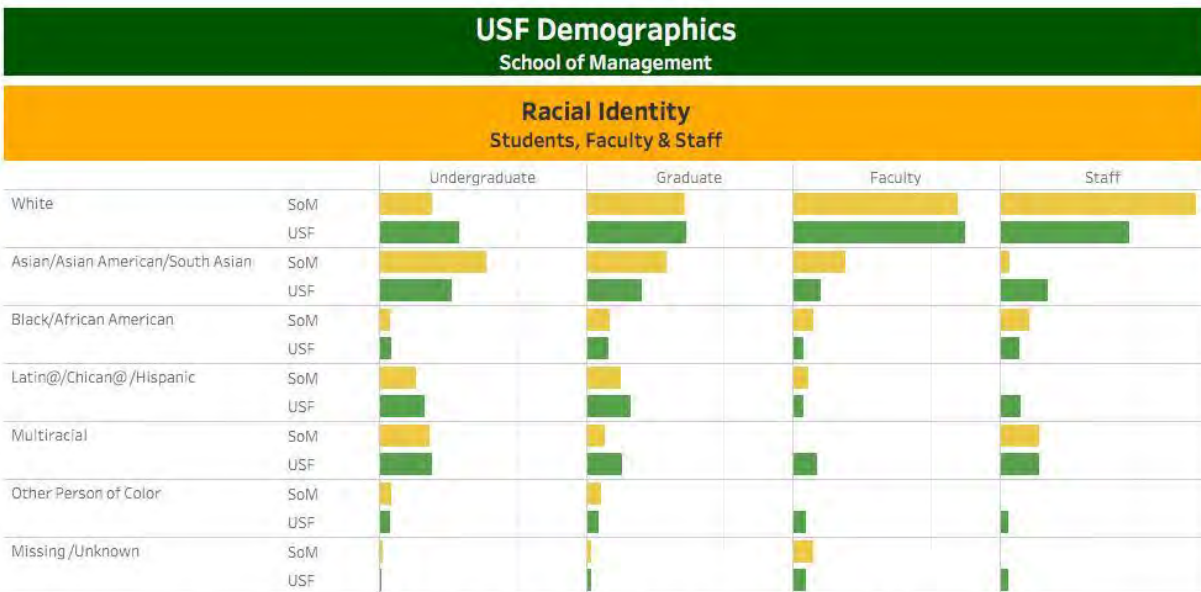


The above visual shows the SoM vs USF percentage totals by Gender Identity, separated out by position. The bar lengths illustrate the percentage differences.

Racial Identity Comparison:

The School of Management had a much higher percentage of Asian/Asian American Undergraduate student respondents, and a lower percentage of White Undergraduate student respondents, compared to the respective USF Undergraduate student respondent populations. There was also a higher percentage of Asian/Asian American Graduate student respondents, compared to the USF Graduate student respondent population. The School of Management had a higher percentage of Asian/Asian American Faculty respondents, and much lower percentage of Asian/Asian American Staff respondents, when compared to the corresponding USF Faculty and Staff respondent populations.

USF Demographics School of Management			
Racial Identity Students, Faculty & Staff			
		SoM	USF
Undergraduate	White	83	464
	Asian/Asian American/South Asian	168	419
	Latin@/Chican@ /Hispanic	57	267
	Black/African American	18	69
	Multiracial	79	306
	Other Person of Color	20	63
	Missing /Unknown	6	13
Graduate	White	54	374
	Asian/Asian American/South Asian	44	210
	Latin@/Chican@ /Hispanic	19	167
	Black/African American	13	84
	Multiracial	10	136
	Other Person of Color	8	46
	Missing /Unknown	<5	17
Faculty	White	31	341
	Asian/Asian American/South Asian	10	56
	Latin@/Chican@ /Hispanic	<5	22
	Black/African American	<5	23
	Multiracial		49
	Other Person of Color		27
	Missing /Unknown	<5	26
Staff	White	20	305
	Asian/Asian American/South Asian	<5	113
	Latin@/Chican@ /Hispanic		48
	Black/African American	<5	46
	Multiracial	<5	92
	Other Person of Color		21
	Missing /Unknown		20



The above visual shows the SoM vs USF percentage totals by Racial Identity, separated out by position. The bar lengths illustrate the percentage differences.

Sexual Identity Comparison:

Sexual identity was broken into two major categories. Those who were heterosexual and those who were LGBQ (Lesbian, Gay, Bisexual, and Queer).

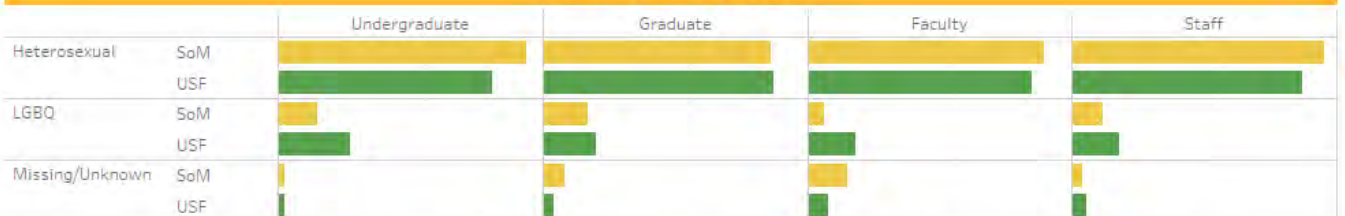
The School of Management had a lower percentage of LGBTQ Undergraduate student respondents, Faculty respondents and Staff respondents, when compared to the corresponding USF Undergraduate student, Faculty and Staff respondent populations.

USF Demographics
School of Management

Sexual Identity
Students, Faculty & Staff

		SoM	USF
Undergraduate	Heterosexual	363	1165
	LGBQ	58	397
	Missing/Unknown	10	39
Graduate	Heterosexual	117	813
	LGBQ	23	185
	Missing/Unknown	11	36
Faculty	Heterosexual	42	417
	LGBQ	<5	88
	Missing/Unknown	7	39
Staff	Heterosexual	24	507
	LGBQ	<5	105
	Missing/Unknown	<5	33

Sexual Identity
Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Sexual identity, separated out by position. The bar lengths illustrate the percentage differences.

Citizenship Status Comparison:

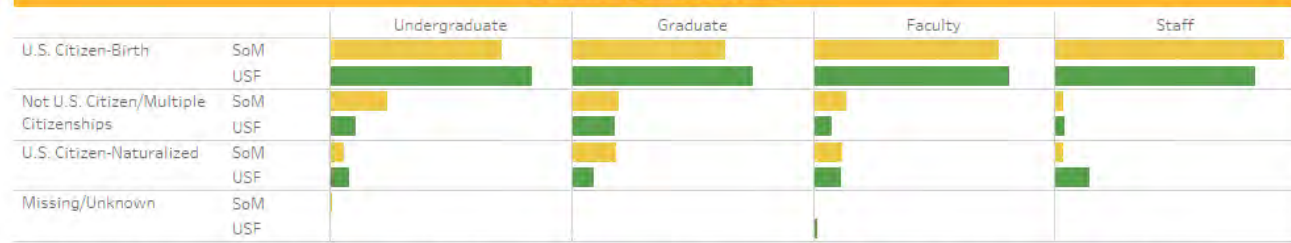
The School of Management had a higher percentage of Undergraduate student and Faculty respondents with a citizenship status of Not U.S. Citizen/Multiple Citizenships, when compared to the corresponding USF Undergraduate student and Faculty respondent populations. The School of Management also had a higher percentage of Graduate student respondents with a citizenship status of U.S. Citizen-Naturalized, compared to the USF Graduate student respondent population. As for Staff respondents within the School of Management, there was a higher percentage with a citizenship status of U.S. Citizen-Birth, when compared to the USF Staff respondent population.

USF Demographics School of Management

Citizenship Status Students, Faculty & Staff

		SoM	USF
Undergraduate	U.S. Citizen-Birth	300	1304
	U.S. Citizen-Naturalized	26	127
	Not U.S. Citizen/Multiple Citizenships	100	166
	Missing/Unknown	5	<5
Graduate	U.S. Citizen-Birth	94	755
	U.S. Citizen-Naturalized	27	95
	Not U.S. Citizen/Multiple Citizenships	29	181
	Missing/Unknown	<5	<5
Faculty	U.S. Citizen-Birth	39	433
	U.S. Citizen-Naturalized	6	61
	Not U.S. Citizen/Multiple Citizenships	7	41
	Missing/Unknown		9
Staff	U.S. Citizen-Birth	26	523
	U.S. Citizen-Naturalized	<5	92
	Not U.S. Citizen/Multiple Citizenships	<5	26
	Missing/Unknown		<5

Citizenship Status Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Citizenship Status, separated out by position. The bar lengths illustrate the percentage differences.

Disability Identity Comparison:

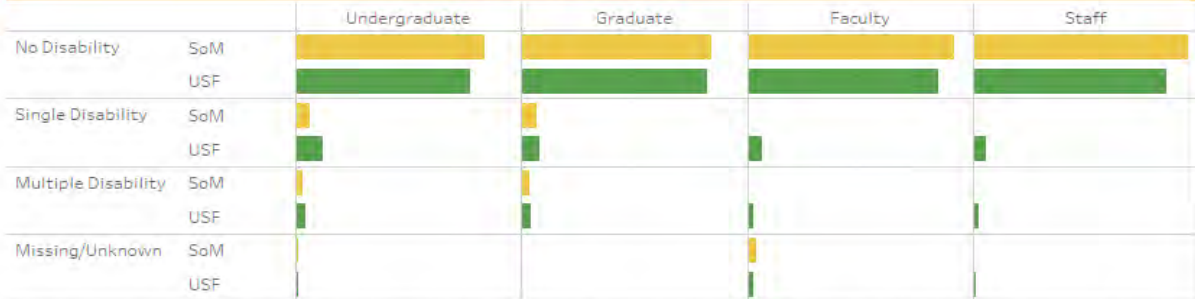
The School of Management respondent disability percentages are slightly higher than the USF Overall respondent populations, for all position status categories.

USF Demographics School of Management

Disability Status Students, Faculty & Staff

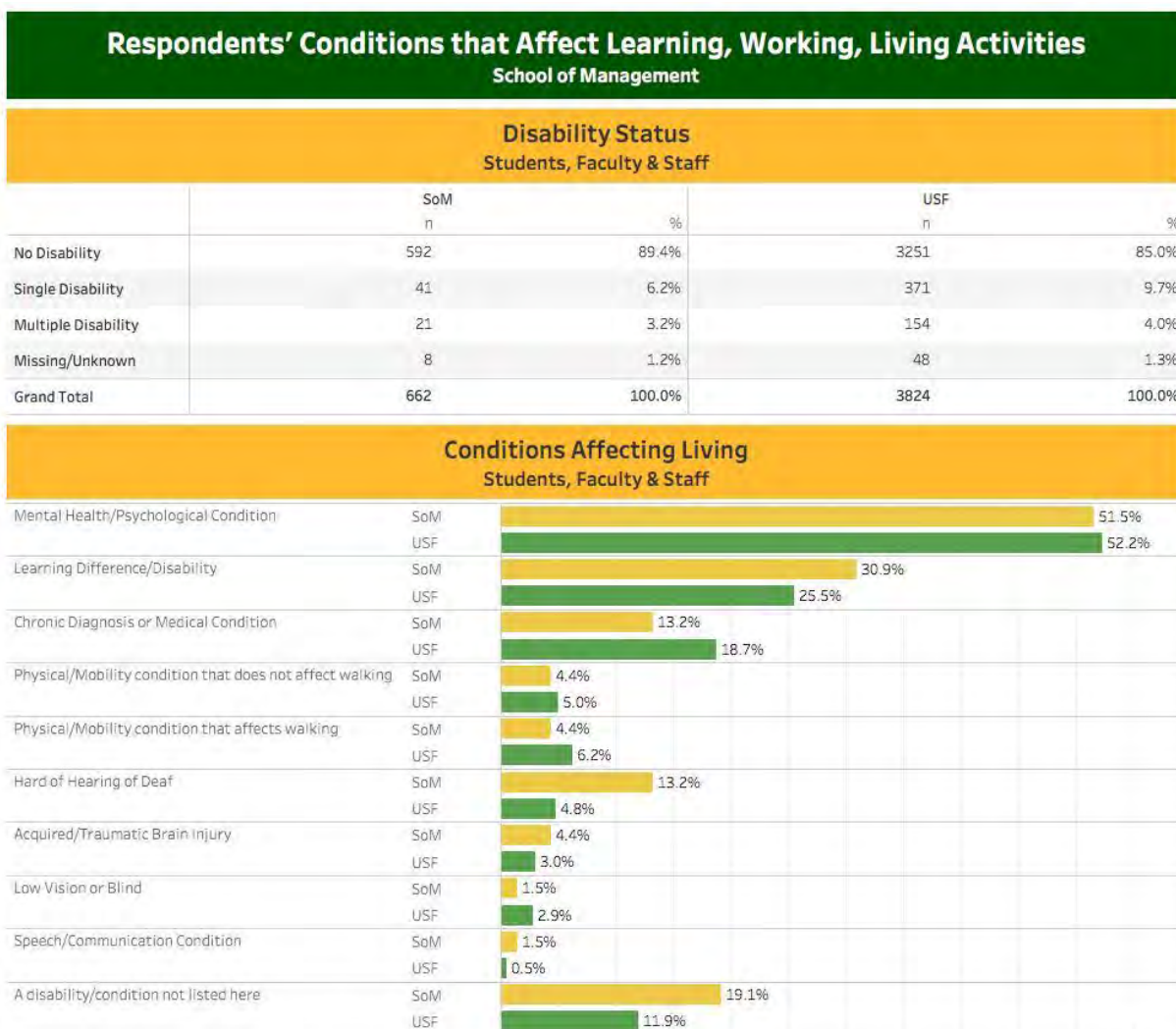
		SoM	USF
Undergraduate	No Disability	381	1299
	Single Disability	30	206
	Multiple Disability	15	77
	Missing/Unknown	5	19
Graduate	No Disability	133	889
	Single Disability	11	91
	Multiple Disability	6	47
	Missing/Unknown	<5	7
Faculty	No Disability	50	482
	Single Disability		35
	Multiple Disability		13
	Missing/Unknown	<5	14
Staff	No Disability	28	581
	Single Disability		39
	Multiple Disability		17
	Missing/Unknown		8

Disability Status Students, Faculty & Staff



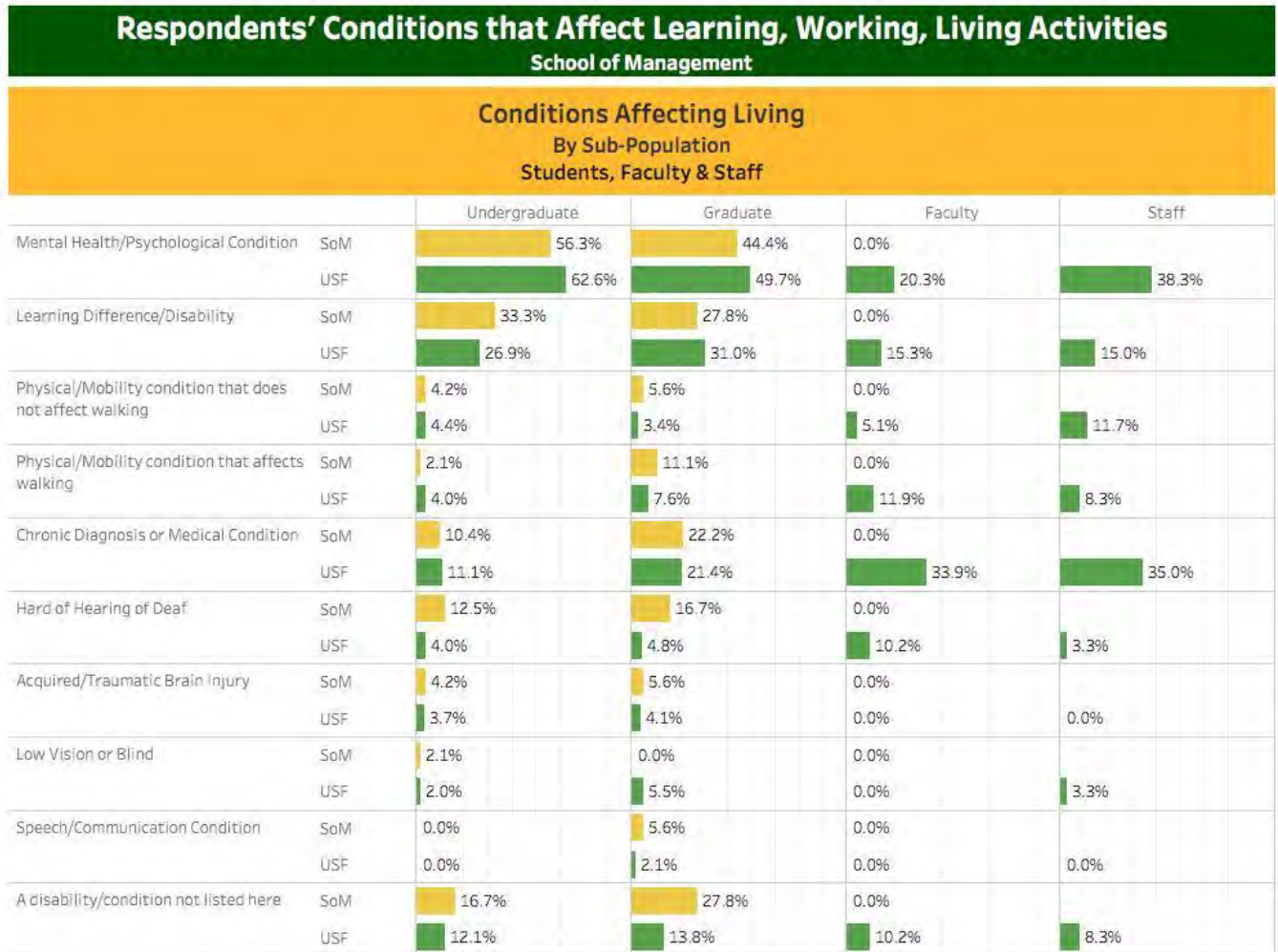
The above visual shows the SoM vs USF percentage totals by Disability Status, separated out by position. The bar lengths illustrate the percentage differences.

Of the 11% of School of Management respondents who reported having a disability, the most common were mental health/psychological condition (52%), learning difference/disability (31%), and disability/condition not listed here (19%).



Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

These top three conditions affecting living remained true for the students within the School of Management. For the School of Management Undergraduate student respondent population, the top condition affecting living was mental health/psychological condition (56%). For the School of Management Graduate student respondent population, the top condition affecting living was also mental health/psychological condition (44%). For the School of Management Faculty and Staff respondent populations, there was no disability data to report on. In comparison, for the USF Undergraduate student respondent population, the top condition affecting living was mental health/psychological condition (63%). For the USF Graduate student respondent population, the top condition affecting living was also mental health/psychological condition (50%). For the USF Faculty respondent population, the top condition affecting living was chronic diagnosis or medical condition (34%). Finally, for the USF Staff respondent population, the top conditions affecting living was mental health/psychological condition (38%).



The above visual shows the SoM vs USF percentage totals by Conditions Affecting Living, separated out by position. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Disabled respondents were asked to identify any general barriers they encountered at USF. Respondents with Disabilities in the School of Management specified the top two general barriers as athletic & recreational facilities (17%), and classroom buildings (15%). The top two barriers faced by disabled USF Overall respondents were campus transportation/parking (14%), and classroom buildings (13%).

Facilities Barriers Experienced by Respondents With Disabilities

As a person who identifies with a disability, have you experienced a barrier in any of the following areas at USF in the past year?

School of Management
Students, Faculty & Staff

Athletic & Recreational Facilities			Classroom Buildings			Classrooms/Labs		
	SoM	USF		SoM	USF		SoM	USF
Yes	10	28	Yes	9	70	Yes	7	63
No	21	238	No	26	259	No	31	252
Not applicable	28	262	Not applicable	24	196	Not applicable	20	208
Grand Total	59	528	Grand Total	59	525	Grand Total	58	523
Dining Facilities			Doors			Elevators/Lifts		
	SoM	USF		SoM	USF		SoM	USF
Yes	8	48	Yes	5	31	Yes	<5	45
No	23	261	No	28	282	No	29	264
Not applicable	27	214	Not applicable	25	210	Not applicable	25	213
Grand Total	58	523	Grand Total	58	523	Not applicable	25	213
Emergency Preparedness			Office Furniture			Campus Transportation/Parking		
	SoM	USF		SoM	USF		SoM	USF
Yes	5	31	Yes	7	56	Yes	8	71
No	30	269	No	28	267	No	25	246
Not applicable	23	220	Not applicable	23	196	Not applicable	25	203
Grand Total	58	520	Grand Total	58	519	Grand Total	58	520
Other Campus Buildings			On-campus Housing			Podium		
	SoM	USF		SoM	USF		SoM	USF
Yes	6	35	Yes	8	39	Yes	<5	23
No	25	264	No	23	219	No	27	253
Not applicable	27	217	Not applicable	27	259	Not applicable	26	243
Grand Total	58	516	Grand Total	58	517	Not applicable	26	243
Signage			Studios/Performing Arts Spaces			Temporary Barriers due to Construction or Maintenance		
	SoM	USF		SoM	USF		SoM	USF
Yes	<5	24	Yes	<5	18	Yes	6	33
No	28	278	No	24	234	No	23	252
Not applicable	26	217	Not applicable	29	264	Not applicable	29	231
						Grand Total	58	516
USF Clinic at St. Mary's				Walkways/Pedestrian Paths/Crosswalks				
	SoM	USF		SoM	USF		SoM	USF
Yes	<5	19	Yes	6	38			
No	21	225	No	27	265			
Not applicable	33	271	Not applicable	25	209			
			Grand Total	58	512			

Additionally, respondents with Disabilities were asked if they had experienced barriers in technology/online environment, identity, or instructional/campus materials at USF within the past year. The top three barriers expressed amongst respondents with Disabilities in the School of Management were library resources (17%), food meus (16%), and syllabi (16%). The top three barriers expressed amongst respondents with Disabilities in the USF Overall respondent population were textbooks (9%), Canvas/TWEN (7%), and accessible electronic format (7%).

Technology/Online Barriers Experienced by Respondents With Disabilities								
As a person who identifies with a disability, have you experienced a barrier in any of the following areas at USF in the past year?								
School of Management Students, Faculty & Staff								
Accessible Electronic Format			Canvas/TWEN			Clickers		
	SoM	USF		SoM	USF		SoM	USF
Yes	8	34	Yes	8	35	Yes	5	10
No	27	297	No	26	297	No	27	266
Not applicable	23	181	Not applicable	23	175	Not applicable	25	228
Grand Total	58	512	Grand Total	57	507	Grand Total	57	504
Computer Equipment			Electronic Forms			Electronic Signage		
	SoM	USF		SoM	USF		SoM	USF
Yes	8	24	Yes	7	23	Yes	6	16
No	24	295	No	27	301	No	26	308
Not applicable	25	185	Not applicable	23	182	Not applicable	25	181
Grand Total	57	504	Grand Total	57	506	Grand Total	57	505
Electronic Surveys			Library Resources			Phone/Phone Equipment		
	SoM	USF		SoM	USF		SoM	USF
Yes	6	17	Yes	10	23	Yes	6	14
No	28	320	No	26	310	No	24	306
Not applicable	23	167	Not applicable	22	172	Not applicable	25	183
Grand Total	57	504	Grand Total	58	505	Grand Total	55	503
Software			Video/Video Audio Description			Website		
	SoM	USF		SoM	USF		SoM	USF
Yes	6	22	Yes	6	18	Yes	7	20
No	23	288	No	25	298	No	26	314
Not applicable	27	192	Not applicable	25	186	Not applicable	23	169
Grand Total	56	502	Grand Total	56	502	Grand Total	56	503

Barriers in Identity Experienced by Respondents With Disabilities

As a person who identifies with a disability, have you experienced a barrier in any of the following areas at USF in the past year?

School of Management
Students, Faculty & Staff

Electronic Databases			Email Account			Intake Forms		
	SoM	USF		SoM	USF		SoM	USF
Yes	7	24	Yes	5	21	Yes	6	23
No	28	324	No	30	326	No	26	290
Not applicable	22	159	Not applicable	23	156	Not applicable	25	190
Grand Total	57	507	Grand Total	58	503	Grand Total	57	503

Learning Technology			Surveys		
	SoM	USF		SoM	USF
Yes	7	28	Yes	5	28
No	29	313	No	29	324
Not applicable	22	164	Not applicable	23	146
Grand Total	58	505	Grand Total	57	498

Barriers in Instructional/Campus Materials Experienced by Respondents with Disabilities

As a person who identifies with a disability, have you experienced a barrier in any of the following areas at USF in the past year?

School of Management
Students, Faculty & Staff

Brochures			Faculty Required Resources			Food Menus		
	SoM	USF		SoM	USF		SoM	USF
Yes	7	14	Yes	7	19	Yes	9	33
No	27	330	No	26	315	No	22	302
Not applicable	23	164	Not applicable	22	171	Not applicable	25	168
Grand Total	57	508	Grand Total	55	505	Grand Total	56	503

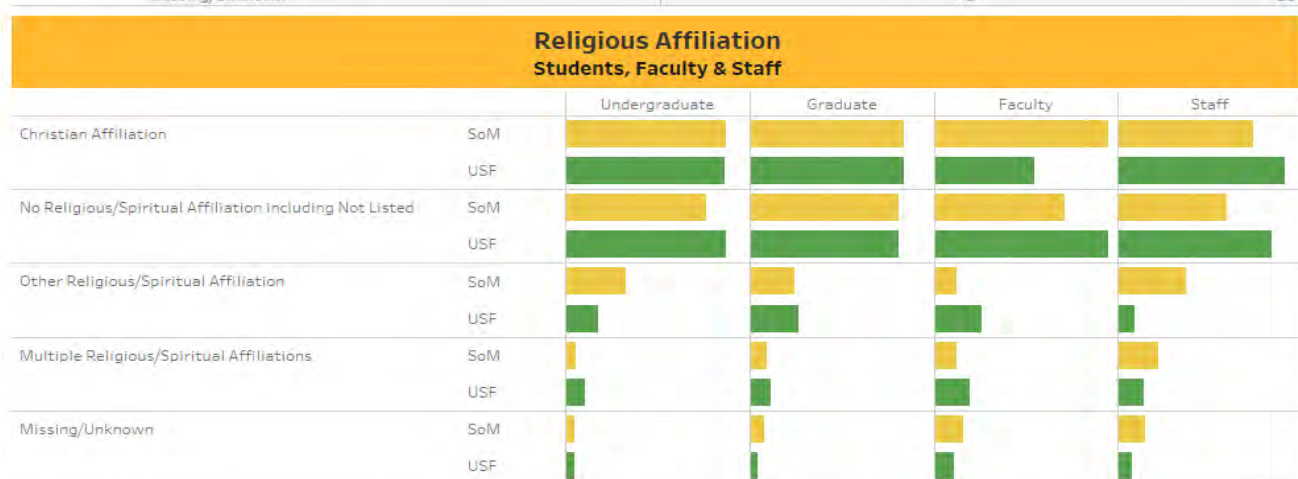
Forms			Library Resources			Other Publications		
	SoM	USF		SoM	USF		SoM	USF
Yes	7	20	Yes	7	18	Yes	6	13
No	27	329	No	29	323	No	29	328
Not applicable	22	157	Not applicable	20	164	Not applicable	21	163
Grand Total	56	506	Grand Total	56	505	Grand Total	56	504

Syllabi			Textbooks			Video-Closed Captioning and Text Description		
	SoM	USF		SoM	USF		SoM	USF
Yes	9	27	Yes	8	44	Yes	5	18
No	27	315	No	27	305	No	27	307
Not applicable	20	162	Not applicable	21	156	Not applicable	24	173
Grand Total	56	504	Grand Total	56	505	Grand Total	56	498

Religious Affiliation Comparison:

The School of Management Undergraduate student respondent population had a lower percentage of students that reported having no religious/spiritual affiliation (including ones that were not listed as options), and a higher percentage of students that reported having other religious/spiritual affiliation, compared to the USF Undergraduate student respondent population. The School of Management Graduate student respondent population fell fairly in line with that of the USF Graduate student respondent population. The School of Management Faculty respondent population had a much larger percentage of respondents report themselves as having a Christian affiliation, and lower percentages of Faculty respondents that reported having no religious/spiritual affiliation (including ones that were not listed as options) or other religious/spiritual affiliation, compared to the USF Faculty respondent population. School of Management Staff respondents had a lower percentage of respondents that reported having a Christian affiliation or no religious/spiritual affiliation (including ones that were not listed as options), and a much higher percentage of Staff respondents that reported having other religious/spiritual affiliations, compared to the USF Staff respondent population.

USF Demographics School of Management			
Religious Affiliation Students, Faculty & Staff			
		SoM	USF
Undergraduate	No Religious/Spiritual Affiliation including Not Listed	159	674
	Christian Affiliation	182	670
	Other Religious/Spiritual Affiliation	68	136
	Multiple Religious/Spiritual Affiliations	12	84
	Missing/Unknown	10	37
Graduate	No Religious/Spiritual Affiliation including Not Listed	59	403
	Christian Affiliation	61	417
	Other Religious/Spiritual Affiliation	18	132
	Multiple Religious/Spiritual Affiliations	7	59
	Missing/Unknown	6	23
Faculty	No Religious/Spiritual Affiliation including Not Listed	18	251
	Christian Affiliation	24	145
	Other Religious/Spiritual Affiliation	<5	69
	Multiple Religious/Spiritual Affiliations	<5	51
	Missing/Unknown	<5	28
Staff	No Religious/Spiritual Affiliation including Not Listed	8	261
	Christian Affiliation	10	284
	Other Religious/Spiritual Affiliation	5	30
	Multiple Religious/Spiritual Affiliations	<5	45
	Missing/Unknown	<5	25



The above visual shows the SoM vs USF percentage totals by Religious Affiliation, separated out by position. The bar lengths illustrate the percentage differences.

Age Range Comparison:

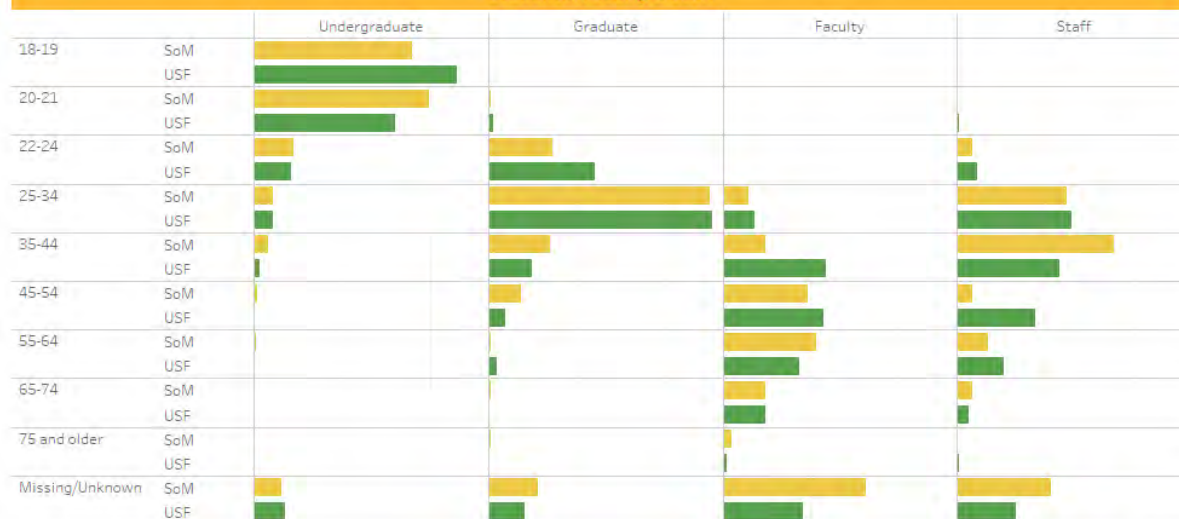
The School of Management Undergraduate student respondent population had a lower percentage of students 18-19 years old, compared to the USF Undergraduate Student respondent population. The School of Management Graduate student respondent population had a lower percentage of students 22-24 years old, and a higher percentage of students 35-54 years old, compared to the USF Graduate student respondent population. The School of Management had a lower percentage of Faculty 35-44 years old, compared to the USF Faculty respondent population. The School of Management had a higher percentage of Staff respondents 35-44 years old, and a lower percentage of Staff respondents 45-64 years old, compared to the USF Staff respondent population.

USF Demographics School of Management

Age Range Students, Faculty & Staff

		SoM	USF
Undergraduate	18-19	155	739
	20-21	172	516
	22-24	39	137
	25-34	19	71
	35-44	14	21
	45-54	<5	
	55-64	<5	<5
	Missing/Unknown	27	115
Graduate	20-21	<5	11
	22-24	22	250
	25-34	76	525
	35-44	21	102
	45-54	11	40
	55-64	<5	20
	65-74	<5	<5
	75 and older	<5	
Missing/Unknown	17	85	
Faculty	18-19		<5
	22-24		<5
	25-34	<5	39
	35-44	5	127
	45-54	10	125
	55-64	11	95
	65-74	5	52
	75 and older	<5	5
Missing/Unknown	17	99	
Staff	20-21		<5
	22-24	<5	30
	25-34	7	168
	35-44	10	151
	45-54	<5	116
	55-64	<5	70
	65-74	<5	17
	75 and older		<5
Missing/Unknown	6	87	

Age Range Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Age Range, separated out by position. The bar lengths illustrate the percentage differences.

Caregiving Responsibilities Comparison:

Students, Faculty and Staff were asked whether or not they had caregiving responsibilities, and then were asked to indicate what the responsibility was. A higher percentage of the School of Management Undergraduate student respondents indicated having caregiving responsibilities, compared to the USF Undergraduate student respondent population. The School of Management Graduate Student respondents reported having caregiving responsibilities that were very much in line with those reported by the USF Graduate student respondent population. The School of Management Faculty respondent population had a slightly lower percentage of caregiving responsibilities, compared to the USF Faculty respondent population. In contrast, the School of Management Staff respondents, had a slightly higher percentage of caregiving responsibilities, compared to the USF Staff respondent population. Of the 13% of the School of Management respondents that indicated having substantial caregiving responsibilities, the top responsibilities were for children 6-18 years (50%), children 5 years or under (37%), and senior or other family member (23%). This was in line with that of the USF Overall respondent population, in which the top responsibilities reported were for children 6-18 years (53%), children 5 years or under (34%), and senior or other family member (25%).

The School of Management Undergraduate student respondent population had a higher percentage that reported having caregiving responsibilities for children under 18 years, compared to the USF Undergraduate student respondent population. The School of Management Graduate student respondent population had a higher percentage of respondents responsible for children 5 years or under, and children 18 years of age but still legally dependent, compared to the USF Graduate student respondent population. The School of Management Faculty respondents had a lower percentage of respondents responsible for children 5 years or under, and a higher percentage of respondents responsible for a sick or disabled partner, compared to the USF Faculty respondent population. The School of Management Staff respondents had a lower percentage of respondents responsible for children 6-18 years, children over 18 years of age but still legally dependent, and a senior or other family member, when compared to the USF Staff respondent population. However, School of Management Staff respondents also reported a much higher percentage with a parenting or caregiving responsibility not listed here, compared to the USF Staff respondent population.

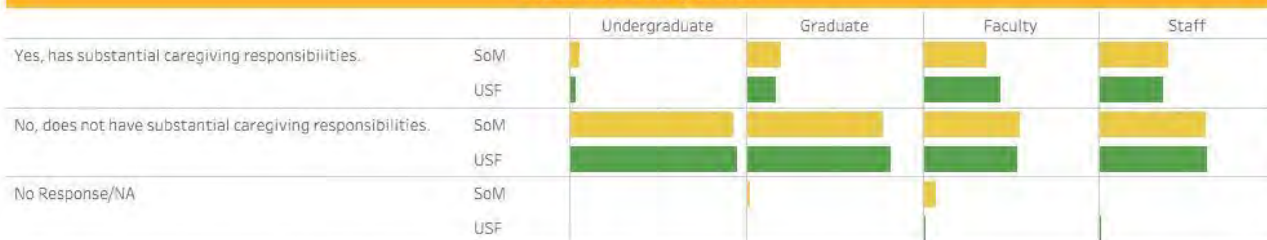
Respondents' Caregiving Responsibilities

Respondents who have substantial parenting or caregiving responsibilities
School of Management

Caregiving Responsibility Students, Faculty & Staff

		SoM	USF
Undergraduate	Yes, has substantial caregiving responsibilities.	26	63
	No, does not have substantial caregiving responsibilities.	402	1533
	No Response/NA	<5	5
Graduate	Yes, has substantial caregiving responsibilities.	30	178
	No, does not have substantial caregiving responsibilities.	118	850
	No Response/NA	<5	6
Faculty	Yes, has substantial caregiving responsibilities.	19	241
	No, does not have substantial caregiving responsibilities.	29	294
	No Response/NA	<5	9
Staff	Yes, has substantial caregiving responsibilities.	11	238
	No, does not have substantial caregiving responsibilities.	17	396
	No Response/NA		11

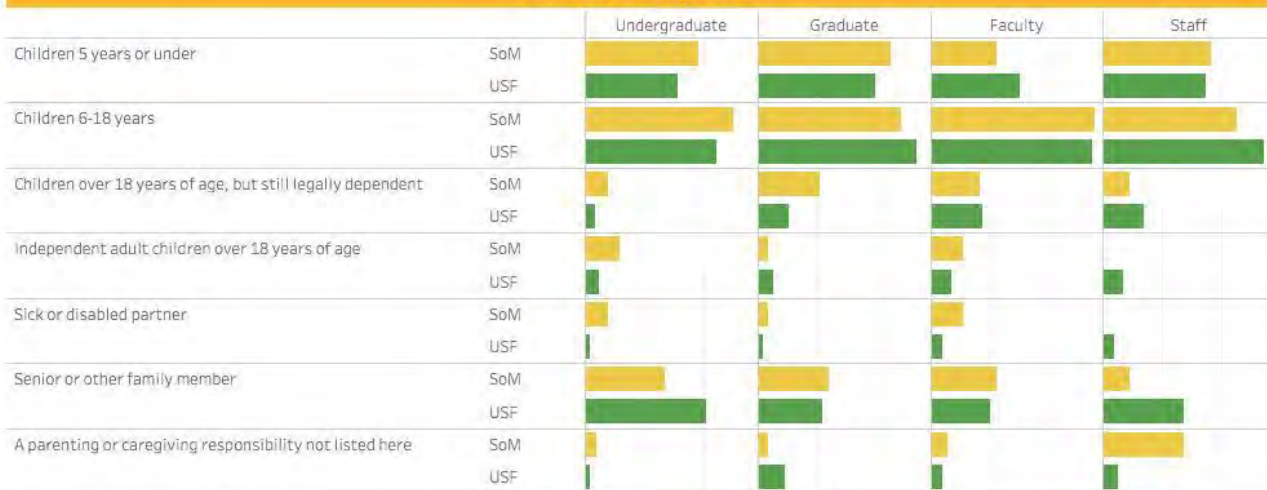
Caregiving Responsibility Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Caregiving Responsibility, separated out by position. The bar lengths illustrate the percentage differences.

13% of respondents stated that they have substantial parenting or caregiving responsibilities. 13% of those respondents then indicated that their caregiving responsibilities fell into the following categories.

Caregiving Responsibility Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Caregiving Responsibility, separated out by position. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Military Service Comparison:

The School of Management Graduate student respondent population had a higher percentage of respondents that were on active duty in the past but not now, compared to the USF Graduate student respondent population. The School of Management Faculty respondent population had a lower percentage of respondents that never served in the military, compared to the USF Faculty respondent population. Both the School of Management Undergraduate student respondents and Staff respondents were fairly in line with their corresponding USF Undergraduate and Staff respondent populations.

USF Demographics

School of Management

Military Service Students, Faculty & Staff

		SoM	USF
Undergraduate	Never served in the military	412	1551
	Now on active duty (including Reserves or National Guard)	6	5
	On active duty in the past, but not now	8	23
	ROTC	<5	15
	Missing/Unknown	<5	7
Graduate	Never served in the military	135	980
	Now on active duty (including Reserves or National Guard)	<5	10
	On active duty in the past, but not now	14	38
	ROTC		<5
	Missing/Unknown		5
Faculty	Never served in the military	43	515
	Now on active duty (including Reserves or National Guard)	<5	
	On active duty in the past, but not now	<5	19
	ROTC	<5	<5
	Missing/Unknown	<5	7
Staff	Never served in the military	27	618
	Now on active duty (including Reserves or National Guard)		<5
	On active duty in the past, but not now	<5	20
	ROTC		<5
	Missing/Unknown		5

Military Service Students, Faculty & Staff

		Undergraduate	Graduate	Faculty	Staff
Never served in the military	SoM	██████████	██████████	██████████	██████████
	USF	██████████	██████████	██████████	██████████
Now on active duty (including Reserves or National Guard)	SoM			█	
	USF			█	
On active duty in the past, but not now	SoM	█	█	█	█
	USF		█	█	█
ROTC	SoM			█	
	USF			█	
Missing/Unknown	SoM			█	
	USF			█	

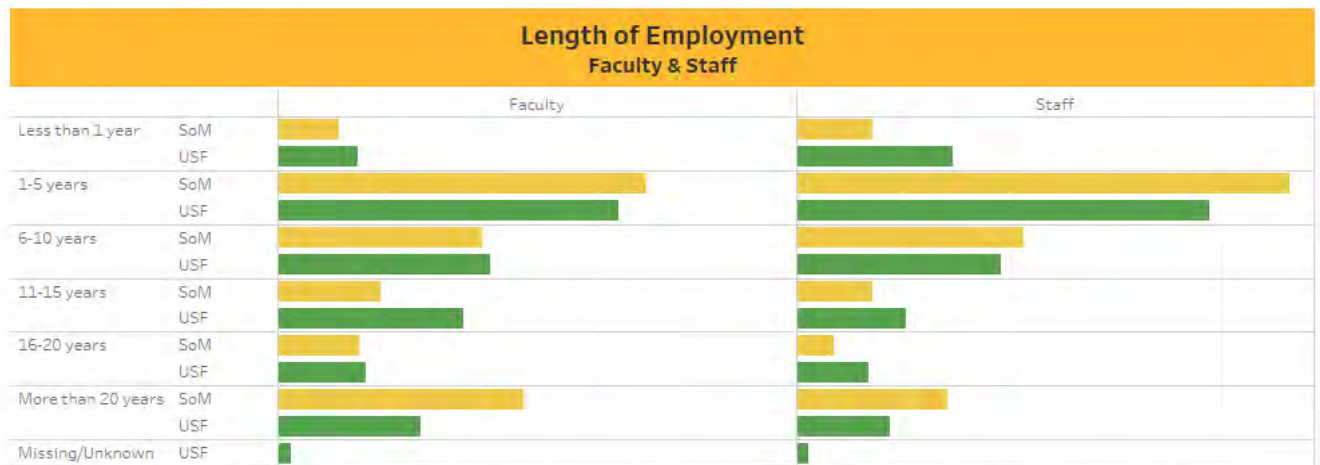
The above visual shows the SoM vs USF percentage totals by Military Service, separated out by position. The bar lengths illustrate the percentage differences.

Faculty/Staff Population Only

Length of Employment Comparison:

The School of Management Faculty respondents had a much higher percentage of respondents that had been at USF for more than 20 years, compared to the USF Faculty respondent population. The School of Management had a higher percentage of Staff respondents that had been at USF for 1-5 years, and more than 20 years, compared to the USF Staff respondent population. They also had a lower percentage of Staff respondents that had been at USF for less than 1 year, compared to the USF Staff respondent population.

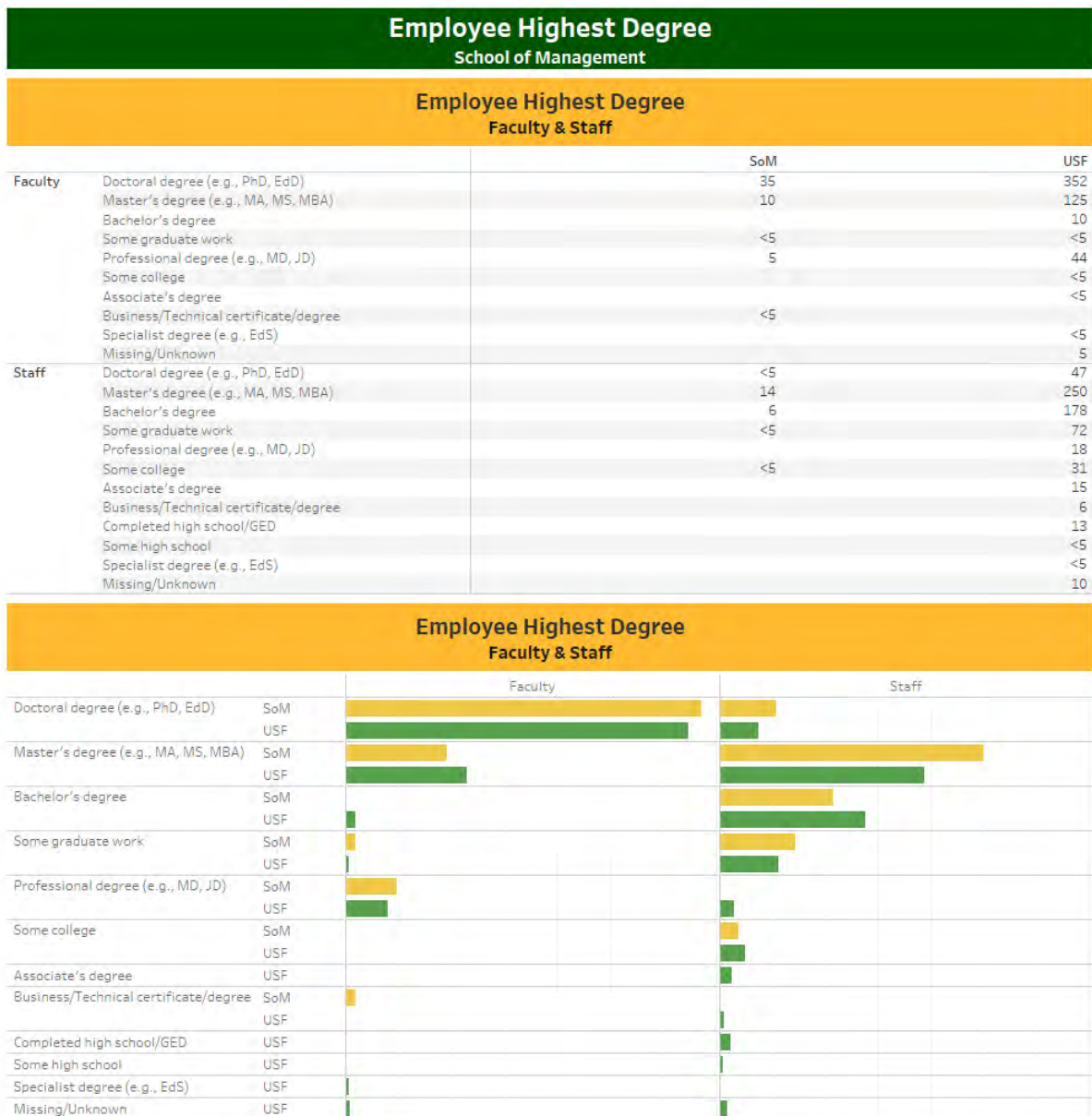
Length of Employment at USF			
School of Management			
Length of Employment Faculty & Staff			
		SoM	USF
Faculty	Less than 1 year	<5	41
	1-5 years	18	174
	6-10 years	10	109
	11-15 years	5	95
	16-20 years	<5	45
	More than 20 years	12	73
	Missing/Unknown		7
Staff	Less than 1 year	<5	95
	1-5 years	13	251
	6-10 years	6	124
	11-15 years	<5	67
	16-20 years	<5	44
	More than 20 years	<5	57
	Missing/Unknown		7



The above visual shows the SoM vs USF percentage totals by Length of Employment, separated out by position. The bar lengths illustrate the percentage differences.

Highest Level of Education Comparison:

The School of Management Faculty respondent population had a slightly higher percentage of Faculty respondents with a Doctoral degree, compared to the USF Faculty respondent population. The School of Management Staff respondent population had a higher percentage of Staff respondents with a Master’s degree, compared to the USF Staff respondent population.



The above visual shows the SoM vs USF percentage totals by Employee Highest Degree, separated out by position. The bar lengths illustrate the percentage differences.

Student Population Only

Students were asked to indicate the highest level of education achieved by their parent(s)/guardian(s).

Parent/Guardian #1 Education Level Comparison:

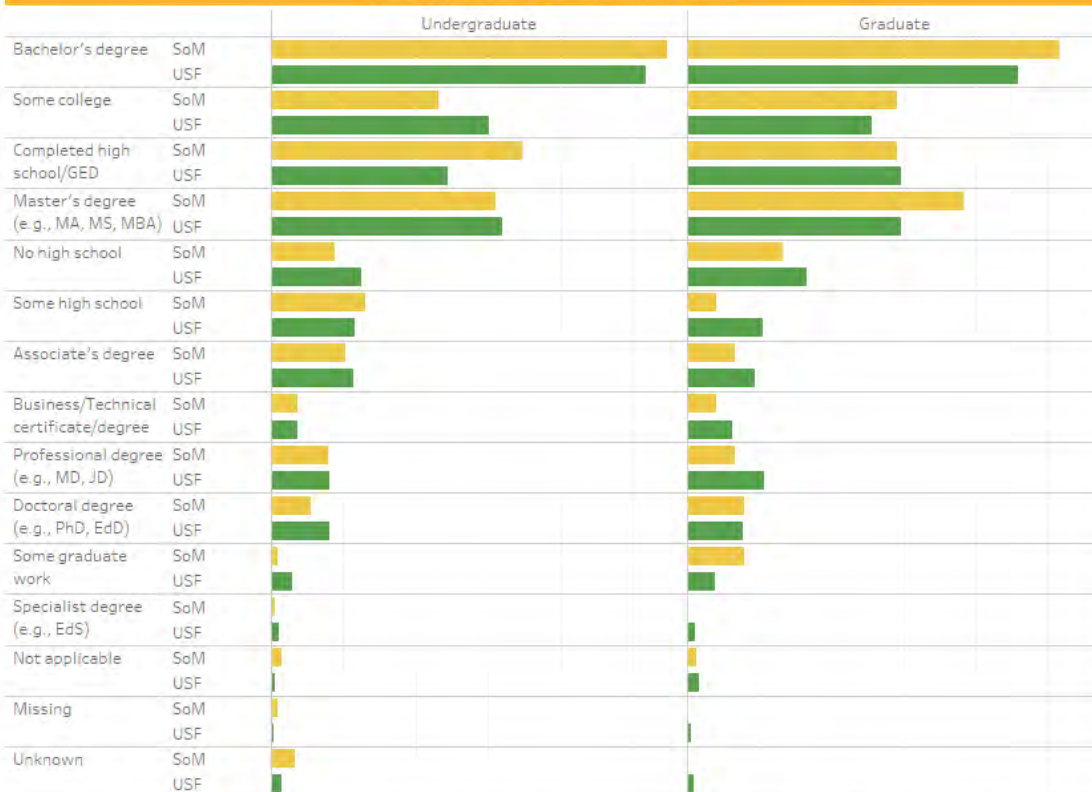
The School of Management Undergraduate student respondents had a higher percentage that reported having a parent/guardian #1 that completed high school/GED, compared to the USF Undergraduate student respondents. The School of Management Graduate student respondents had a higher percentage of respondents that had a parent/guardian #1 with a Bachelor's degree, and also a Master's degree, compared to the USF Graduate student respondents.

USF Demographics School of Management

First Parent's/Guardian's Highest Level of Education Undergraduate & Graduate Students

		SoM	USF
Undergraduate	Bachelor's degree	118	415
	Some college	50	241
	Completed high school/GED	75	196
	Master's degree (e.g., MA, MS, MBA)	67	256
	No high school	19	100
	Some high school	28	92
	Associate's degree	22	91
	Business/Technical certificate/degree	8	29
	Professional degree (e.g., MD, JD)	17	64
	Doctoral degree (e.g., PhD, EdD)	12	65
	Some graduate work	<5	23
	Specialist degree (e.g., EdS)	<5	9
	Not applicable	<5	5
	Missing	<5	<5
	Unknown	7	12
	Graduate	Bachelor's degree	39
Some college		22	132
Completed high school/GED		22	153
Master's degree (e.g., MA, MS, MBA)		29	153
No high school		10	86
Some high school		<5	54
Associate's degree		5	49
Business/Technical certificate/degree		<5	32
Professional degree (e.g., MD, JD)		5	55
Doctoral degree (e.g., PhD, EdD)		6	40
Some graduate work		6	20
Specialist degree (e.g., EdS)		<5	6
Not applicable		<5	9
Missing		<5	<5
Unknown		<5	5

First Parent's/Guardian's Highest Level of Education Undergraduate & Graduate Students



The above visual shows the SoM vs USF percentage totals by First Parent's/Guardian's Highest Level of Education, separated out by position. The bar lengths illustrate the percentage differences.

Parent/Guardian #2 Education Level Comparison:

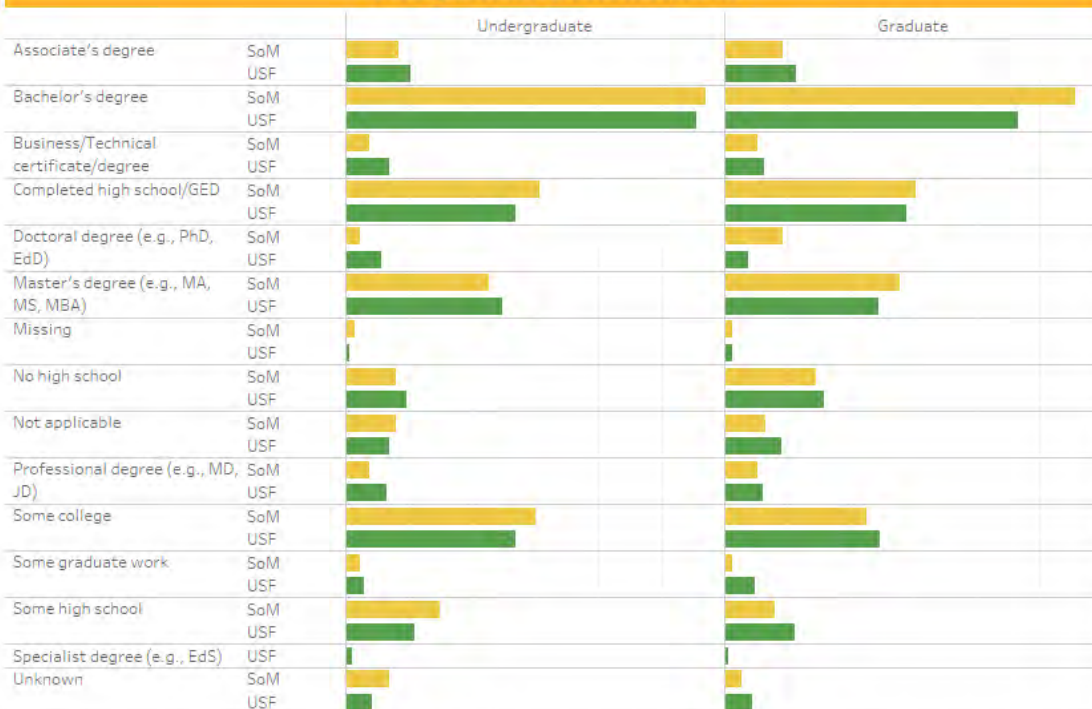
The School of Management Undergraduate student respondent responses fell fairly in line with that of the USF Undergraduate student respondents, for parent/guardian #2 education level. School of Management Graduate student respondents had a higher percentage of respondents in which parent/guardian #2 had a Bachelor's degree, compared to the corresponding USF Graduate student respondent population.

USF Demographics School of Management

Second Parent's/Guardian's Highest Level of Education Undergraduate & Graduate Students

	SoM	USF	
Undergraduate	Bachelor's degree	123	445
	Completed high school/GED	66	215
	Some college	65	215
	Master's degree (e.g., MA, MS, MBA)	49	199
	Associate's degree	18	83
	No high school	17	77
	Some high school	32	88
	Business/Technical certificate/degree	8	56
	Professional degree (e.g., MD, JD)	8	52
	Doctoral degree (e.g., PhD, EdD)	5	45
	Some graduate work	5	24
	Specialist degree (e.g., EdS)	-	9
	Not applicable	17	55
	Unknown	15	33
	Missing	<5	5
Graduate	Bachelor's degree	42	241
	Completed high school/GED	23	149
	Some college	17	128
	Master's degree (e.g., MA, MS, MBA)	21	127
	Associate's degree	7	59
	No high school	11	82
	Some high school	6	58
	Business/Technical certificate/degree	<5	33
	Professional degree (e.g., MD, JD)	<5	32
	Doctoral degree (e.g., PhD, EdD)	7	20
	Some graduate work	<5	25
	Specialist degree (e.g., EdS)	-	<5
	Not applicable	5	47
	Unknown	<5	23
	Missing	<5	7

Second Parent's/Guardian's Highest Level of Education Undergraduate & Graduate Students



The above visual shows the SoM vs USF percentage totals by Second Parent's/Guardian's Highest Level of Education, separated out by position. The bar lengths illustrate the percentage differences.

Undergraduate Students were asked what year in college they were at the time the survey was administered.

Undergraduate Student Year in College Comparison:

The School of Management had a lower percentage of respondents in their first and fourth year, and a much higher percentage of respondents in their second year, compared to their corresponding USF respondent populations.

USF Demographics School of Management

Undergraduate Year in College Undergraduate Students Only

	SoM		USF	
	n	%	n	%
First year	109	25.3%	482	30.2%
Second year	94	21.9%	428	26.8%
Third year	114	26.5%	342	21.4%
Fourth year	103	24.0%	310	19.4%
Fifth year	7	1.6%	30	1.9%
Sixth year (or more)	<5	0.7%	5	0.3%

Undergraduate Year in College Undergraduate Students Only

First year	SoE	24.2%
	USF	29.2%
Second year	SoE	36.4%
	USF	25.6%
Third year	SoE	24.2%
	USF	22.5%
Fourth year	SoE	15.2%
	USF	20.5%
Fifth year	USF	1.9%
Sixth year (or more)	USF	0.4%

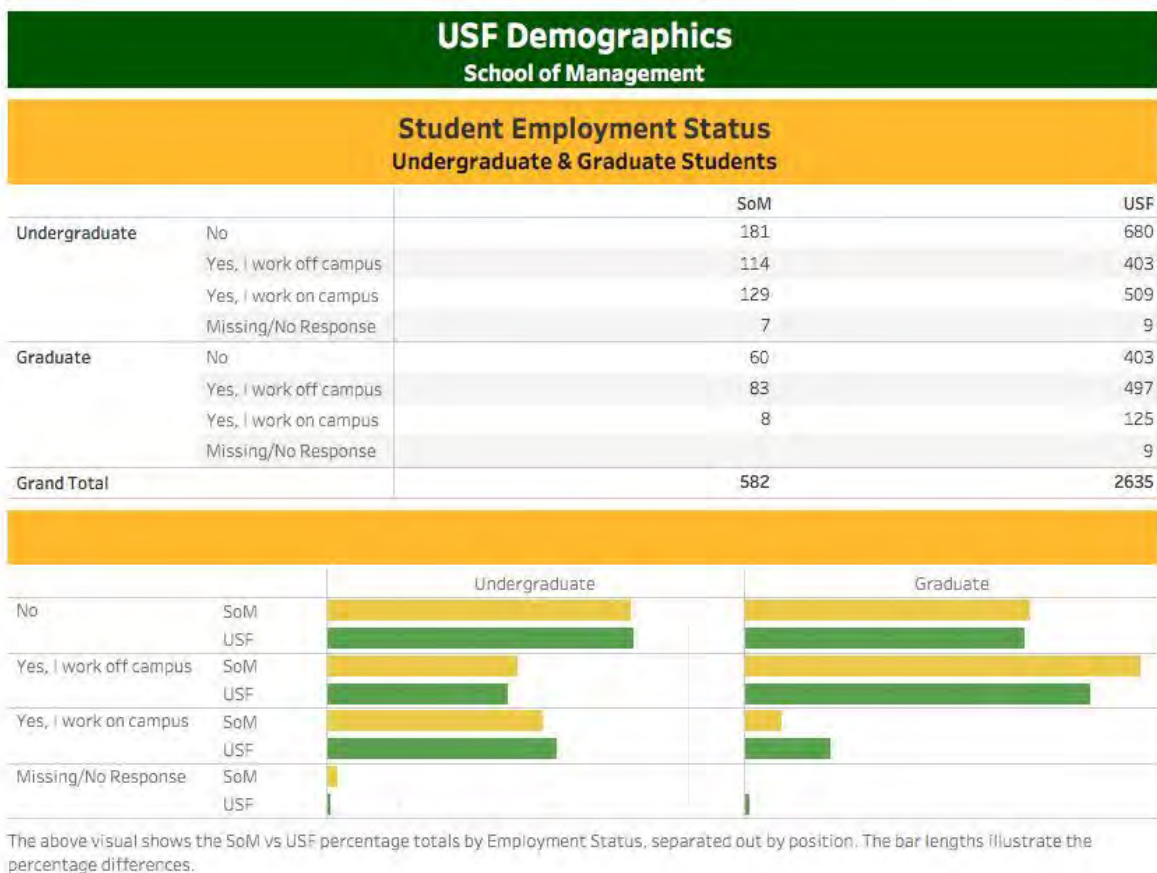
The above visual shows the SoM vs USF percentage totals by Year in College, for Undergraduate Students only. The bar lengths illustrate the percentage differences.

Students were asked whether they were employed either on campus or off campus during the academic year.

Student Employment Comparison:

Within the School of Management Undergraduate student respondent population, 56% indicated that they worked, compared to 57% of the USF Undergraduate student respondent population.

Within the School of Management Graduate student respondent population, 60% indicated that they worked, compared to 63% of the USF Graduate student respondent population.



Students were then asked to indicate the total number of hours they work per week on campus and off campus.

The School of Management Undergraduate Student respondents had a higher percentage working on campus for 11-20 hours/week, compared to the USF Undergraduate Student respondents. Keeping in mind the very low population of School of Management Graduate respondents working on campus, the School of Management Graduate Student respondents had a higher percentage of respondents that reported working on campus 1-10 hours/week, 31-40 hours/week and more than 40 hours/week, and a much lower percentage, if any, reported working on campus for 11-20 hours/week, and 21-30 hours/week, compared to the USF Graduate Student respondents.

The School of Management Undergraduate Student respondents had a lower percentage that reported working off campus for 1-10 hours/week and 11-20 hours/week, and higher percentage that reported working off campus for 31-40 hours/week and more than 40 hours/week, compared

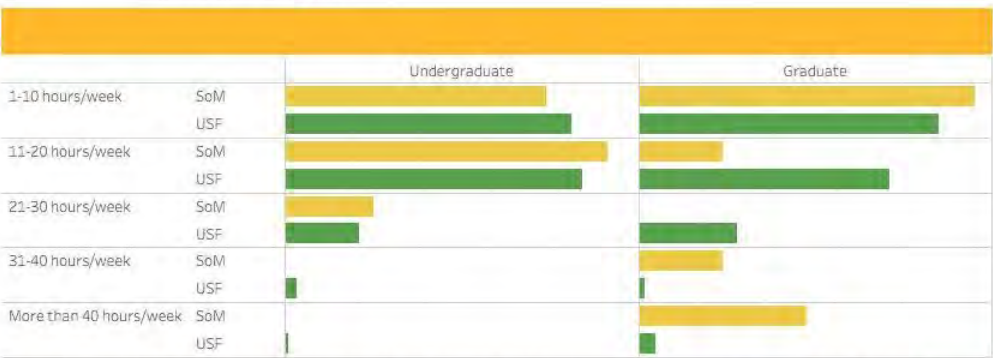
to the USF Undergraduate Student respondents. The School of Management Graduate Student respondents had a lower percentage that reported working off campus for less than 30 hours/week, and a much higher percentage working off campus for more than 40 hours/week, compared to the USF Graduate Student respondents.

USF Demographics School of Management

Of the students who were employed, the following indicates the amount of hours worked in a week.

On Campus Employment Hours Undergraduate & Graduate Students

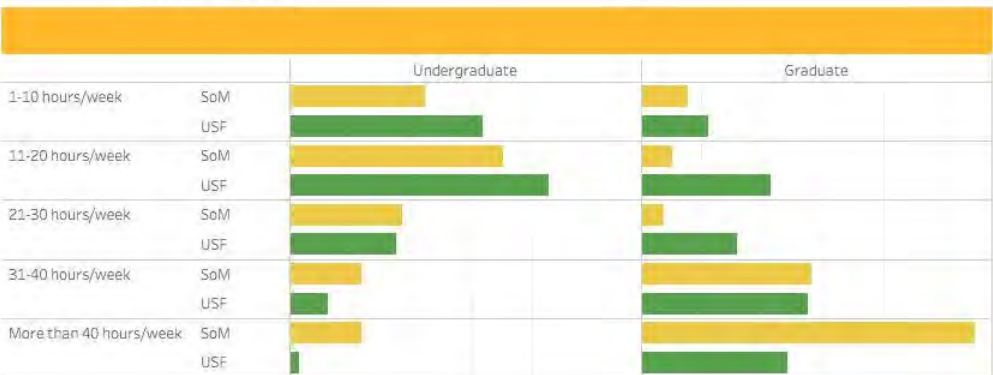
		SoM	USF
Undergraduate	1-10 hours/week	47	211
	11-20 hours/week	58	219
	21-30 hours/week	16	55
	31-40 hours/week		9
	More than 40 hours/week		<5
Graduate	1-10 hours/week	<5	55
	11-20 hours/week	<5	46
	21-30 hours/week		18
	31-40 hours/week	<5	<5
	More than 40 hours/week	<5	<5



The above visual shows the SoM vs USF percentage totals by On Campus Employment Hours, separated out by position. The bar lengths illustrate the percentage differences.

Off Campus Employment Hours Undergraduate & Graduate Students

		SoM	USF
Undergraduate	1-10 hours/week	30	154
	11-20 hours/week	47	207
	21-30 hours/week	25	85
	31-40 hours/week	16	31
	More than 40 hours/week	16	8
Graduate	1-10 hours/week	6	56
	11-20 hours/week	<5	107
	21-30 hours/week	<5	80
	31-40 hours/week	22	138
	More than 40 hours/week	43	121



The above visual shows the SoM vs USF percentage totals by Off Campus Employment Hours, separated out by position. The bar lengths illustrate the percentage differences.

Students were asked whether they experienced financial hardship while attending USF.

Student Financial Hardship Comparison:

Fifty-one percent of the School of Management Undergraduate student respondents indicated that they experienced financial hardship, compared to the forty-seven percent of USF Undergraduate student respondents that experienced financial hardship. Thirty-eight percent of the School of Management Graduate student respondents indicated that they experienced financial hardship, compared to the sixty-one percent of USF Graduate student respondents that experienced financial hardship.

Students were then asked how they experienced financial hardship. Of the 51% of the School of Management Undergraduate student respondents that indicated they experienced financial hardship, the top types of hardship were difficulty in affording tuition (76%), difficulty purchasing books/course materials (58%), and difficulty in affording housing (48%). These were also the top three experienced financial hardships for the USF Undergraduate student respondent population. Of the 47% of the School of Management Graduate student respondents that indicated they experienced financial hardship, the top types of hardship were difficulty in affording tuition (62%), difficulty in affording housing (43%), and difficulty purchasing books/course materials (40%). These were also the top three experienced financial hardships for the USF Graduate student respondent population.

USF Demographics

School of Management

Financial Hardship Status Undergraduate & Graduate Students

		SoM		USF	
		n	%	n	%
Undergraduate	Yes	221	51.3%	914	57.1%
	No	204	47.3%	676	42.2%
	Missing/Unknown	6	1.4%	11	0.7%
	Total	431	100.0%	1601	100.0%
Graduate	Yes	58	38.4%	569	55.0%
	No	92	60.9%	454	43.9%
	Missing/Unknown	<5	0.7%	11	1.1%
	Total	151	100.0%	1034	100.0%

Type of Financial Hardship Undergraduate Students

Type of Financial Hardship	SoM	USF
Difficulty affording tuition	76.0%	80.9%
Difficulty purchasing my books/course materials	57.5%	63.5%
Difficulty in affording housing	48.4%	52.1%
Difficulty participating in social events	33.0%	39.1%
Difficulty affording food	33.9%	38.4%
Difficulty in affording other campus fees	19.9%	26.3%
Difficulty affording travel to and from USF	25.3%	31.2%
Difficulty affording commuting to campus	8.6%	14.6%
Difficulty affording co-curricular events or activities	20.8%	22.5%
Difficulty in affording alternative spring breaks	24.4%	25.2%
Difficulty in affording health care	12.7%	18.7%
Difficulty in affording unpaid internships/research opportunities	23.5%	23.9%
Difficulty in affording childcare	3.2%	1.8%
Missing/Unknown	1.8%	3.4%

The above visual shows the SoM vs USF percentage totals by Type of Financial Hardship, for Undergraduate Students only. The bar lengths illustrate the percentage differences.

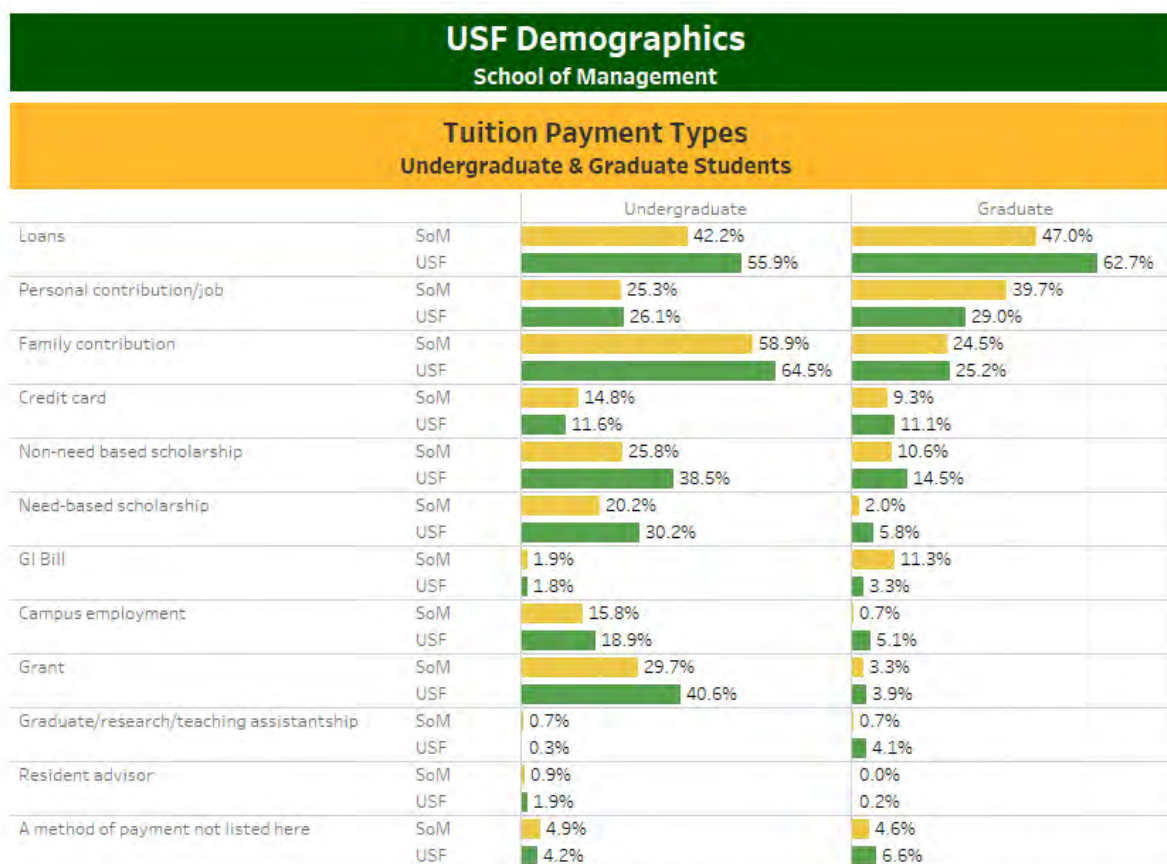
Type of Financial Hardship Graduate Students

Type of Financial Hardship	SoM	USF
Difficulty affording tuition	62.1%	71.7%
Difficulty purchasing my books/course materials	39.7%	49.2%
Difficulty in affording housing	43.1%	57.3%
Difficulty participating in social events	31.0%	34.4%
Difficulty in affording health care	10.3%	31.1%
Difficulty affording travel to and from USF	20.7%	29.9%
Difficulty affording food	25.9%	37.8%
Difficulty affording commuting to campus	12.1%	29.2%
Difficulty in affording other campus fees	8.6%	20.4%
Difficulty in affording unpaid internships/research opportunities	19.0%	32.7%
Difficulty affording co-curricular events or activities	17.2%	19.3%
Difficulty in affording alternative spring breaks	13.8%	14.1%
Difficulty in affording childcare	8.6%	7.7%
Missing/Unknown	5.2%	5.1%

The above visual shows the SoM vs USF percentage totals by Type of Financial Hardship, for Graduate Students only. The bar lengths illustrate the percentage differences.

Student Tuition Payment Types:

Students were asked how they were paying for their tuition at USF. Students could select multiple payment types. In the School of Management, the top payment type for Undergraduate student respondents was family contribution (59%). This was also the case for the USF Undergraduate student respondent population (65%). The top tuition payment type for the School of Management Graduate student respondents was loans (47%). This was also in line with the USF Graduate student respondent population (63%).



The above visual shows the SoM vs USF percentage totals by Tuition Payment Types, separated out by position. The bar lengths illustrate the percentage differences.

Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Students were asked whether they received financial support from a family member or guardian to assist them with living/educational expenses.

Student Financial Support Comparison:

The School of Management Undergraduate student respondents had a slightly lower percentage indicate that they received support for living/educational expenses from family/guardian (79%),

compared to the USF Undergraduate student respondent population (83%). The School of Management Graduate student respondents had a slightly lower percentage indicate that they received support for living/educational expenses from family/guardian (40%), compared to the USF Graduate student respondent population (43%).

Within the School of Management Undergraduate student respondent population that indicated receiving financial support from their family/guardian, 70% had annual incomes greater than or equal to \$70,000. In contrast, within the School of Management Undergraduate student respondent population that indicated receiving No financial support from their family/guardian, 42% had annual incomes greater than or equal to \$70,000. Within the USF Undergraduate student respondent population that indicated receiving financial support from their family/guardian, 63% had annual incomes greater than or equal to \$70,000. Of those that indicated receiving No financial support from their family/guardian, 23% had annual incomes greater than or equal to \$70,000.

Within the School of Management Graduate student respondent population that indicated receiving financial support from their family/guardian, 54% had annual incomes greater than or equal to \$70,000. Within the School of Management Graduate student respondent population that indicated receiving No financial support from their family/guardian, 71% had annual incomes greater than or equal to \$70,000. Within the USF Graduate student respondent population that indicated receiving financial support from their family/guardian, 49% had annual incomes greater than or equal to \$70,000. Of those that indicated receiving No financial support from their family/guardian, 33% had annual incomes greater than or equal to \$70,000.

USF Demographics School of Management

Financial Support Status Undergraduate & Graduate Students

		Undergraduate	Graduate
I receive support for living/educational expenses from family/guardian	SoM	78.9%	40.0%
	USF	83.0%	42.9%
I receive no support for living/education expenses from family/guardian	SoM	21.1%	60.0%
	USF	17.0%	57.1%

Family's yearly income (if dependent student, partnered, or married) or Student's yearly income (if single and independent student).

Yearly Income (Dependent & Independent) Undergraduate & Graduate Students

		SoM	USF
Undergraduate	I receive support for living/educational expenses from family/guardian	Below \$30,000	24
		\$30,000-\$49,999	37
		\$50,000-\$69,999	33
		\$70,000-\$99,999	53
		\$100,000-\$149,999	68
		\$150,000-\$199,999	22
		\$200,000-\$249,999	25
	\$250,000-\$499,99	21	
	\$500,000 or more	27	
	I receive no support for living/education expenses from family/guardian	Below \$30,000	26
		\$30,000-\$49,999	10
		\$50,000-\$69,999	11
		\$70,000-\$99,999	10
		\$100,000-\$149,999	17
\$150,000-\$199,999		5	
\$200,000-\$249,999		<5	
\$250,000-\$499,99	<5		
\$500,000 or more	<5		
Graduate	I receive support for living/educational expenses from family/guardian	Below \$30,000	8
		\$30,000-\$49,999	<5
		\$50,000-\$69,999	13
		\$70,000-\$99,999	7
		\$100,000-\$149,999	7
		\$150,000-\$199,999	8
		\$200,000-\$249,999	<5
	\$250,000-\$499,99	<5	
	\$500,000 or more	<5	
	I receive no support for living/education expenses from family/guardian	Below \$30,000	7
		\$30,000-\$49,999	6
		\$50,000-\$69,999	10
		\$70,000-\$99,999	13
		\$100,000-\$149,999	10
\$150,000-\$199,999		17	
\$200,000-\$249,999		9	
\$250,000-\$499,99	6		
\$500,000 or more	<5		

Yearly Income (Dependent & Independent) Undergraduate & Graduate Students



The above visual shows the SoM vs USF percentage totals by Yearly Income, separated out by position. The bar lengths illustrate the percentage differences.

Student Residency Status Comparison:

The School of Management had a lower percentage of Undergraduate student respondents (41%) indicate that they reside on campus, compared to the USF Undergraduate student respondent population (48%). The School of Management Graduate student respondents (97%) had a higher percentage indicate that they reside in non-campus housing, compared to the USF Graduate student respondent population (93%).

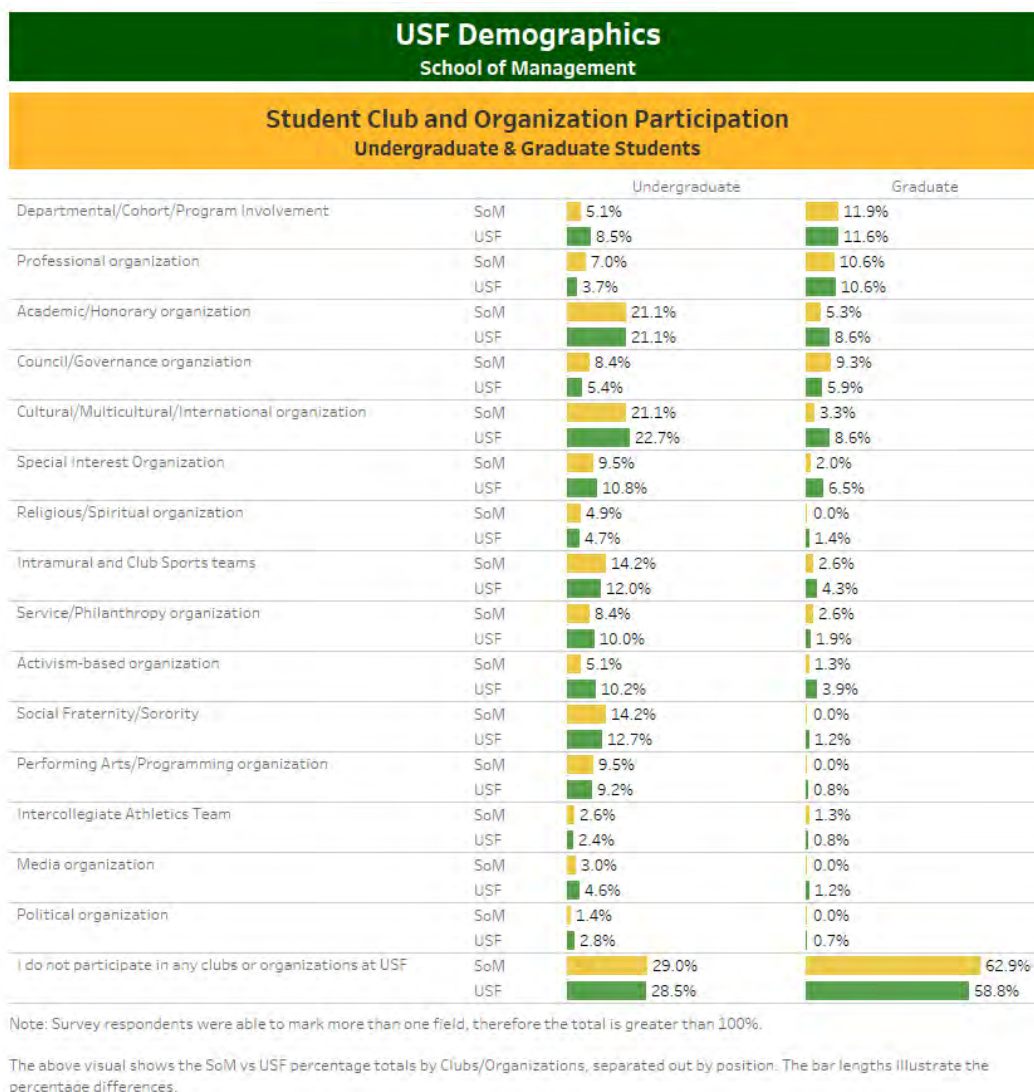
USF Demographics					
School of Management					
Student Residency Status					
Undergraduate & Graduate Students					
		SoM		USF	
		n	%	n	%
Undergraduate	Non-campus housing	242	56.1%	812	50.7%
	Campus housing	178	41.3%	763	47.7%
	Transient	<5	0.5%	9	0.6%
	Missing/Unknown	9	2.1%	17	1.1%
	Total	431	100.0%	1601	100.0%
Graduate	Non-campus housing	146	96.7%	961	92.9%
	Campus housing	<5	0.7%	47	4.5%
	Transient	<5	0.7%	9	0.9%
	Missing/Unknown	<5	2.0%	17	1.6%
	Total	151	100.0%	1034	100.0%

On Campus Residency Location					
Undergraduate & Graduate Students					
		SoM		USF	
Campus housing	Undergraduate	Toler		32	149
		Hayes-Healy		28	102
		Gillson		24	96
		Pedro Arrupe		<5	31
		Fromm		6	58
		Loyola Village		30	65
		Lone Mountain		17	79
		Pacific Wing		<5	9
		Missing/Unknown		36	174
	Graduate	Toler			<5
		Hayes-Healy			<5
		Gillson			<5
		Loyola Village		<5	12
		Lone Mountain			<5
		St. Anne			21
Missing/Unknown			5		
Total			179	810	

Off Campus Residency Location					
Undergraduate & Graduate Students					
		SoM		USF	
Non-campus housing	Undergraduate	Independently in an apartment/house		181	572
		Living with family member/guardian		45	213
		College-owned housing		<5	<5
		Missing/Unknown		13	23
	Graduate	Independently in an apartment/house		114	689
		Living with family member/guardian		21	211
		College-owned housing			6
		Missing/Unknown		11	55
	Total			388	1773

Student Club Experience:

Students were asked if they were a member of, or have participated in, any of the following clubs/organizations since having been at USF. Twenty-nine percent of the School of Management Undergraduate student respondents and sixty-three percent of the School of Management Graduate student respondents indicated that they do not participate in any clubs or organizations at USF. This is fairly in line with that of the corresponding USF populations, in which 29% of Undergraduate and 59% of Graduate student respondents indicated that they do not participate in any clubs or organizations at USF. Within the population of School of Management Undergraduate student respondents that did indicate participating in a club or organization, the top ones were academic/honorary organization (21%) and cultural/multicultural/international organization (21%). These were also the top selections for the USF Undergraduate student respondent population, in which 23% indicated participating in a cultural/multicultural/international organization, and 21% indicated participating in an academic/honorary organization. Within the population of School of Management Graduate student respondents that indicated participating in a club or organization, the top one was departmental/cohort/program involvement (12%). This was also the top selection for the USF Graduate student respondent population, in which 12% indicated having departmental/cohort/program involvement.

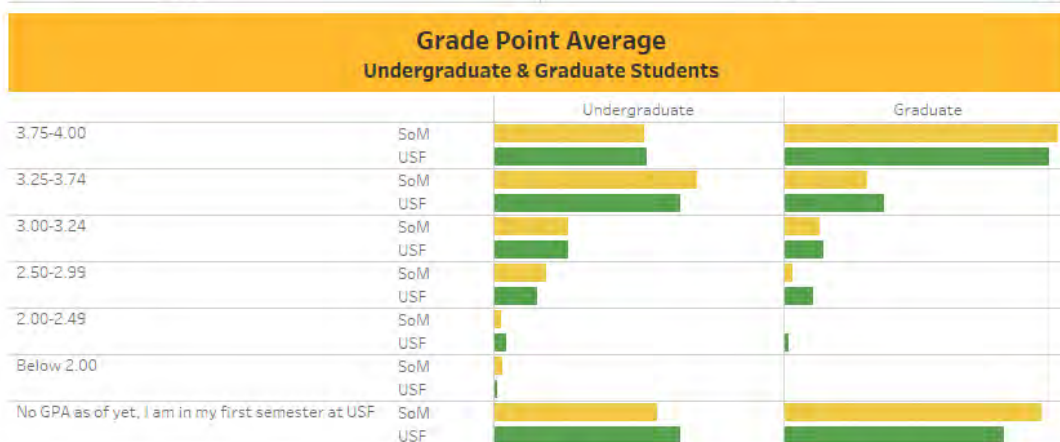


Students were asked what their cumulative grade point average was after their last semester.

Student Self-Reported GPA Comparison:

The School of Management Undergraduate student respondents had a slightly higher percentage of respondents indicate that they had a GPA greater than or equal to 3.25 (54%), when compared to the USF Undergraduate student respondent population (51%). The School of Management Graduate student respondent population had a similar percentage of respondents that indicated having a GPA greater than or equal to 3.25 (54%), when compared to the USF Graduate student respondent population (55%).

USF Demographics School of Management			
Grade Point Average Undergraduate & Graduate Students			
		SoM	USF
Undergraduate	3.75-4.00	97	369
	3.25-3.74	131	448
	3.00-3.24	48	180
	2.50-2.99	34	106
	2.00-2.49	5	31
	Below 2.00	6	10
	No GPA as of yet, I am in my first semester at USF	105	448
	Total	426	1592
Graduate	3.75-4.00	62	413
	3.25-3.74	19	156
	3.00-3.24	8	62
	2.50-2.99	<5	46
	2.00-2.49		8
	No GPA as of yet, I am in my first semester at USF	58	343
	Total	149	1028



The above visual shows the SoM vs USF percentage totals by self-reported GPA, separated out by position. The bar lengths illustrate the percentage differences.

Climate Results

The following section reviews the climate findings for the School of Management. The analysis explored the climate at USF through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives.

Comfort with Overall Campus Climate at USF:

Seventy-nine percent of the School of Management respondent population stated that they were either "comfortable" or "very comfortable" with the climate at USF. Seventy-six percent of the USF Overall respondent population said they were either "comfortable" or "very comfortable" with the climate at USF.

Comfort with the Climate in the Department/Program or Work Unit:

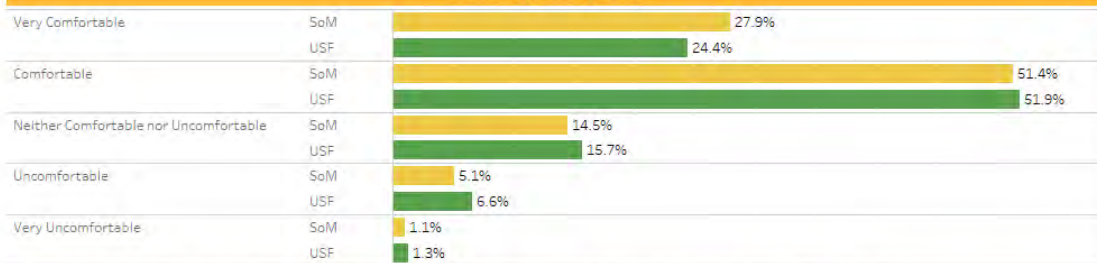
Sixty-three percent of the School of Management Faculty and Staff respondent population stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, seventy percent of the USF Faculty and Staff respondent population stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents' Comfort with the Climate at USF And in their Department/Work Unit School of Management

Overall Climate at USF Students, Faculty & Staff

	SoM		USF	
	n	%	n	%
Very Comfortable	185	27.9%	934	24.4%
Comfortable	340	51.4%	1985	51.9%
Neither Comfortable nor Uncomfortable	96	14.5%	601	15.7%
Uncomfortable	34	5.1%	252	6.6%
Very Uncomfortable	7	1.1%	51	1.3%
Grand Total	662	100.0%	3823	100.0%

Overall Climate at USF Students, Faculty & Staff

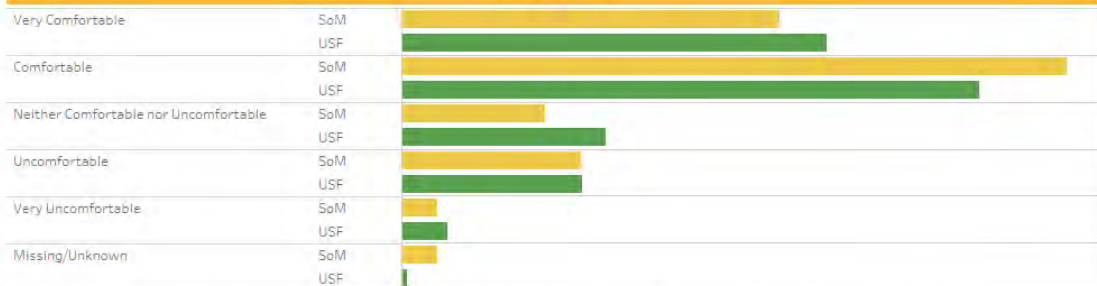


The above visual shows the SoM vs USF percentage totals by Overall Climate Comfort at USF. The bar lengths illustrate the percentage differences.

Comfort with Climate in Department/Work Unit Faculty & Staff

	SoM	USF
Very Comfortable	21	351
Comfortable	37	477
Neither Comfortable nor Uncomfortable	8	169
Uncomfortable	10	149
Very Uncomfortable	<5	38
Missing/Unknown	<5	5

Comfort with Climate in Department/Work Unit Faculty & Staff

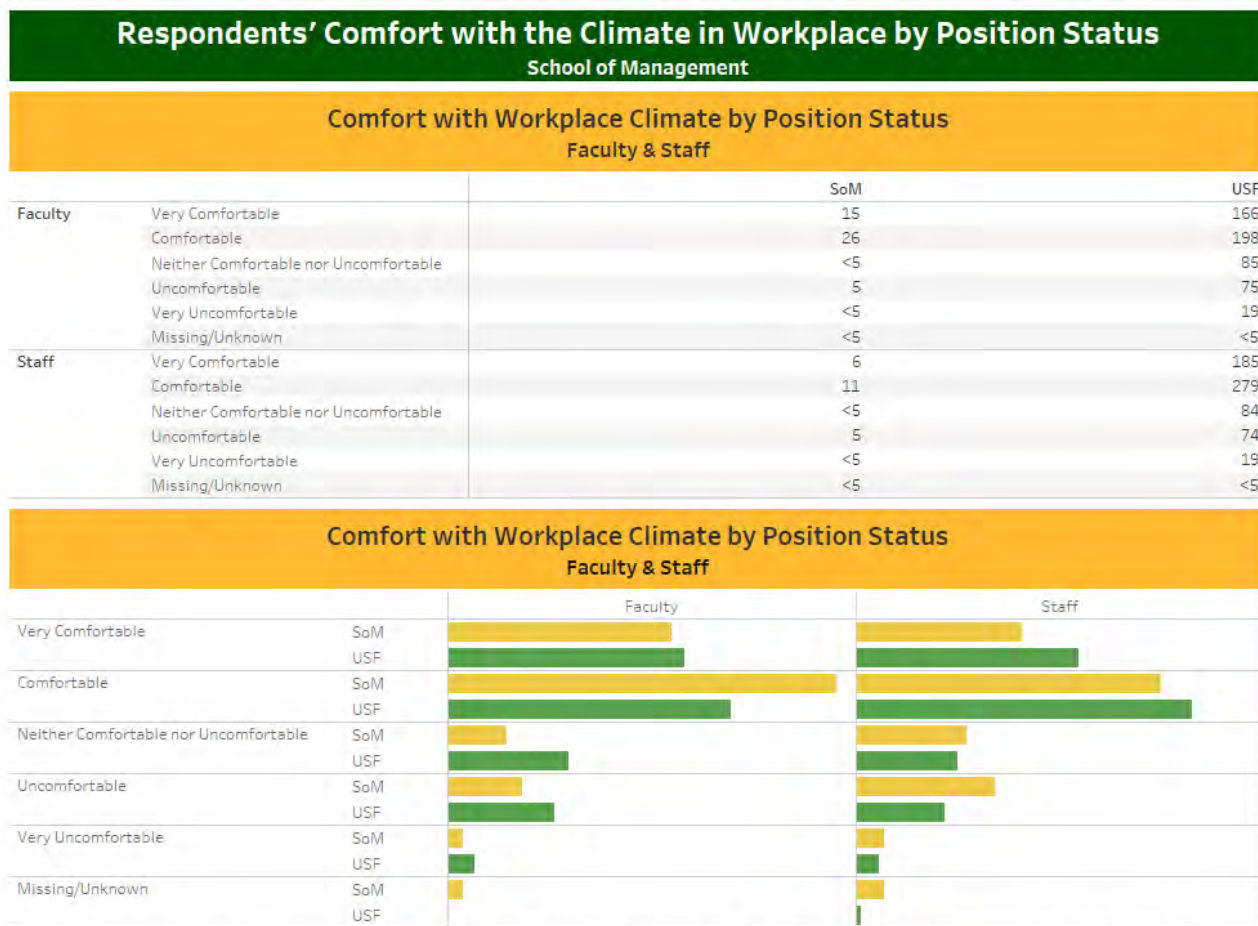


The above visual shows the SoM vs USF percentage totals by Comfort with Climate in Department/Work Unit. The bar lengths illustrate the percentage differences.

Analysis was conducted to determine whether respondents' levels of comfort with the overall climate, and the climate in their workplaces differed based on various demographic characteristics, such as position status, gender identity, racial identity, sexual identity, disability status, income level status (students only), and first generation status (students only).

Comfort with Climate in Workplace by Position Status:

Seventy-nine percent of Faculty and sixty-one percent of Staff in the School of Management Faculty and Staff respondent populations stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, sixty-seven percent of Faculty and seventy-two percent of Staff in the USF Faculty and Staff respondent populations stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

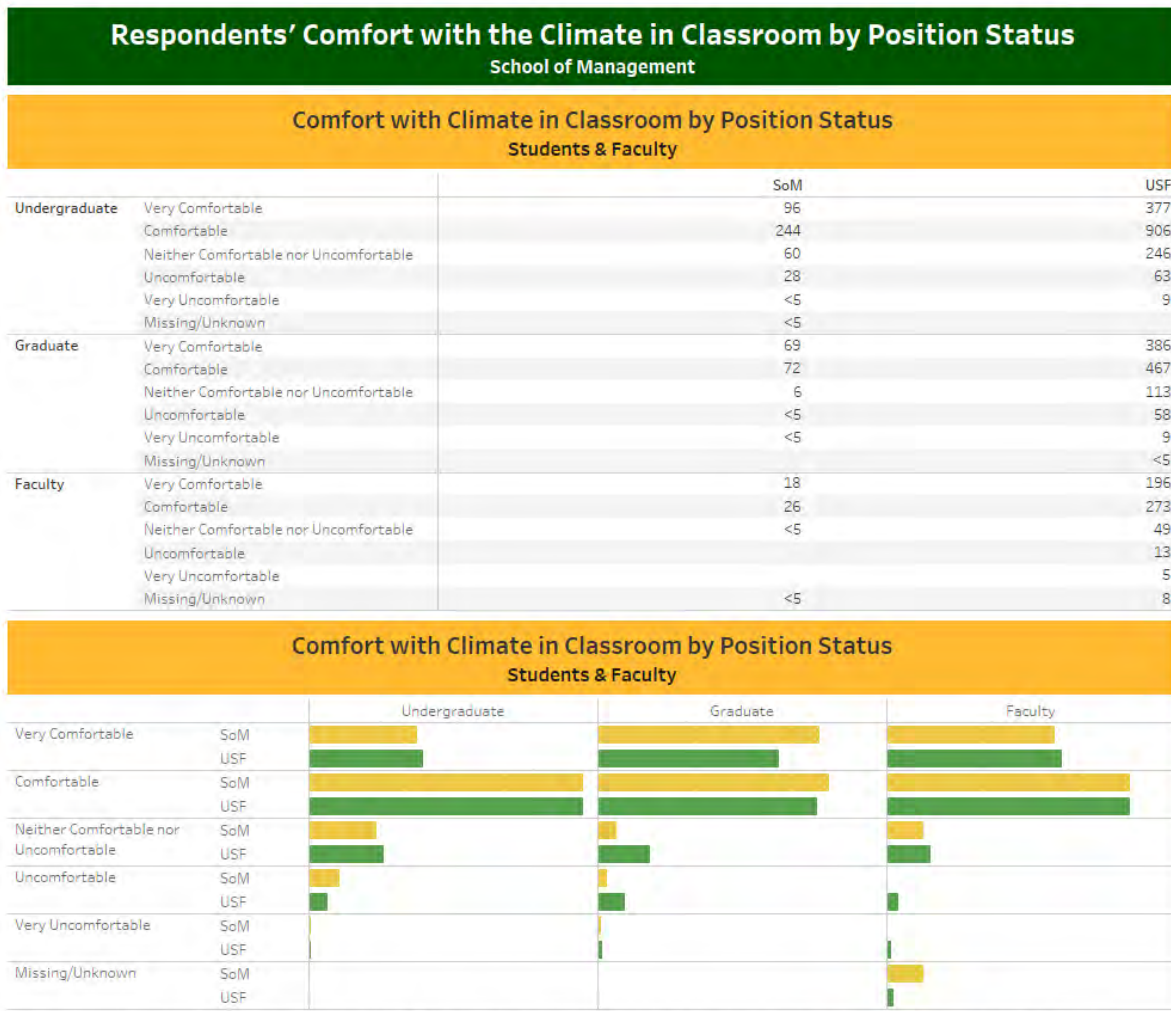


The above visual shows the SoM vs USF percentage totals by Comfort with Workplace Climate, separated out by position. The bar lengths illustrate the percentage differences.

Comfort with Climate in the Classroom by Position Status:

Seventy-nine percent of the School of Management Undergraduate student respondents, ninety-three percent of the School of Management Graduate student respondents, and eighty-five percent of the School of Management Faculty respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, eighty percent of the USF Undergraduate student respondent population, eighty-three percent of the USF Graduate student respondent population, and eighty-six percent of the USF Faculty

respondent population stated that they were either “comfortable” or “very comfortable” with the climate in the classroom.



Comfort with Overall Campus Climate at USF by Gender Identity:

The School of Management Transspectrum respondent population had a higher percentage (77%) indicate that they were either “comfortable” or “very comfortable” with the climate at USF, compared to the USF Overall respondent population (61%).

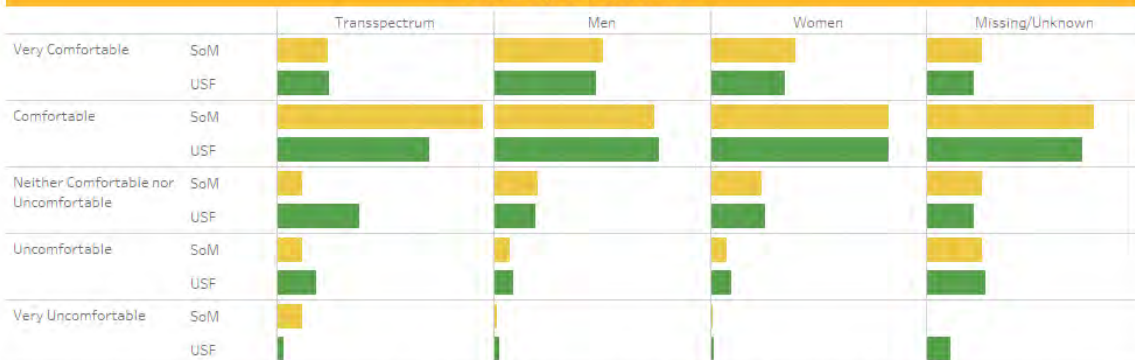
Respondents' Comfort with Overall Climate by Gender Identity

School of Management

Overall Climate by Gender Identity Students, Faculty & Staff

		SoM	USF
Transpectrum	Very Comfortable	<5	21
	Comfortable	8	61
	Neither Comfortable nor Uncomfortable	<5	33
	Uncomfortable	<5	16
	Very Uncomfortable	<5	<5
Men	Very Comfortable	81	331
	Comfortable	118	532
	Neither Comfortable nor Uncomfortable	33	137
	Uncomfortable	12	65
	Very Uncomfortable	<5	17
Women	Very Comfortable	101	578
	Comfortable	211	1379
	Neither Comfortable nor Uncomfortable	61	427
	Uncomfortable	20	166
	Very Uncomfortable	<5	29
Missing/Unknown	Very Comfortable	<5	<5
	Comfortable	<5	13
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable	<5	5
	Very Uncomfortable	<5	<5

Overall Climate by Gender Identity Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Overall Climate Comfort, separated out by Gender Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in Workplace by Gender Identity:

In the School of Management Faculty and Staff respondent population, 21% of Women and 8% of Men stated that they were either “uncomfortable” or “very uncomfortable” with the climate in their department/program or work unit. There was no Transpectrum population for Faculty and Staff respondents in the School of Management. In the USF Faculty and Staff respondent population, 18% of Women and 12% of Men stated that they were either “uncomfortable” or “very uncomfortable” with the climate in their department/program or work unit.

Respondents' Comfort with Climate in Department/Work Unit by Gender Identity

School of Management

Workplace Climate by Gender Identity

Faculty & Staff

		SoM	USF
Transpectrum	Very Comfortable		5
	Comfortable		14
	Neither Comfortable nor Uncomfortable		6
	Uncomfortable		<5
	Missing/Unknown		<5
Men	Very Comfortable	14	152
	Comfortable	17	176
	Neither Comfortable nor Uncomfortable	<5	36
	Uncomfortable	<5	39
	Very Uncomfortable	<5	10
Women	Very Comfortable	6	191
	Comfortable	20	280
	Neither Comfortable nor Uncomfortable	<5	122
	Uncomfortable	7	103
	Very Uncomfortable	<5	27
Missing/Unknown	Very Comfortable	<5	<5
	Comfortable		7
	Neither Comfortable nor Uncomfortable		5
	Uncomfortable	<5	5
	Very Uncomfortable	<5	<5

Workplace Climate by Gender Identity

Faculty & Staff

		Women	Men	Missing/Unknown
Very Comfortable	SoM			
	USF			
Comfortable	SoM			
	USF			
Neither Comfortable nor Uncomfortable	SoM			
	USF			
Uncomfortable	SoM			
	USF			
Very Uncomfortable	SoM			
	USF			
Missing/Unknown	SoM			
	USF			

The above visual shows the SoM vs USF percentage totals by Workplace Climate, separated out by Gender Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in the Classroom by Gender Identity:

Within the School of Management Student and Faculty respondent population, 69% of respondents that were Transpectrum, 82% of respondents that were Men, and 85% of respondents that were Women stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, within the USF Overall respondent population, 72% of respondents that were Transpectrum, 83% of respondents that were Men, and 83% of respondents that were Women stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents' Comfort with Climate in the Classroom by Gender Identity

School of Management

Comfort with Climate in the Classroom by Gender Identity

Students & Faculty

		SoM	USF
Transspectrum	Very Comfortable	<5	29
	Comfortable	5	58
	Neither Comfortable nor Uncomfortable	<5	21
	Uncomfortable	<5	11
	Very Uncomfortable	<5	<5
Men	Very Comfortable	81	308
	Comfortable	113	395
	Neither Comfortable nor Uncomfortable	29	98
	Uncomfortable	11	34
	Very Uncomfortable	<5	10
Women	Very Comfortable	96	616
	Comfortable	221	1185
	Neither Comfortable nor Uncomfortable	38	282
	Uncomfortable	19	89
	Very Uncomfortable		11
Missing/Unknown	Very Comfortable	<5	6
	Comfortable	<5	8
	Neither Comfortable nor Uncomfortable	<5	7

Comfort with Climate in the Classroom by Gender Status

Students & Faculty

		Transspectrum	Men	Women	Missing/Unknown
Very Comfortable	SoM				
	USF				
Comfortable	SoM				
	USF				
Neither Comfortable nor Uncomfortable	SoM				
	USF				
Uncomfortable	SoM				
	USF				
Very Uncomfortable	SoM				
	USF				

The above visual shows the SoM vs USF percentage totals by Comfort with Climate in the Classroom, separated out by Gender Identity. The bar lengths illustrate the percentage differences.

Comfort with Overall Campus Climate at USF by Racial Identity:

In the School of Management respondent population, Multiracial (74%) respondents were less comfortable with the overall campus climate, than the remaining racial identities. In the USF Overall respondent population, Black/African American (65%) and Other People of Color (70%) respondents were less comfortable than the remaining racial identities with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Racial Identity

School of Management

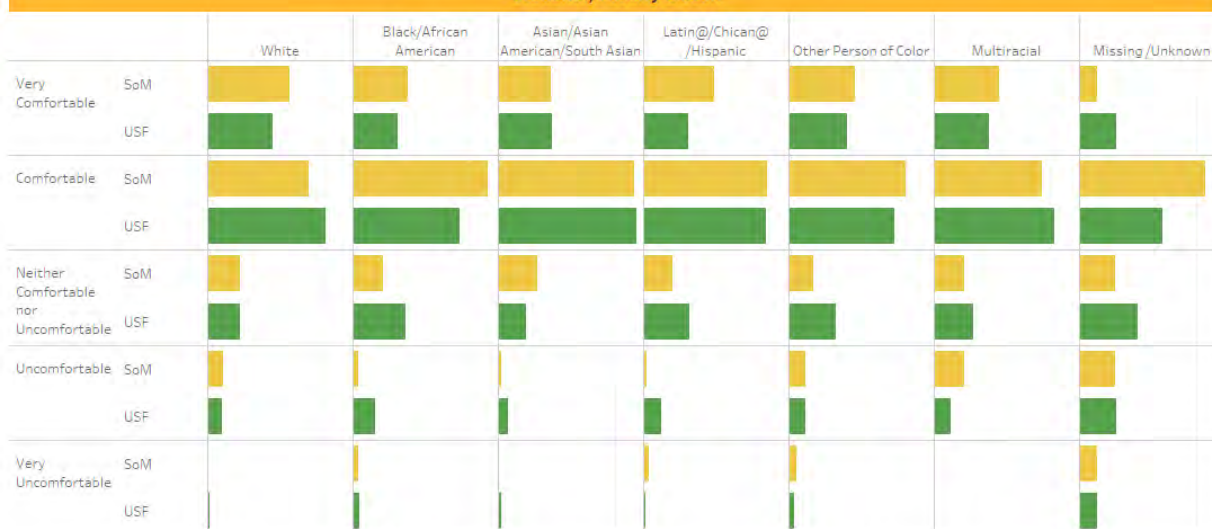
Overall Campus Climate by Racial Identity

Students, Faculty & Staff

White	Very Comfortable	SoM	USF
	Comfortable	66	418
	Neither Comfortable nor Uncomfortable	82	748
	Uncomfortable	26	206
	Very Uncomfortable	13	95
Black/African American	Very Comfortable	<5	17
	Comfortable	9	43
	Neither Comfortable nor Uncomfortable	22	102
	Uncomfortable	5	50
	Very Uncomfortable	<5	21
Asian/Asian American/South Asian	Very Comfortable	<5	6
	Comfortable	51	186
	Neither Comfortable nor Uncomfortable	130	472
	Uncomfortable	38	96
	Very Uncomfortable	<5	33
Latin@/Chican@/Hispanic	Very Comfortable	<5	10
	Comfortable	24	98
	Neither Comfortable nor Uncomfortable	42	265
	Uncomfortable	10	99
	Very Uncomfortable	<5	38
Other Person of Color	Very Comfortable	<5	<5
	Comfortable	8	39
	Neither Comfortable nor Uncomfortable	14	71
	Uncomfortable	<5	32
	Very Uncomfortable	<5	11
Multiracial	Very Comfortable	<5	<5
	Comfortable	26	138
	Neither Comfortable nor Uncomfortable	43	300
	Uncomfortable	12	99
	Very Uncomfortable	12	42
Missing /Unknown	Very Comfortable	<5	<5
	Comfortable	7	27
	Neither Comfortable nor Uncomfortable	<5	19
	Uncomfortable	<5	12
	Very Uncomfortable	<5	6

Overall Campus Climate by Racial Identity

Students, Faculty & Staff

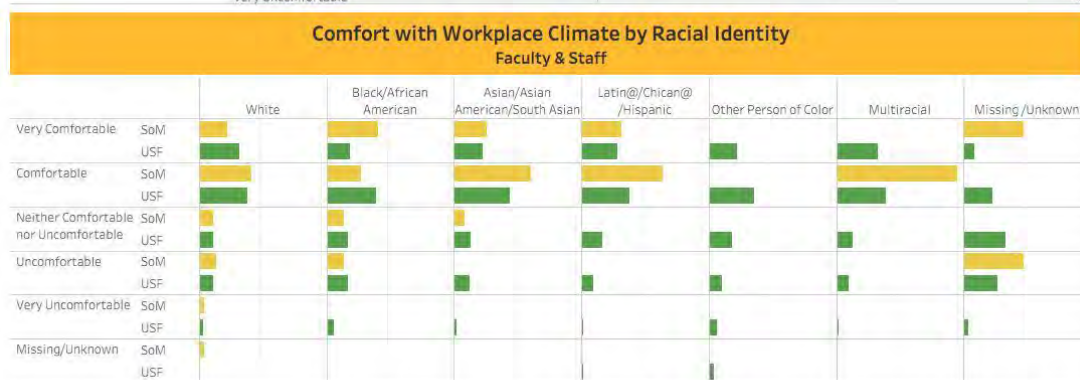


The above visual shows the SoM vs USF percentage totals by Overall Campus Climate, separated out by Racial Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in Workplace by Racial Identity:

In the School of Management Faculty and Staff respondent population, White (67%) respondents were less comfortable with the climate in their department/program or work unit, than the remaining racial identities. In comparison, in the USF Faculty and Staff respondent population, Black/African American (59%) and Other People of Color (60%) were the least comfortable with the climate in their department/program or work unit, compared to the remaining racial identities.

Respondents' Comfort with Workplace Climate by Racial Identity			
School of Management			
Comfort with Workplace Climate by Racial Identity			
Faculty & Staff			
		SoM	USF
White	Very Comfortable	12	213
	Comfortable	22	256
	Neither Comfortable nor Uncomfortable	6	77
	Uncomfortable	7	76
	Very Uncomfortable	<5	22
Black/African American	Missing/Unknown	<5	<5
	Very Comfortable	<5	13
	Comfortable	<5	28
	Neither Comfortable nor Uncomfortable	<5	12
	Uncomfortable	<5	12
Asian/Asian American/South Asian	Very Uncomfortable	<5	<5
	Very Comfortable	<5	41
	Comfortable	7	78
	Neither Comfortable nor Uncomfortable	<5	24
	Uncomfortable	<5	22
Latin@/Chican@ /Hispanic	Very Uncomfortable	<5	<5
	Very Comfortable	<5	21
	Comfortable	<5	28
	Neither Comfortable nor Uncomfortable	<5	12
	Uncomfortable	<5	7
Other Person of Color	Very Uncomfortable	<5	<5
	Very Comfortable	<5	11
	Comfortable	<5	18
	Neither Comfortable nor Uncomfortable	<5	9
	Uncomfortable	<5	5
Multiracial	Very Uncomfortable	<5	<5
	Very Comfortable	<5	48
	Comfortable	<5	58
	Neither Comfortable nor Uncomfortable	<5	19
	Uncomfortable	<5	14
Missing /Unknown	Very Uncomfortable	<5	<5
	Very Comfortable	<5	11
	Comfortable	<5	16
	Neither Comfortable nor Uncomfortable	<5	13
	Uncomfortable	<5	<5



The above visual shows the SoM vs USF percentage totals by Comfort with Workplace Climate, separated out by Racial Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in the Classroom by Racial Identity:

In the School of Management Student and Faculty respondent populations, all racial identities except for Asian respondents (80%), had an equal or higher percentage of respondents that indicated they were either “comfortable” or “very comfortable” with the climate in the classroom, when compared to their USF Overall respondent populations. Eighty-two percent of USF Asian Student and Faculty respondents indicated they were either “comfortable” or “very comfortable” with the climate in the classroom. Within the USF Student and Faculty respondent populations, Black/African American (70%) and Other People of Color (77%) respondents were the least comfortable with the climate in the classroom, compared to the remaining racial identities.

Respondents' Comfort with the Classroom Climate by Racial Identity
School of Management

Comfort with Climate in Classroom by Racial Identity
Students and Faculty

		SoM	USF
White	Very Comfortable	61	431
	Comfortable	83	583
	Neither Comfortable nor Uncomfortable	15	119
	Uncomfortable	5	35
	Very Uncomfortable	7	7
Black/African American	Very Comfortable	10	44
	Comfortable	20	79
	Neither Comfortable nor Uncomfortable	<5	40
	Uncomfortable	<5	10
	Very Uncomfortable	<5	<5
Asian/Asian American/South Asian	Very Comfortable	51	181
	Comfortable	126	381
	Neither Comfortable nor Uncomfortable	32	90
	Uncomfortable	12	29
	Very Uncomfortable	<5	<5
Latin@/Chican@ /Hispanic	Very Comfortable	26	119
	Comfortable	41	252
	Neither Comfortable nor Uncomfortable	6	62
	Uncomfortable	<5	18
	Very Uncomfortable	<5	<5
Other Person of Color	Very Comfortable	9	37
	Comfortable	15	67
	Neither Comfortable nor Uncomfortable	<5	20
	Uncomfortable	<5	10
	Very Uncomfortable	<5	<5
Multiracial	Very Comfortable	23	134
	Comfortable	49	264
	Neither Comfortable nor Uncomfortable	10	63
	Uncomfortable	7	26
	Very Uncomfortable	<5	<5
Missing /Unknown	Very Comfortable	<5	13
	Comfortable	8	20
	Neither Comfortable nor Uncomfortable	<5	14
	Uncomfortable	<5	6
	Very Uncomfortable	<5	<5

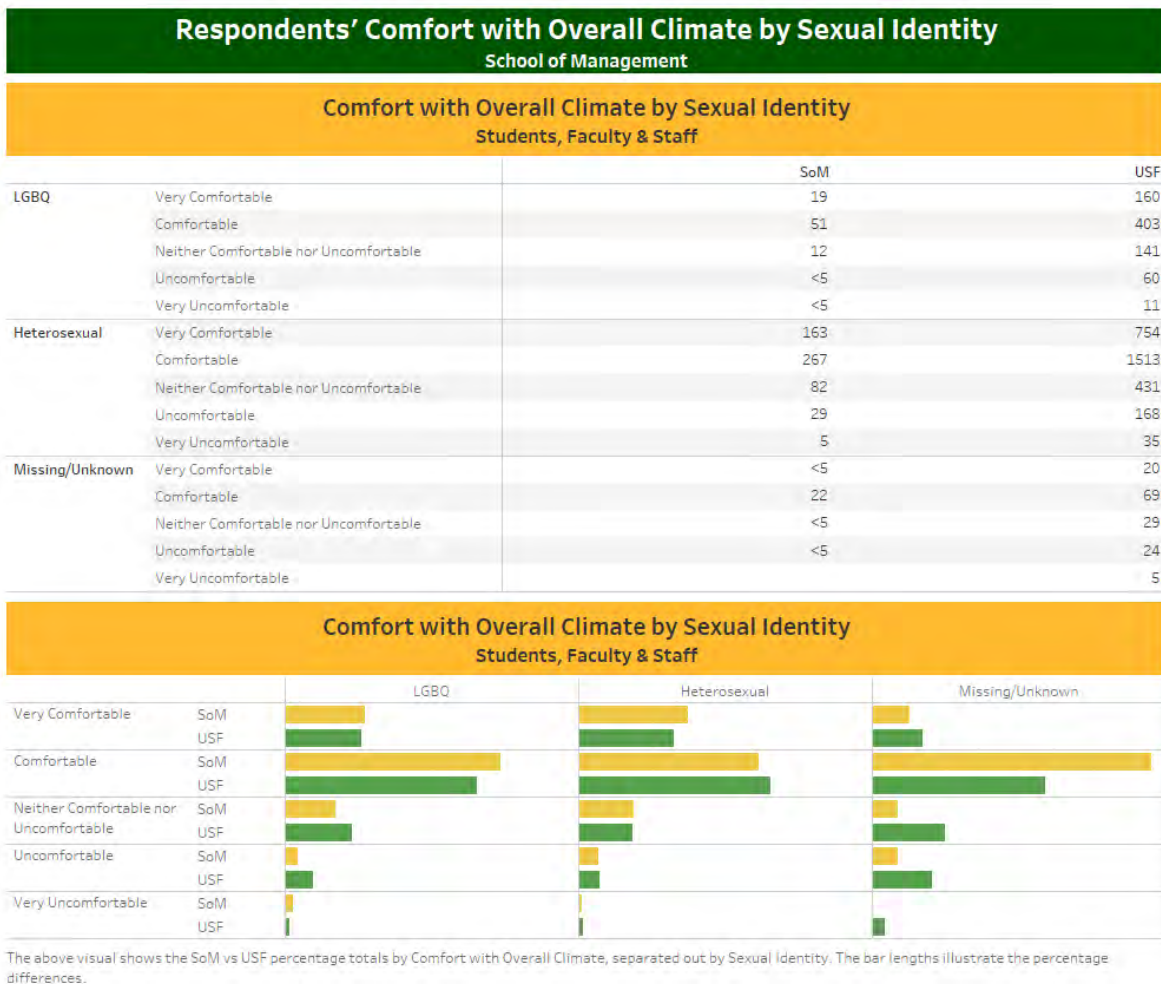
Comfort with Climate in Classroom by Racial Identity
Students and Faculty



The above visual shows the SoM vs USF percentage totals by Comfort with Climate in Classroom, separated out by Racial Identity. The bar lengths illustrate the percentage differences.

Comfort with Overall Campus Climate at USF by Sexual Identity:

In the School of Management respondent population, 79% of Heterosexual respondents and 80% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF. In comparison, in the USF Overall respondent population, 78% of Heterosexual respondents and 73% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.



Comfort with Climate in Workplace by Sexual Identity:

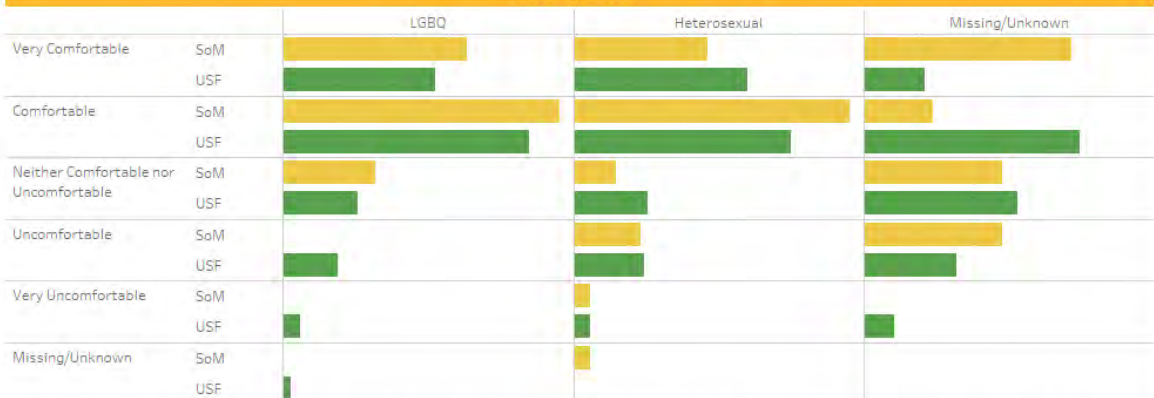
In the School of Management Faculty and Staff respondent population, 74% of Heterosexual respondents and 83% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In the USF Faculty and Staff respondent population 71% of Heterosexual respondents and 72% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents' Comfort with Workplace Climate by Sexual Identity School of Management

Comfort with Workplace Climate by Sexual Identity Faculty & Staff

		SoM	USF
LGBQ	Very Comfortable	<5	53
	Comfortable	<5	86
	Neither Comfortable nor Uncomfortable	<5	26
	Uncomfortable		19
	Missing/Unknown		<5
	Very Uncomfortable		6
Heterosexual	Very Comfortable	16	290
	Comfortable	33	363
	Neither Comfortable nor Uncomfortable	5	123
	Uncomfortable	8	118
	Missing/Unknown	<5	<5
	Very Uncomfortable	<5	28
Missing/Unknown	Very Comfortable	<5	8
	Comfortable	<5	28
	Neither Comfortable nor Uncomfortable	<5	20
	Uncomfortable	<5	12
	Very Uncomfortable		<5

Comfort with Workplace Climate by Sexual Identity Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Comfort with Workplace Climate, separated out by Sexual Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in the Classroom by Sexual Identity:

In the School of Management Student and Faculty respondent population, 83% of Heterosexual respondents and 84% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, in the USF Student and Faculty respondent population 84% of Heterosexual respondents and 79% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

Respondents' Comfort with the Classroom Climate by Sexual Identity

School of Management

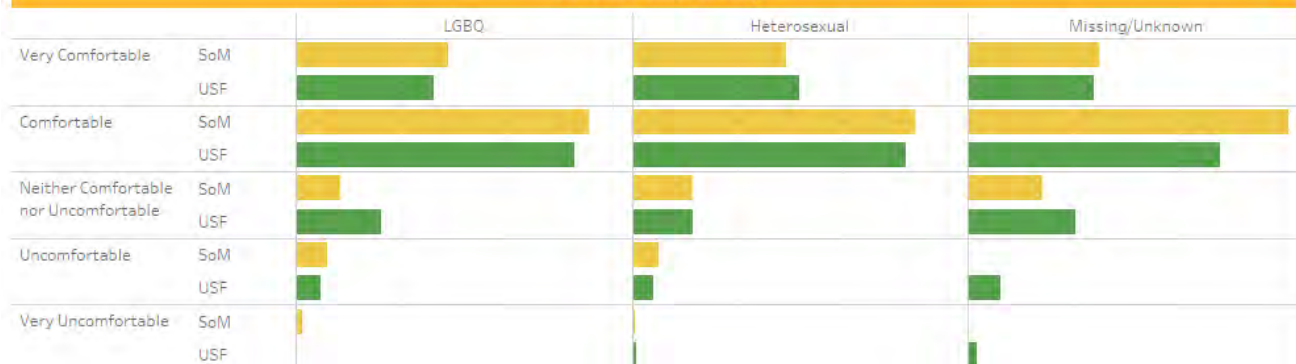
Comfort with Climate in Classroom by Sexual Identity

Students and Faculty

		SoM	USF
LGBQ	Very Comfortable	24	175
	Comfortable	46	353
	Neither Comfortable nor Uncomfortable	7	108
	Uncomfortable	5	32
	Very Uncomfortable	<5	<5
Heterosexual	Very Comfortable	152	757
	Comfortable	279	1239
	Neither Comfortable nor Uncomfortable	59	277
	Uncomfortable	26	95
	Very Uncomfortable	<5	19
Missing/Unknown	Very Comfortable	7	27
	Comfortable	17	54
	Neither Comfortable nor Uncomfortable	<5	23
	Uncomfortable		7
	Very Uncomfortable		<5

Comfort with Climate in Classroom by Sexual Identity

Students and Faculty

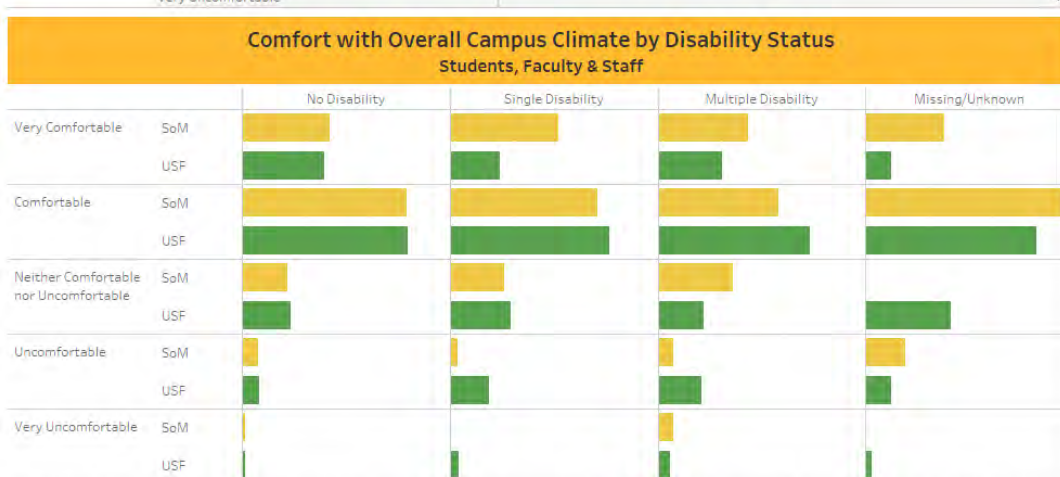


The above visual shows the SoM vs USF percentage totals by Comfort with Climate in Classroom, separated out by Sexual Identity. The bar lengths illustrate the percentage differences.

Comfort with Overall Campus Climate at USF by Disability Status:

In the School of Management respondent population, 80% of respondents that indicated having a Single Disability, and 67% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF. In comparison, in the USF Overall respondent population, 66% of respondents that indicated having a Single Disability, and 68% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Disability Status			
School of Management			
Comfort with Overall Campus Climate by Disability Status			
Students, Faculty & Staff			
		SoM	USF
No Disability	Very Comfortable	163	841
	Comfortable	308	1699
	Neither Comfortable nor Uncomfortable	84	495
	Uncomfortable	31	181
	Very Uncomfortable	6	34
Single Disability	Very Comfortable	14	58
	Comfortable	19	186
	Neither Comfortable nor Uncomfortable	7	71
	Uncomfortable	<5	46
	Very Uncomfortable		10
Multiple Disability	Very Comfortable	6	31
	Comfortable	8	74
	Neither Comfortable nor Uncomfortable	5	22
	Uncomfortable	<5	21
	Very Uncomfortable	<5	6
Missing/Unknown	Very Comfortable	<5	<5
	Comfortable	5	26
	Neither Comfortable nor Uncomfortable		13
	Uncomfortable	<5	<5
	Very Uncomfortable		<5



The above visual shows the SoM vs USF percentage totals by Comfort with Overall Campus Climate, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Comfort with Climate in Workplace by Disability Status:

In the School of Management Faculty and Staff respondent population, 72% of respondents that reported having No Disability, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, in the USF Faculty and Staff respondent population, 71% of respondents that reported having No Disability, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. There were no Faculty and Staff respondents in the School of Management with Single and/or Multiple Disabilities.

Respondents' Comfort with Workplace Climate by Disability Status

School of Management

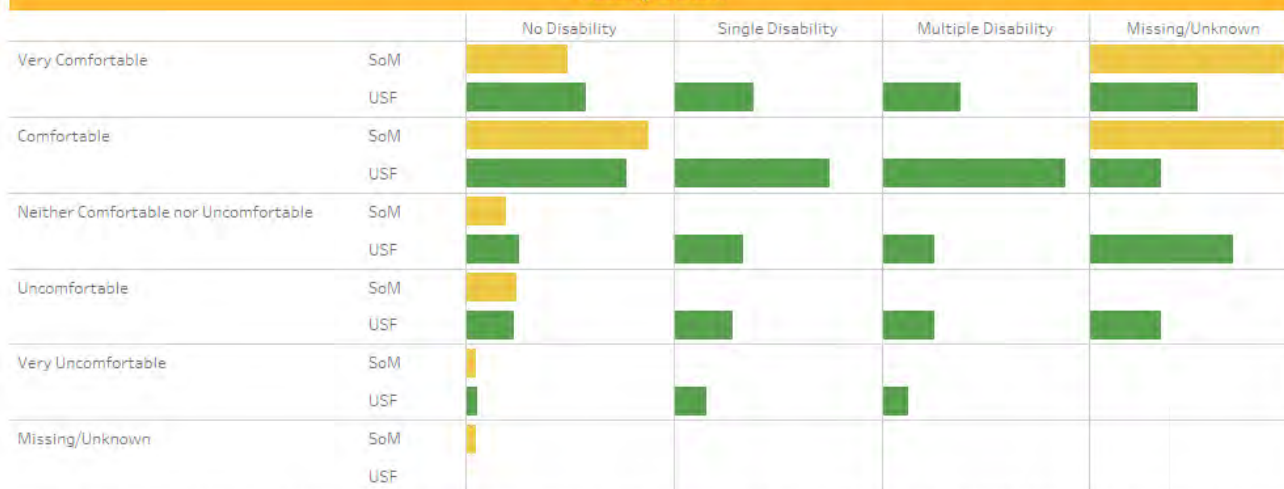
Comfort with Workplace Climate by Disability Status

Faculty & Staff

		SoM	USF
No Disability	Very Comfortable	20	324
	Comfortable	36	430
	Neither Comfortable nor Uncomfortable	8	144
	Uncomfortable	10	130
	Very Uncomfortable	<5	30
	Missing/Unknown	<5	5
Single Disability	Very Comfortable		15
	Comfortable		29
	Neither Comfortable nor Uncomfortable		13
	Uncomfortable		11
	Very Uncomfortable		6
Multiple Disability	Very Comfortable		6
	Comfortable		14
	Neither Comfortable nor Uncomfortable		<5
	Uncomfortable		<5
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable	<5	6
	Comfortable	<5	<5
	Neither Comfortable nor Uncomfortable		8
	Uncomfortable		<5

Comfort with Workplace Climate by Disability Status

Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Comfort with Workplace Climate, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Comfort with Climate in the Classroom by Disability Status:

In the School of Management Student and Faculty respondent population, 83% of respondents that indicated having a Single Disability, and 76% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, in the USF Student and Faculty respondent population, 73% of respondents that indicated having a Single Disability, and 70% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable”

with the climate in the classroom. Classroom climate comfort for the School of Management respondents that indicated having No Disability (84%), was in line with that of the USF Student and Faculty respondent population (84%).

Respondents' Comfort with Overall Climate by Disability Status School of Management

Comfort with Climate in Classroom by Disability Status Students & Faculty

		SoM	USF
No Disability	Very Comfortable	162	845
	Comfortable	309	1396
	Neither Comfortable nor Uncomfortable	60	315
	Uncomfortable	27	92
	Very Uncomfortable	<5	15
Single Disability	Very Comfortable	14	72
	Comfortable	19	169
	Neither Comfortable nor Uncomfortable	<5	56
	Uncomfortable	<5	29
	Very Uncomfortable	<5	<5
Multiple Disability	Very Comfortable	6	33
	Comfortable	10	63
	Neither Comfortable nor Uncomfortable	5	26
	Uncomfortable	<5	12
	Very Uncomfortable	<5	<5
Missing/Unknown	Very Comfortable	<5	9
	Comfortable	<5	18
	Neither Comfortable nor Uncomfortable	<5	11
	Uncomfortable	<5	<5
	Very Uncomfortable	<5	<5

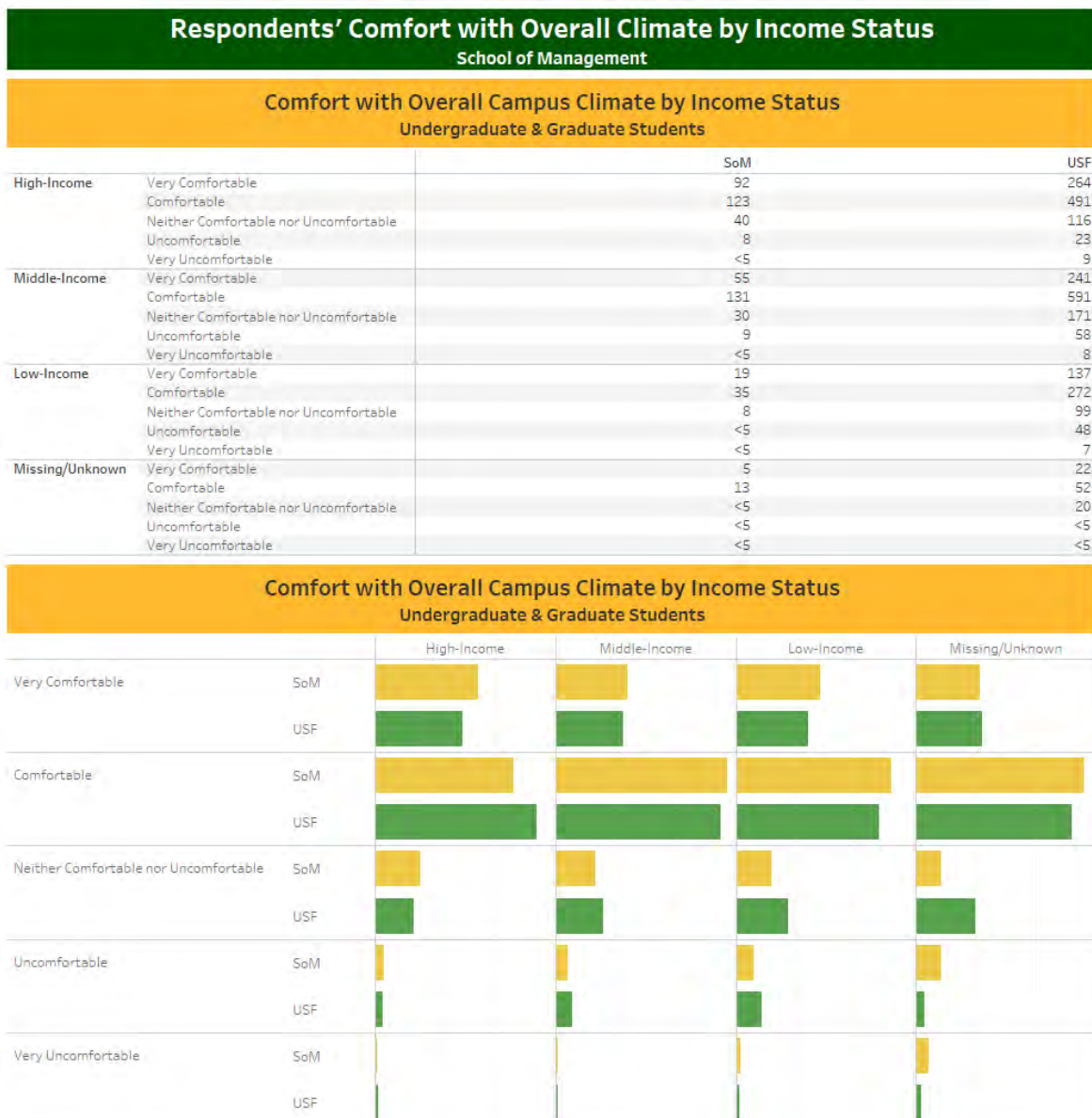
Comfort with Climate in Classroom by Disability Status Students & Faculty



The above visual shows the SoM vs USF percentage totals by Comfort with Climate in Classroom, separated out by Disability Status. The bar lengths illustrate the percentage differences.

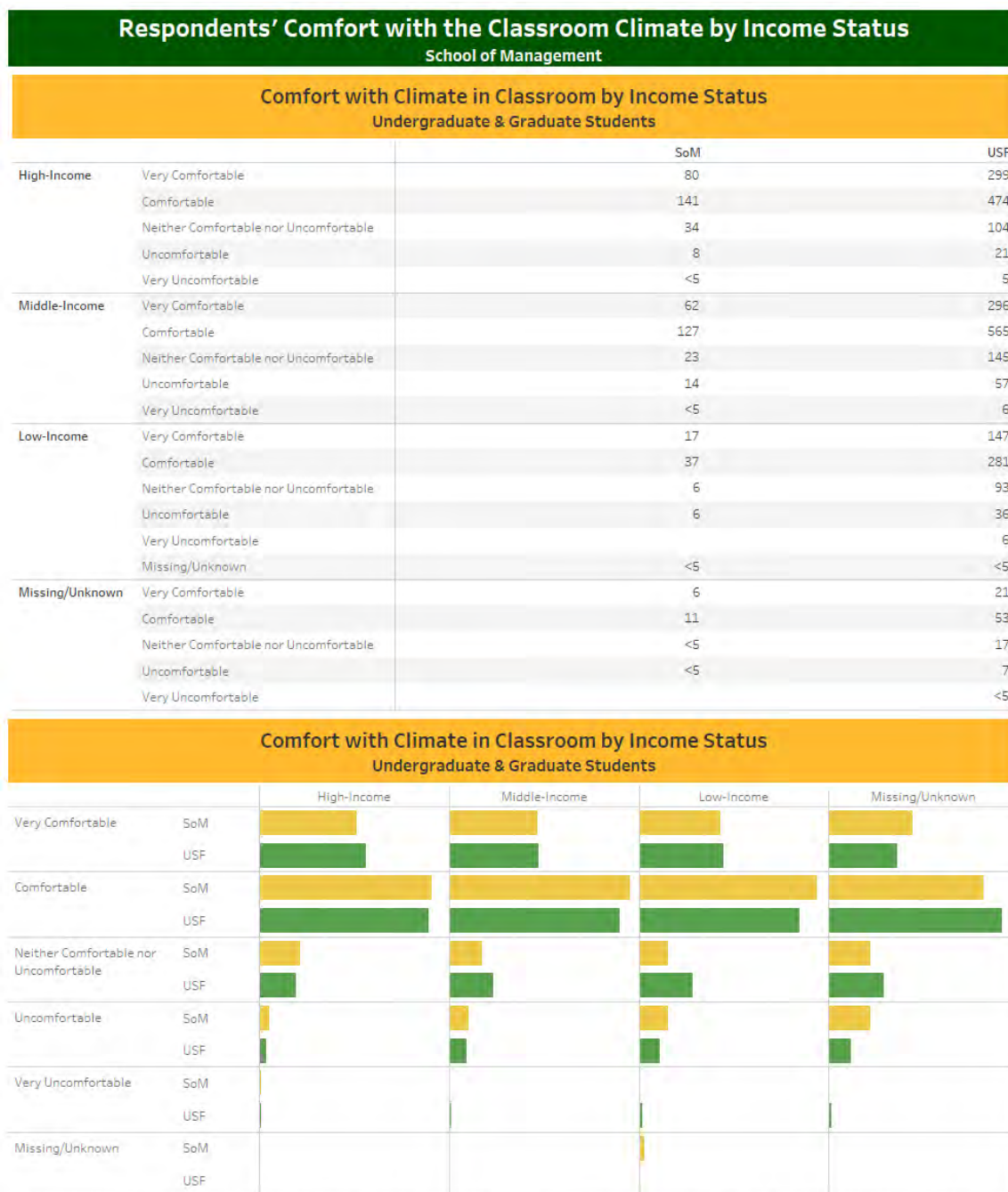
Comfort with Overall Campus Climate at USF by Income Status:

In the School of Management student respondent population, Low Income respondents (81%) and High-Income respondents (81%) were only slightly less comfortable with the climate in the classroom, compared to Middle Income respondents (82%). Within the USF student respondent population, Low Income respondents (73%) were the least comfortable with the climate in the classroom, compared to Middle Income (78%) and High Income (84%) respondents.



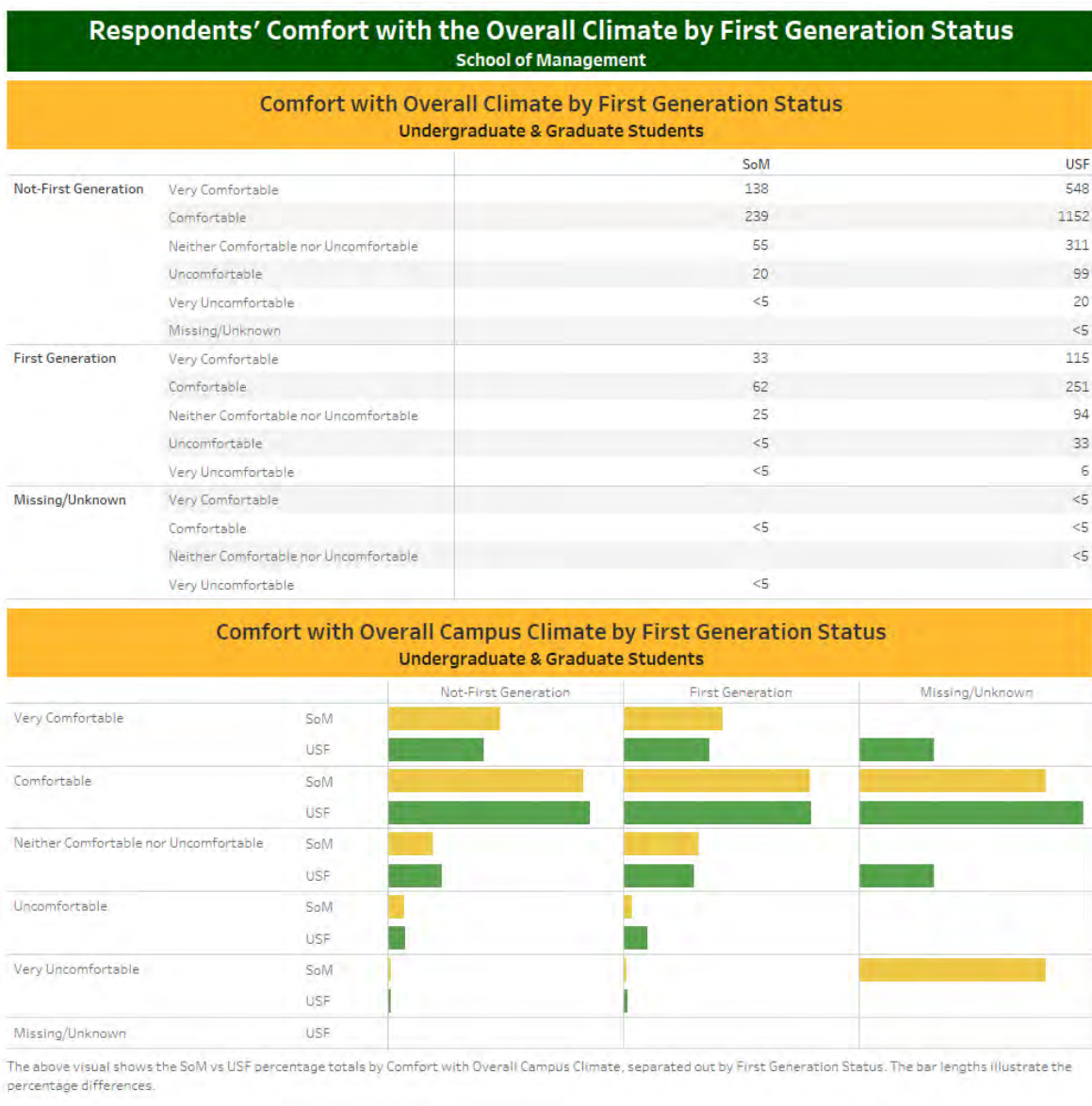
Comfort with Climate in the Classroom by Income Status:

In the School of Management student respondent population, Low Income respondents (81%) were slightly less comfortable with the climate in the classroom, compared to Middle Income respondents (83%), and High Income respondents (83%). Within the USF student respondent population, Low Income respondents (76%) were the least comfortable with the climate in the classroom, compared to Middle Income (81%) and High Income (86%) respondents.



Comfort with Overall Campus Climate at USF by First Generation Status:

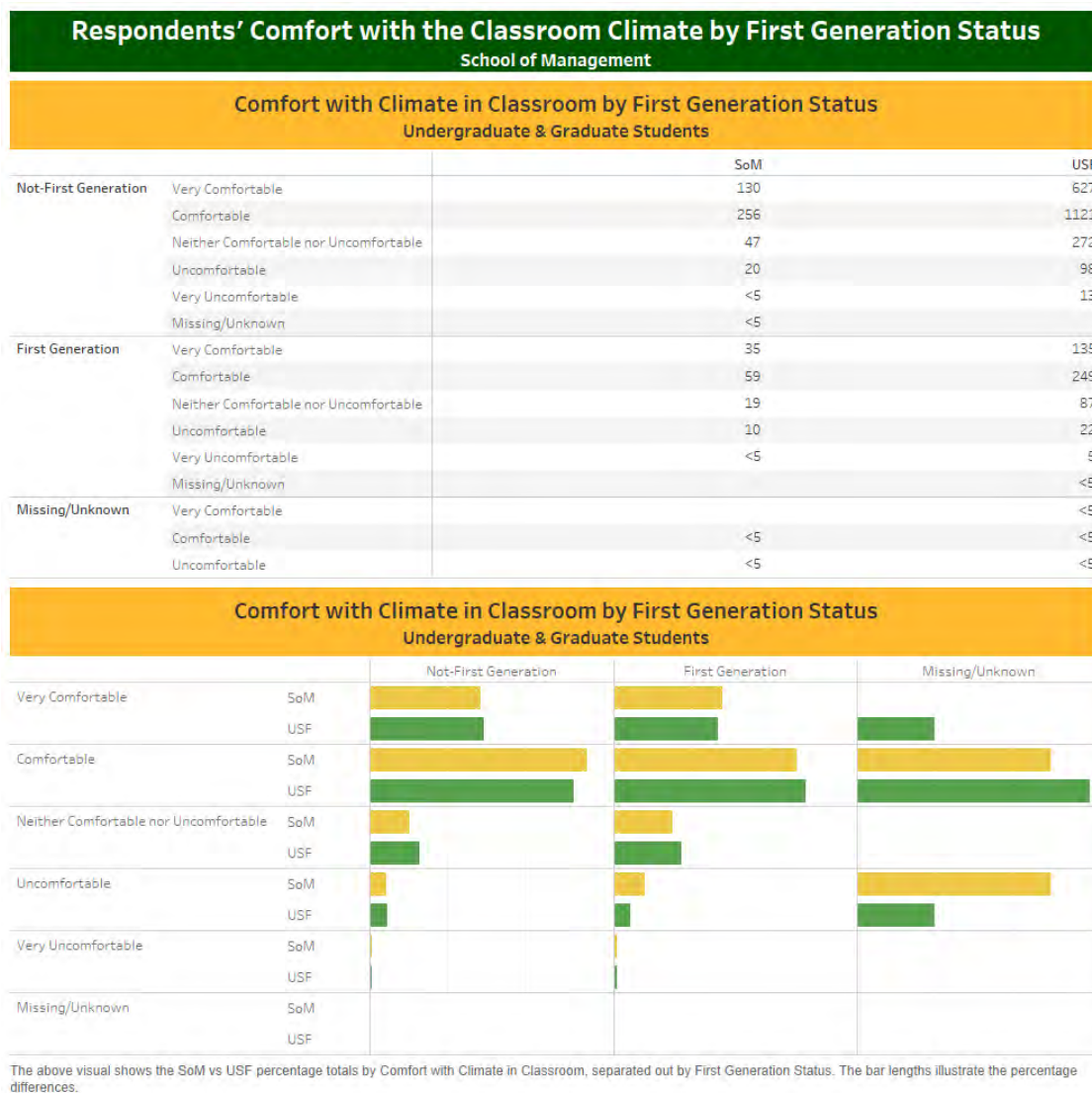
In the School of Management student respondent population, First Generation respondents (77%) were less comfortable with the overall campus climate at USF, compared to Not-First Generation respondents (83%). Similarly, within the USF Student population, First Generation respondents (73%) were less comfortable with the overall campus climate at USF, compared to Not-First Generation respondents (80%).



Comfort with Climate in the Classroom by First Generation Status:

In the School of Management student respondent population, First Generation respondents (76%) were less comfortable with the overall campus climate at USF, compared to Not-First Generation

respondents (85%). Within the USF Student population, First Generation respondents (77%) were less comfortable with the climate in the classroom, compared to Not-First Generation (82%) respondents.



Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that interfered with one's ability to work, learn, or live at USF within the past year, was examined. Within the School of Management respondent population, 15% of Student, Faculty and Staff respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Within the USF Overall

respondent population, 20% of Student, Faculty and Staff respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Students, Faculty & Staff

	SoM		USF	
	n	%	n	%
Yes, have experienced described conduct.	101	15.3%	764	20.0%
No, have not experienced described conduct.	559	84.4%	3055	79.9%
No Response	<5	0.3%	5	0.1%

Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Students, Faculty & Staff

Yes, have experienced described conduct.	SoM	15.3%								
	USF	20.0%								
No, have not experienced described conduct.	SoM	84.4%								
	USF	79.9%								
No Response	SoM	0.3%								
	USF	0.1%								

The above visual shows the SoM vs USF percentage totals by Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct. The bar lengths illustrate the percentage differences.

Conduct as a Result of Position Status:

Of the 15% of the School of Management population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 11% believed that this conduct was a result of their position status. Of the 20% of the USF Overall respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 23% believed that this conduct was a result of their position status.

Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of their Position Status

School of Management

Experienced Conduct as a Result of Position Students, Faculty & Staff

		SoM	USF
Undergraduate	Experienced conduct as a result of position status	<5	22
	Experienced conduct, but not as a result of position status	61	262
Graduate	Experienced conduct as a result of position status	<5	23
	Experienced conduct, but not as a result of position status	10	123
Faculty	Experienced conduct as a result of position status	<5	50
	Experienced conduct, but not as a result of position status	14	106
Staff	Experienced conduct as a result of position status	5	79
	Experienced conduct, but not as a result of position status	5	99

Experienced Conduct as a Result of Position Students, Faculty & Staff

		Undergraduate	Graduate	Faculty	Staff
Experienced conduct as a result of position status	SoM				
	USF				
Experienced conduct, but not as a result of position status	SoM				
	USF				

The above visual shows the SoM vs USF percentage totals by Experienced Conduct as a Result of Position, separated out by Position. The bar lengths illustrate the percentage differences.

Conduct as a Result of Gender Identity:

Of the School of Management respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last year at USF, 3% were Transspectrum, 65% were Women, and 30% were Men. A higher percentage of Transspectrum respondents (33%), than both Women (17%) and Men (10%) respondents, believed that their experience was a result of their gender identity. Of the USF Overall respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last year at USF, 5% were Transspectrum, 69% were Women and 24% were Men. A higher percentage of Transspectrum respondents (76%) than Women respondents (26%) than Men respondents (13%), believed that their experience was a result of their gender identity.

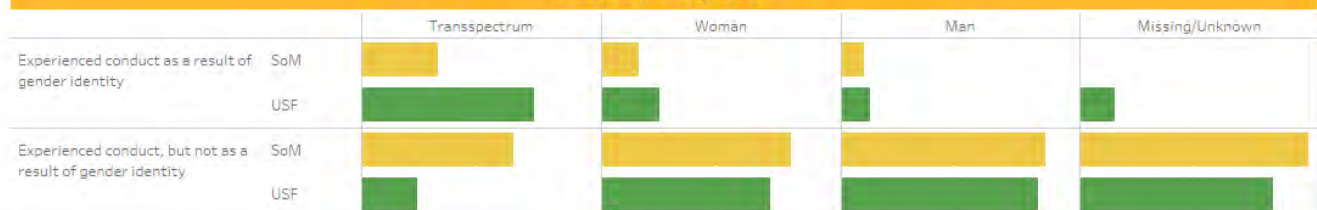
Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of their Gender Identity

School of Management
Students, Faculty & Staff

Experienced Conduct as a Result of Gender Identity Students, Faculty & Staff

		SoM	USF
Transpectrum	Experienced conduct as a result of gender identity	<5	31
	Experienced conduct, but not as a result of gender identity	<5	10
Woman	Experienced conduct as a result of gender identity	11	135
	Experienced conduct, but not as a result of gender identity	55	391
Man	Experienced conduct as a result of gender identity	<5	24
	Experienced conduct, but not as a result of gender identity	27	160
Missing/Unknown	Experienced conduct as a result of gender identity		<5
	Experienced conduct, but not as a result of gender identity		11

Experienced Conduct as a Result of Gender Identity Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals Experienced Conduct as a Result of Gender Identity, separated out by Gender Identity. The bar lengths illustrate the percentage differences.

Conduct as a Result of Racial Identity:

Of the 15% of the School of Management respondent population that reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 12% believed their experience was a result of their racial identity. Within the School of Management respondent population, 35% of White, 27% of Asian/Asian American/South Asian, 15% of Multiracial, 11% of Latin@/Chican@/Hispanic, 8% of Black/African Americans, and 0% of People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Of those, 38% of Black/African Americans, 20% of Multiracial, 15% of Asian/Asian American/South Asian, 9% of Latin@/Chican@/Hispanic, 0% of White, and 0% of People of Color respondents, believed they experienced such conduct as a result of their racial identity. Within the USF Overall respondent population, 39% of White, 15% of Asian/Asian American/South Asian, 14% of Multiracial, 14% of Latin@/Chican@/Hispanic, 8% of Black/African Americans, and 6% of People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Of those, 54% of Black/African Americans, 28% of Multiracial, 22% of Latin@/Chican@/Hispanic, 21% of People of Color, 20% of Asian/Asian American/South

Asian, and 7% of White respondents, believed they experienced such conduct as a result of their racial identity.

Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of their Racial Identity

School of Management

Experienced Conduct as a Result of Racial Identity

Students, Faculty & Staff

	SoM		USF	
	n	%	n	%
Experienced conduct as a result of racial identity	12	11.9%	147	19.2%
Experienced conduct, but not as a result of racial identity	89	88.1%	617	80.8%
Grand Total	101	100.0%	764	100.0%

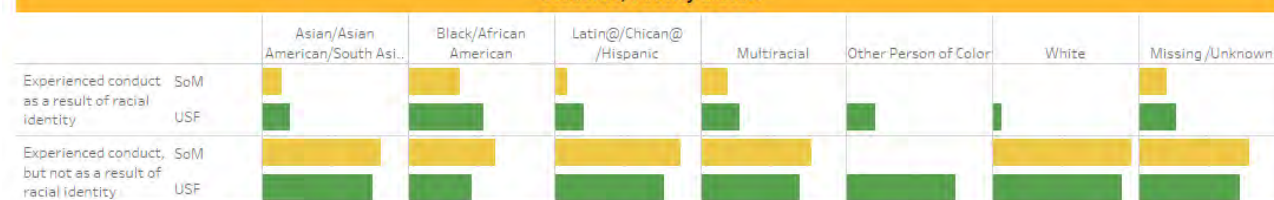
Experienced Conduct as a Result of Racial Identity

Students, Faculty & Staff

		SoM		USF	
		n	%	n	%
Asian/Asian American/South Asian	Experienced conduct as a result of racial identity	<5		23	
	Experienced conduct, but not as a result of racial identity	23		92	
Black/African American	Experienced conduct as a result of racial identity	<5		32	
	Experienced conduct, but not as a result of racial identity	5		27	
Latin@/Chican@/Hispanic	Experienced conduct as a result of racial identity	<5		23	
	Experienced conduct, but not as a result of racial identity	10		84	
Multiracial	Experienced conduct as a result of racial identity	<5		31	
	Experienced conduct, but not as a result of racial identity	12		79	
Other Person of Color	Experienced conduct as a result of racial identity			9	
	Experienced conduct, but not as a result of racial identity			33	
White	Experienced conduct as a result of racial identity			20	
	Experienced conduct, but not as a result of racial identity	35		278	
Missing/Unknown	Experienced conduct as a result of racial identity	<5		9	
	Experienced conduct, but not as a result of racial identity	<5		24	

Experienced Conduct as a Result of Racial Identity

Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Experienced Conduct as a Result of Racial Identity, separated out by Racial Identity. The bar lengths illustrate the percentage differences.

Basis of Experienced Conduct:

The respondents offered what they believed to be the primary basis for the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top reasons within the School of Management student respondents that experienced this conduct, were Ethnicity (27%) and Age (21%). The top reason within the School of Management Faculty respondents that experienced this conduct, was A Reason Not Listed Above (53%). The top reasons within the School of Management Staff respondents that experienced this conduct, were Position Status

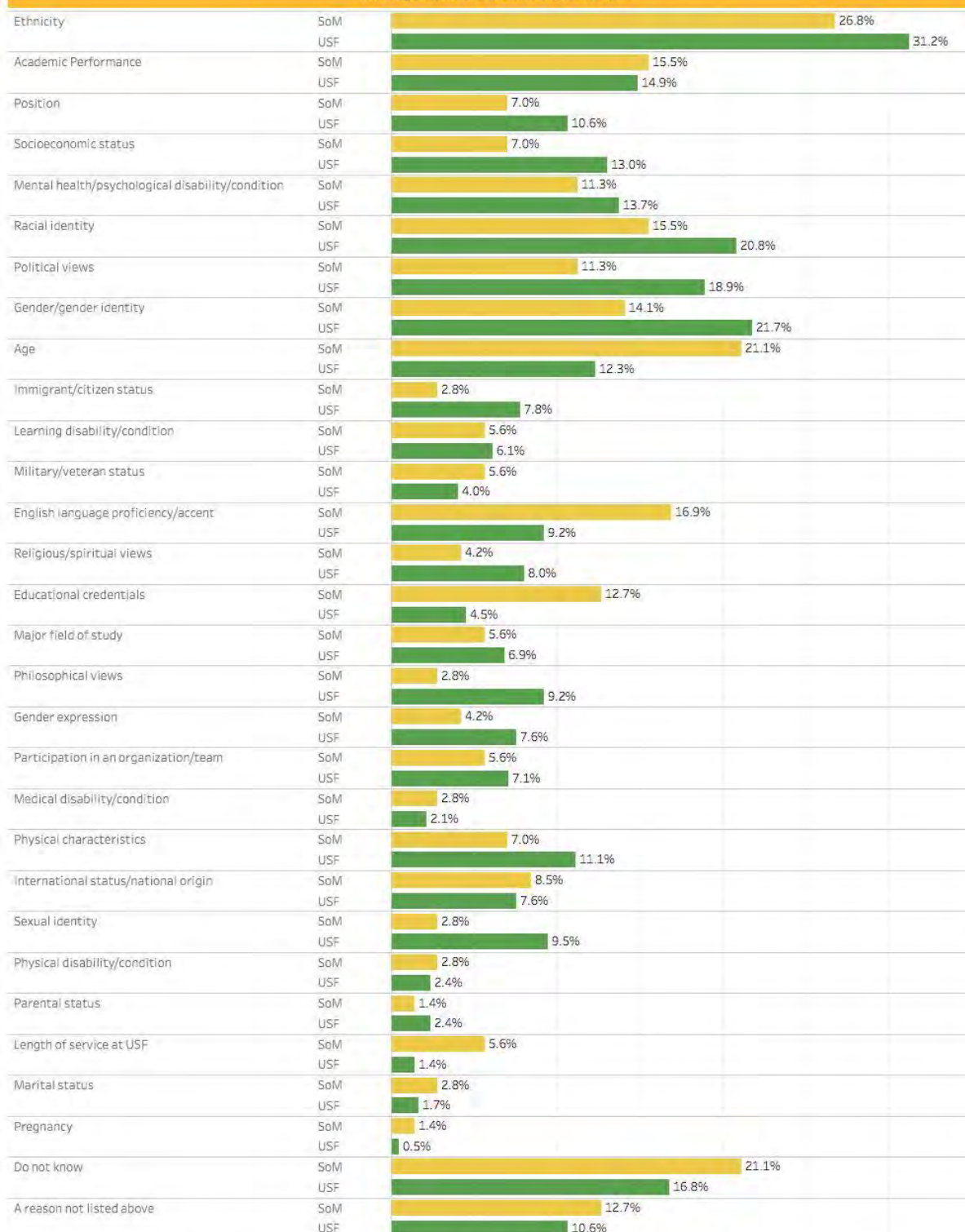
(50%) and Gender/Gender Identity (30%). As for the USF Overall respondent population, the top reasons for the USF Student respondents that experienced this conduct, were Ethnicity (31%), Gender/Gender Identity (22%), and Racial Identity (21%). The top reasons for the USF Faculty respondents that experienced this conduct, were Position Status (32%), Gender/Gender Identity (32%), and A Reason Not Listed Above (26%). The top reasons for the USF Staff respondents that experienced this conduct, were Position (45%) and Gender/Gender Identity (28%).

Student Respondents' Primary Basis for Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

Respondents' Primary Basis for Experienced Conduct

Undergraduate & Graduate Students



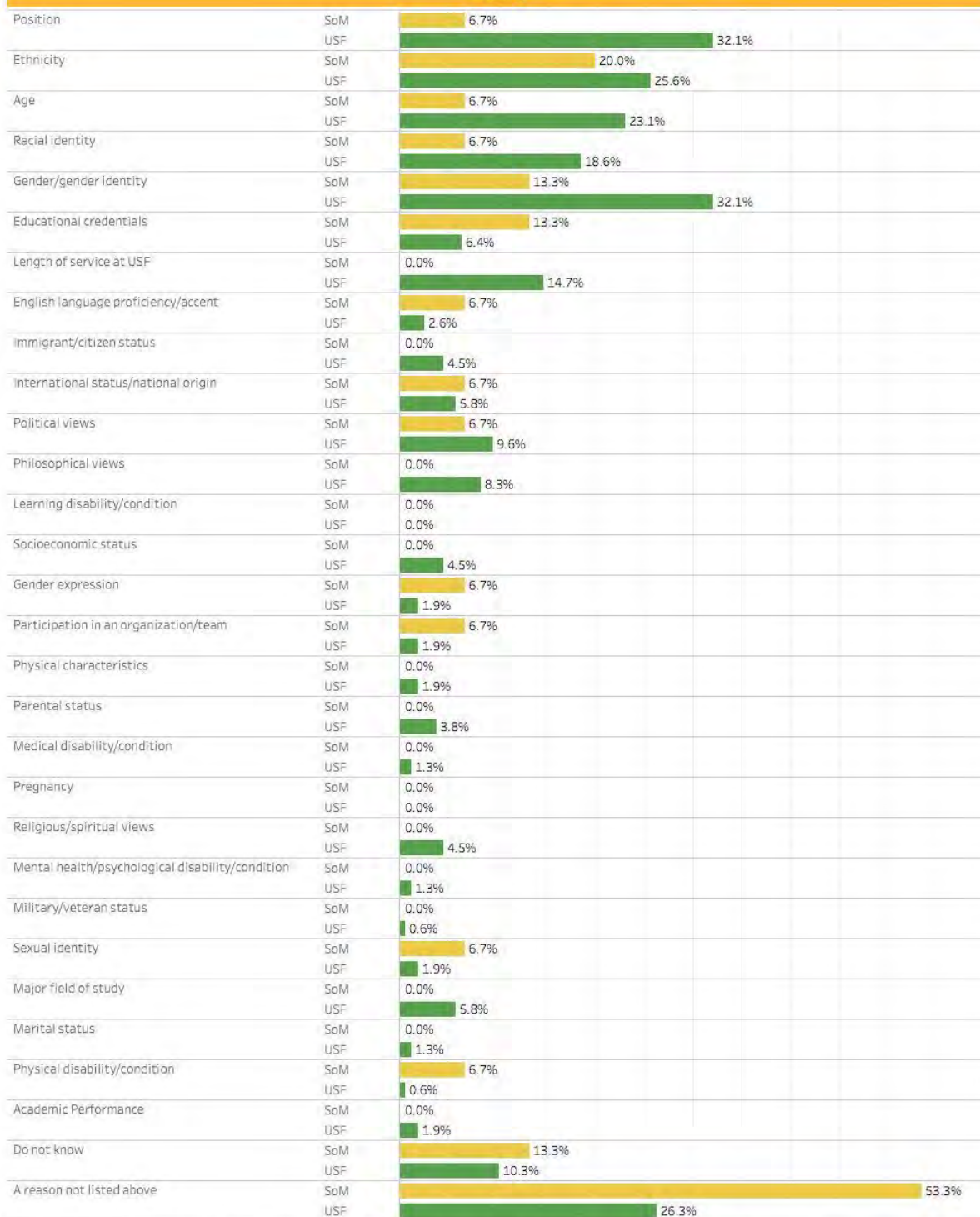
The above visual shows the SoM vs USF percentage totals by Respondents' Primary Basis for Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Faculty Respondents' Primary Basis for Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

Respondents' Primary Basis for Experienced Conduct

Faculty



The above visual shows the SoM vs USF percentage totals by Respondents' Primary Basis for Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Staff Respondents' Primary Basis for Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

Respondents' Primary Basis for Experienced Conduct

Staff

Position	SoM	50.0%
	USF	44.9%
Ethnicity	SoM	10.0%
	USF	18.2%
Age	SoM	10.0%
	USF	23.9%
Racial identity	SoM	0.0%
	USF	17.0%
Gender/gender identity	SoM	30.0%
	USF	28.4%
Educational credentials	SoM	20.0%
	USF	13.1%
Length of service at USF	SoM	10.0%
	USF	17.6%
English language proficiency/accent	SoM	0.0%
	USF	2.3%
Immigrant/citizen status	SoM	0.0%
	USF	3.4%
International status/national origin	SoM	0.0%
	USF	2.3%
Political views	SoM	0.0%
	USF	5.7%
Philosophical views	SoM	0.0%
	USF	6.8%
Learning disability/condition	SoM	0.0%
	USF	2.3%
Socioeconomic status	SoM	0.0%
	USF	3.4%
Gender expression	SoM	10.0%
	USF	2.3%
Participation in an organization/team	SoM	10.0%
	USF	1.1%
Physical characteristics	SoM	10.0%
	USF	3.4%
Parental status	SoM	10.0%
	USF	2.8%
Medical disability/condition	SoM	0.0%
	USF	2.3%
Pregnancy	SoM	0.0%
	USF	1.1%
Religious/spiritual views	SoM	0.0%
	USF	2.8%
Mental health/psychological disability/condition	SoM	0.0%
	USF	2.8%
Military/veteran status	SoM	0.0%
	USF	0.6%
Sexual identity	SoM	0.0%
	USF	4.0%
Major field of study	SoM	0.0%
	USF	1.7%
Marital status	SoM	10.0%
	USF	1.7%
Physical disability/condition	SoM	0.0%
	USF	1.1%
Academic Performance	SoM	0.0%
	USF	0.0%
Do not know	SoM	10.0%
	USF	17.6%
A reason not listed above	SoM	20.0%
	USF	20.5%

The above visual shows the SoM vs USF percentage totals by Respondents' Primary Basis for Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Forms of Experienced Conduct:

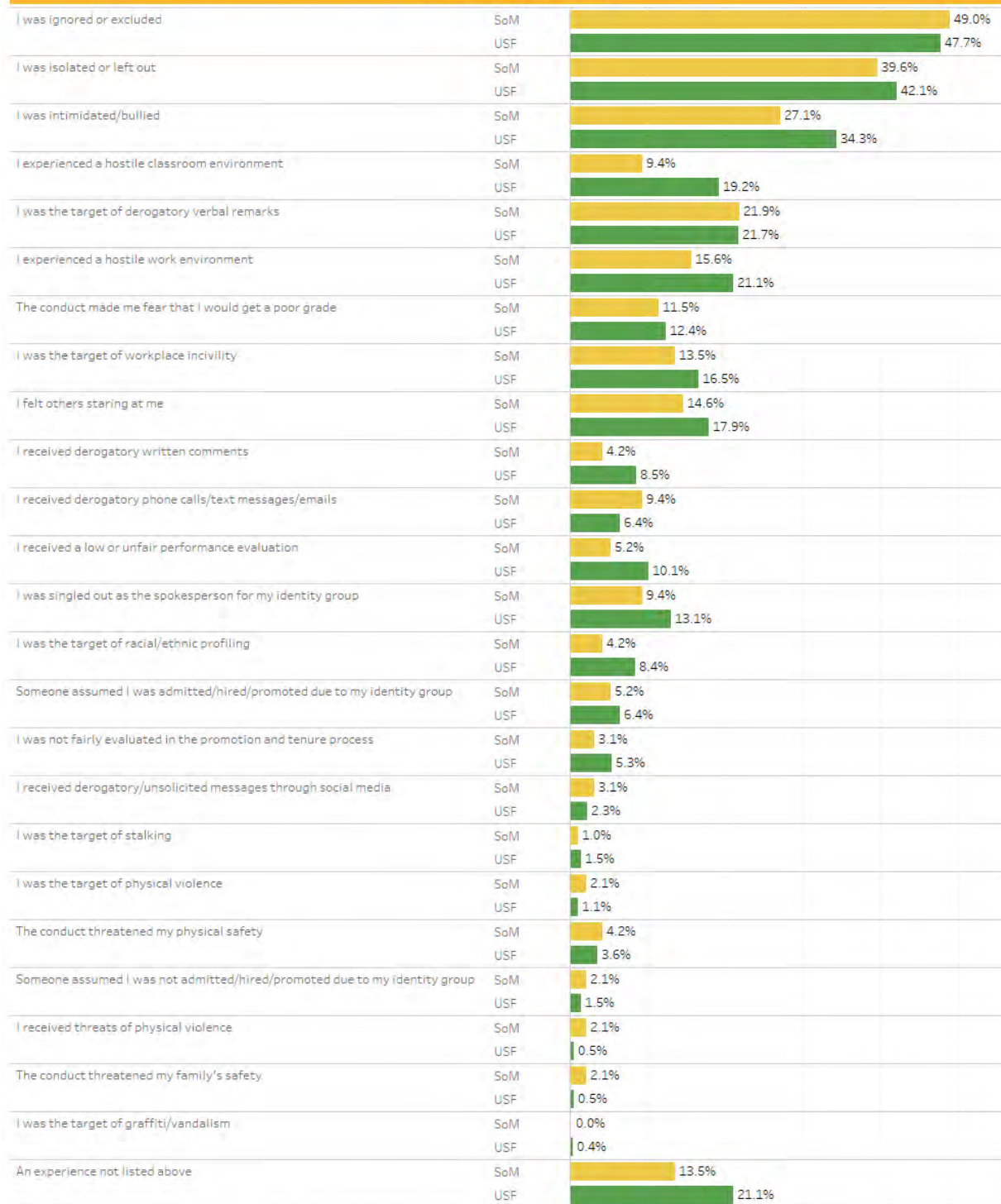
The respondents were also asked to describe the form of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. In the School of Management, respondents indicated the top two forms as being Ignored or Excluded (49%), and Isolated or Left Out (40%). For the School of Management Student population, respondents indicated the top two forms as being Ignored or Excluded (48%), and Isolated or Left Out (45%). For the School of Management Faculty population, respondents indicated the top two forms as being Ignored or Excluded (60%), and being the Target of Workplace Incivility (60%). For the School of Management Staff population, respondents indicated the top forms as being Intimidated/Bullied (60%), Ignored or Excluded (40%), and that they Experienced a Hostile Work Environment (40%). In the USF Overall population, respondents indicated the top two forms as being Ignored or Excluded (48%), and being Isolated or Left Out (42%). In the USF Student population, respondents indicated the top forms as being Isolated or Left Out (46%), and being Ignored or Excluded (45%). In the USF Faculty population, respondents indicated the top forms as being Ignored or Excluded (54%), and that they Experienced a Hostile Work Environment (41%). In the USF Staff population, respondents indicated the top forms as being Ignored or Excluded (49%), and that they Experienced a Hostile Work Environment (38%).

Respondents' Primary Forms for Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Students, Faculty & Staff

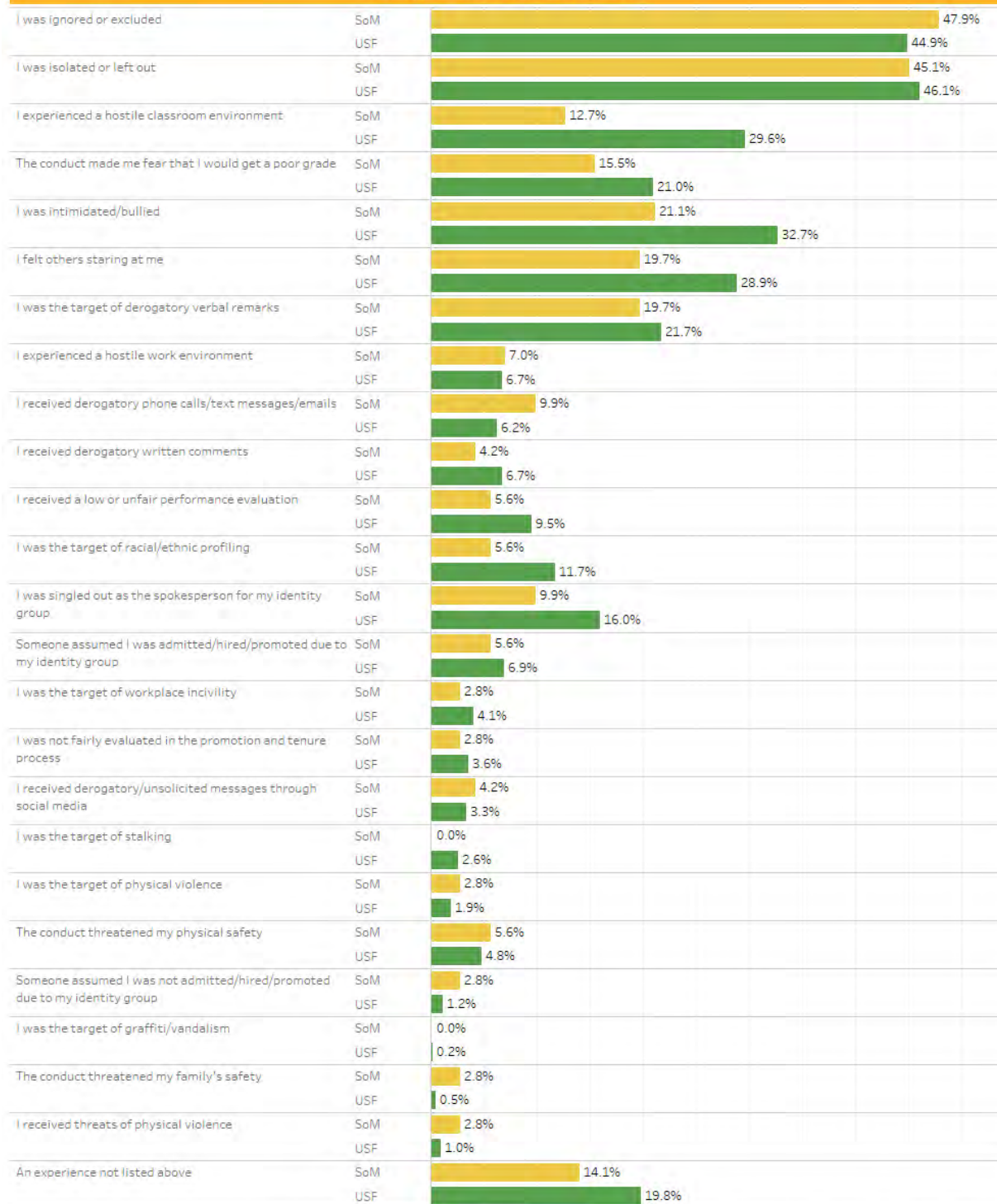


The above visual shows the SoM vs USF percentage totals by Top Forms of Experienced Conduct. The bar lengths illustrate the percentage differences.
 Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Students' Primary Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Undergraduate & Graduate Students



The above visual shows the SoM vs USF percentage totals by Students' Primary Forms of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Employees' Primary Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

Primary Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Faculty & Staff

		Faculty	Staff
I was ignored or excluded	SoM	60.0%	40.0%
	USF	53.8%	49.1%
I was isolated or left out	SoM	33.3%	10.0%
	USF	38.5%	36.0%
I was intimidated/bullied	SoM	33.3%	60.0%
	USF	39.1%	33.7%
I experienced a hostile classroom environment	SoM	0.0%	0.0%
	USF	11.5%	1.1%
I experienced a hostile work environment	SoM	40.0%	40.0%
	USF	41.0%	37.7%
I was the target of derogatory verbal remarks	SoM	33.3%	20.0%
	USF	25.6%	18.3%
The conduct made me fear that I would get a poor grade	SoM	0.0%	0.0%
	USF	1.9%	1.1%
I was the target of workplace incivility	SoM	60.0%	20.0%
	USF	37.2%	28.0%
I felt others staring at me	SoM	0.0%	0.0%
	USF	1.9%	5.7%
I received derogatory written comments	SoM	6.7%	0.0%
	USF	16.0%	6.3%
I received derogatory phone calls/text messages/emails	SoM	6.7%	10.0%
	USF	7.1%	6.3%
I received a low or unfair performance evaluation	SoM	6.7%	0.0%
	USF	9.6%	12.0%
I was singled out as the spokesperson for my identity group	SoM	13.3%	0.0%
	USF	12.8%	6.3%
I was the target of racial/ethnic profiling	SoM	0.0%	0.0%
	USF	3.8%	4.6%
Someone assumed I was admitted/hired/promoted due to my identity group	SoM	0.0%	10.0%
	USF	7.7%	4.0%
I was not fairly evaluated in the promotion and tenure process	SoM	6.7%	0.0%
	USF	8.3%	6.9%
I received derogatory/unsolicited messages through social media	SoM	0.0%	0.0%
	USF	0.6%	1.1%
I was the target of stalking	SoM	6.7%	0.0%
	USF	0.0%	0.0%
I was the target of physical violence	SoM	0.0%	0.0%
	USF	0.0%	0.0%
The conduct threatened my physical safety	SoM	0.0%	0.0%
	USF	2.6%	1.7%
Someone assumed I was not admitted/hired/promoted due to my identity group	SoM	0.0%	0.0%
	USF	3.2%	0.6%
The conduct threatened my family's safety	SoM	0.0%	0.0%
	USF	0.6%	0.6%
I received threats of physical violence	SoM	0.0%	0.0%
	USF	0.0%	0.0%
I was the target of graffiti/vandalism	SoM	0.0%	0.0%
	USF	1.3%	0.0%
An experience not listed above	SoM	13.3%	10.0%
	USF	20.5%	24.6%

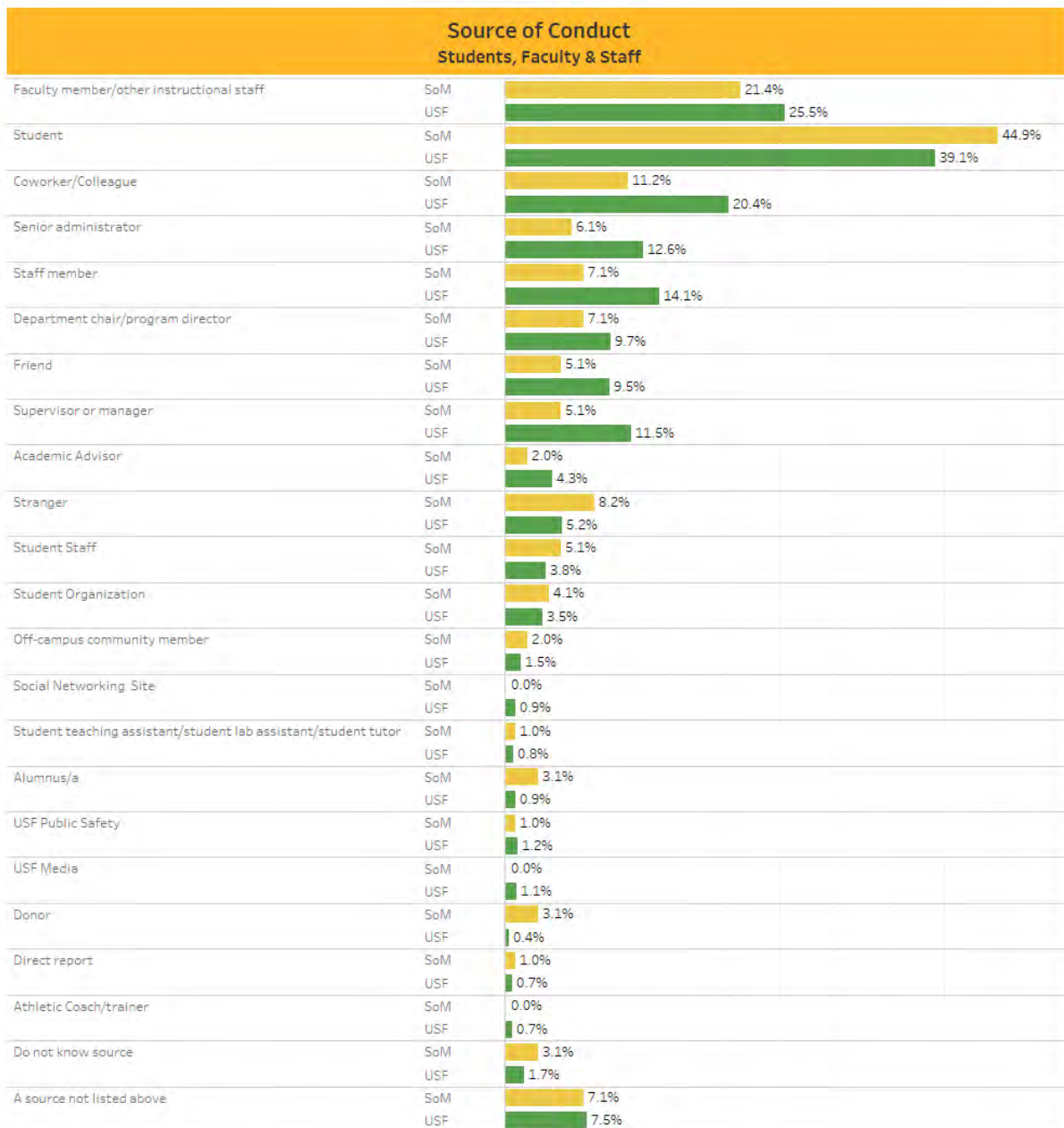
The above visual shows the SoM vs USF percentage totals by Employees' Primary Forms of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Source of Experienced Conduct:

The respondents were also asked to identify who was the source of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The School of Management respondent population indicated that the top source of the conduct was a Student (45%). The School of Management student respondent population indicated that the top source of the conduct was a Student (59%). The School of Management Faculty respondent population indicated that the top source of the conduct was a Coworker/Colleague (24%). The School of Management Staff respondent population indicated that the top sources of the conduct were a Faculty Member/Other Instructional Staff (12%), and a Supervisor or Manager (12%). The USF Overall respondent population indicated that the main source of the conduct came from a Student (39%). The USF Student respondent population identified the top source of such conduct as being a Student (62%). The USF Faculty respondent population identified the top source of such conduct as being a Coworker/Colleague (19%). The USF Staff respondent population identified the top source of such conduct as being a Coworker/Colleague (22%).

Respondents' Source of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

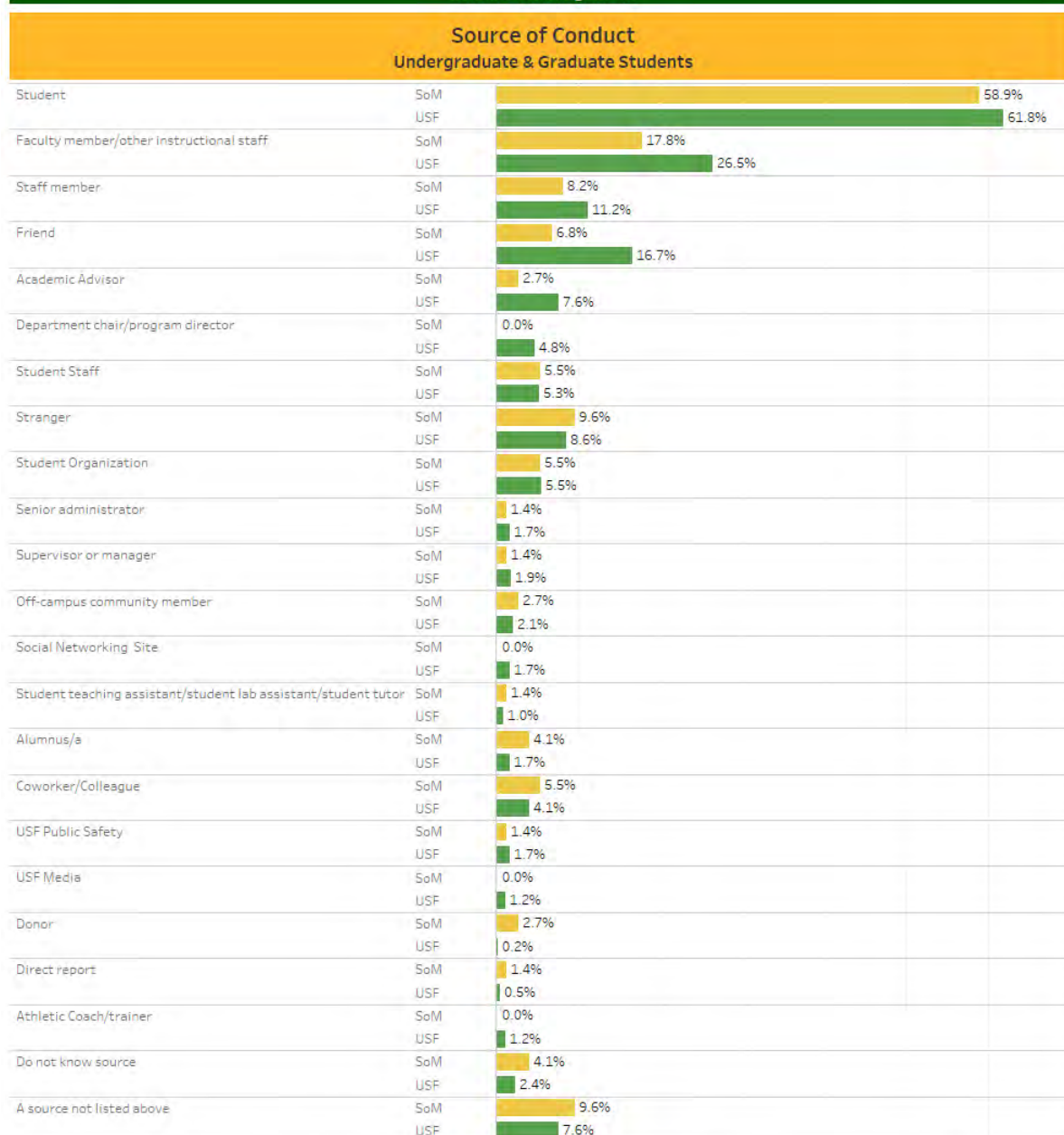
School of Management



The above visual shows the SoM vs USF percentage totals by Source of Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Students' Source of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management



The above visual shows the SoM vs USF percentage totals by Students' Source of Experienced Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Employees' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct School of Management

		Source of Conduct	
		Faculty & Staff	
		Faculty	Staff
Faculty member/other instructional staff	SoM	20.0%	12.0%
	USF	15.6%	8.6%
Student	SoM	4.0%	0.0%
	USF	8.6%	1.5%
Coworker/Colleague	SoM	24.0%	4.0%
	USF	19.0%	22.3%
Senior administrator	SoM	12.0%	8.0%
	USF	14.1%	12.5%
Staff member	SoM	4.0%	0.0%
	USF	4.3%	13.5%
Department chair/program director	SoM	20.0%	8.0%
	USF	11.9%	4.0%
Friend	SoM	0.0%	0.0%
	USF	0.0%	0.3%
Academic Advisor	SoM	0.0%	0.0%
	USF	0.0%	0.0%
Supervisor or manager	SoM	4.0%	12.0%
	USF	4.9%	19.0%
Stranger	SoM	0.0%	4.0%
	USF	0.3%	0.6%
Student Staff	SoM	4.0%	0.0%
	USF	0.6%	1.2%
Student Organization	SoM	0.0%	0.0%
	USF	0.9%	0.0%
Off-campus community member	SoM	0.0%	0.0%
	USF	0.0%	0.6%
Social Networking Site	SoM	0.0%	0.0%
	USF	0.0%	0.0%
Student teaching assistant/student lab assistant/student tutor	SoM	0.0%	0.0%
	USF	0.6%	0.0%
Donor	SoM	4.0%	0.0%
	USF	0.3%	0.3%
Direct report	SoM	0.0%	0.0%
	USF	0.0%	0.9%
USF Public Safety	SoM	0.0%	0.0%
	USF	0.0%	0.6%
USF Media	SoM	0.0%	0.0%
	USF	0.6%	0.3%
Alumnus/a	SoM	0.0%	0.0%
	USF	0.0%	0.0%
Athletic Coach/trainer	SoM	0.0%	0.0%
	USF	0.0%	0.0%
Do not know source	SoM	0.0%	0.0%
	USF	0.3%	0.6%
A source not listed above	SoM	0.0%	0.0%
	USF	4.6%	2.8%

The above visual shows the SoM vs USF percentage totals by Employees' Source of Experienced Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

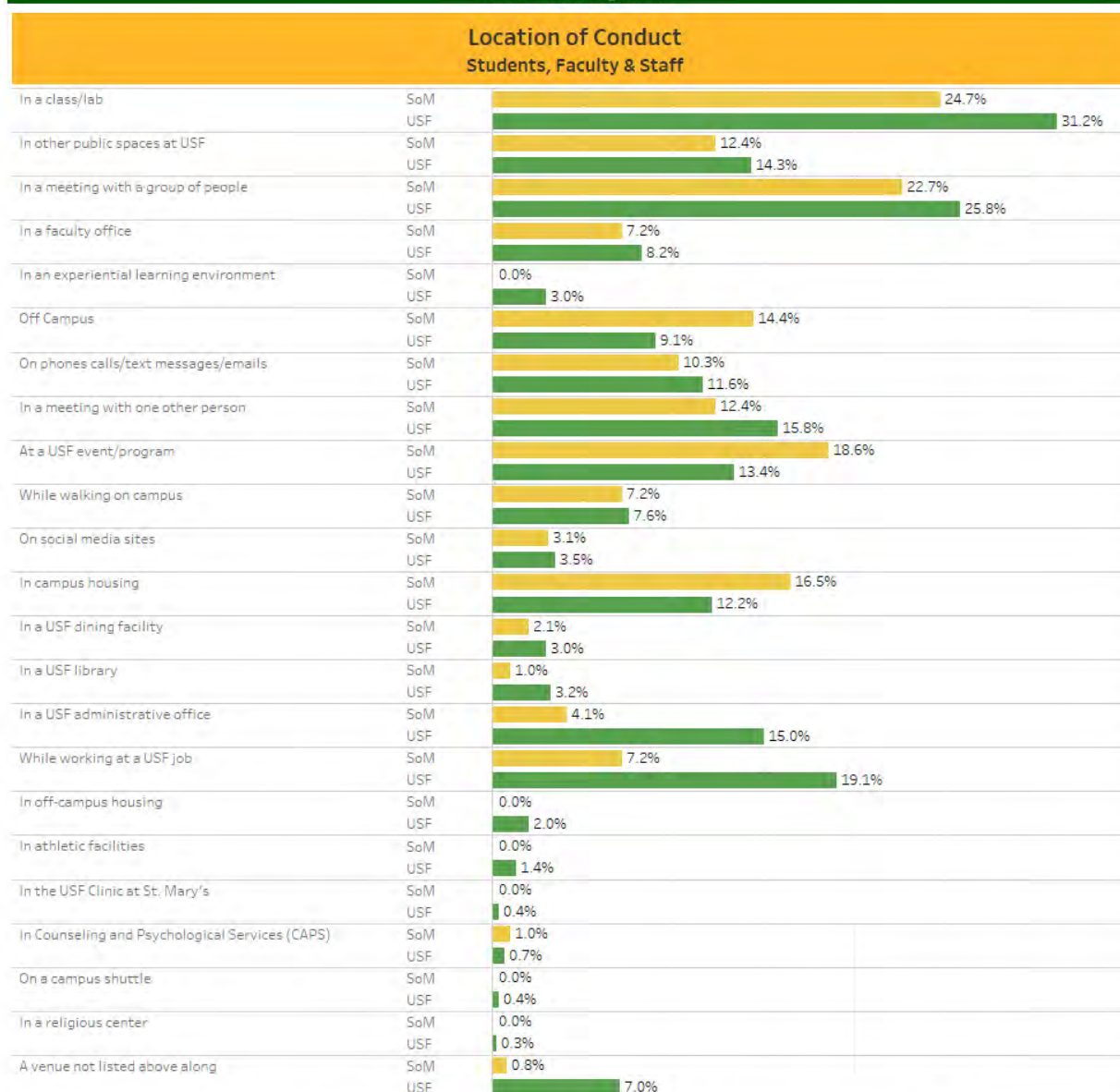
Location of Experienced Conduct:

The respondents were also asked to identify the location of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top location of reported conduct for the School of Management respondent population was In a Class/Lab (25%). The top location of

reported conduct for the School of Management student respondent population was In a Class/Lab (33%). The top location of reported conduct for the School of Management Faculty respondent population was In a Meeting with a Group of People (40%). The top location of reported conduct for the School of Management Staff respondent population was In a Meeting with a Group of People (50%). The top location of reported conduct for the USF Overall respondent population was in a Class/Lab (31%). The top location of reported conduct for the USF Student population was in a Class/Lab (49%). The top location of reported conduct for the USF Faculty respondent population was In a Meeting with a Group of People (42%). The top location of reported conduct for the USF Staff respondent population was While Working at a USF Job (46%).

Students' Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

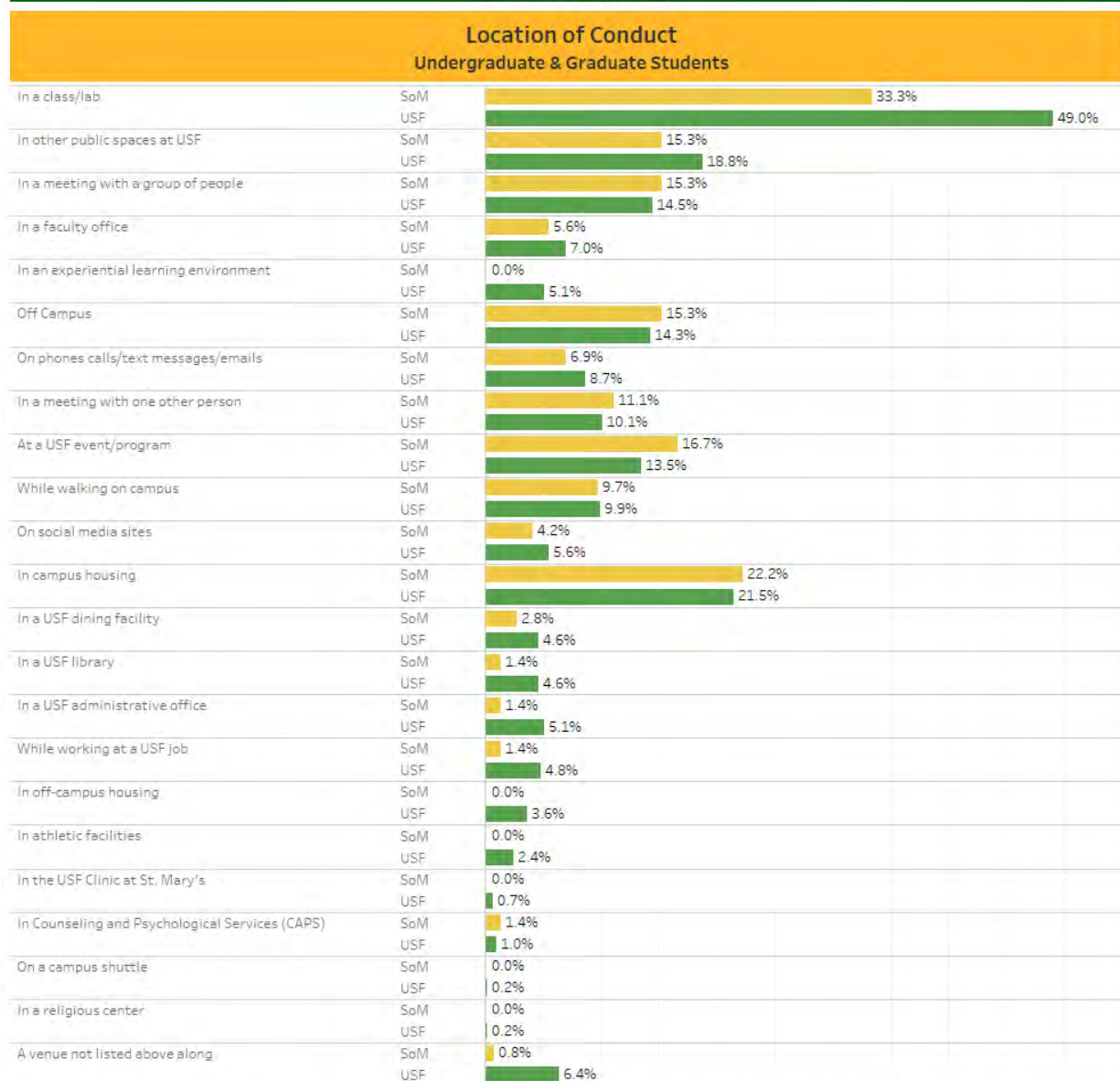
School of Management



The above visual shows the SoM vs USF percentage totals by Location of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Students' Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

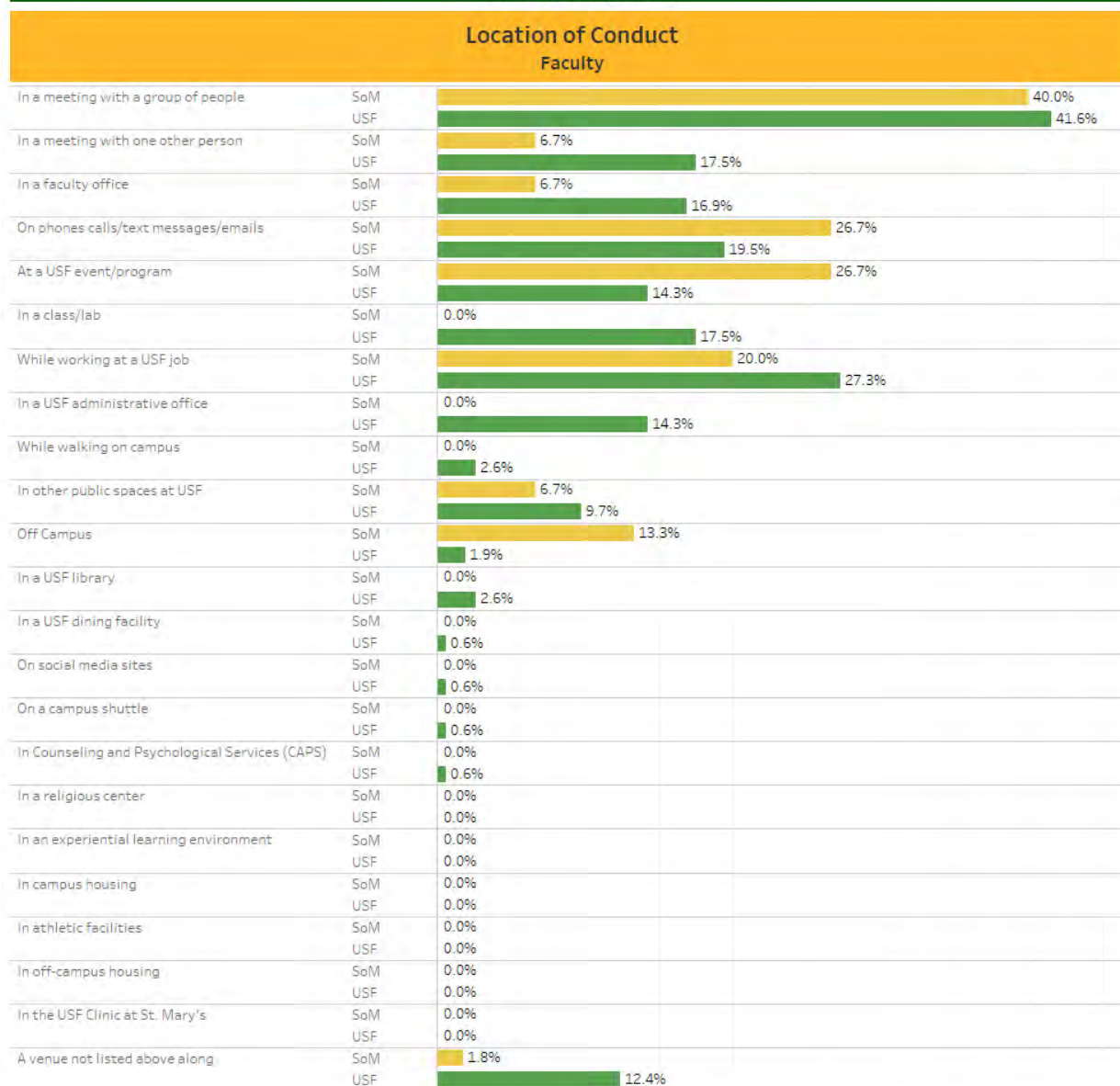
School of Management



The above visual shows the SoM vs USF percentage totals by Location of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Faculty Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

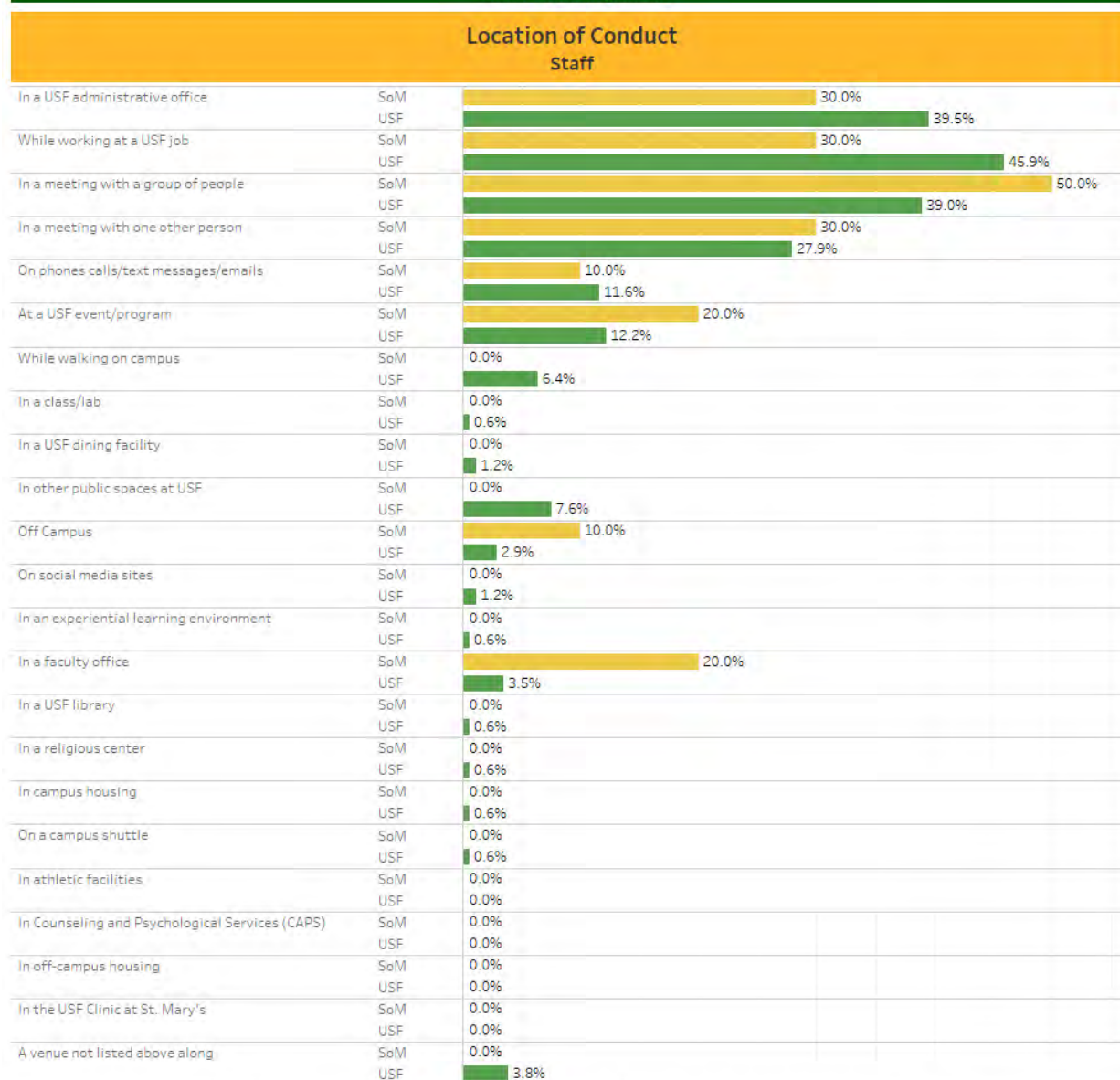
School of Management



The above visual shows the SoM vs USF percentage totals by Location of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Staffs' Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management

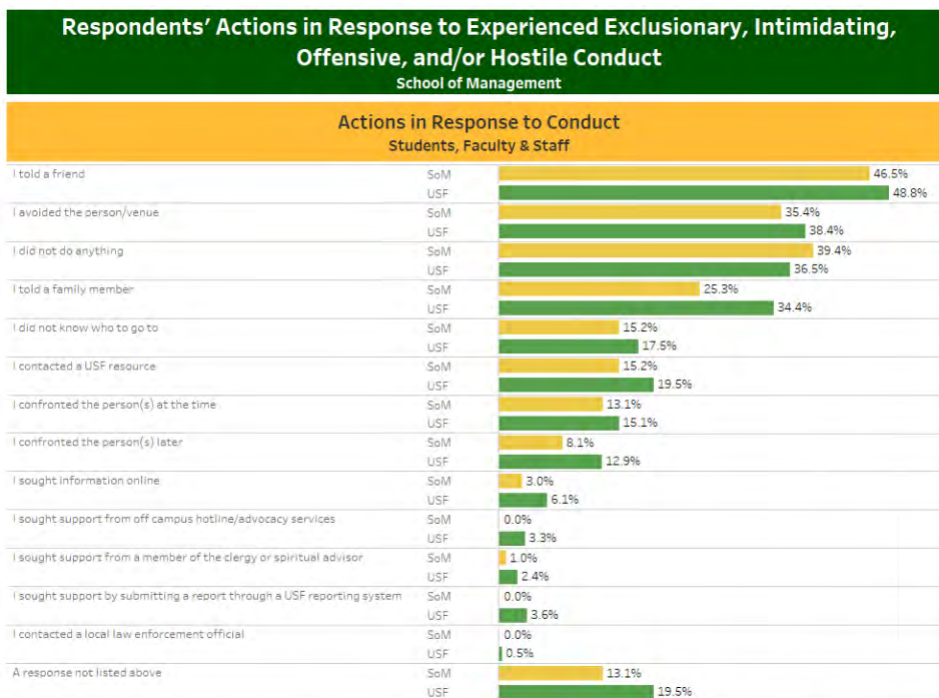


The above visual shows the SoM vs USF percentage totals by Location of Experienced Conduct. The bar lengths illustrate the percentage differences.
 Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Actions in Response to Experienced Conduct:

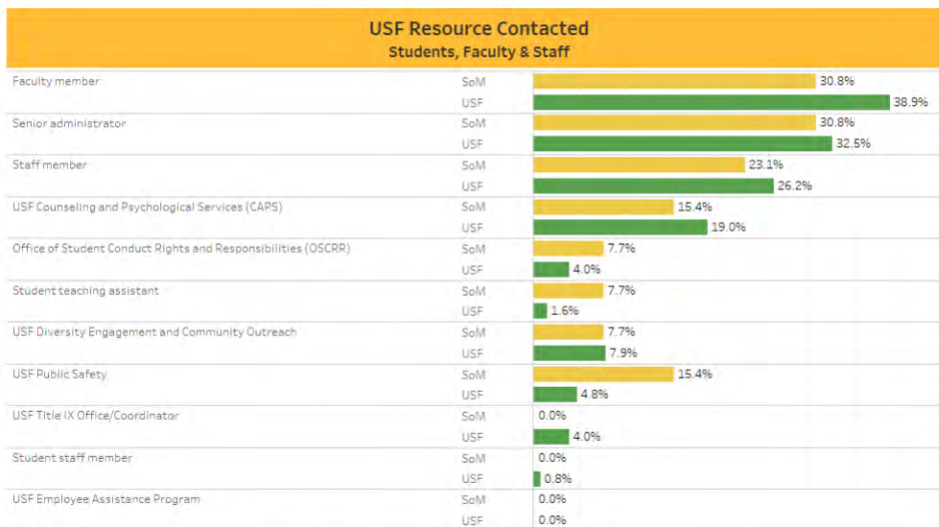
The respondents were also asked what their action was in response to the experienced exclusionary, intimidating, offensive, and/or hostile conduct. Within the School of Management respondent population, the top reaction to such conduct was that they Told a Friend (47%). Within the USF Overall respondent population, the main reaction to such conduct was that they Told a Friend (49%). In the School of Management, 15% of respondents indicated that they

Contacted a USF Resource as a course of action. Of these individuals, the top USF Resources contacted were a Faculty Member (31%), and a Senior Administrator (31%). In the USF Overall respondent population, 20% of respondents indicated that they Contacted a USF Resource as a course of action. Of these individuals, the top USF Resource contacted was a Faculty Member (39%).



The above visual shows the SoM vs USF percentage totals by Actions in Response to Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

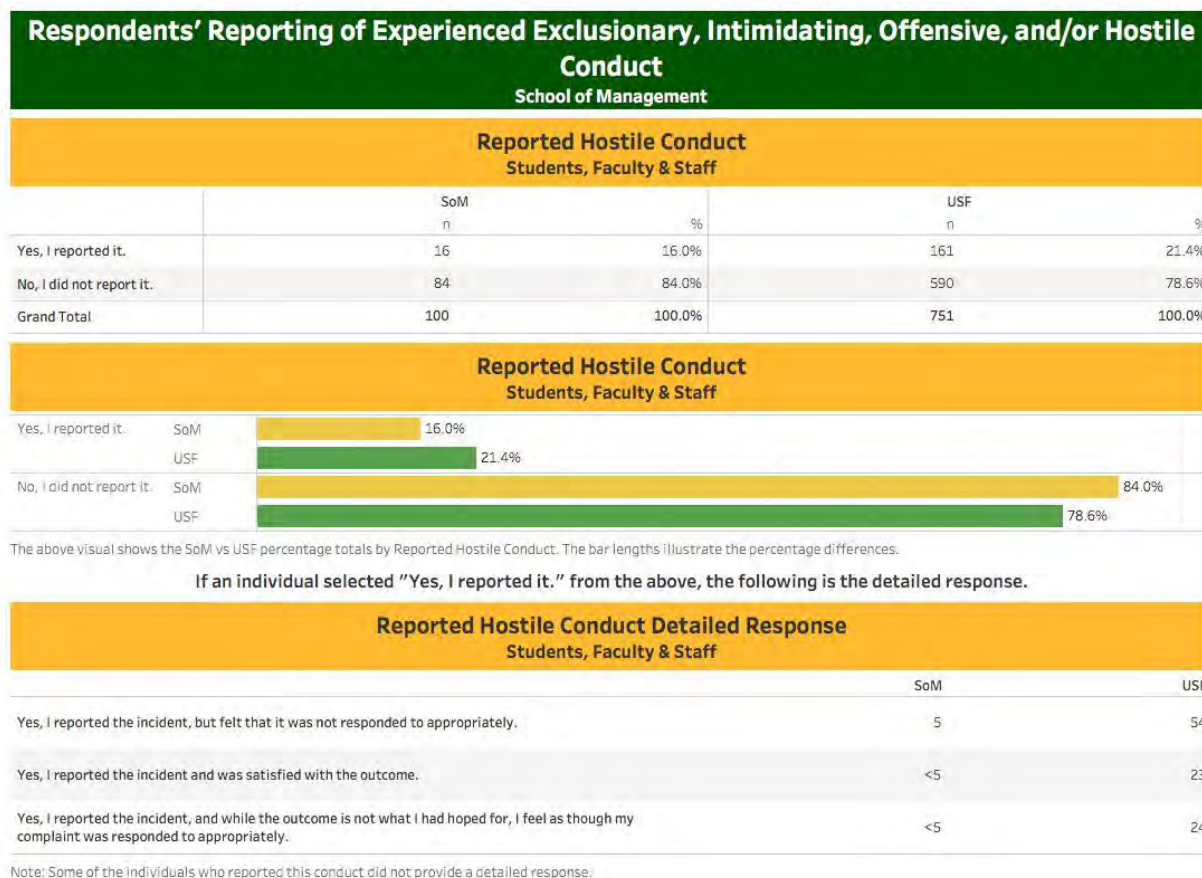
If an individual selected "I contacted a USF resource" from the above, the following is the specific resource in which they contacted.



The above visual shows the SoM vs USF percentage totals by USF Resource Contacted. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Reporting of Experienced Conduct:

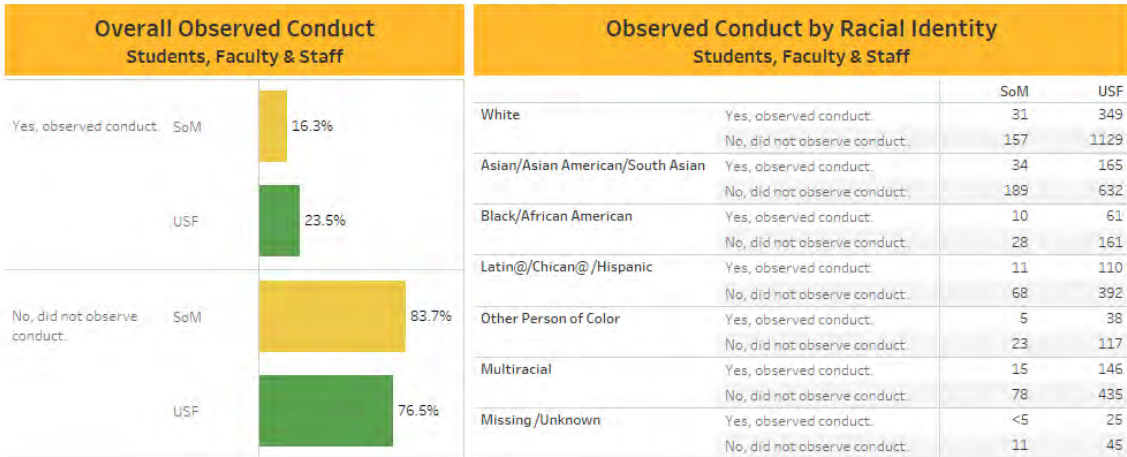
Of the School of Management respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct at USF, 84% did not report the incident. Of the USF Overall respondent population that experienced such conduct, 79% did not report the incident.



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

In the School of Management respondent population, 16% of respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF within the past year. Twenty-four percent of the USF Overall respondent population observed such conduct.

Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
 School of Management
 Students, Faculty & Staff



Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
 School of Management
 Students, Faculty & Staff

Observed Conduct by Position Status
 Students, Faculty & Staff

		SoM		USF	
		n	%	n	%
Undergraduate	Yes, observed conduct.	82	19.0%	372	23.3%
	No, did not observe conduct.	349	81.0%	1223	76.7%
	Total	431	100.0%	1595	100.0%
Graduate	Yes, observed conduct.	6	4.0%	171	16.6%
	No, did not observe conduct.	145	96.0%	862	83.4%
	Total	151	100.0%	1033	100.0%
Faculty	Yes, observed conduct.	10	19.2%	157	29.2%
	No, did not observe conduct.	42	80.8%	381	70.8%
	Total	52	100.0%	538	100.0%
Staff	Yes, observed conduct.	10	35.7%	194	30.4%
	No, did not observe conduct.	18	64.3%	445	69.6%
	Total	28	100.0%	639	100.0%
Grand Total		662	100.0%	3805	100.0%

Observed Conduct by Gender Identity
 Students, Faculty & Staff

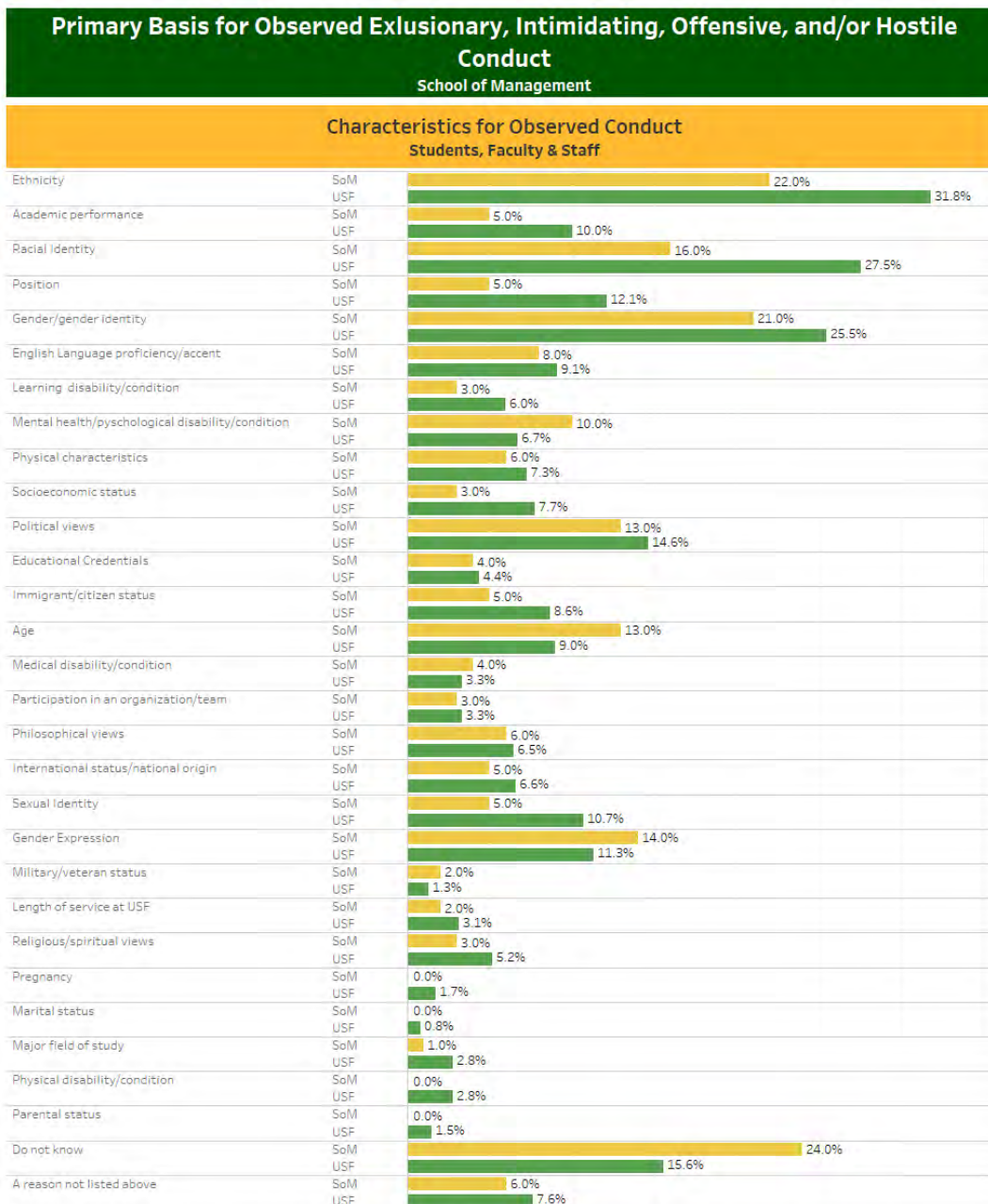
		SoM		USF	
		n	%	n	%
Transpectrum	Yes, observed conduct.	5		47	
	No, did not observe conduct.	8		87	
Woman	Yes, observed conduct.	64		628	
	No, did not observe conduct.	332		1942	
Man	Yes, observed conduct.	37		207	
	No, did not observe conduct.	210		869	
Missing/Unknown	Yes, observed conduct.	<5		12	
	No, did not observe conduct.	<5		13	

Observed Conduct by Sexual Identity
 Students, Faculty & Staff

		SoM		USF	
		n	%	n	%
Heterosexual	Yes, observed conduct.	85	15.6%	616	21.3%
	No, did not observe conduct.	461	84.4%	2281	78.7%
	Total	546	100.0%	2897	100.0%
LGBQ	Yes, observed conduct.	15	17.2%	239	31.0%
	No, did not observe conduct.	72	82.8%	533	69.0%
	Total	87	100.0%	772	100.0%
Missing/Unknown	Yes, observed conduct.	8	27.6%	39	28.7%
	No, did not observe conduct.	21	72.4%	97	71.3%
	Total	29	100.0%	136	100.0%
Grand Total		662	100.0%	3805	100.0%

Characteristics of Observed Conduct:

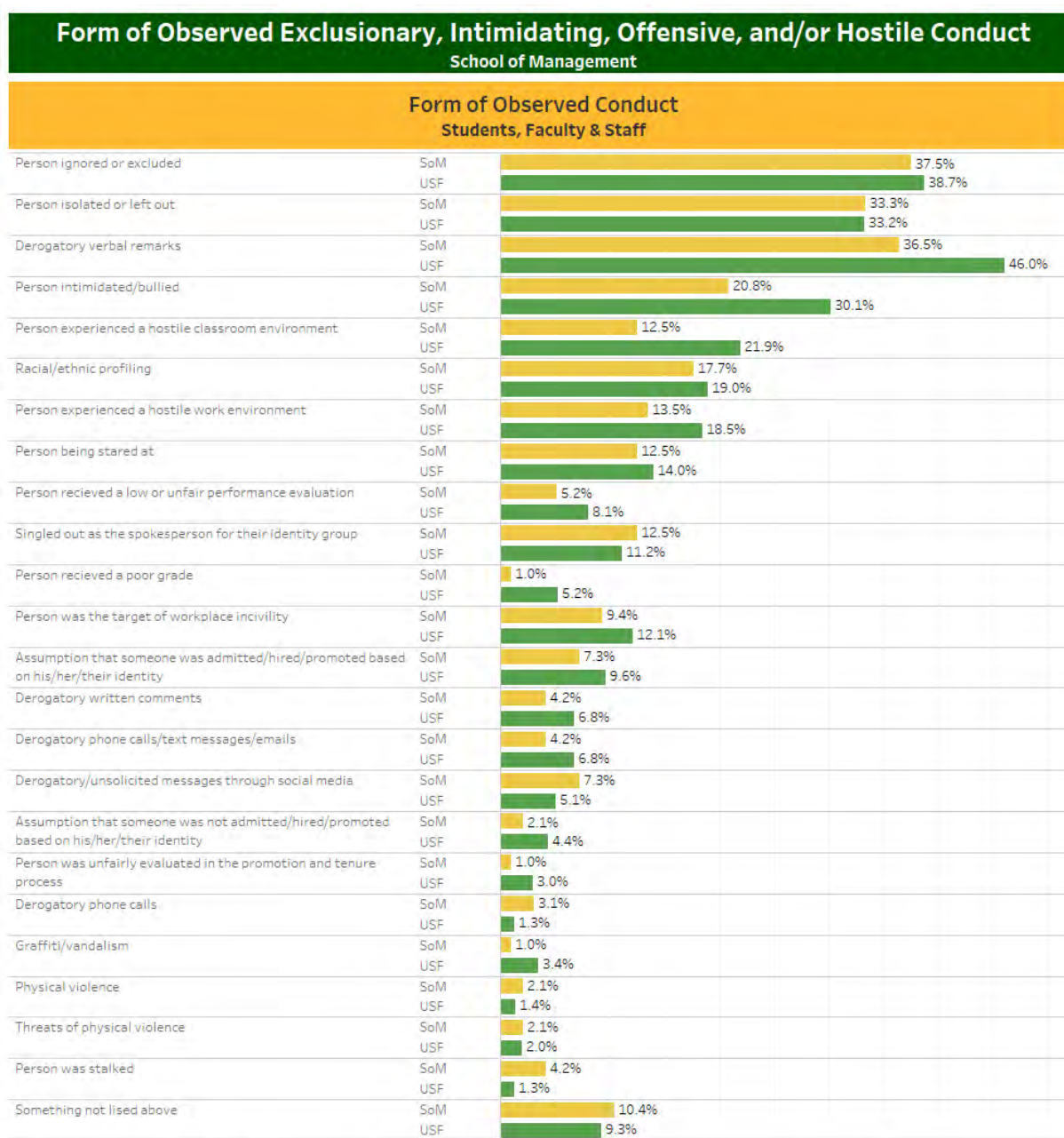
Respondents were asked to identify what they believed to be the basis of the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the School of Management respondent population, the primary bases identified were I Do Not Know (24%), Ethnicity (22%), and Gender/Gender Identity (21%). Within the USF Overall respondent population, the primary bases identified were Ethnicity (32%), Racial Identity (28%), and Gender/Gender Identity (26%).



The above visual shows the SoM vs USF percentage totals by Characteristics for Observed Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Form of Observed Conduct:

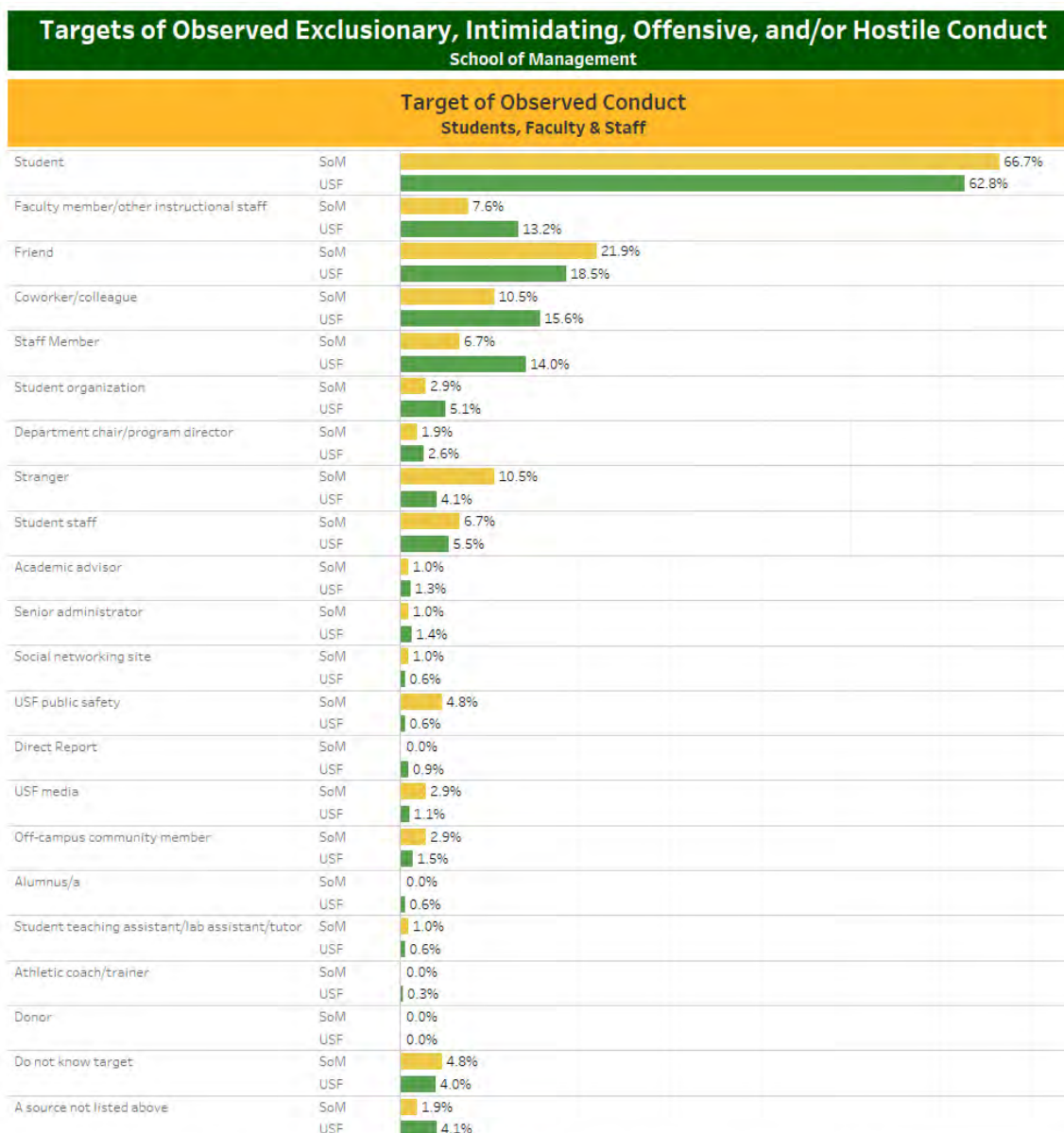
Respondents were asked to identify what they believed to be the forms of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Management respondent population, the top forms of observed conduct were the Person Being Ignored/Excluded (38%), and Derogatory Verbal Remarks (37%). For the USF Overall respondent population, the top form of observed conduct was Derogatory Verbal Remarks (46%).



The above visual shows the SoM vs USF percentage totals by Form of Observed Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Target of Observed Conduct:

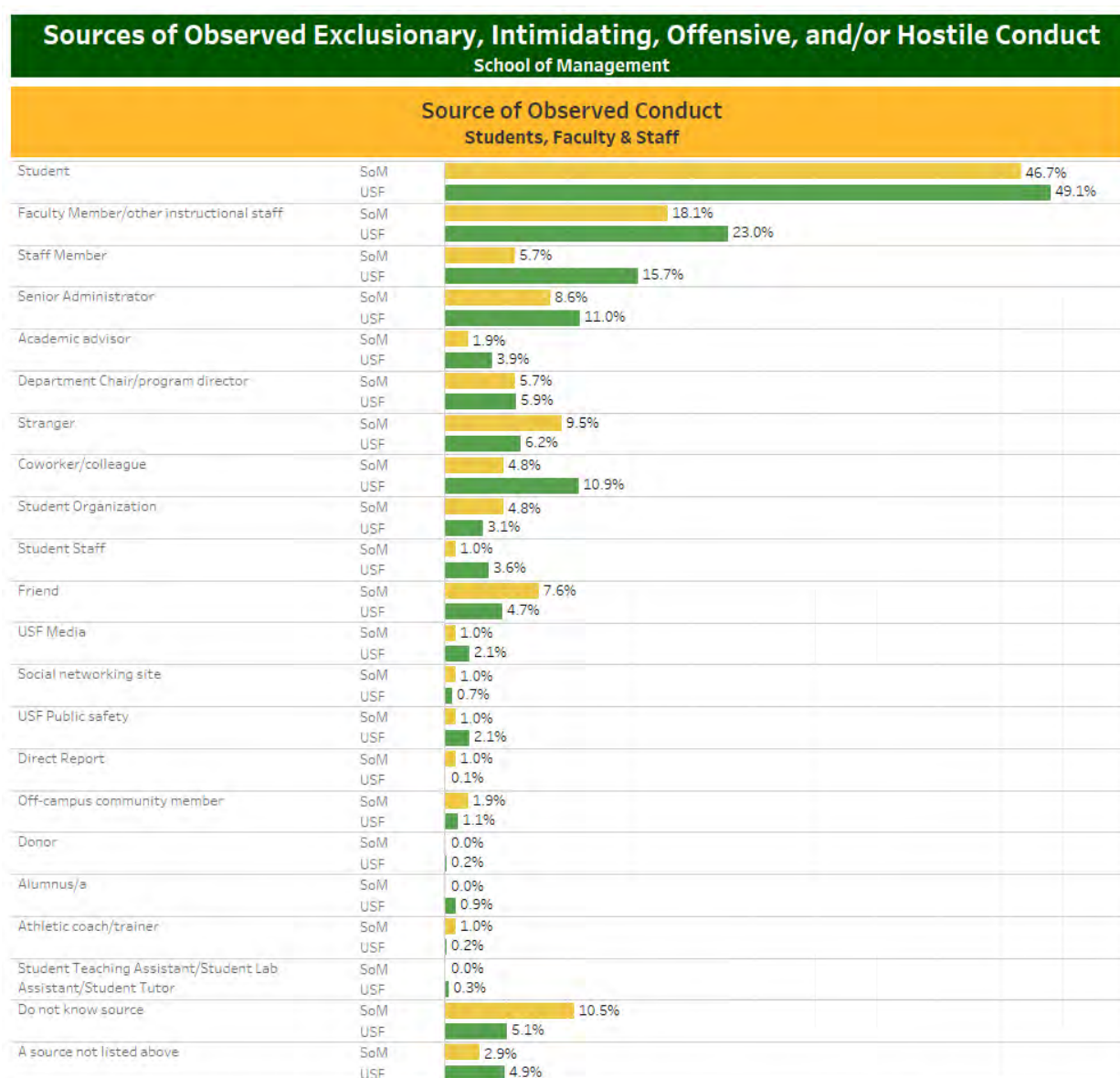
Respondents were asked to identify who they believed to be the target of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Management respondent population, the top reported target of the observed conduct was a Student (67%). For the USF Overall respondent population, the top reported target of the observed conduct was also a Student (63%).



The above visual shows the SoM vs USF percentage totals by Target of Observed Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Source of Observed Conduct:

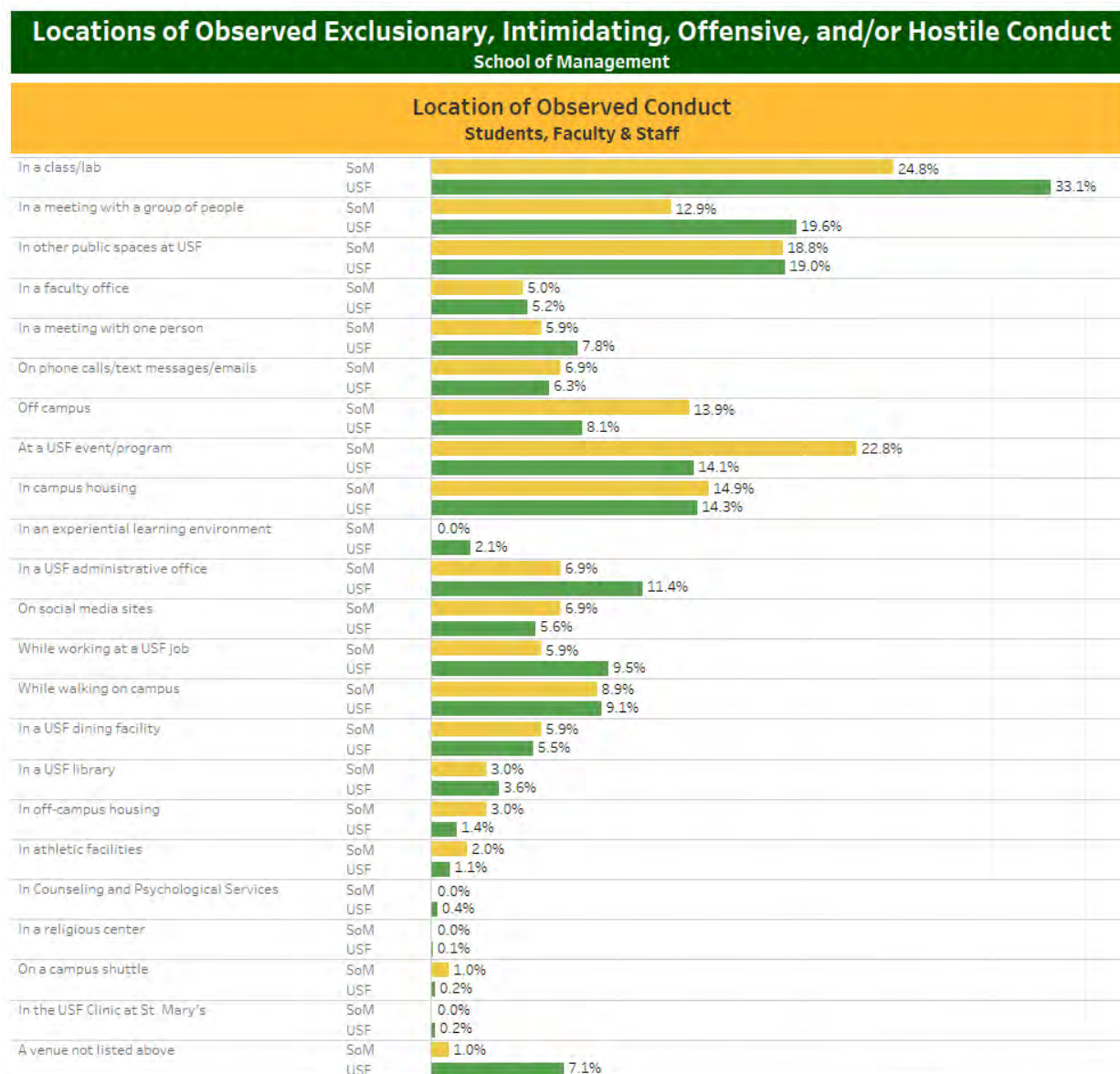
Respondents were asked to identify the source of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Management respondent population, the top source of observed conduct was a Student (47%). For the USF Overall respondent population, the top source of observed conduct was also a Student (49%).



The above visual shows the SoM vs USF percentage totals by Source of Observed Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Location of Observed Conduct:

Respondents were asked to identify the location of the observed exclusionary, intimidating, offensive and/or hostile conduct. The top location of observed conduct for the School of Management respondent population, was in a Class/Lab (25%), and at a USF Event/Program (23%). The top location of observed conduct for the USF Overall respondent population was in a Class/Lab (33%).



The above visual shows the SoM vs USF percentage totals by Location of Observed Conduct. The bar lengths illustrate the percentage differences.

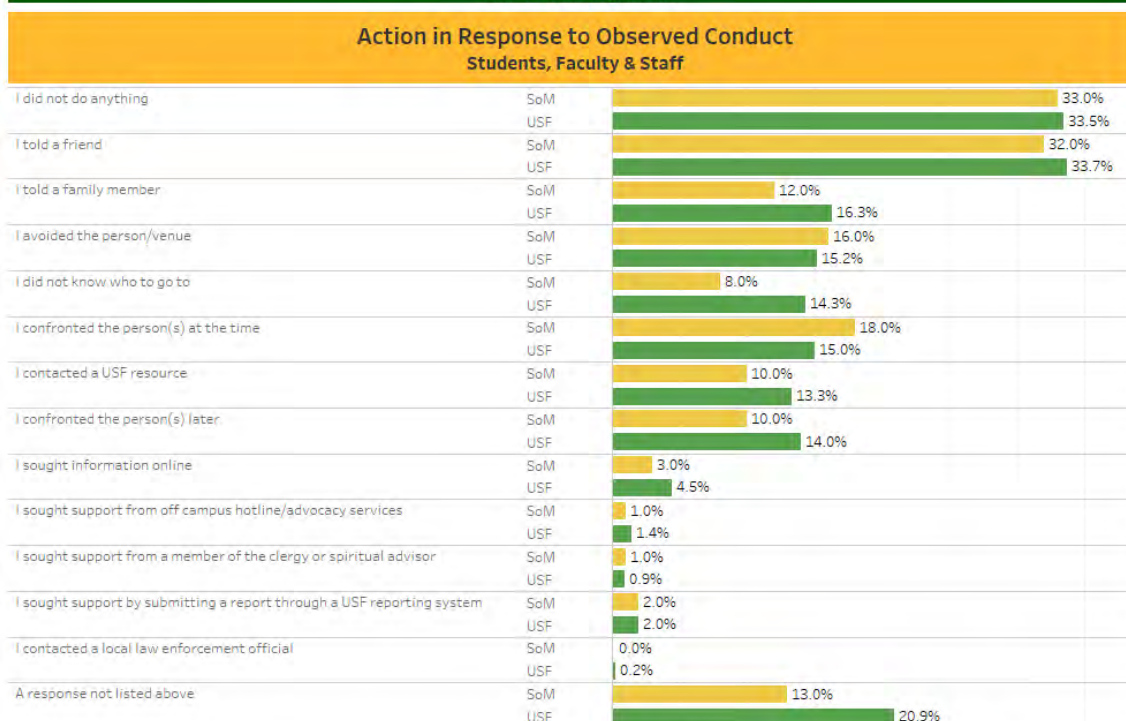
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Action in Response to Observed Conduct:

Respondents were asked to identify what their action was in response to the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the School of Management respondent population, the top actions in response to the observed conduct were that they Did Not Do Anything (33%), and that they Told a Friend (32%). Ten percent of the School of Management respondent population that took an action in response to the observed conduct, Contacted a USF Resource. Of these 10%, the top USF resources contacted was a Faculty Member (67%). Within the USF Overall respondent population, the top actions in response to the observed conduct were that they Told a Friend (34%), and that they Did Not Do Anything (34%). Thirteen percent of the USF Overall respondent population that took an action in response to the observed conduct, Contacted a USF Resource. Of these 13%, the top USF resources contacted were a Senior Administrator (42%), and a Faculty Member (33%).

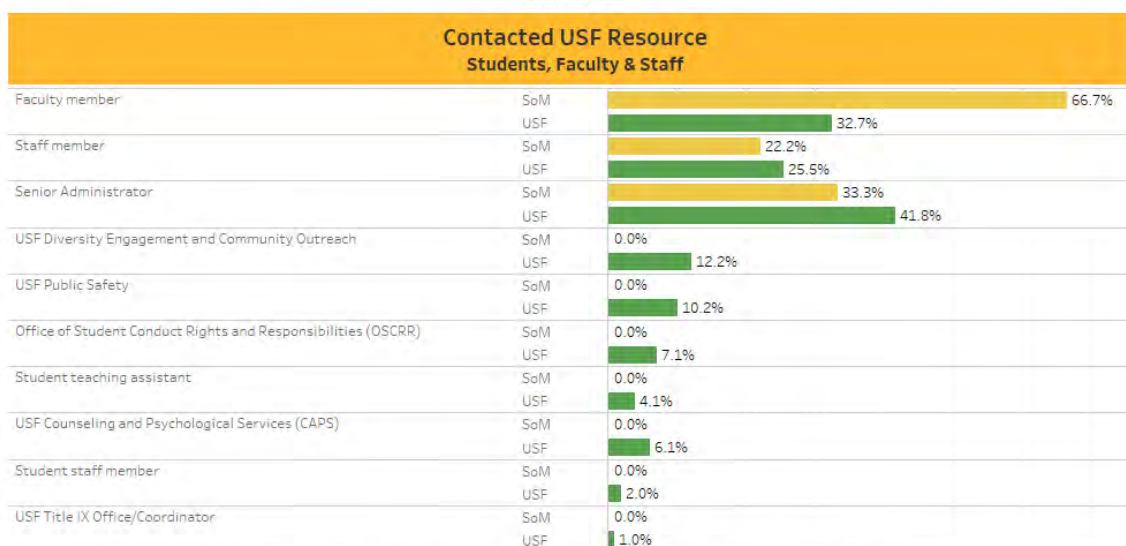
Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Management



The above visual shows the SoM vs USF percentage totals by Action in Response to Observed Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

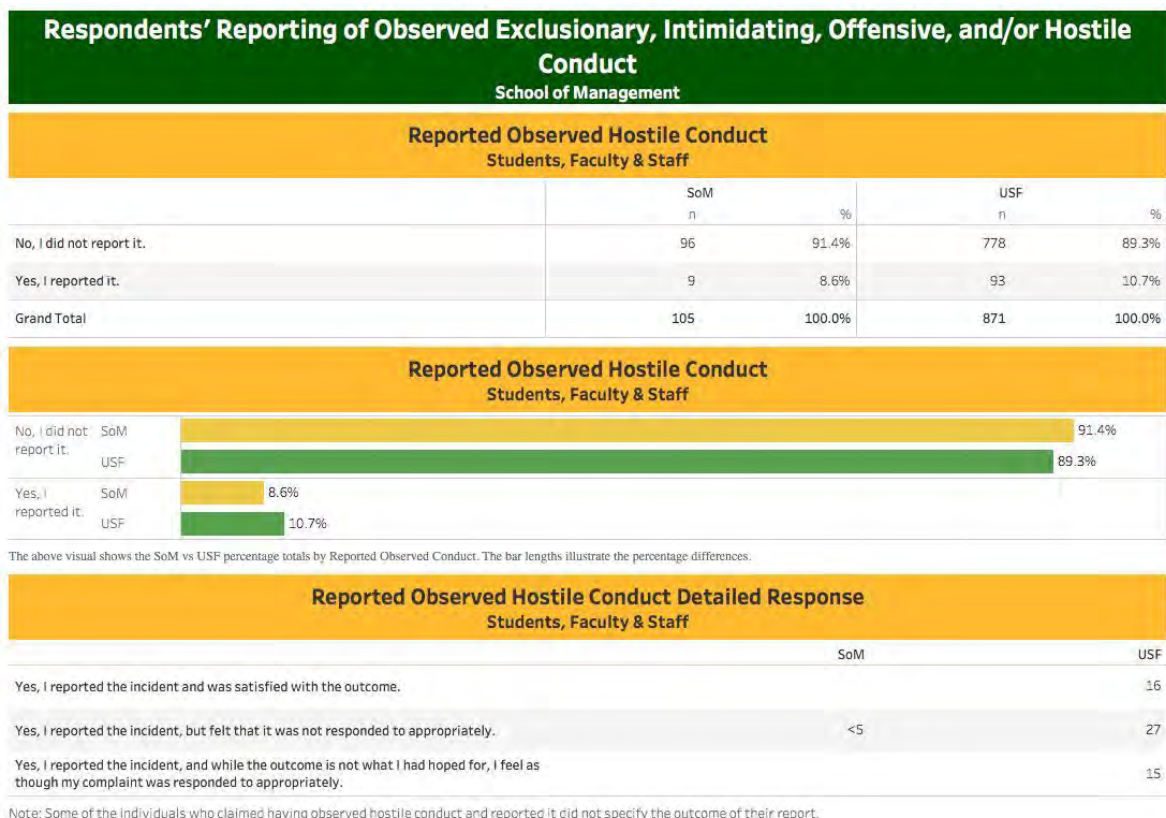
If an individual selected "I contacted a USF resource" from the above, the following is the specific resource in which they contacted.



The above visual shows the SoM vs USF percentage totals by USF Resource Contacted. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Reporting of Observed Conduct:

Of those who observed exclusionary, intimidating, offensive, and/or hostile conduct, 91% of the School of Management respondent population did not report the incident. Similarly, 89% of the USF Overall respondent population did not report the incident.



Unwanted Sexual Experiences

Any form of relationship violence, stalking, unwanted sexual interaction or unwanted sexual contact is considered a form of unwanted sexual conduct. Within the School of Management respondent population, 6% of respondents experienced unwanted sexual contact/conduct. In the USF Overall respondent population, 8% of respondents experienced unwanted sexual contact/conduct.

Respondents' Experience of Unwanted Sexual Contact/Conduct School of Management

Unwanted Sexual Contact/Conduct Students, Faculty & Staff

	SoM		USF	
	n	%	n	%
No, did not experience unwanted sexual contact/conduct.	624	94.3%	3509	91.8%
Yes, experienced unwanted sexual contact/conduct.	38	5.7%	309	8.1%
Missing/Unknown			6	0.2%
Grand Total	662	100.0%	3824	100.0%

Unwanted Sexual Contact/Conduct Students, Faculty & Staff

No, did not experience unwanted sexual contact/conduct.	SoM	94.3%
	USF	91.8%
Yes, experienced unwanted sexual contact/conduct.	SoM	5.7%
	USF	8.1%
Missing/Unknown	USF	0.2%

The above visual shows the SoM vs USF percentage totals by Unwanted Sexual Contact/Conduct. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Position, Gender and Racial Identity:

Of the 6% of School of Management respondents that reported experiencing unwanted sexual contact/conduct, 79% were Undergraduate Students, 87% were Women, 26% were Asian/Asian American/South Asian, and 24% were White. Of the 8% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 73% were Undergraduate Students, 84% were Women, 38% were White and 21% were Multiracial.

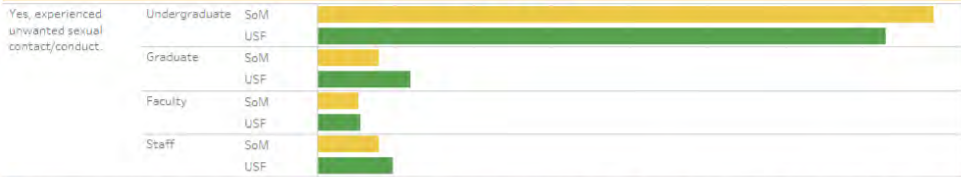
Respondents' Experiences of Unwanted Sexual Conduct While at USF by Demographic

Position Status, Gender Identity, Racial Identity
School of Management

Unwanted Sexual Conduct by Position Status Students, Faculty & Staff

		SoM	USF
Yes, experienced unwanted sexual contact/conduct.	Undergraduate	30	225
	Graduate	<5	37
	Faculty	<5	17
	Staff	<5	30

Unwanted Sexual Conduct by Position Status Students, Faculty & Staff

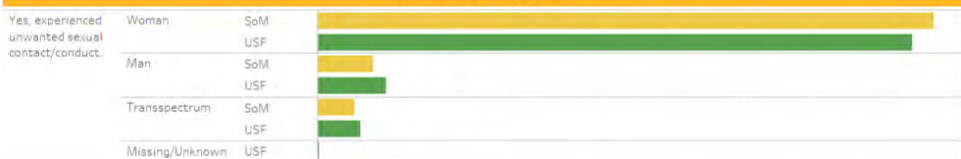


The above visual shows the SoM vs USF percentage totals by Unwanted Sexual Conduct, separated out by Position. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Gender Identity Students, Faculty & Staff

		SoM	USF
Yes, experienced unwanted sexual contact/conduct.	Woman	33	259
	Man	<5	30
	Transpectrum	<5	19
	Missing/Unknown	<5	<5

Unwanted Sexual Conduct by Gender Identity Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Unwanted Sexual Conduct, separated out by Gender Identity. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Racial Identity Students, Faculty & Staff

		SoM	USF
Yes, experienced unwanted sexual contact/conduct.	White	9	117
	Asian/Asian American/South Asian	10	45
	Multiracial	8	65
	Latin@/Chican@/Hispanic	8	51
	Black/African American	<5	14
	Other Person of Color	<5	12
	Missing/Unknown	<5	5

Unwanted Sexual Conduct by Racial Identity Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Unwanted Sexual Conduct, separated out by Racial Identity. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Sexual Identity, Disability Status and Religious Affiliation:

Of the 6% of School of Management respondents that reported experiencing unwanted sexual contact/conduct, 74% were Heterosexual, 24% were LGBQ, 79% had No Disability, 53% had No Religious/Spiritual Affiliation, and 32% had a Christian Affiliation. Of the 8% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 63% were Heterosexual, 34% were LGBQ, 73% had No Disability, 49% had No Religious/Spiritual Affiliation, and 34% had a Christian Affiliation.

Respondents' Experiences of Unwanted Sexual Conduct While at USF by Demographic
Sexual Identity, Disability Status and Religious Affiliation
School of Management

Unwanted Sexual Conduct by Sexual Identity
Students, Faculty & Staff

		SoM	USF
Yes, experienced unwanted sexual contact/conduct.	Heterosexual	28	194
	LGBQ	9	106
	Missing/Unknown	<5	9

Unwanted Sexual Conduct by Sexual Identity
Students, Faculty & Staff

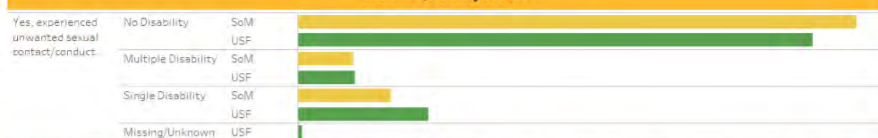


The above visual shows the SoM vs USF percentage totals by Unwanted Sexual Conduct, separated out by Sexual Identity. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Disability Status
Students, Faculty & Staff

		SoM	USF
Yes, experienced unwanted sexual contact/conduct.	No Disability	30	225
	Multiple Disability	<5	25
	Single Disability	5	57
	Missing/Unknown	<5	<5

Unwanted Sexual Conduct by Disability Status
Students, Faculty & Staff

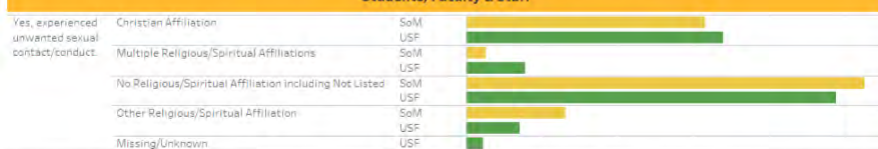


The above visual shows the SoM vs USF percentage totals by Unwanted Sexual Conduct, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Religious Affiliation
Students, Faculty & Staff

		SoM	USF
Yes, experienced unwanted sexual contact/conduct.	Christian Affiliation	12	105
	Multiple Religious/Spiritual Affiliations	<5	24
	No Religious/Spiritual Affiliation including Not Listed	20	151
	Other Religious/Spiritual Affiliation	5	22
	Missing/Unknown	<5	7

Unwanted Sexual Conduct by Religious Affiliation
Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Unwanted Sexual Conduct, separated out by Religious Affiliation. The bar lengths illustrate the percentage differences.

Type of Unwanted Sexual Conduct Experienced:

Of those 6% of School of Management respondents that experienced unwanted sexual contact/conduct, 82% experienced Unwanted Sexual Interaction, 26% experienced Unwanted Sexual Contact, 18% experienced Stalking, and 8% experienced Relationship Violence. Survey respondents were able to mark more than one field; therefore, the totals are greater than 100%. Of the 8% of USF Overall respondents that experienced unwanted sexual contact/conduct, 72% experienced Unwanted Sexual Interaction, 31% experienced Unwanted Sexual Contact, 21% experienced Stalking, and 15% experienced Relationship Violence.

Type of Unwanted Sexual Conduct Experienced					
School of Management					
Unwanted Sexual Contact/Conduct Relationship Violence (e.g., ridiculed, controlling, hitting) Students, Faculty & Staff	SoM		USF		
	No	659	No	3779	
	Yes	<5	Yes	45	
Unwanted Sexual Contact/Conduct Stalking (e.g., following me, on social media, texting, phone calls) Students, Faculty & Staff	SoM		USF		
	No	655	No	3760	
	Yes	7	Yes	64	
Unwanted Sexual Contact/Conduct Unwanted Sexual Interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) Students, Faculty & Staff	SoM		USF		
	No	631	No	3601	
	Yes	31	Yes	223	
Unwanted Sexual Contact/Conduct Unwanted Sexual Contact (e.g., fondling, rape, sexual assault, penetration without consent) Students, Faculty & Staff	SoM		USF		
	No	652	No	3728	
	Yes	10	Yes	96	

The population sizes of the School of Management respondents that indicated experiencing Stalking, Relationship Violence, and Unwanted Sexual Contact were too small to show in detail and draw any meaningful conclusions from. However, the population size for respondents that experienced Unwanted Sexual Interaction was just large enough to show in more detail.

Unwanted Sexual Interaction by Demographics:

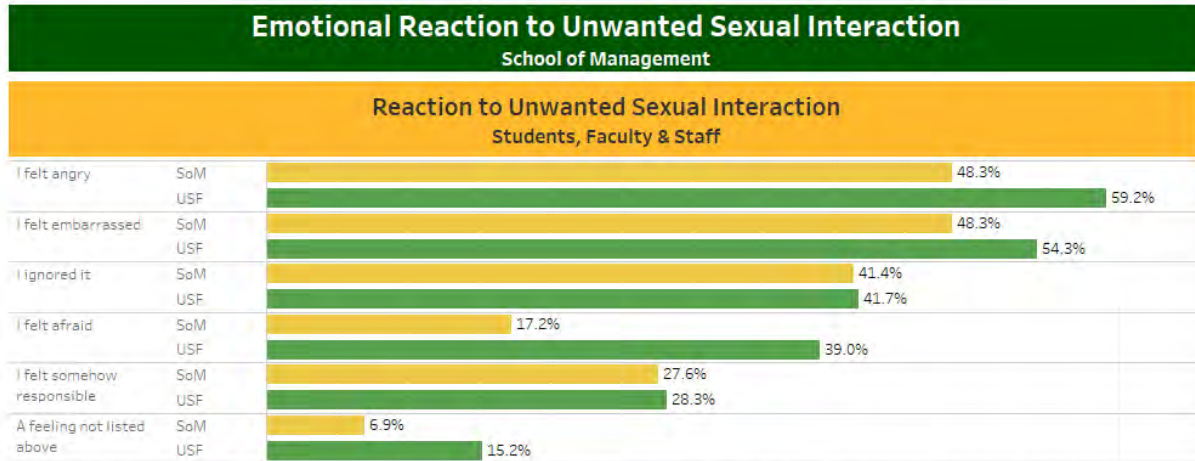
Of the School of Management respondents that experienced Unwanted Sexual Interaction, 81% were Undergraduate and 3% were Graduate Students, 87% were Women, 74% were Heterosexual, 29% were Asian/Asian American/South Asian, 26% were White, 26% were Multiracial, 52% had No Religious/Spiritual Affiliation, and 74% had No Disability. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 72% were Undergraduate Students and 13% were Graduate Students, 85% were Women, 60% were Heterosexual, 40%

were White and 21% were Multiracial, 49% had No Religious/Spiritual Affiliation, and 74% had No Disability.

Unwanted Sexual Interaction Demographics					
School of Management					
Sexual Interaction by Position Students, Faculty & Staff			Sexual Interaction by Gender Students, Faculty & Staff		
	SoM	USF		SoM	USF
Undergraduate	25	160	Women	27	189
Graduate	<5	30	Men	<5	18
Faculty	<5	10	Transpectrum	<5	15
Staff	<5	23	Missing/Unknown	<5	<5
Unwanted Sexual Interaction by Sexual Identity Students, Faculty & Staff			Unwanted Sexual Interaction by Disability Students, Faculty & Staff		
	SoM	USF		SoM	USF
Heterosexual	23	134	No Disability	23	164
LGBQ	7	82	Single Disability	5	40
Missing/Unknown	<5	7	Multiple Disability	<5	17
			Missing/Unknown	<5	<5
Unwanted Sexual Interaction by Race Students, Faculty & Staff			Unwanted Sexual Interaction by Religion Students, Faculty & Staff		
	SoM	USF		SoM	USF
Asian/Asian American/South Asian	9	34	Christian Affiliation	10	73
Black/African American	<5	9	Multiple Religious/Spiritual Affiliations		17
Latin@/Chican@/Hispanic	<5	33	No Religious/Spiritual Affiliation including Not Listed	16	109
Missing/Unknown	<5	<5	Other Religious/Spiritual Affiliation	5	19
Multiracial	8	47	Missing/Unknown		5
Other Person of Color		7			
White	8	90			

Emotional Reaction to Unwanted Sexual Interaction:

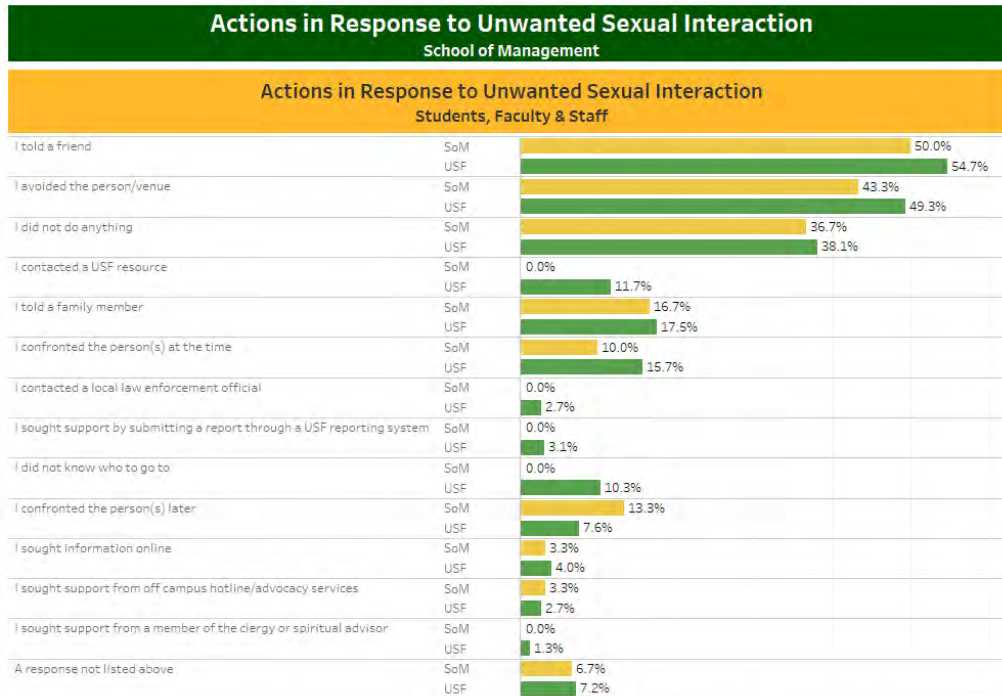
Of the School of Management respondents that experienced Unwanted Sexual Interaction, the most common reactions were that they Felt Angry (48%), and they Felt Embarrassed (48%). Of the USF Overall respondents that experienced Unwanted Sexual Interaction, the most common reaction was that they Felt Angry (59%).



The above visual shows the SoM vs USF percentage totals by Reaction to Unwanted Sexual Interaction. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

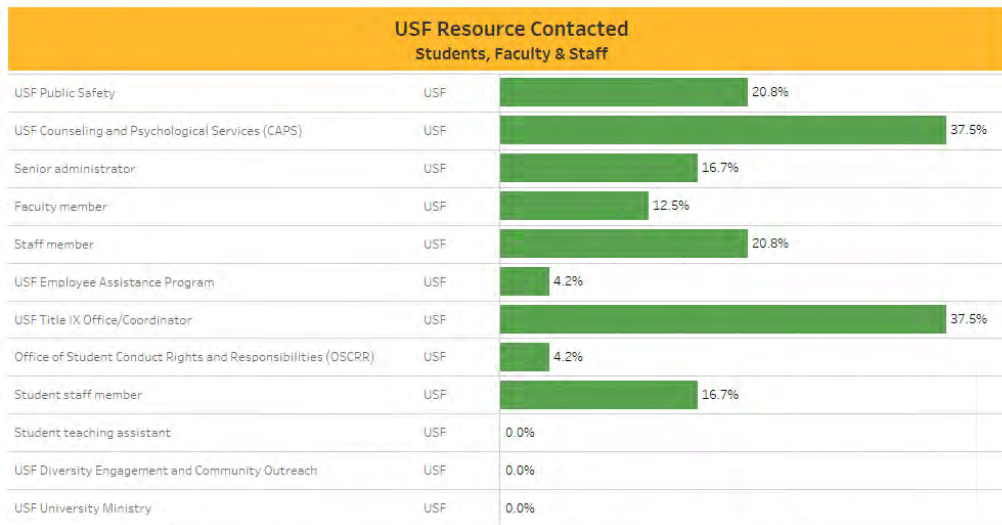
Actions in Response to Unwanted Sexual Interaction:

Of the School of Management respondents that experienced Unwanted Sexual Interaction, the top actions in response to such conduct were that they Told a Friend (50%), and that they Avoided the Person/Venue (43%). Zero percent of respondents that experienced such conduct, indicated that they Contacted a USF Resource. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, the top action in response to such conduct was that they Told a Friend (55%). Twelve percent of USF Overall respondents that experienced such conduct, indicated that they Contacted a USF Resource. The top two USF resources contacted were USF Title IX Office/Coordinator (38%) and USF Counseling and Psychological Services (38%).



The above visual shows the SoM vs USF percentage totals by Action in Response to Unwanted Sexual Interaction. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

If an individual selected "I contacted a USF resource" from the above, the following is the specific resource in which they contacted.



The above visual shows the SoM vs USF percentage totals by USF Resource Contacted. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Reporting of Unwanted Sexual Interaction:

Of the School of Management respondents that experienced Unwanted Sexual Interaction, 94% did not report their experience. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 87% did not report their experience.

Respondents Officially Reported Unwanted Sexual Interaction School of Management

Reported Sexual Interaction Students, Faculty & Staff

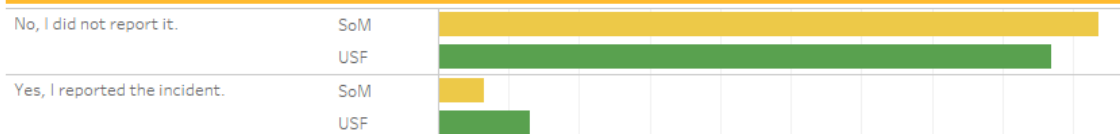
	SoM	USF
No, I did not report it.	29	193
Yes, I reported the incident.	<5	29

If an individual selected "Yes, I reported it." from the above, the following is the detailed response.

Reported Sexual Interaction Detailed Reponse Students, Faculty & Staff

	SoM	USF
Yes, I reported the incident, but felt that it was not responded to appropriately.	<5	10
Yes, I reported the incident and was satisfied with the outcome.		9
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.		8

Reported Sexual Interaction Students, Faculty & Staff



The above visual shows the SoM vs USF percentage totals by Reported Sexual Interaction. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the totals are greater than 100%.

Knowledge of Sexual Misconduct:

With respect to sexual misconduct, respondents were asked their knowledge of unwanted sexual contact/conduct definitions, policies, and resources. The majority of School of Management respondents agreed to having a broad knowledge of definitions, policies, and resources surrounding unwanted sexual conduct. In comparison, within the USF Overall respondent population, the one area that did negatively stand out, was when respondents reacted to the statement "I know that information about the prevalence of sex offenses are available in the USF Annual Security and Fire Safety Report". Twenty percent of USF Overall respondents "disagreed" or "strongly disagreed" with this statement.

Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

**School of Management
Students, Faculty & Staff**

I am aware of the definition of Affirmative Consent Students, Faculty & Staff			I am generally aware of the role of USF Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct Students, Faculty & Staff		
	SoM	USF		SoM	USF
Strongly agree	336	2148	Strongly agree	253	1538
Agree	256	1328	Agree	291	1628
Neither agree nor disagree	37	182	Neither agree nor disagree	56	319
Disagree	28	129	Disagree	44	267
Strongly disagree	<5	24	Strongly disagree	10	51
Missing/Unknown	<5	13	Missing/Unknown	8	21

I am aware of prevention programs offered at USF Students, Faculty & Staff			I know how and where to report such incidents Students, Faculty & Staff		
	SoM	USF		SoM	USF
Strongly agree	215	1099	Strongly agree	202	1093
Agree	259	1448	Agree	248	1471
Neither agree nor disagree	82	550	Neither agree nor disagree	106	558
Disagree	91	616	Disagree	91	596
Strongly disagree	13	97	Strongly disagree	11	82
Missing/Unknown	<5	14	Missing/Unknown	<5	24

I am familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking Students, Faculty & Staff			I am generally aware of the campus resources listed on the USF Title IX website Students, Faculty & Staff		
	SoM	USF		SoM	USF
Strongly agree	234	1221	Strongly agree	201	1104
Agree	287	1589	Agree	290	1576
Neither agree nor disagree	71	464	Neither agree nor disagree	92	521
Disagree	53	458	Disagree	67	513
Strongly disagree	11	68	Strongly disagree	10	72
Missing/Unknown	6	24	Missing/Unknown	<5	38

Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources							
School of Management							
Students, Faculty & Staff							
I have a responsibility to report such incidents when I see them occurring on- or off-campus Students, Faculty & Staff		SoM	USF	I understand that USF code of conduct and penalties differ from standards of conduct and penalties under the criminal law Students, Faculty & Staff		SoM	USF
	Strongly agree	339	2123		Strongly agree	245	1428
	Agree	263	1368		Agree	297	1544
	Neither agree nor disagree	44	250		Neither agree nor disagree	76	508
	Disagree	8	35		Disagree	31	259
	Strongly disagree	<5	19		Strongly disagree	9	49
	Missing/Unknown	6	29		Missing/Unknown	<5	36
I know that information about the prevalence of sex offenses are available in the USF Annual Security and Fire Safety Report Students, Faculty & Staff		SoM	USF	I know that USF sends a Public Safety Crime Bulletin to the campus community when such an incident occurs Students, Faculty & Staff		SoM	USF
	Strongly agree	205	1093		Strongly agree	316	1853
	Agree	253	1266		Agree	254	1400
	Neither agree nor disagree	103	593		Neither agree nor disagree	57	272
	Disagree	82	707		Disagree	27	223
	Strongly disagree	15	125		Strongly disagree	<5	51
	Missing/Unknown	<5	40		Missing/Unknown	<5	25

Perceived Environment

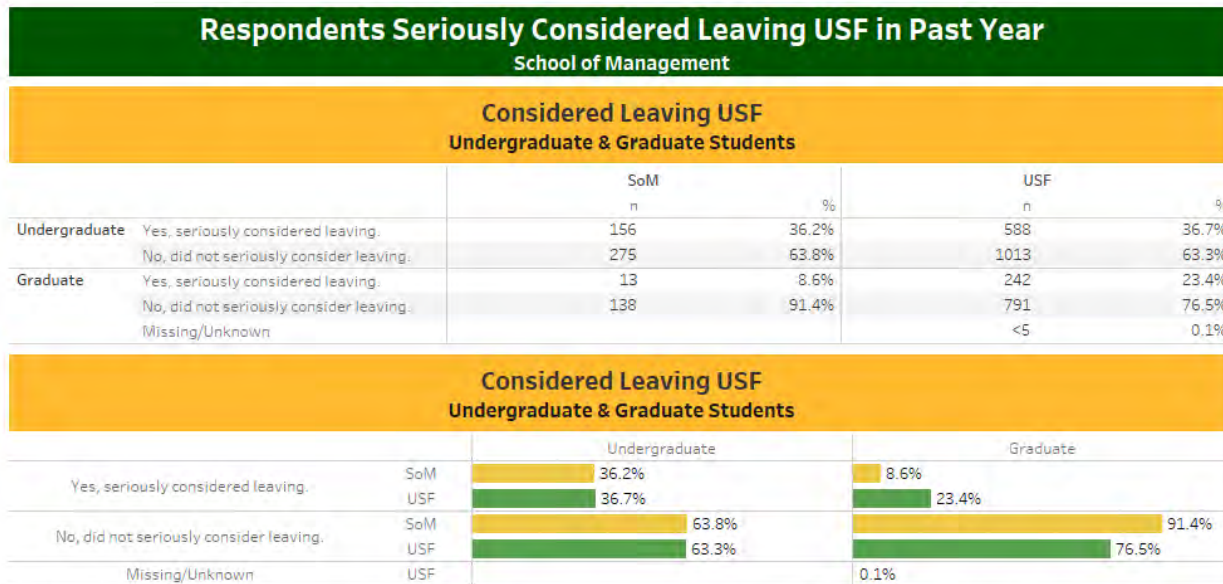
The final section of the report describes responses to survey items focused on the subgroups perceptions of the USF environment. This section will be divided out by Students, Faculty and Staff.

Students Perceived Environment

Considered Leaving USF:

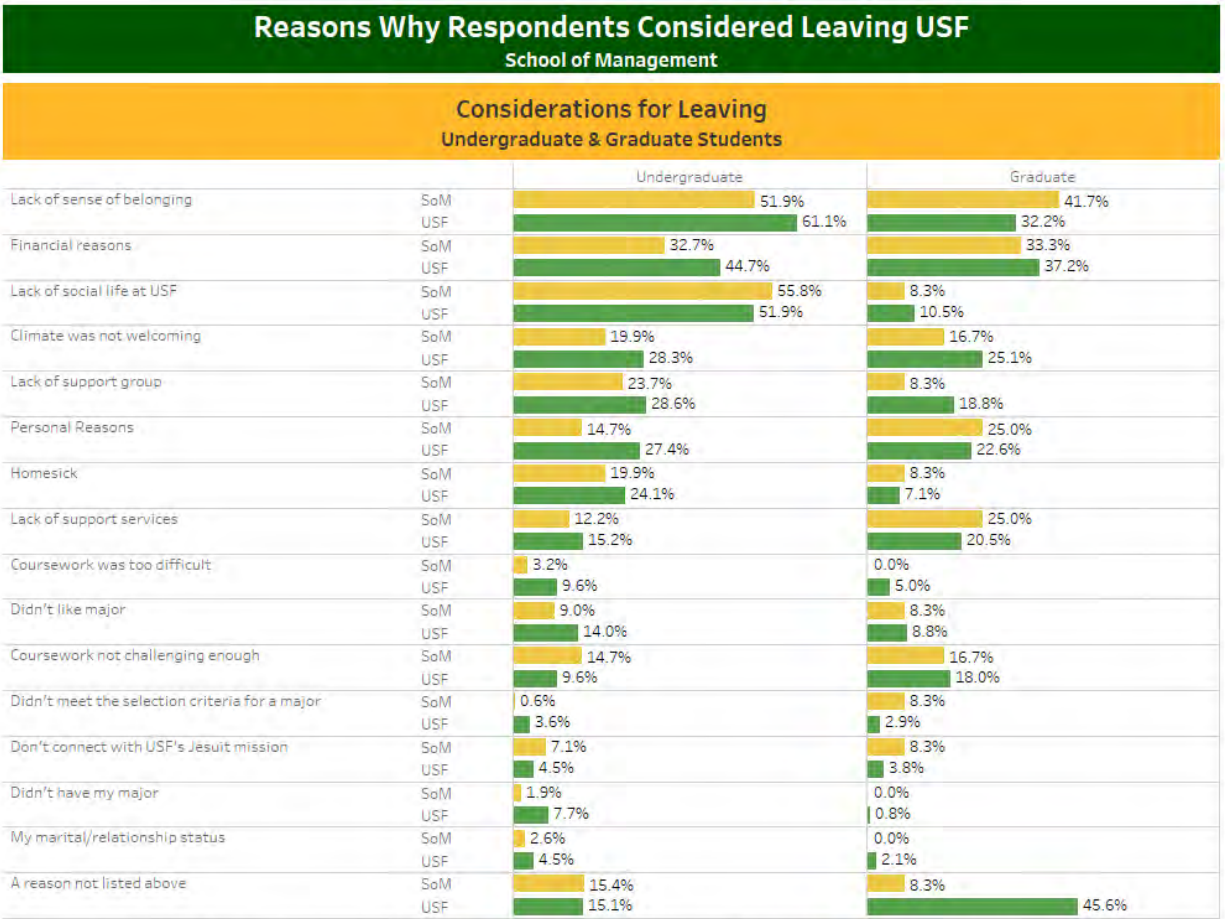
The survey asked student respondents if they had ever seriously considered leaving USF, and if they had, they were then asked why. Thirty-six percent of School of Management Undergraduate

student respondents, and nine percent of School of Management Graduate student respondents indicated that they had seriously considered leaving. In comparison, thirty-seven percent of USF Undergraduate student respondents, and twenty-three percent of USF Graduate student respondents indicated that they had seriously considered leaving.



The above visual shows the SoM vs USF percentage totals by Considered Leaving USF, separated out by position. The bar lengths illustrate the percentage differences.

Of the 36% of School of Management Undergraduate student respondents that indicated they had seriously considered leaving USF, the top reasons provided were a Lack of Social Life at USF (56%), and a Lack of Sense of Belonging (52%). Of the 9% of School of Management Graduate student respondents that indicated they had seriously considered leaving USF, the top reasons provided were a Lack of Sense of Belonging (42%), and Financial Reasons (33%). Of the 37% of USF Undergraduate student respondents that indicated they had seriously considered leaving USF, the top reasons provided were a Lack of Sense of Belonging (61%), and a Lack of Social Life at USF (52%). Of the 23% of USF Graduate student respondents that indicated they had seriously considered leaving USF, the top reasons provided were a Reason Not Listed Above (46%), and Financial Reasons (37%).



The above visual shows the SoM vs USF percentage totals by Gender Identity, separated out by position. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Perception of Campus Climate:

The survey queried student respondents about their perception of the climate in the classroom. The perception of climate in the classroom of student respondents within the School of Management, was generally positive. However, one area did leave room for improvement. Forty-two percent of students in the School of Management “agreed” or “strongly agreed” with the statement “I think that faculty prejudice my ability based on their perception of my identity/background.” Within the USF Student respondent population, 36% of student respondents also “agreed” or “strongly agreed” with this statement.

Student Respondents' Perception of Campus Climate School of Management

**I think that faculty prejudge my abilities based on their perception of my identity/background
Undergraduate & Graduate Students**

	SoM		USF	
	n	%	n	%
Strongly agree	107	18.4%	378	14.3%
Agree	138	23.7%	559	21.2%
Neither agree nor disagree	136	23.4%	703	26.7%
Disagree	129	22.2%	639	24.3%
Strongly disagree	65	11.2%	315	12.0%
Missing/Unknown	7	1.2%	41	1.6%
Grand Total	582	100.0%	2635	100.0%

**I believe that the campus climate encourages free and open discussion of difficult topics
Undergraduate & Graduate Students**

	SoM		USF	
	n	%	n	%
Strongly agree	172	29.6%	742	28.2%
Agree	267	45.9%	1091	41.4%
Neither agree nor disagree	90	15.5%	493	18.7%
Disagree	34	5.8%	185	7.0%
Strongly disagree	11	1.9%	95	3.6%
Missing/Unknown	8	1.4%	29	1.1%
Grand Total	582	100.0%	2635	100.0%

**I have faculty whom I perceive as role models
Undergraduate & Graduate Students**

	SoM		USF	
	n	%	n	%
Strongly agree	174	29.9%	1000	38.0%
Agree	222	38.1%	985	37.4%
Neither agree nor disagree	125	21.5%	475	18.0%
Disagree	43	7.4%	108	4.1%
Strongly disagree	13	2.2%	47	1.8%
Missing/Unknown	5	0.9%	20	0.8%
Grand Total	582	100.0%	2635	100.0%

**I have staff whom I perceive as role models
Undergraduate & Graduate Students**

	SoM		USF	
	n	%	n	%
Strongly agree	145	24.9%	689	26.1%
Agree	180	30.9%	809	30.7%
Neither agree nor disagree	183	31.4%	823	31.2%
Disagree	53	9.1%	217	8.2%
Strongly disagree	16	2.7%	73	2.8%
Missing/Unknown	5	0.9%	24	0.9%
Grand Total	582	100.0%	2635	100.0%

Feelings of Value:

Students were asked to indicate the extent to which they agreed with a number of statements on feelings of value. Overall, student respondents in the School of Management reported feeling valued. This is consistent with the USF Student respondent population.

Student Respondents' Feelings of Value								
"Please indicate the extent to which you agree with each of the following statements."								
School of Management								
I feel valued by USF faculty Undergraduate & Graduate Students				I feel valued by USF staff Undergraduate & Graduate Students				
	SoM		USF			USF		
	n	%	n	%	n	%	%	
Strongly agree	192	33.0%	870	33.0%	182	31.3%	765	29.0%
Agree	286	49.1%	1206	45.8%	269	46.2%	1142	43.3%
Neither agree nor disagree	75	12.9%	385	14.6%	94	16.2%	514	19.5%
Disagree	25	4.3%	121	4.6%	26	4.5%	146	5.5%
Strongly disagree	<5	0.2%	37	1.4%	<5	0.7%	47	1.8%
Missing/Unknown	<5	0.5%	16	0.6%	7	1.2%	21	0.8%
Grand Total	582	100.0%	2635	100.0%	582	100.0%	2635	100.0%
I feel valued by USF senior administrators Undergraduate & Graduate Students				I feel valued by faculty in the classroom Undergraduate & Graduate Students				
	SoM		USF			USF		
	n	%	n	%	n	%	%	
Strongly agree	147	25.3%	538	20.4%	186	32.0%	913	34.6%
Agree	199	34.2%	805	30.6%	309	53.1%	1269	48.2%
Neither agree nor disagree	160	27.5%	845	32.1%	68	11.7%	325	12.3%
Disagree	55	9.5%	295	11.2%	12	2.1%	80	3.0%
Strongly disagree	15	2.6%	122	4.6%	<5	0.2%	20	0.8%
Missing/Unknown	6	1.0%	30	1.1%	6	1.0%	28	1.1%
Grand Total	582	100.0%	2635	100.0%	582	100.0%	2635	100.0%
I feel valued by other students in classroom Undergraduate & Graduate Students				I feel valued by other students outside the classroom Undergraduate & Graduate Students				
	SoM		USF			USF		
	n	%	n	%	n	%	%	
Strongly agree	166	28.5%	722	27.4%	146	25.1%	625	23.7%
Agree	276	47.4%	1186	45.0%	264	45.4%	1042	39.5%
Neither agree nor disagree	116	19.9%	529	20.1%	134	23.0%	705	26.8%
Disagree	15	2.6%	140	5.3%	27	4.6%	165	6.3%
Strongly disagree	<5	0.5%	33	1.3%	5	0.9%	46	1.7%
Missing/Unknown	6	1.0%	25	0.9%	6	1.0%	52	2.0%
Grand Total	582	100.0%	2635	100.0%	582	100.0%	2635	100.0%

Graduate Student Perceptions:

Graduate students, specifically, were asked how they felt about their experience at USF. Overall, Graduate Students in the School of Management reported very positive perceptions on advising and their department/program. This is consistent with the USF Graduate Student population. However, there were two areas with room for improvement.

- 23% of School of Management Graduate student respondents “disagreed” or “strongly disagreed” with the statement, “There are adequate opportunities for me to interact with other university faculty outside of my department.” Twenty-five percent of USF Graduate student respondents “disagreed” or “strongly disagreed” with this statement.
- 21% of School of Management Graduate student respondents “disagreed” or “strongly disagreed” with the statement “My department/program faculty members encourage me to produce publications and present research.” Seventeen percent of USF Graduate student respondents “disagreed” or “strongly disagreed” with this statement.

Graduate Student Respondents' Perceptions of Advising

"As a graduate student I feel..."

School of Management

I am satisfied with the quality of advising I have received from my department/program Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	33	21.9%	291	28.1%
Agree	70	46.4%	374	36.2%
Neither agree nor disagree	32	21.2%	178	17.2%
Disagree	12	7.9%	124	12.0%
Strongly disagree	<5	2.0%	61	5.9%
Missing/Unknown	<5	0.7%	6	0.6%
Grand Total	151	100.0%	1034	100.0%

I have adequate access to advising Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	38	25.2%	324	31.3%
Agree	78	51.7%	406	39.3%
Neither agree nor disagree	21	13.9%	156	15.1%
Disagree	12	7.9%	105	10.2%
Strongly disagree	<5	0.7%	34	3.3%
Missing/Unknown	<5	0.7%	9	0.9%
Grand Total	151	100.0%	1034	100.0%

I have adequate support from my advisor/chair to complete my program Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	43	28.5%	353	34.1%
Agree	68	45.0%	367	35.5%
Neither agree nor disagree	31	20.5%	177	17.1%
Disagree	5	3.3%	94	9.1%
Strongly disagree	<5	2.0%	37	3.6%
Missing/Unknown	<5	0.7%	6	0.6%
Grand Total	151	100.0%	1034	100.0%

My advisor/chair provides clear expectations Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	40	26.5%	323	31.2%
Agree	72	47.7%	365	35.3%
Neither agree nor disagree	28	18.5%	205	19.8%
Disagree	7	4.6%	99	9.6%
Strongly disagree	<5	2.0%	33	3.2%
Missing/Unknown	<5	0.7%	9	0.9%
Grand Total	151	100.0%	1034	100.0%

My advisor/chair responds to my emails, calls, or voicemails in a prompt manner Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	49	32.5%	378	36.6%
Agree	71	47.0%	383	37.0%
Neither agree nor disagree	24	15.9%	176	17.0%
Disagree	<5	2.6%	59	5.7%
Strongly disagree			26	2.5%
Missing/Unknown	<5	2.0%	12	1.2%
Grand Total	151	100.0%	1034	100.0%

Graduate Student Respondents' Perceptions of Department/Program
"As a graduate student I feel..."
School of Management

Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner
Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	53	35.1%	405	39.2%
Agree	82	54.3%	440	42.6%
Neither agree nor disagree	11	7.3%	113	10.9%
Disagree	<5	2.0%	50	4.8%
Strongly disagree	<5	0.7%	20	1.9%
Missing/Unknown	<5	0.7%	6	0.6%
Grand Total	151	100.0%	1034	100.0%

Department/program staff members respond to my emails, calls, or voicemails in a prompt manner
Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	50	33.1%	397	38.4%
Agree	82	54.3%	429	41.5%
Neither agree nor disagree	11	7.3%	132	12.8%
Disagree	5	3.3%	50	4.8%
Strongly disagree	<5	0.7%	16	1.5%
Missing/Unknown	<5	1.3%	10	1.0%
Grand Total	151	100.0%	1034	100.0%

There are adequate opportunities for me to interact with other university faculty outside of my department
Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	30	19.9%	208	20.1%
Agree	46	30.5%	295	28.5%
Neither agree nor disagree	40	26.5%	267	25.8%
Disagree	25	16.6%	180	17.4%
Strongly disagree	9	6.0%	76	7.4%
Missing/Unknown	<5	0.7%	8	0.8%
Grand Total	151	100.0%	1034	100.0%

I receive support from my advisor to pursue personal research interests
Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	28	18.5%	265	25.6%
Agree	47	31.1%	291	28.1%
Neither agree nor disagree	57	37.7%	315	30.5%
Disagree	10	6.6%	94	9.1%
Strongly disagree	6	4.0%	56	5.4%
Missing/Unknown	<5	2.0%	13	1.3%
Grand Total	151	100.0%	1034	100.0%

My department/program faculty members encourage me to produce publications and present research
Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	31	20.5%	243	23.5%
Agree	36	23.8%	321	31.0%
Neither agree nor disagree	49	32.5%	283	27.4%
Disagree	22	14.6%	117	11.3%
Strongly disagree	9	6.0%	58	5.6%
Missing/Unknown	<5	2.6%	12	1.2%
Grand Total	151	100.0%	1034	100.0%

My department/program has provided me opportunities to serve the department or university in various capacities outside of teaching or research
Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	30	19.9%	239	23.1%
Agree	43	28.5%	311	30.1%
Neither agree nor disagree	51	33.8%	277	26.8%
Disagree	19	12.6%	132	12.8%
Strongly disagree	6	4.0%	66	6.4%
Missing/Unknown	<5	1.3%	9	0.9%
Grand Total	151	100.0%	1034	100.0%

I feel comfortable sharing my professional goals with my advisor
Graduate Students

	SoM		USF	
	n	%	n	%
Strongly agree	53	35.1%	401	38.8%
Agree	61	40.4%	398	38.5%
Neither agree nor disagree	28	18.5%	165	16.0%
Disagree	<5	0.7%	34	3.3%
Strongly disagree	<5	2.0%	26	2.5%
Missing/Unknown	5	3.3%	10	1.0%
Grand Total	151	100.0%	1034	100.0%

Academic Experience:

Students were asked to indicate the extent to which they agreed with a number of statements regarding their academic experience at USF. Overall, students within the School of Management

reported having a very positive academic experience. However, there was one area with a higher percentage of negativity. Fifty-five percent of School of Management student respondents “agreed” or “strongly agreed” with the statement, “Few of my courses this year have been intellectually stimulating.” Forty-six percent of USF Student respondents “agreed” or “strongly agreed” with this statement.

Academic Experience at USF

School of Management

I am performing up to my full academic potential Undergraduate & Graduate Students

	SoM		USF	
	n	%	n	%
Strongly Agree	168	28.9%	753	28.6%
Agree	288	49.5%	1322	50.2%
Neither agree nor disagree	73	12.5%	299	11.3%
Disagree	49	8.4%	229	8.7%
Strongly Disagree	<5	0.5%	28	1.1%
Missing/Unknown	<5	0.2%	<5	0.2%
Grand Total	582	100.0%	2635	100.0%

Few of my courses this year have been intellectually stimulating Undergraduate & Graduate Students

	SoM		USF	
	n	%	n	%
Strongly Agree	99	17.0%	431	16.4%
Agree	222	38.1%	790	30.0%
Neither agree nor disagree	97	16.7%	367	13.9%
Disagree	114	19.6%	731	27.7%
Strongly Disagree	45	7.7%	300	11.4%
Missing/Unknown	5	0.9%	16	0.6%
Grand Total	582	100.0%	2635	100.0%

I am satisfied with my academic experience at USF Undergraduate & Graduate Students

	SoM		USF	
	n	%	n	%
Strongly Agree	145	24.9%	687	26.1%
Agree	322	55.3%	1364	51.8%
Neither agree nor disagree	81	13.9%	383	14.5%
Disagree	26	4.5%	141	5.4%
Strongly Disagree	<5	0.5%	41	1.6%
Missing/Unknown	5	0.9%	19	0.7%
Grand Total	582	100.0%	2635	100.0%

I am satisfied with the extent of my intellectual development since enrolling at USF Undergraduate & Graduate Students

	SoM		USF	
	n	%	n	%
Strongly Agree	170	29.2%	803	30.5%
Agree	298	51.2%	1330	50.5%
Neither agree nor disagree	87	14.9%	336	12.8%
Disagree	20	3.4%	123	4.7%
Strongly Disagree	<5	0.7%	24	0.9%
Missing/Unknown	<5	0.5%	19	0.7%
Grand Total	582	100.0%	2635	100.0%

I have performed academically as well as I anticipated I would Undergraduate & Graduate Students

	SoM		USF	
	n	%	n	%
Strongly Agree	160	27.5%	674	25.6%
Agree	259	44.5%	1167	44.3%
Neither agree nor disagree	107	18.4%	468	17.8%
Disagree	48	8.2%	257	9.8%
Strongly Disagree	6	1.0%	51	1.9%
Missing/Unknown	<5	0.3%	18	0.7%
Grand Total	582	100.0%	2635	100.0%

Academic Experience at USF									
School of Management									
My academic experience has had a positive influence on my intellectual growth and interest in ideas					My interest in ideas and intellectual matters has increased since coming to USF				
Undergraduate & Graduate Students					Undergraduate & Graduate Students				
	SoM		USF			SoM		USF	
	n	%	n	%	n	%	n	%	
Strongly Agree	206	35.4%	961	36.5%	Strongly Agree	214	36.8%	1022	38.8%
Agree	285	49.0%	1253	47.6%	Agree	263	45.2%	1160	44.0%
Neither agree nor disagree	67	11.5%	294	11.2%	Neither agree nor disagree	85	14.6%	314	11.9%
Disagree	15	2.6%	80	3.0%	Disagree	17	2.9%	105	4.0%
Strongly Disagree	<5	0.5%	22	0.8%	Strongly Disagree	<5	0.2%	20	0.8%
Missing/Unknown	6	1.0%	25	0.9%	Missing/Unknown	<5	0.3%	14	0.5%
Grand Total	582	100.0%	2635	100.0%	Grand Total	582	100.0%	2635	100.0%
Thinking ahead, it is likely that I will leave USF without meeting my academic goal					I intend to graduate from USF				
Undergraduate & Graduate Students					Undergraduate & Graduate Students				
	SoM		USF			SoM		USF	
	n	%	n	%	n	%	n	%	
Strongly Agree	40	6.9%	96	3.6%	Strongly Agree	382	65.6%	1725	65.5%
Agree	35	6.0%	122	4.6%	Agree	137	23.5%	663	25.2%
Neither agree nor disagree	69	11.9%	333	12.6%	Neither agree nor disagree	47	8.1%	190	7.2%
Disagree	150	25.8%	661	25.1%	Disagree	10	1.7%	26	1.0%
Strongly Disagree	287	49.3%	1415	53.7%	Strongly Disagree	<5	0.3%	14	0.5%
Missing/Unknown	<5	0.2%	8	0.3%	Missing/Unknown	<5	0.7%	17	0.6%
Grand Total	582	100.0%	2635	100.0%	Grand Total	582	100.0%	2635	100.0%

Institutional Initiatives:

Students were also asked about their perception of a number of institutional initiatives. Within the School of Management student respondent population, of the students that answered the question believing the initiative was currently available, the majority reported that the initiative positively influences climate. Similarly, of the students that answered the question believing that the initiative was not currently available, the majority reported that the initiative would positively influence climate. This was in line with the results from the USF Student respondent population.

Student Respondents' Perceptions of Institutional Initiatives

Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.

School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.

Providing equity and inclusion training for students Undergraduate & Graduate Students			Providing equity and inclusion training for students Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	382	1614	Would positively influence climate	62	470
Has no influence on climate	57	233	Would have no influence on climate	19	77
Negatively influences climate	<5	35	Would negatively influence climate	<5	10
Missing/Unknown	139	753	Missing/Unknown	498	2078
Grand Total	582	2635	Grand Total	582	2635

Providing equity and inclusion training for staff Undergraduate & Graduate Students			Providing equity and inclusion training for staff Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	371	1616	Would positively influence climate	65	478
Has no influence on climate	58	218	Would have no influence on climate	17	55
Negatively influences climate	5	31	Would negatively influence climate	6	12
Missing/Unknown	148	770	Missing/Unknown	494	2090
Grand Total	582	2635	Grand Total	582	2635

Providing equity and inclusion training for faculty Undergraduate & Graduate Students			Providing equity and inclusion training for faculty Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	361	1625	Would positively influence climate	67	469
Has no influence on climate	63	209	Would have no influence on climate	13	54
Negatively influences climate	<5	24	Would negatively influence climate	7	11
Missing/Unknown	154	777	Missing/Unknown	495	2101
Grand Total	582	2635	Grand Total	582	2635

Providing access to counseling for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	438	1952	Would positively influence climate	23	263
Has no influence on climate	37	138	Would have no influence on climate	5	23
Negatively influences climate	5	15	Would negatively influence climate	5	15
Missing/Unknown	102	530	Missing/Unknown	549	2334
Grand Total	582	2635	Grand Total	582	2635

Providing access to counseling for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing access to counseling for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	417	1766	Would positively influence climate	44	352
Has no influence on climate	37	182	Would have no influence on climate	6	47
Negatively influences climate	<5	21	Would negatively influence climate	5	22
Missing/Unknown	125	666	Missing/Unknown	527	2214
Grand Total	582	2635	Grand Total	582	2635

Providing due process for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing due process for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	412	1782	Would positively influence climate	35	349
Has no influence on climate	48	166	Would have no influence on climate	8	30
Negatively influences climate	<5	22	Would negatively influence climate	6	22
Missing/Unknown	119	665	Missing/Unknown	533	2234
Grand Total	582	2635	Grand Total	582	2635

Student Respondents' Perceptions of Institutional Initiatives

Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.

School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.

Providing due process for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing due process for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	398	1660	Would positively influence climate	39	373
Has no influence on climate	48	209	Would have no influence on climate	7	53
Negatively influences climate	7	39	Would negatively influence climate	8	29
Missing/Unknown	129	727	Missing/Unknown	528	2180
Grand Total	582	2635	Grand Total	582	2635
Providing a person to address student complaints of bias by faculty/staff in learning environments Undergraduate & Graduate Students			Providing a person to address student complaints of bias by faculty/staff in learning environments Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	355	1562	Would positively influence climate	68	507
Has no influence on climate	58	203	Would have no influence on climate	14	56
Negatively influences climate	7	29	Would negatively influence climate	5	19
Missing/Unknown	162	841	Missing/Unknown	495	2053
Grand Total	582	2635	Grand Total	582	2635
Providing a person to address student complaints of bias by other students in learning environments Undergraduate & Graduate Students			Providing a person to address student complaints of bias by other students in learning environments Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	360	1541	Would positively influence climate	64	478
Has no influence on climate	50	222	Would have no influence on climate	10	73
Negatively influences climate	11	35	Would negatively influence climate	7	20
Missing/Unknown	161	837	Missing/Unknown	501	2064
Grand Total	582	2635	Grand Total	582	2635
Increasing opportunities for cross-cultural dialogue among students Undergraduate & Graduate Students			Increasing opportunities for cross-cultural dialogue among students Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	369	1633	Would positively influence climate	71	477
Has no influence on climate	38	194	Would have no influence on climate	12	43
Negatively influences climate	8	17	Would negatively influence climate	<5	11
Missing/Unknown	167	791	Missing/Unknown	496	2104
Grand Total	582	2635	Grand Total	582	2635
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students Undergraduate & Graduate Students			Increasing opportunities for cross-cultural dialogue between faculty, staff, and students Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	355	1563	Would positively influence climate	71	527
Has no influence on climate	47	203	Would have no influence on climate	13	48
Negatively influences climate	7	17	Would negatively influence climate	<5	13
Missing/Unknown	173	852	Missing/Unknown	494	2047
Grand Total	582	2635	Grand Total	582	2635
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum Undergraduate & Graduate Students			Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	365	1642	Would positively influence climate	60	428
Has no influence on climate	51	217	Would have no influence on climate	14	46
Negatively influences climate	<5	27	Would negatively influence climate	5	9
Missing/Unknown	163	749	Missing/Unknown	503	2152
Grand Total	582	2635	Grand Total	582	2635

Student Respondents' Perceptions of Institutional Initiatives

Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.
School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.

Providing effective faculty mentorship of students Undergraduate & Graduate Students			Providing effective faculty mentorship of students Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	371	1669	Would positively influence climate	68	463
Has no influence on climate	42	169	Would have no influence on climate	7	34
Negatively influences climate	7	18	Would negatively influence climate	<5	11
Missing/Unknown	162	779	Missing/Unknown	503	2127
Grand Total	582	2635	Grand Total	582	2635

Providing effective faculty academic advising Undergraduate & Graduate Students			Providing effective faculty academic advising Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	385	1774	Would positively influence climate	52	354
Has no influence on climate	45	180	Would have no influence on climate	7	27
Negatively influences climate	6	18	Would negatively influence climate	6	8
Missing/Unknown	146	663	Missing/Unknown	517	2246
Grand Total	582	2635	Grand Total	582	2635

Providing immediate access for students to CASA Undergraduate & Graduate Students			Providing immediate access for students to CASA Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	368	1616	Would positively influence climate	59	351
Has no influence on climate	51	272	Would have no influence on climate	7	63
Negatively influences climate	5	22	Would negatively influence climate	7	11
Missing/Unknown	158	725	Missing/Unknown	509	2210
Grand Total	582	2635	Grand Total	582	2635

Providing diversity training for student staff Undergraduate & Graduate Students			Providing diversity training for student staff Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	379	1650	Would positively influence climate	55	422
Has no influence on climate	43	213	Would have no influence on climate	11	43
Negatively influences climate	<5	22	Missing/Unknown	510	2155
Missing/Unknown	156	750	Would negatively influence climate	6	15
Grand Total	582	2635	Grand Total	582	2635

Providing affordable child care Undergraduate & Graduate Students			Providing affordable child care Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	285	1190	Would positively influence climate	111	800
Has no influence on climate	65	247	Would have no influence on climate	20	89
Negatively influences climate	10	17	Would negatively influence climate	8	20
Missing/Unknown	222	1181	Missing/Unknown	443	1726
Grand Total	582	2635	Grand Total	582	2635

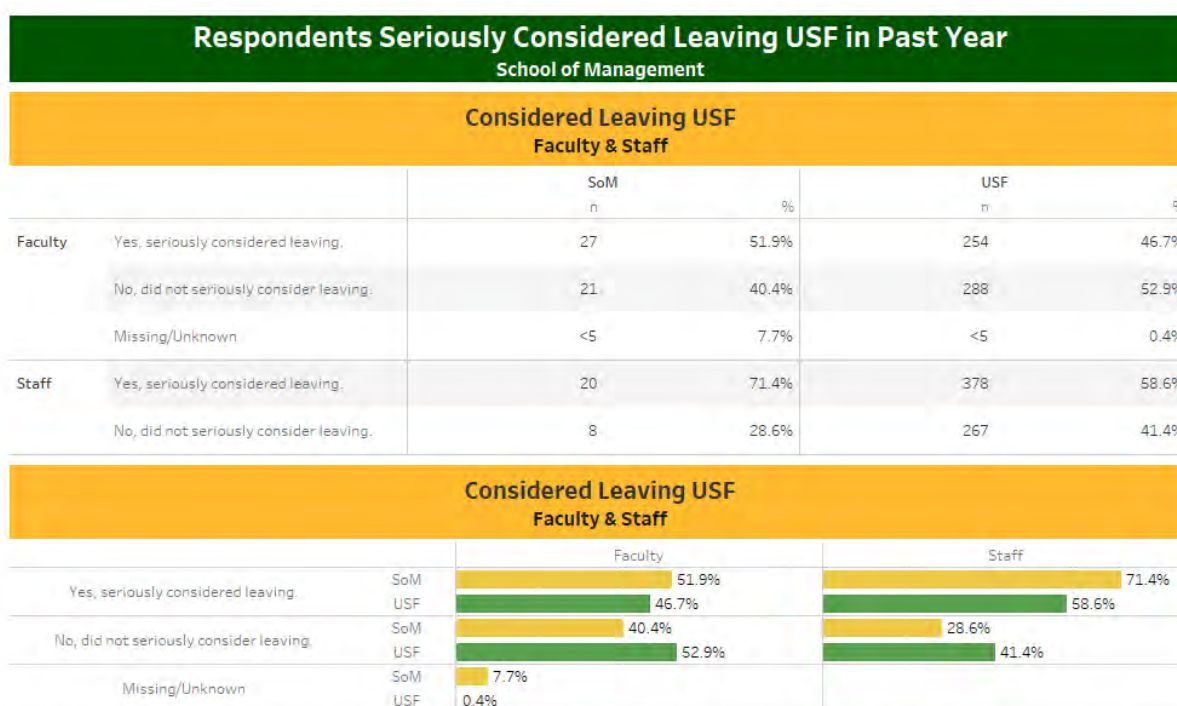
Providing support/resources for spouse/partner employment Undergraduate & Graduate Students			Providing support/resources for spouse/partner employment Undergraduate & Graduate Students		
	SoM	USF		SoM	USF
Positively influences climate	302	1220	Would positively influence climate	100	719
Has no influence on climate	58	264	Would have no influence on climate	24	110
Negatively influences climate	<5	13	Would negatively influence climate	7	15
Missing/Unknown	218	1138	Missing/Unknown	451	1791
Grand Total	582	2635	Grand Total	582	2635

Faculty and Staff Perceived Environment

Employees Perceived Environment

Considered Leaving USF:

The survey asked respondents if they had ever seriously considered leaving USF, and if they had, they were then asked why. Within the School of Management, 52% of Faculty respondents, and 71% of Staff respondents stated that they had seriously considered leaving USF in the past year. Within the USF Overall respondent population, 47% of Faculty respondents, and 59% of Staff respondents stated that they had seriously considered leaving USF in the past year.



The above visual shows the SoM vs USF percentage totals by Considered Leaving USF, separated out by position. The bar lengths illustrate the percentage differences.

Of the 52% School of Management Faculty respondents that indicated they had seriously considered leaving USF, the top reason provided was A Reason Not Listed Above (37%). The top reason provided by USF Faculty respondents, was the Cost of Living in the Bay Area (39%). Of the 71% of School of Management Staff respondents that indicated they had seriously considered leaving USF, the top reasons provided were Limited Opportunities for Advancement (55%), Low Salary/Pay Rate (55%), and Financial Instability of the Institution (55%). The top reason provided by USF Staff respondents, was Limited Opportunities for Advancement (54%).

Reasons Why Respondents Considered Leaving USF

School of Management

Considerations for Leaving Faculty & Staff

		Faculty		Staff	
Increased workload	SoM	25.9%		40.0%	
	USF	35.4%		30.8%	
Campus climate was unwelcoming	SoM	25.9%		25.0%	
	USF	31.9%		19.4%	
Insitutional support	SoM	25.9%		10.0%	
	USF	24.0%		9.0%	
Tension with supervisor/manager	SoM	18.5%		35.0%	
	USF	18.9%		31.6%	
Tension with coworkers	SoM	14.8%		15.0%	
	USF	24.8%		21.2%	
Cost of living in the bay area	SoM	25.9%		35.0%	
	USF	39.4%		43.5%	
Limited opportunities for advancement	SoM	25.9%		55.0%	
	USF	34.3%		53.6%	
Low salary/pay rate	SoM	33.3%		55.0%	
	USF	31.9%		40.6%	
Financial instability of the institution	SoM	3.7%		55.0%	
	USF	18.1%		13.0%	
Recruited or offered a position at another institution/organization	SoM	14.8%		15.0%	
	USF	15.0%		19.1%	
Family responsibilities	SoM	7.4%		10.0%	
	USF	11.8%		15.1%	
Interested in a position at another institution	SoM	29.6%		25.0%	
	USF	26.8%		29.4%	
Lack of benefits	SoM	3.7%		5.0%	
	USF	16.1%		4.5%	
Local community did not meet my (my family) needs	SoM	3.7%		5.0%	
	USF	3.9%		2.1%	
Lack of professional development opportunities	SoM	14.8%		45.0%	
	USF	16.1%		21.2%	
Personal reasons	SoM	3.7%		5.0%	
	USF	4.3%		9.8%	
Local community climate was not welcoming	SoM	0.0%		0.0%	
	USF	3.1%		2.4%	
Relocation	SoM	0.0%		5.0%	
	USF	2.0%		7.4%	
Spouse or partner unable to find suitable	SoM	0.0%		0.0%	
	USF	3.1%		1.6%	
Spouse or partner relocated	SoM	0.0%		0.0%	
	USF	1.2%		1.1%	
A reason not listed above	SoM	37.0%		20.0%	
	USF	31.9%		19.1%	

The above visual shows the SoM vs USF percentage totals by Considerations for Leaving, separated out by position. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Unfair Employment Practices:

Employee respondents were asked a series of questions on their experiences with unfair employment practices at USF. There were areas within the School of Management Faculty and Staff respondent populations that leave room for improvement.

Faculty

- 29% of the School of Management Faculty respondents replied ‘Yes’ to there being Unfair Procedures or Practices to Promotion, Tenure, Reappointment, or Reclassification. Twenty-three percent of the USF Faculty respondents replied ‘Yes’ to this statement.
- 29% of the School of Management Faculty respondents replied ‘Yes’ to there being Unfair Hiring Practices. Twenty-four percent of the USF Faculty respondents replied ‘Yes’ to this statement.
- 25% of the School of Management Faculty respondents replied ‘Yes’ to there being Unfair Employment-Related Discipline/Action. Sixteen percent of the USF Faculty respondents replied ‘Yes’ to this statement.

Staff

- 32% of the School of Management Staff respondents replied ‘Yes’ to there being Unfair Procedures or Practices to Promotion, Tenure, Reappointment, or Reclassification. Twenty-three percent of the USF Staff respondents replied ‘Yes’ to this statement.

Employee Respondents’ Experience of Unfair Employment Practices				
School of Management				
Unfair Procedures or Practices related to promotion, tenure, reappointment, or reclassification			Faculty & Staff	
		SoM	USF	
Faculty	Yes	15	127	
	No	36	406	
	Missing/Unknown	<5	11	
Staff	Yes	9	146	
	No	19	486	
	Missing/Unknown		13	

Unfair Employment-Related Discipline/Action				
Faculty & Staff				
		SoM	USF	
Faculty	Yes	13	88	
	No	38	441	
	Missing/Unknown	<5	15	
Staff	Yes	6	105	
	No	22	529	
	Missing/Unknown		11	

Unfair Hiring Practices				
Faculty & Staff				
		SoM	USF	
Faculty	Yes	15	129	
	No	36	409	
	Missing/Unknown	<5	6	
Staff	Yes	<5	165	
	No	25	476	
	Missing/Unknown		<5	

Faculty Perceived Environment

Overall Workplace:

The survey queried respondents about their perception of the workplace climate. The School of Management Faculty respondents' perceptions about the workplace climate indicated several areas with room for improvement.

- 35% of the School of Management Faculty “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is clear.” Thirty-three percent of the USF Faculty “disagreed” or “strongly disagreed” with the statement.
- 29% of the School of Management Faculty “disagreed” or “strongly disagreed” with the statement, “I have job security.” Thirty-four percent of the USF Faculty “disagreed” or “strongly disagreed” with the statement.
- 27% of the School of Management Faculty “disagreed” or “strongly disagreed” with the statement, “I believe that USF encourages free and open discussion of difficult topics.” Twenty-one percent of the USF Faculty “disagreed” or “strongly disagreed” with the statement.
- 25% of the School of Management Faculty “agreed” or “strongly agreed” with the statement, “I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.” Twenty-one percent of the USF Faculty “agreed” or “strongly agreed” with the statement.

Faculty Respondents' Perception of Workplace

"Please indicate the extent to which you agree with each of the following statements."

School of Management

I think that faculty in my department/program
prejudge my abilities based on their perception of
my identity/background
Faculty

	SoM	USF
Strongly agree	<5	41
Agree	9	72
Neither agree nor disagree	10	149
Disagree	16	158
Strongly disagree	13	115
Missing/Unknown		9

I think that my department chair/program director
prejudges my abilities based on their perception of
my identity/background
Faculty

	SoM	USF
Strongly agree	<5	35
Agree	5	49
Neither agree nor disagree	11	127
Disagree	17	168
Strongly disagree	16	149
Missing/Unknown		16

I believe that USF encourages free and open discussion of difficult topics
Faculty

	SoM	USF
Strongly agree	7	97
Agree	22	190
Neither agree nor disagree	9	136
Disagree	11	79
Strongly disagree	<5	34
Missing/Unknown		8

Faculty Respondents' Perception of Workplace

"As a faculty member at USF, I feel..."
School of Management

My colleagues include me in opportunities that will help my career as much as they do others in my position Faculty			The performance evaluation process is clear Faculty		
	SoM	USF		SoM	USF
Strongly agree	<5	63	Strongly agree		38
Agree	17	203	Agree	19	169
Neither agree nor disagree	21	177	Neither agree nor disagree	11	150
Disagree	7	55	Disagree	11	125
Strongly disagree	<5	37	Strongly disagree	7	53
Missing/Unknown	<5	9	Missing/Unknown	<5	9

USF provides me with resources to pursue professional development Faculty			Positive about my career opportunities at USF Faculty		
	SoM	USF		SoM	USF
Strongly agree	7	155	Strongly agree	5	81
Agree	26	231	Agree	19	187
Neither agree nor disagree	7	77	Neither agree nor disagree	17	161
Disagree	7	41	Disagree	6	56
Strongly disagree	<5	32	Strongly disagree	<5	47
Missing/Unknown	<5	8	Missing/Unknown	<5	12

I would recommend USF as a good place to work Faculty			I have job security Faculty		
	SoM	USF		SoM	USF
Strongly agree	7	108	Strongly agree	11	91
Agree	23	253	Agree	15	158
Neither agree nor disagree	15	110	Neither agree nor disagree	9	101
Disagree	<5	41	Disagree	11	90
Strongly disagree	<5	25	Strongly disagree	<5	93
Missing/Unknown	<5	7	Missing/Unknown	<5	11

Feelings of Value:

Overall, the Faculty respondents in the School of Management indicated feeling valued. However, there was one area with room for improvement.

- 31% of the School of Management Faculty respondents “disagreed” or “strongly disagreed” with the statement, “I feel valued by USF Senior Administrators.” Thirty-three percent of the USF Faculty respondents also “disagreed” or “strongly disagreed” with the statement.

Faculty Respondents' Feelings of Value

**"Please indicate the extent to which you agree with each of the following statements."
School of Management**

I feel valued by faculty in my department/program Faculty			I feel valued by my department chair/program director Faculty		
	SoM	USF		SoM	USF
Strongly agree	18	170	Strongly agree	22	211
Agree	21	218	Agree	16	179
Neither agree nor disagree	9	73	Neither agree nor disagree	13	72
Disagree	<5	49	Disagree		47
Strongly disagree	<5	29	Strongly disagree	<5	28
Missing/Unknown		5	Missing/Unknown		7

I feel valued by other faculty at USF Faculty			I feel valued by students in the classroom Faculty		
	SoM	USF		SoM	USF
Strongly agree	12	132	Strongly agree	26	233
Agree	19	223	Agree	19	228
Neither agree nor disagree	18	124	Neither agree nor disagree	6	45
Disagree	<5	38	Disagree	<5	15
Strongly disagree	<5	21	Strongly disagree		8
Missing/Unknown		6	Missing/Unknown		15

I feel valued by USF senior administrators Faculty		
	SoM	USF
Strongly agree	8	76
Agree	12	115
Neither agree nor disagree	14	159
Disagree	6	99
Strongly disagree	10	80
Missing/Unknown	<5	15

Faculty Respondents' Feelings of Value
"Please indicate the extent to which you agree with each of the following statements."
 School of Management

I feel that my research/scholarship is valued Faculty			I feel that my teaching is valued Faculty		
	SoM	USF		SoM	USF
Strongly agree	<5	85	Strongly agree	10	174
Agree	20	161	Agree	32	218
Neither agree nor disagree	16	175	Neither agree nor disagree	5	81
Disagree	10	64	Disagree	<5	41
Strongly disagree	<5	44	Strongly disagree	<5	23
Missing/Unknown		15	Missing/Unknown	<5	7

I feel that my service contributions are valued Faculty		
	SoM	USF
Strongly agree	11	130
Agree	21	177
Neither agree nor disagree	12	127
Disagree	5	68
Strongly disagree	<5	32
Missing/Unknown		10

Work-Life Balance:

Within the School of Management Faculty respondent population, 48% “neither agreed nor disagreed” with the statement, “USF provides adequate resources to help me manage work-life balance.” Forty-one percent of Faculty respondents in the USF Overall respondent population “neither agreed nor disagreed” with the statement.

Faculty Respondents' Perception of Work-Life Balance
"As a faculty member at USF, I feel..."
 School of Management

USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) Faculty		
	SoM	USF
Strongly agree	<5	20
Agree	10	114
Neither agree nor disagree	25	223
Disagree	8	109
Strongly disagree	<5	70
Missing/Unknown	<5	8

Salary/Benefits:

Faculty respondents in the School of Management indicated that they were generally satisfied with benefits. However, salaries were an area of concern.

- 35% of School of Management Faculty respondents “disagreed” or “strongly disagreed” with the statement, “Salaries for tenure-track faculty positions are competitive.” Twelve percent of USF Faculty respondents “disagreed” or “strongly disagreed” with the statement.
- 25% of School of Management Faculty respondents “disagreed” or “strongly disagreed” with the statement, “Salaries for adjunct professors are competitive.” Twenty-five percent of USF Faculty respondents “disagreed” or “strongly disagreed” with the statement.

Faculty Respondents' Perception of Salary and Benefits			
"As a faculty member at USF, I feel..."			
School of Management			
Salaries for tenure-track faculty positions are competitive Faculty		SoM	USF
Strongly agree	<5	51	
Agree	7	166	
Neither agree nor disagree	23	253	
Disagree	12	47	
Strongly disagree	6	18	
Missing/Unknown	<5	9	
Salaries for adjunct professors are competitive Faculty		SoM	USF
Strongly agree			48
Agree	14		159
Neither agree nor disagree	23		185
Disagree	8		93
Strongly disagree	5		43
Missing/Unknown	<5		16
Health insurance benefits are competitive Faculty		SoM	USF
Strongly agree	6		79
Agree	23		230
Neither agree nor disagree	16		153
Disagree	<5		44
Strongly disagree	<5		26
Missing/Unknown	<5		12
Child care subsidy is competitive Faculty		SoM	USF
Strongly agree	<5		18
Agree	11		82
Neither agree nor disagree	34		330
Disagree	<5		50
Strongly disagree	<5		43
Missing/Unknown	<5		21
Retirement/supplemental benefits are competitive Faculty			
		SoM	USF
Strongly agree		6	41
Agree		14	157
Neither agree nor disagree		20	222
Disagree		8	66
Strongly disagree		<5	37
Missing/Unknown		<5	21

Perception of Institutional Initiatives:

Faculty were also asked about their perception of a number of institutional initiatives. Within the School of Management population, of the faculty that answered the question believing the initiative was currently available, the majority reported that the initiative positively influences climate. Similarly, of the faculty that answered the question believing that the initiative was not currently available, the majority reported that the initiative would positively influence climate.

Faculty Respondents' Perceptions of Institutional Initiatives

Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.
School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.

Providing flexibility for calculating the tenure clock Faculty			Providing flexibility for calculating the tenure clock Faculty		
	SoM	USF		SoM	USF
Positively influences climate	17	227	Would positively influence climate	10	81
Has no influence on climate	7	77	Would have no influence on climate	<5	21
Negatively influences climate		10	Would negatively influence climate	<5	12
Missing/Unknown	28	230	Missing/Unknown	37	430
Providing recognition and rewards for including diversity issues in courses across the curriculum Faculty			Providing recognition and rewards for including diversity issues in courses across the curriculum Faculty		
	SoM	USF		SoM	USF
Positively influences climate	22	246	Would positively influence climate	7	102
Has no influence on climate	5	54	Would have no influence on climate	<5	21
Negatively influences climate	<5	14	Would negatively influence climate	<5	10
Missing/Unknown	21	230	Missing/Unknown	40	411
Providing access to counseling for people who have experienced harassment or other discriminatory behavior Faculty			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Faculty		
	SoM	USF		SoM	USF
Positively influences climate	33	351	Would positively influence climate	<5	65
Has no influence on climate	6	28	Would have no influence on climate	<5	5
Negatively influences climate		<5	Would negatively influence climate		7
Missing/Unknown	13	163	Missing/Unknown	47	467
Providing due process for people who have experienced harassment or other discriminatory behavior Faculty			Providing due process for people who have experienced harassment or other discriminatory behavior Faculty		
	SoM	USF		SoM	USF
Positively influences climate	33	338	Would positively influence climate	<5	81
Has no influence on climate	5	17	Would have no influence on climate	<5	6
Negatively influences climate	<5	<5	Would negatively influence climate		5
Missing/Unknown	13	186	Missing/Unknown	47	452
Providing equity and inclusion training for faculty Faculty			Providing equity and inclusion training for faculty Faculty		
	SoM	USF		SoM	USF
Positively influences climate	22	253	Would positively influence climate	8	113
Has no influence on climate	6	51	Would have no influence on climate	<5	17
Negatively influences climate	<5	10	Would negatively influence climate		6
Missing/Unknown	20	230	Missing/Unknown	40	408
Providing faculty with toolkits to create an inclusive classroom environment for various identities Faculty			Providing faculty with toolkits to create an inclusive classroom environment for various identities Faculty		
	SoM	USF		SoM	USF
Positively influences climate	20	217	Would positively influence climate	8	149
Has no influence on climate	7	44	Would have no influence on climate	5	19
Negatively influences climate	<5	12	Would negatively influence climate		10
Missing/Unknown	21	271	Missing/Unknown	38	366

Faculty Respondents' Perceptions of Institutional Initiatives

Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.
School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.

Providing faculty with supervisory training Faculty			Providing faculty with supervisory training Faculty		
	SoM	USF		SoM	USF
Positively influences climate	10	169	Would positively influence climate	12	131
Has no influence on climate	10	76	Would have no influence on climate	6	37
Negatively influences climate	<5	18	Would negatively influence climate	<5	12
Missing/Unknown	28	281	Missing/Unknown	33	364

Providing access to counseling for people accused of harassment or other discriminatory behavior Faculty			Providing access to counseling for people accused of harassment or other discriminatory behavior Faculty		
	SoM	USF		SoM	USF
Positively influences climate	28	278	Would positively influence climate	7	121
Has no influence on climate	7	28	Would have no influence on climate	<5	14
Negatively influences climate		<5	Would negatively influence climate		<5
Missing/Unknown	17	236	Missing/Unknown	44	405

Providing due process for people accused of harassment or other discriminatory behavior Faculty			Providing due process for people accused of harassment or other discriminatory behavior Faculty		
	SoM	USF		SoM	USF
Positively influences climate	29	290	Would positively influence climate	7	98
Has no influence on climate	6	29	Would have no influence on climate	<5	12
Negatively influences climate		<5	Would negatively influence climate		5
Missing/Unknown	17	223	Missing/Unknown	44	429

Providing mentorship for new faculty Faculty			Providing mentorship for new faculty Faculty		
	SoM	USF		SoM	USF
Positively influences climate	26	330	Would positively influence climate	12	85
Has no influence on climate	5	28	Would have no influence on climate	<5	<5
Negatively influences climate		<5	Would negatively influence climate		5
Missing/Unknown	21	183	Missing/Unknown	39	450

Providing a clear process to resolve conflict Faculty			Providing a clear process to resolve conflict Faculty		
	SoM	USF		SoM	USF
Positively influences climate	26	264	Would positively influence climate	12	138
Has no influence on climate	<5	20	Would have no influence on climate	<5	9
Negatively influences climate		<5	Would negatively influence climate		6
Missing/Unknown	22	257	Missing/Unknown	39	391

Providing a fair process to resolve conflict Faculty			Providing a fair process to resolve conflict Faculty		
	SoM	USF		SoM	USF
Positively influences climate	27	270	Would positively influence climate	11	137
Has no influence on climate	<5	19	Would have no influence on climate	<5	8
Negatively influences climate		<5	Would negatively influence climate		<5
Missing/Unknown	22	254	Missing/Unknown	40	395

Faculty Respondents' Perceptions of Institutional Initiatives
 Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.
School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.

Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty Faculty			Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty Faculty		
	SoM	USF		SoM	USF
Positively influences climate	16	200	Would positively influence climate	9	104
Has no influence on climate	<5	64	Would have no influence on climate	<5	30
Negatively influences climate	8	21	Would negatively influence climate	<5	16
Missing/Unknown	24	259	Missing/Unknown	37	394

Providing affordable child care Faculty			Providing affordable child care Faculty		
	SoM	USF		SoM	USF
Positively influences climate	18	210	Would positively influence climate	11	178
Has no influence on climate	11	39	Would have no influence on climate	<5	12
Negatively influences climate		<5	Would negatively influence climate	<5	5
Missing/Unknown	23	292	Missing/Unknown	37	349

Providing support/resources for spouse/partner employment Faculty			Providing support/resources for spouse/partner employment Faculty		
	SoM	USF		SoM	USF
Positively influences climate	17	188	Would positively influence climate	11	163
Has no influence on climate	8	44	Would have no influence on climate	<5	27
Negatively influences climate	<5	8	Would negatively influence climate		7
Missing/Unknown	24	304	Missing/Unknown	37	347

Tenured, Tenure-Track, and Non-Tenure-Track Faculty were also asked a subset of questions regarding the workplace and their feelings of value.

Tenured and Tenure-Track Perceived Environment

Within the School of Management Tenured and Tenure-Track Faculty population, there were a number of areas with room for improvement.

- 59% of Tenured and Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) faculty opinions are taken seriously by senior administration.” Within the USF Tenured and Tenure-Track Faculty respondents, 48% “disagreed” or “strongly disagreed” with the statement.
- 56% of Tenured and Tenure-Track Faculty respondents in the School of Management “agreed” or “strongly agreed” with the statement, “As a faculty member at USF, I feel (or

felt) burdened by service responsibilities beyond those of my colleagues with similar performance expectations.” Within the USF Tenured and Tenure-Track Faculty respondents, 54% “agreed” or “strongly agreed” with the statement.

- 48% of Tenured and Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) the tenure standards/promotion standards are applied equally to faculty in my school/college.” Within the USF Tenured and Tenure-Track Faculty respondents, 17% “disagreed” or “strongly disagreed” with the statement.
- 48% of Tenured and Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) faculty opinions are valued within USF committees.” Within the USF Tenured and Tenure-Track Faculty respondents, 26% “disagreed” or “strongly disagreed” with the statement.
- 33% of Tenured and Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) USF policies for delay of the tenure-clock are used by all faculty.” Within the USF Tenured and Tenure-Track Faculty respondents, 56% “disagreed” or “strongly disagreed” with the statement.
- 33% of Tenured and Tenure-Track Faculty respondents in the School of Management “agreed” or “strongly agreed” with the statement, “As a faculty member at USF, I feel (or felt) pressured to change my research/scholarship agenda to achieve tenure/promotion.” Within the USF Tenured and Tenure-Track Faculty respondents, 11% “agreed” or “strongly agreed” with the statement.
- 33% of Tenured and Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) USF is supportive of taking extended leave.” Within the USF Tenured and Tenure-Track Faculty respondents, 7% “disagreed” or “strongly disagreed” with the statement.
- 30% of Tenured and Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) supported and mentored during the tenure-track years.” Within the USF Tenured and Tenure-Track Faculty respondents, 17% “disagreed” or “strongly disagreed” with the statement.
- 30% of Tenured and Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) research is valued by USF.” Within the USF Tenured and Tenure-Track Faculty respondents, 20% “disagreed” or “strongly disagreed” with the statement.
- 26% of Tenured and Tenure-Track Faculty respondents in the School of Management “agreed” or “strongly agreed” with the statement, “As a faculty member at USF, I feel (or felt) I would like more opportunities to participate in substantive committee assignments.” Within the USF Tenured and Tenure-Track Faculty respondents, 22% “agreed” or “strongly agreed” with the statement.

Tenured and Tenure-Track Respondents' Perception of Workplace
"As a faculty member at USF, I feel (or felt)..."
School of Management

The criteria for tenure and promotion are clear
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	55
Agree	12	122
Neither agree nor disagree	7	26
Disagree	<5	33
Strongly disagree	<5	8

The tenure standards/promotion standards are applied equally to faculty in my school/college
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	47
Agree	8	84
Neither agree nor disagree	<5	73
Disagree	9	22
Strongly disagree	<5	19

Supported and mentored during the tenure-track years
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree	6	56
Agree	5	97
Neither agree nor disagree	8	49
Disagree	<5	33
Strongly disagree	<5	10

USF policies for delay of the tenure-clock are used by all faculty
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree		12
Agree	<5	28
Neither agree nor disagree	14	146
Disagree	5	41
Strongly disagree	<5	15

Tenured and Tenure-Track Respondents' Perception of Workplace

"As a faculty member at USF, I feel (or felt)..."
School of Management

Research is valued by USF Tenured/Tenure-Track Faculty		
	SoM	USF
Strongly agree	<5	47
Agree	14	107
Neither agree nor disagree	<5	42
Disagree	5	33
Strongly disagree	<5	16

Teaching is valued by USF Tenured/Tenure-Track Faculty		
	SoM	USF
Strongly agree	5	124
Agree	15	94
Neither agree nor disagree	5	16
Disagree	<5	10
Strongly disagree	<5	<5

Service contributions are valued by USF Tenured/Tenure-Track Faculty		
	SoM	USF
Strongly agree	<5	81
Agree	17	103
Neither agree nor disagree	<5	27
Disagree	<5	24
Strongly disagree	<5	5

Pressured to change my research/scholarship agenda to achieve tenure/promotion Tenured/Tenure-Track Faculty		
	SoM	USF
Strongly agree	<5	10
Agree	7	16
Neither agree nor disagree	6	49
Disagree	5	99
Strongly disagree	6	67

Tenured and Tenure-Track Respondents' Perception of Workplace

"As a faculty member at USF, I feel (or felt)..."
School of Management

Burdened by service responsibilities beyond those of my colleagues with similar performance expectations
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree	9	68
Agree	6	65
Neither agree nor disagree	<5	43
Disagree	7	52
Strongly disagree	<5	16

I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities)
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree	5	57
Agree	11	71
Neither agree nor disagree	9	62
Disagree	<5	45
Strongly disagree		8

USF is supportive of taking extended leave (e.g., FMLA, parental)
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	40
Agree	5	64
Neither agree nor disagree	12	123
Disagree	5	11
Strongly disagree	<5	5

Faculty members in my department who use family accommodations policies are disadvantaged in promotion and/or tenure (e.g., child care, elder care)
Tenured/Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	5
Agree	<5	10
Neither agree nor disagree	17	118
Disagree	<5	65
Strongly disagree	5	41

Tenured and Tenure-Track Respondents' Perception of Workplace

"As a faculty member at USF, I feel (or felt)..."

School of Management

Faculty opinions are taken seriously by senior administrators Tenured/Tenure-Track Faculty			Faculty opinions are valued within USF committees Tenured/Tenure-Track Faculty		
	SoM	USF		SoM	USF
Strongly agree		6	Strongly agree	<5	13
Agree	6	52	Agree	7	99
Neither agree nor disagree	5	65	Neither agree nor disagree	6	67
Disagree	7	67	Disagree	9	41
Strongly disagree	9	51	Strongly disagree	<5	22

I would like more opportunities to participate in substantive committee assignments Tenured/Tenure-Track Faculty			I have opportunities to participate in substantive committee assignments Tenured/Tenure-Track Faculty		
	SoM	USF		SoM	USF
Strongly agree	<5	9	Strongly agree	<5	41
Agree	6	45	Agree	7	103
Neither agree nor disagree	13	96	Neither agree nor disagree	12	63
Disagree	<5	63	Disagree	<5	28
Strongly disagree	5	30	Strongly disagree	<5	8

Non-Tenure-Track Perceived Environment

Within the School of Management, the Non-Tenure-Track Faculty respondents indicated feeling valued. However, respondents also indicated two areas with room for improvement.

- 64% of Non-Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) I have job security.” Within the USF Non-Tenure-Track Faculty respondents, 57% “disagreed” or “strongly disagreed” with the statement.
- 40% of Non-Tenure-Track Faculty respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) the criteria for contract renewal are clear.” Within the USF Non-Tenure-Track Faculty respondents, 37% “disagreed” or “strongly disagreed” with the statement.

Non-Tenure-Track Faculty Respondents' Perception of Workplace
"As an employee with a non-tenure-track appointment at USF I feel (or felt)..."
School of Management

The criteria for contract renewal are clear
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	27
Agree	<5	83
Neither agree nor disagree	7	71
Disagree	6	73
Strongly disagree	<5	38
Missing/Unknown		6

The criteria used for contract renewal are applied
equally to all positions
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	17
Agree	<5	47
Neither agree nor disagree	15	128
Disagree	<5	61
Strongly disagree		40
Missing/Unknown		5

There are clear expectations of my responsibilities
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	9	54
Agree	8	135
Neither agree nor disagree	<5	38
Disagree	<5	48
Strongly disagree		20
Missing/Unknown		<5

I have job security
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	9
Agree	<5	45
Neither agree nor disagree	5	69
Disagree	10	79
Strongly disagree	6	90
Missing/Unknown		6

Non-Tenure-Track Faculty Respondents' Perception of Workplace
"As an employee with a non-tenure-track appointment at USF I feel (or felt)..."
School of Management

Research is valued by USF Non-Tenure-Track Faculty			Teaching is valued by USF Non-Tenure-Track Faculty		
	SoM	USF		SoM	USF
Strongly agree	8	55	Strongly agree	11	118
Agree	10	119	Agree	11	103
Neither agree nor disagree	7	78	Neither agree nor disagree	<5	38
Disagree		25	Disagree		22
Strongly disagree		16	Strongly disagree		14
Missing/Unknown		5	Missing/Unknown		<5
Service is valued by USF Non-Tenure-Track Faculty					
	SoM	USF		SoM	USF
Strongly agree		8			106
Agree		12			101
Neither agree nor disagree		<5			47
Disagree		<5			23
Strongly disagree					12
Missing/Unknown					9

Non-Tenure-Track Faculty Respondents' Perception of Workplace
"As an employee with a non-tenure-track appointment at USF I feel (or felt)..."
School of Management

Burdened by service responsibilities beyond those of my colleagues with similar performance expectations
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree		32
Agree	<5	28
Neither agree nor disagree	8	108
Disagree	11	84
Strongly disagree	<5	35
Missing/Unknown	<5	11

I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities)
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	44
Agree	<5	63
Neither agree nor disagree	13	114
Disagree	8	59
Strongly disagree		13
Missing/Unknown		5

Pressured to do extra work that is uncompensated
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	45
Agree	5	55
Neither agree nor disagree	8	98
Disagree	10	65
Strongly disagree	<5	29
Missing/Unknown		6

Non-Tenure-Track Faculty opinions are taken seriously by senior administrators
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	18
Agree	6	67
Neither agree nor disagree	11	95
Disagree	<5	62
Strongly disagree	<5	53
Missing/Unknown		<5

Non-Tenure-Track Faculty opinions are taken seriously by tenured/tenure-track faculty
Non-Tenure-Track Faculty

	SoM	USF
Strongly agree	<5	19
Agree	6	77
Neither agree nor disagree	12	86
Disagree	<5	74
Strongly disagree	<5	38
Missing/Unknown		<5

Staff Perceived Environment

Workplace Perceptions & Feelings of Value:

The survey queried respondents about their perception of the workplace and feelings of value. The School of Management Staff respondents indicated a number of areas with room for improvement.

Workplace areas for improvement:

- 68% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel staff opinions are valued by USF Faculty.” Within the USF Staff respondents, 33% “disagreed” or “strongly disagreed” with the statement.
- 54% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel there are clear procedures on how I can advance at USF.” Within the USF Staff respondents, 48% “disagreed” or “strongly disagreed” with the statement.
- 46% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel staff opinions are valued by USF administration.” Within the USF Staff respondents, 28% “disagreed” or “strongly disagreed” with the statement.
- 46% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel the performance appraisal process is productive.” Within the USF Staff respondents, 35% “disagreed” or “strongly disagreed” with the statement.
- 39% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel positive about my career opportunities at USF.” Within the USF Staff respondents, 27% “disagreed” or “strongly disagreed” with the statement.
- 32% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel staff opinions are valued on USF committees.” Within the USF Staff respondents, 21% “disagreed” or “strongly disagreed” with the statement.
- 29% of Staff respondents in the School of Management “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I think that faculty prejudice my abilities based on their perception of my identity/background.” Within the USF Staff respondents, 20% “agreed” or “strongly agreed” with the statement.
- 29% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel there are clear expectations of my responsibilities.” Within the USF Staff respondents, 14% “disagreed” or “strongly disagreed” with the statement.
- 29% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel the performance appraisal process is clear.” Within the USF Staff respondents, 19% “disagreed” or “strongly disagreed” with the statement.
- 25% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel my direct supervisor provides me with job/career advice or guidance when I need it.” Within the USF Staff respondent population, 18% “disagreed” or “strongly disagreed” with the statement.

Staff Respondents' Perception of Workplace School of Management

I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background Staff			I think that my direct supervisor prejudges my abilities based on their perception of my identity/background Staff			I think that faculty prejudices my abilities based on their perception of my identity/background Staff		
	SoM	USF		SoM	USF		SoM	USF
Strongly agree	<5	26	Strongly agree		29	Strongly agree	<5	33
Agree		88	Agree		68	Agree	7	99
Neither agree nor disagree	6	151	Neither agree nor disagree	<5	136	Neither agree nor disagree	<5	229
Disagree	11	237	Disagree	13	229	Disagree	12	172
Strongly disagree	10	134	Strongly disagree	10	174	Strongly disagree	<5	100
Missing/Unknown		9	Missing/Unknown	<5	9	Missing/Unknown		12

Staff Respondents' Perception of Workplace School of Management

My direct supervisor provides me with job/career advice or guidance when I need it Staff			I have colleagues/coworkers who give me job/career advice or guidance when I need it Staff		
	SoM	USF		SoM	USF
Strongly agree	8	180	Strongly agree	8	172
Agree	7	221	Agree	11	289
Neither agree nor disagree	6	126	Neither agree nor disagree	7	111
Disagree	<5	82	Disagree		48
Strongly disagree	<5	33	Strongly disagree	<5	18
Missing/Unknown		<5	Missing/Unknown	<5	7

I am included in opportunities that will help my career as much as others in similar positions Staff

	SoM	USF
Strongly agree	<5	140
Agree	11	230
Neither agree nor disagree	9	149
Disagree	<5	96
Strongly disagree	<5	25
Missing/Unknown		5

Staff Respondents' Perception of Workplace School of Management						
Staff opinions are valued on USF committees Staff		SoM	USF			
Strongly agree		<5	60			
Agree		8	200			
Neither agree nor disagree		10	244			
Disagree		<5	103			
Strongly disagree		5	31			
Missing/Unknown			7			
Staff opinions are valued by USF faculty Staff		SoM	USF			
Strongly agree			36			
Agree		<5	133			
Neither agree nor disagree		7	255			
Disagree		11	140			
Strongly disagree		8	73			
Missing/Unknown			8			
Staff opinions are valued by USF administration Staff		SoM	USF			
Strongly agree		<5	46			
Agree		<5	192			
Neither agree nor disagree		8	219			
Disagree		7	122			
Strongly disagree		6	56			
Missing/Unknown		<5	10			
There are clear expectations of my responsibilities Staff		SoM	USF			
Strongly agree		<5	104			
Agree		16	336			
Neither agree nor disagree		<5	107			
Disagree		6	69			
Strongly disagree		<5	23			
Missing/Unknown			6			
There are clear procedures on how I can advance at USF Staff		SoM	USF			
Strongly agree			32			
Agree		<5	100			
Neither agree nor disagree		10	201			
Disagree		6	199			
Strongly disagree		9	108			
Missing/Unknown			5			
Positive about my career opportunities at USF Staff		SoM	USF			
Strongly agree		<5	66			
Agree		<5	180			
Neither agree nor disagree		11	212			
Disagree		5	124			
Strongly disagree		6	53			
Missing/Unknown		<5	10			
I would recommend USF as a good place to work Staff			SoM	USF		
Strongly agree		<5	143			
Agree		12	321			
Neither agree nor disagree		10	139			
Disagree		<5	28			
Strongly disagree		<5	9			
Missing/Unknown			5			
I have job security Staff			SoM	USF		
Strongly agree		<5	107			
Agree		11	293			
Neither agree nor disagree		8	148			
Disagree		<5	73			
Strongly disagree		<5	19			
Missing/Unknown			5			

Staff Respondents' Perception of the Workplace School of Management					
The performance appraisal process is clear Staff		SoM	USF		
Strongly agree		<5	119		
Agree		14	272		
Neither agree nor disagree		<5	125		
Disagree		<5	76		
Strongly disagree		6	45		
Missing/Unknown			8		
The performance appraisal process is productive Staff		SoM	USF		
Strongly agree		<5	75		
Agree		6	163		
Neither agree nor disagree		6	170		
Disagree		<5	141		
Strongly disagree		10	87		
Missing/Unknown			9		

Feelings of value areas for improvement:

- 36% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel Staff opinions are valued by USF senior administrators.” Within the USF Staff respondents, 21% “disagreed” or “strongly disagreed” with the statement.

- 32% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I believe that my department encourages free and open discussion of difficult topics.” Within the USF Staff respondents, 22% “disagreed” or “strongly disagreed” with the statement.

Staff Respondents’ Feelings of Value School of Management								
I feel valued by coworkers in my department Staff			I feel valued by coworkers outside my department Staff			I feel valued by my direct supervisor Staff		
	SoM	USF		SoM	USF		SoM	USF
Strongly agree	12	224	Strongly agree	8	154	Strongly agree	13	258
Agree	13	318	Agree	13	333	Agree	10	243
Neither agree nor disagree	<5	64	Neither agree nor disagree	6	113	Neither agree nor disagree	<5	69
Disagree	<5	29	Disagree	<5	35	Disagree	<5	50
Strongly disagree		6	Strongly disagree		<5	Strongly disagree		18
Missing/Unknown		<5	Missing/Unknown		6	Missing/Unknown		7

I feel valued by USF students Staff			I feel valued by USF faculty Staff			I feel valued by USF senior administrators Staff		
	SoM	USF		SoM	USF		SoM	USF
Strongly agree	7	137	Strongly agree	<5	80	Strongly agree	<5	91
Agree	12	251	Agree	16	244	Agree	7	207
Neither agree nor disagree	9	218	Neither agree nor disagree	7	231	Neither agree nor disagree	8	200
Disagree		22	Disagree	<5	62	Disagree	6	103
Strongly disagree		6	Strongly disagree	<5	20	Strongly disagree	<5	31
Missing/Unknown		11	Missing/Unknown		8	Missing/Unknown		13

Staff Respondents’ Feelings of Value School of Management								
I believe that my department encourages free and open discussion of difficult topics Staff			I feel that my skills are valued Staff			I feel that my work is valued Staff		
	SoM	USF		SoM	USF		SoM	USF
Strongly agree	<5	106	Strongly agree	<5	144	Strongly agree	<5	149
Agree	9	223	Agree	15	340	Agree	17	326
Neither agree nor disagree	6	162	Neither agree nor disagree	7	70	Neither agree nor disagree	7	91
Disagree	6	102	Disagree	<5	71	Disagree	<5	59
Strongly disagree	<5	43	Strongly disagree		15	Strongly disagree		13
Missing/Unknown		9	Missing/Unknown		5	Missing/Unknown		7

Work-Life Balance:

Perception of work-life balance for Staff within the School of Management, was mixed. Two areas stood out with room for improvement.

- 46% of Staff respondents in the School of Management “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I feel I perform more work than colleagues with similar performance expectations.” Within the USF Staff respondents, 38% “agreed” or “strongly agreed” with the statement.
- 25% of Staff respondents in the School of Management “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I feel burdened by work responsibilities beyond those of my colleagues with similar performance expectations.” Within the USF Staff respondents, 25% “agreed” or “strongly agreed” with the statement.

Staff Respondents' Perception of Work-Life Balance					
School of Management					
My direct supervisor provides adequate support for me to manage work-life balance			USF provides adequate resources to help me manage a work-life balance		
Staff			Staff		
	SoM	USF		SoM	USF
Strongly agree	9	232	Strongly agree	<5	106
Agree	13	231	Agree	13	280
Neither agree nor disagree	5	105	Neither agree nor disagree	8	176
Disagree	<5	45	Disagree	<5	62
Strongly disagree		20	Strongly disagree		16
Missing/Unknown		12	Missing/Unknown		5

Burdened by work responsibilities beyond those of my colleagues with similar performance expectations			I perform more work than colleagues with similar performance expectations		
Staff			Staff		
	SoM	USF		SoM	USF
Strongly agree	<5	47	Strongly agree	9	85
Agree	5	117	Agree	<5	159
Neither agree nor disagree	10	211	Neither agree nor disagree	6	210
Disagree	8	196	Disagree	8	148
Strongly disagree	<5	63	Strongly disagree	<5	31
Missing/Unknown	<5	11	Missing/Unknown		12

Workload and Support:

Staff respondents from the School of Management indicated mixed reactions with workloads and support received. There were several areas with room for improvement.

- 79% of Staff respondents in the School of Management “agreed” or “strongly agreed” with the statement “As a staff member at USF, I feel there is a hierarchy within staff positions that allows some voices to be valued more than others.” Within the USF Staff respondents, 63% “agreed” or “strongly agreed” with the statement.
- 68% of Staff respondents in the School of Management “agreed” or “strongly agreed” with the statement “As a staff member at USF, I feel my workload was increased without

additional compensation due to other staff departures.” Within the USF Staff respondents, 44% “agreed” or “strongly agreed” with the statement.

- 54% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement “As a staff member at USF, I feel USF’s policies support flexible work schedules.” Within the USF Staff respondents, 20% “disagreed” or “strongly disagreed” with the statement.
- 36% of Staff respondents in the School of Management “agreed” or “strongly agreed” with the statement “As a staff member at USF, I feel I am pressured by departmental work requirements that occur outside of my normally scheduled hours.” Within the USF Staff respondents, 27% “agreed” or “strongly agreed” with the statement.

Staff Respondents' Perception of Workload & Support								
School of Management								
I am able to complete my assigned duties during scheduled hours Staff			My workload was increased without additional compensation due to other staff departures Staff			I am pressured by departmental work requirements that occur outside of my normally scheduled hours Staff		
	SoM	USF		SoM	USF		SoM	USF
Strongly agree	5	137	Strongly agree	11	130	Strongly agree	<5	55
Agree	12	248	Agree	8	157	Agree	8	122
Neither agree nor disagree	<5	95	Neither agree nor disagree	<5	148	Neither agree nor disagree	7	155
Disagree	<5	111	Disagree	<5	155	Disagree	8	220
Strongly disagree	<5	46	Strongly disagree	<5	48	Strongly disagree	<5	75
Missing/Unknown	<5	8	Missing/Unknown		7	Missing/Unknown		18
I am given a reasonable time frame to complete assigned responsibilities Staff			There is a hierarchy within staff positions that allows some voices to be valued more than others Staff					
	SoM	USF		SoM	USF		SoM	USF
Strongly agree	<5	127	Strongly agree	11	160	Strongly agree	11	160
Agree	12	328	Agree	11	247	Agree	11	247
Neither agree nor disagree	9	112	Neither agree nor disagree	<5	128	Neither agree nor disagree	<5	128
Disagree	<5	55	Disagree	<5	80	Disagree	<5	80
Strongly disagree	<5	12	Strongly disagree		23	Strongly disagree		23
Missing/Unknown	<5	11	Missing/Unknown		7	Missing/Unknown		7

Staff Respondents' Perception of Workload & Support
School of Management

USF provides me with resources to pursue training/professional development opportunities Staff			My supervisor provides me with resources to pursue training/professional development opportunities Staff			USF is supportive of taking extended leave Staff		
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	SoM	USF		SoM	USF		SoM	USF
Strongly agree	<5	151	Strongly agree	9	148	Strongly agree	<5	156
Agree	14	333	Agree	11	280	Agree	15	228
Neither agree nor disagree	7	105	Neither agree nor disagree	<5	124	Neither agree nor disagree	8	226
Disagree	<5	47	Disagree	<5	67	Disagree		21
Strongly disagree	<5	7	Strongly disagree	<5	19	Strongly disagree	<5	6
Missing/Unknown		<5	Missing/Unknown		7	Missing/Unknown		8

My supervisor is supportive of my taking leave Staff			Staff in my department/program who use family accommodation policies are disadvantaged in promotions or evaluations Staff			USF's policies are fairly applied across USF Staff		
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	SoM	USF		SoM	USF		SoM	USF
Strongly agree	10	248	Strongly agree	<5	15	Strongly agree	<5	74
Agree	13	268	Agree	<5	36	Agree	7	175
Neither agree nor disagree	<5	90	Neither agree nor disagree	13	331	Neither agree nor disagree	13	353
Disagree	<5	25	Disagree	7	161	Disagree	<5	30
Strongly disagree	<5	8	Strongly disagree	5	97	Strongly disagree	<5	8
Missing/Unknown		6	Missing/Unknown		5	Missing/Unknown	<5	5

USF's policies support flexible work schedules Staff		
	SoM	USF
Strongly agree	<5	78
Agree	<5	270
Neither agree nor disagree	8	166
Disagree	6	97
Strongly disagree	9	30
Missing/Unknown		<5

My direct supervisor allows me to change my work schedule if needed Staff		
	SoM	USF
Strongly agree	7	194
Agree	11	269
Neither agree nor disagree	<5	119
Disagree	<5	45
Strongly disagree	<5	14
Missing/Unknown	<5	<5

Salary/Benefits:

Staff respondents in the School of Management indicated two specific areas within salary and benefits, in which there was room for improvement.

- 57% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “Staff salaries are competitive.” Within the USF Staff respondent population, 38% also “disagreed” or “strongly disagreed” with this statement.
- 36% of Staff respondents in the School of Management “disagreed” or “strongly disagreed” with the statement, “Vacation and personal time benefits are competitive.”

Within the USF Staff respondent population, 18% also “disagreed” or “strongly disagreed” with this statement.

Staff Respondents’ Perception of Salary and Benefits					
School of Management					
Staff salaries are competitive Staff		Vacation and personal time benefits are competitive Staff		Health insurance benefits are competitive Staff	
	SoM	USF		SoM	USF
Strongly agree	<5	46	Strongly agree	<5	102
Agree	<5	190	Agree	7	290
Neither agree nor disagree	6	163	Neither agree nor disagree	7	135
Disagree	8	167	Disagree	5	74
Strongly disagree	8	75	Strongly disagree	5	41
Missing/Unknown	<5		Missing/Unknown	<5	
				SoM	USF
			Strongly agree	9	189
			Agree	14	324
			Neither agree nor disagree	5	93
			Disagree		26
			Strongly disagree		9
			Missing/Unknown		<5
Child care benefits are competitive Staff			Retirement benefits are competitive Staff		
	SoM	USF		SoM	USF
Strongly agree	<5	81	Strongly agree	<5	149
Agree	12	169	Agree	20	276
Neither agree nor disagree	13	344	Neither agree nor disagree	<5	165
Disagree		27	Disagree		34
Strongly disagree		16	Strongly disagree	<5	13
Missing/Unknown	<5	8	Missing/Unknown		8

Perception of Institutional Initiatives:

Staff were also asked about their perception of a number of institutional initiatives. Within the School of Management population, of the staff that answered the question believing the initiative was currently available, the majority reported that the initiative positively influences climate. Similarly, of the staff that answered the question believing that the initiative was not currently available, the majority reported that the initiative would positively influence climate.

Staff Respondents' Perception of Institutional Initiatives

Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.
School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right c..

Providing equity and inclusion training for faculty Staff			Providing equity and inclusion training for faculty Staff		
	SoM	USF		SoM	USF
Positively influences climate	15	355	Would positively influence climate	7	145
Has no influence on climate	<5	53	Would have no influence on climate	<5	15
Negatively influences climate		<5	Would negatively influence climate	<5	16
Missing/Unknown	10	235	Missing/Unknown	19	469

Providing supervisors/managers with supervisory training Staff			Providing supervisors/managers with supervisory training Staff		
	SoM	USF		SoM	USF
Positively influences climate	16	397	Would positively influence climate	6	130
Has no influence on climate	<5	48	Would negatively influence climate		13
Negatively influences climate			Would have no influence on climate	<5	5
Missing/Unknown	11	200	Missing/Unknown	21	497

Providing faculty supervisors with supervisory training Staff			Providing faculty supervisors with supervisory training Staff		
	SoM	USF		SoM	USF
Positively influences climate	16	321	Would positively influence climate	7	181
Has no influence on climate	<5	48	Would negatively influence climate		12
Negatively influences climate		<5	Would have no influence on climate	<5	13
Missing/Unknown	11	273	Missing/Unknown	20	439

Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff		
	SoM	USF		SoM	USF
Positively influences climate	19	451	Would positively influence climate	5	86
Has no influence on climate	32		Would negatively influence climate	<5	10
Negatively influences climate		<5	Would have no influence on climate	<5	5
Missing/Unknown	9	161	Missing/Unknown	21	544

Providing access to counseling for people accused of harassment or other discriminatory behavior Staff			Providing access to counseling for people accused of harassment or other discriminatory behavior Staff		
	SoM	USF		SoM	USF
Positively influences climate	19	407	Would positively influence climate	5	120
Has no influence on climate	<5	30	Would negatively influence climate	<5	13
Negatively influences climate		<5	Would have no influence on climate		13
Missing/Unknown	8	205	Missing/Unknown	22	499

Providing due process for people who have experienced harassment or other discriminatory behavior Staff			Providing due process for people who have experienced harassment or other discriminatory behavior Staff		
	SoM	USF		SoM	USF
Positively influences climate	20	435	Would positively influence climate	5	101
Has no influence on climate		30	Would negatively influence climate	<5	11
Negatively influences climate		<5	Would have no influence on climate		6
Missing/Unknown	8	179	Missing/Unknown	22	527

Providing due process for people accused of harassment or other discriminatory behavior Staff			Providing due process for people accused of harassment or other discriminatory behavior Staff		
	SoM	USF		SoM	USF
Positively influences climate	18	415	Would positively influence climate	5	107
Has no influence on climate		34	Would have no influence on climate		11
Negatively influences climate	<5	<5	Would negatively influence climate	<5	14
Missing/Unknown	9	193	Missing/Unknown	22	513

Staff Respondents' Perception of Institutional Initiatives

Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.

School of Management

The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.

Providing mentorship for new staff Staff			Providing mentorship for new staff Staff		
	SoM	USF		SoM	USF
Positively influences climate	17	327	Would positively influence climate	10	218
Has no influence on climate		21	Would negatively influence climate		9
Missing/Unknown	11	297	Would have no influence on climate		13
			Missing/Unknown	18	405
Providing a clear process to resolve conflicts Staff			Providing a clear process to resolve conflicts Staff		
	SoM	USF		SoM	USF
Positively influences climate	16	352	Would positively influence climate	7	182
Has no influence on climate	<5	23	Would negatively influence climate	<5	14
Missing/Unknown	10	270	Would have no influence on climate		11
			Missing/Unknown	20	438
Providing a fair process to resolve conflicts Staff			Providing a fair process to resolve conflicts Staff		
	SoM	USF		SoM	USF
Positively influences climate	15	356	Would positively influence climate	9	182
Has no influence on climate	<5	23	Would negatively influence climate	<5	12
Negatively influences climate		<5	Would have no influence on climate		9
Missing/Unknown	12	265	Missing/Unknown	18	442
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty Staff			Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty Staff		
	SoM	USF		SoM	USF
Positively influences climate	11	301	Would positively influence climate	7	145
Has no influence on climate	<5	69	Would have no influence on climate	<5	35
Negatively influences climate		14	Would negatively influence climate		16
Missing/Unknown	15	261	Missing/Unknown	18	449
Providing career development opportunities for staff Staff			Providing career development opportunities for staff Staff		
	SoM	USF		SoM	USF
Positively influences climate	18	430	Would positively influence climate	7	116
Has no influence on climate	<5	23	Would negatively influence climate		10
Negatively influences climate		<5	Would have no influence on climate		10
Missing/Unknown	9	191	Missing/Unknown	21	509
Providing affordable child care Staff			Providing affordable child care Staff		
	SoM	USF		SoM	USF
Positively influences climate	17	344	Would positively influence climate	7	174
Has no influence on climate	<5	33	Would have no influence on climate	<5	18
Missing/Unknown	10	268	Would negatively influence climate		11
			Missing/Unknown	20	442
Providing support/resources for spouse/partner employment Staff			Providing support/resources for spouse/partner employment Staff		
	SoM	USF		SoM	USF
Positively influences climate	11	285	Would positively influence climate	8	166
Has no influence on climate	<5	57	Would have no influence on climate	<5	56
Negatively influences climate		<5	Would negatively influence climate	<5	11
Missing/Unknown	14	299	Missing/Unknown	17	412

Qualitative Response Analysis

Undergraduate

The overall perception of the campus climate within the qualitative comments from the School of Management Undergraduate population, was negatively skewed. However, there was also a large number of positive comments about USF as a whole. When asked how effectively USF cultivates a campus culture rooted in the values of a Jesuit, Catholic mission, students offered a number of supportive comments, such as:

- “A great job as I am constantly reminded to do better and that there is never a time that we can't pick ourselves back up and start over.”
- “I feel it is there as means of support, but the religion is not forced, just positive values are being encouraged.”
- “USF is very open to diversity and I always see various events which accommodates different groups, so it's very effective to my knowledge.”
- “Very effectively, the faculty doesn't just teach me subjects, they teach me how to make good choices in life.”

There were also two major negative themes that emerged within the qualitative data. The first major theme, which was also supported by the quantitative analysis, was the School of Management Undergraduate Student respondents’ experiencing a lack of community and connection at USF. Respondents offered the following:

- “There was no one for me. The people were exclusive and had a lot of money. I felt out of place and wanted to just leave. My parents hated how much money I was spending- just wanted to fit in.”
- “Didn't feel like the social life was great. There is no school spirit. Greek Life isn't big, there is no football team, there is no Greek Row, no parties on-campus.”
- “USF still feels very cliquy. It is really hard to find friends here if you do not fit into the social norms each clique has.”
- “The university did a good job welcoming its freshman students in the first month but as time passed, my experience was not how I predicted it to be. Most of the faculty were concerned but some professors were inconsiderate. Also, it includes the lack of social opportunities for introverted people such as myself. Even though, I joined cultural organization, it did not feel like I belonged to them.”
- “Hard to make friends in your first year, especially if you're an introvert and don't necessarily like to party.”
- “lack of camaraderie at USF, classes weren't challenging enough”

- “I felt that I didn't have a strong support system because I didn't have many good friends. I was pretty close with my roommates, however, there were no other genuine people I felt connected to.”
- “USF's social life and college experience is just very different than a "typical" college experience. I also didn't feel like I fit in here.”
- “I just didn't make that good of friends as compared to everyone else. I'm not connecting to people and I'm trying to”
- “I didn't feel that USF had a sense of community that I was looking for.”
- “Didn't feel a sense of school pride, and students were very different than expected.”
- “I considered leaving because the social life at USF is hard to make. There are not enough events on campus that connect different individuals together. Also something I have noticed that other schools have done that I think would be beneficial to our community is having events with alcohol such as club events hosted by the school or bar nights. After getting to know many of the people here, I have noticed this has connected many people. Also building our fan base for sports would help out with the experience.”
- “I don't feel as though I connect especially well with the majority of students here. People aren't that similar to me or that warm or welcoming. Very cliquy.”
- “I feel as though USF does not have a real sense of community. Students just kind of go to class and leave or go to their dorm. I transferred from a community college where students just went to class and then left. I feel like USF's sense of community is very similar to a community college. I transferred here because when I visited, USF really sold me on how they have a great community. However, I feel like it is the total opposite, which is why I am seriously considering transferring again.”
- “I transferred to USF as a second-semester freshman and didn't find resources or clubs that would take members in the spring semester. Made me feel very excluded. Also, USF is such a heavily commuter school, which makes it difficult to find people who stay on campus and are involved in campus life.”

Ideas offered by respondents for improving in this area:

- “It would be great to have events be on more than one day if possible. In example, club and organization and major minor fair day. just to provide more opportunities for those who aren't able to make the day and time due to outside work or influences. Also, as a transfer student and off campus, I felt disconnected during new student orientation since it felt mostly tailored to freshman and those who live on campus. It would have been great to have more resources provided for transfer students in within their own major and with campus resources such as provided parking opportunities for off campus students besides lottery.”
- “Better social life, more school spirit. Renovations of dorms. More peer connection.”
- “The dorms need some work”
- “more socials, create a more deeper [sic] sense of belonging”
- “Multiple events regarding exposure to clubs and intramural sports held.”

- “More school activities and advertising for these activities.”
- “More interesting campus activities.”
- “Create more events during the day to bring together the dons community.”
- “Make USF have more school spirit. More lie [sic] the typical college. Students will feel more involved with their school and like it better.”

The second major theme, which was also supported by the quantitative analysis, was the School of Management Undergraduate Student respondents’ issues with diversity and inclusion.

Respondents offered the following:

- “As a student of color, I am uncomfortable with the way USF go about catering to our needs. It is not enough to the point where USF is inconsiderate of our needs.”
- “Many Hispanic students were not here”
- “I just felt like I couldn't socially connect with students my year, especially since I lived in tolher and majority of the people around me were sophomores/upper classmen. I also did not like the SII program and its discouragement of taking ethnic study classes that didn't fit their criteria. As a POC, I was exposed to the opportunity to take classes about my culture and my counselor invalidated my interest.”
- “It wasn't as welcoming to students of color as it should have been. They address issues to students who are in comfortable situations or are used to the college process albeit their parents, relatives, friends, etc. it raises a lot of questions about inclusivity here.”
- “A student made a racist comment while in the classroom setting and I talked to the professor saying that I was not comfortable with it and he just ignored the situation...”
- “There are people here in SF that still do not push themselves to understand/sympathize with what others are going through. Partially it is because some majors do not address what is happening in the media. So when a problem comes up, those who are uneducated or ignorant feel they have a place to speak when they don't. There are still people who are not accepting and there are still racists on this campus.”
- “I felt as if anyone that I consulted these instances with would look at me compassionately and suggest that I report it or give dismissive response. Moreover, the reporting system there is still a lot of ambiguity with the results of reporting and much more. I understand that it is a new program but sometimes it's difficult to be a guinea pig and risk being put in the spot light about your racial identity.”
- “My ex-roommate made some racial comment to my other roommate and I for being Hispanic.”
- “Immigrants not being let into a party, build the wall chanting.”
- “These two incidents occurred to two different people but from the same person. This white male I've recognized has had a tendency to use racial slurs against people. One time I encountered him in an elevator where we were riding with an Asian male. When this Asian male left the elevator, the man yelled at him saying, "You Asians are so lazy. You

could have taken the stairs." The second time I witnessed this young man speaking disrespectfully to another person of a different race happened in the school cafeteria. This young man forgot his ID so he could not pay for his dinner. He was yelling at the Asian cashier and complaining that she would not let him off this one time. In the end, the woman let him have his food for free but he didn't walk away quietly. He mentioned something racist to her and ended with saying "thank you" to her in Chinese."

- "The exclusionary act was between a friend group of mine. I did not report it because the student who was excluding my friend due to ethnicity was leaving USF to transfer. Instead, I supported my friend who know that I was there for her."
- "The campus and surrounding area is about the same. I feel a little uncomfortable walking around because I'm used to seeing a lot of people that look like me (I'm black/African American), but in San Francisco there seems to be a very small handful of black people and it is weird and awkward being the only black person in a store or cafe. In my classes at the University there is two black people in each of my classes, and I'm one of them in each of the classes. So it's taking some time getting used to, but everyone is really nice so it makes the situation a little better."
- "Once I realized that the USF community began to negatively affect my mental, physical and emotional health I looked elsewhere for a space to provide that for me. In joining a historically black sorority, I was able to find a space that welcomed me and had a personal investment in my growth and success. Although, I have found some faculty, staff, and peers that have provided that for me. Those encounters and relationships are rare."

Ideas offered by respondents for improving in this area:

- "I believe that this campus needs mandatory trainings on diversity as well as INCLUSION because those our values as a university yet we are not being taught those morals in our core classes. Everyone from the faculty, staff, and students need to be taught that there is great diversity on this campus and we need to learn how to handle differences and understand each other's culture. With this training, we can avoid microaggressions and cultural appropriation which are two of the problems that this university has because of its great diversity."
- "I think it would be cool to incorporate more multi-cultural perspectives and outlooks on the education that everyone is required to take would be great, because knowing many different cultural perspectives means knowing the world, and when you know the world, you are able to change the world."
- "The more everyone talks about cultural, ethnic, pronoun preferences and other issues the more understanding that each individual will have for one another and the further the university as a whole will move up in knowledge."
- "I think being a student employee on campus has allowed me more than other students to receive title IV training and diversity and inclusivity training. But many

students that do not hold such positions on campus or they are not involved with clubs and organizations miss out such opportunities.”

- “...Also, more inclusive towards black people, since there really aren't many and that can give people a sense of not belonging right from the start.”
- “I think all classes should include social justice in their classes, regardless of the subject. With the tensions in our world increasing, with issues over race, gender, etc. it's more important than ever that we freshen our minds with the equality and justice we all deserve.”
- “Having classes, every class to be precise, to have open environments to talk about topics. Also, educating those who are ignorant on certain topics such as race, immigration status, what hate speech is, how to empathize, etc.”
- “Please allow more black people to come into the University so the Black population can grow a bit more. It doesn't have to be thousands, but a decent size would be nice and also I haven't really seen that many people of Spanish decent. Maybe I just don't take the same classes or what not, but an increase in their school population would also be great! In my mind diversity is having a great mixture of all groups not two majority groups and a handful of the other groups. Let Diversity Continue to Rise.”
- “Listen to the voices of your students. They are not here to consistently be turned away. Yes, keeping in mind the process of implementing drastic change is not easy, but given the opportunities that staff has to use their students and faculty to implement their changes needs to be recognized. We are tired of being told unclear answers and the political climate in the states further stresses the importance of community here at USF. The only way we can make these claims about inclusivity and diversity that is present on campus is by recognizing that students from marginalized communities are not pleased or not even slightly satisfied with what is going on here at USF. Please hear the calls and take heed in making those changes. Peace.”

Graduate

The overall perception of the campus climate within the qualitative comments from the School of Management Graduate population, was positively skewed. Graduate students had a number of positive comments, such as:

- “wonderful staff in the SOM”
- “I personally have not taken full advantage of the advising services, but I have received positive feedback from fellow students about their experiences. As for faculty, I feel we have a very supportive faculty and they are interested in helping us to achieve our goals. They have made themselves available to support classroom and even work related topics

when I have reached out. I have also been offered opportunities to get involved in the Malloy Group and a few other types of development opportunities.”

- “I really enjoy the EMBA program. The director has done a great job of creating a very fair and comfortable environment for the class to bring forth any feedback or issues we experience. His efforts, along with the support of the faculty, have made my experience top notch as an EMBA student at the downtown campus. Thank you!”
- “I am low-key (undisruptive) about my gender identity and so avoid making it an issue/avoid situations in which it could become an issue (e.g. gym lockers etc). I do appreciate things like the gender neutral bathrooms on the 5th floor of the Howard building, and the ability to change my visible name for USF classes/course work/canvas. Those things go a very long way and I am thankful they are there.”
- “I feel that USF is severely underrated. I have been thoroughly impressed with the EMBA program and feel that it should get better recognition in the market. I have learned so much about myself, unconscious bias, & social injustice, and feel if there were more students in the SoM EMBA / MBA program, then USF could continue to anchor itself as a University to influence change across the globe.”
- “Very effectively. My favorite part of USF is that they don't shy away from stating their progressive & inclusive values-based position on social issues like immigration, LGBTQ rights, equality, etc.”
- “USF seems like a very engaged community partner both in San Francisco and beyond. I really appreciate the commitment to making a difference and providing opportunities for students to make a difference.”
- “USF feels like it belongs in San Francisco -- liberal, focused on social justice for all. I especially appreciated the messaging around providing resources and support for the "Dreamers" affected by changes to DACA and other issues around immigration.”
- “I went to the University of Notre Dame in Indiana for undergraduate and while it was a wonderfully rigorous academic place, it's lack of diversity, inclusion, and it's deeply rooted judgemental [sic] conservatism were deeply disturbing. USF should be held up by the Catholic Church as embodying the true spirit of Love and Justice. I'm proud to now be a part of an institution that embodies the spirit of Jesus's teachings without wielding and kowtowing to the manmade and corrupt rulings of the Church. I believe Pope Francis would be proud of an institution that demonstrates this type of inclusion and respect of all peoples. Nice work, USF.”
- “It is incredibly positive. As someone who doesn't necessarily affiliate with religious groups, the fundamentals that are shared via the Jesuit, Catholic mission are inspiring. They bring about the topic of social justice and that is important to everyone.”

However, there was a negative theme that emerged within the qualitative data. The School of Management Graduate Student respondents indicated feeling disappointed with their program/professors, and wanting more advising. Respondents offered the following:

- “I had a professor that was really ruse [sic] and singled people out in class. The behavior the professor displayed really made me uncomfortable and did not make me want to engage in class activities.”
- “I’m in the MS Entrepreneurship and Innovation program, and am part of the first cohort here. I’ve seriously considered leaving due to how much the program costs and my concerns that I am not gaining skills/education to leverage towards a better professional career. My background is in Animation and so the switch to Business-minded entrepreneurship has been a bit jarring. There is a lot the program is still trying to figure out in terms of support/balance. I’m just not sure whether or not finishing this program will help me in my career path just yet.”
- “The classes aren’t challenging so far.”
- “A professor from the business school constantly belittled students often saying something to the effect of “let me go back to the fifth grade so I can explain this to you.”
- “The fact that students have to wait a month to schedule a career counseling appointment is insane. It’s a point of serious concern for me.”
- “The MSOD program could use some work. It’s been frustrating to see the lack of organization and quality that I expected from the program. On the positive side, our advisors do listen to our feedback and make an effort to connect with us. However, on a whole I expected a lot more from my program.”
- “I am not sure if it is standard to have advising sessions available during the second year of the program but it would be nice if there were more advising opportunities with the head of the department or advising professors.”
- “I wish my program offered more advising - either a designated program advisor or else pair us with faculty to help us develop ourselves academically and professionally.”
- “As a second year student I feel the quality of our program has suffered as the administration has started to focus more heavily on the new program for 1st years’ experience.”
- “The MS Entrepreneurship and Innovation program is very new. The program department heads are providing many opportunities to talk with them/discuss with them our career paths and are lining up internship opportunities. On the other hand, the cohort’s very diverse backgrounds makes it difficult to address everyone’s concerns equally. I am not sure what to think at this point of time as it has only been 2 months. At the moment, I do not feel confident about my chances of success at starting a new business venture, or the outcome of my internship/practicum.”

Ideas offered by respondents for improving in this area:

- “Make the academics more rigorous. It's extremely concerning how relaxed the first few weeks of graduate school have been. I'm skeptical that I will receive the ROI I am making in USF. As of right now, I would not recommend USF to potential applicants.”
- “EMBA program requires attention in order to provide the level of education most students expect. Leadership guiding the program and communicating with students has been lacking enormously. Also, the program overall needs some revamping as classes, such as Data Analysis, were perceived by most as a total waste of energy and time. After the director's departure, the program felt as if it was neglected due to the lack of leadership.”
- “Better career services with knowledgeable people, I have been with USF since undergrad and did not get the services needed and feel I am having the same issue now in graduate school but now I have a full-time job...”

Faculty

The overall perception of the campus climate within the qualitative comments from the School of Management Faculty population, was negatively skewed. However, Faculty respondents had a number of positive comments, such as:

- “Effective in respect for all, care and concern for people as "whole" individuals and as part of an inclusive community. Most at USF tend to be kind, hospitable, and demonstrate care.”
- “Good leadership from the President.”
- “As new faculty, my perception is that USF does an excellent job cultivating a culture rooted in Jesuit values. Despite not having much experience on faculty, I felt very much welcomed by the President and believe in the core values of this institution.”
- “Things are moving in the right direction with the new leadership.”
- “Overall, I still feel positive about USF because of many current and past professional and personal experiences. I think our school has never looked better physically and I think our heart is in the right place. But we still have improvements to make across many areas.”

There were also two major negative themes that emerged within the qualitative data. The first major theme, which was also supported by the quantitative analysis, was the School of Management Faculty respondents' issues with diversity and equity. Respondents offered the following:

- “It was not in an isolated incident, I just feel that somehow my gender, accent and ethnicity play a role why I was treated 'less' cordially as the other staff, faculty or employees.”
- “There exists a casual racism within the School of Management that permits jokes, narratives and semantics that perpetuate national stereotypes. Usually once something derogatory has been said, it is retracted and qualified as humor but that does not lessen its impact.”
- “Faculty of color are more often tapped for significant service commitments compared to white male faculty. However, the same expectations for research and teaching are levied on faculty of color. Not fair. The university needs to be more aware of this disparity and train administrators and department chairs to measure service assignments/commitments to correct disparities.”
- “During my time at USF, I took family leave after the birth of my only child. It was explained to me by my supervisor that this would not be looked upon favorably by the School Tenure and Promotion Committee. They felt that since the child was born in between the summer and fall semesters, I should not have take family leave. In the end I took 6 weeks of the 12 that were available and when I returned, the expectation was that I was productive by way of research during my "time off". I was contacted constantly during my time away by my supervisors. They had no respect for the time. There is no acknowledgement from SOM leadership that family leave is permitted or supported. It was infuriating to be pre-tenure and powerless.”
- “Some faculty at USF are right wing, racist jerks. They voted for Trump (which is their right). But when they have in consistently, aggressively negative comments about President Obama to say that is transparently motivated by racism, I call them on it in rather unpleasant language.”
- “Regarding the incident described above, I also did not want to target the student making offending remarks (ie. sexist remarks about women and other related comments at earlier times) and hoped that I could address the matter productively at the source. (All my evaluations but one for the class were strong; one 'trashed' me).”
- “Hiring with scarcely any effort of recruiting pool of minorities. Cronyism of hiring pals from Stanford. No effort to recruit minorities or minority women. Too difficult, I'm told. The ‘good ones’ are taken by Harvard, Yale, and Stanford.”
- “The hiring practices of faculty of color at USF is horrible!!”
- “Measuring teaching primarily (or solely) by student satisfaction surveys subjects the whole process to gender and ethnic origin bias, as shown by research.”

Ideas offered by respondents for improving in this area:

- “Clear standards and due process for unlawful and unwanted discrimination. Symbolic gestures without this are not helpful.”

- “Training and insight on how to manage individuals of various gender identities.”

The second major theme, which was also supported by the quantitative analysis, was the School of Management Faculty respondents’ frustration with leadership. Respondents offered the following:

- “Poor management at the administrative levels in the org, administration trying to maximize profit and forget about students, feeling undervalued as a faculty member, increasing bureaucracy, administration misunderstanding motivation of faculty.”
- “Poor leadership at the current Dean level in School of Management.”
- “Department Chair lacks interest in communicating.”
- “Higher administration shuts down discussion even when they do not have full information and this leads to very poor decision making.”
- “The two past department chairs acted very unprofessionally and where unethical and self-serving.”
- “This is a good gig for the lazy and unambitious. For those like me who want to build something that will kick butt in the marketplace and bring in additional students and tuition dollars, it's a nonstop battle to fight the institution to try to achieve anything, and if you succeed there is no reward at the end (except perhaps more work). Meanwhile, the Provost keeps telling us we need to bring in more revenue. Pretty big disconnects here.”

Ideas offered by respondents for improving in this area:

- “More transparent evaluation of top leadership performance, if available, would positively influence the climate. Better search processes for hiring top leadership, if available, would positively influence the climate.”
- “Senior administrators need to be accountable for their own behavior and responsibilities.”
- “... We need a Faculty Senate, separate from the Policy Board. But that will not happen if the leadership team only pays lip service to the idea. Leadership needs to start acting in ways that would facilitate the emergence of a senate. Case in point: The development of the new faculty overload teaching policy (though needed) was a top-down activity. It was an opportunity for leadership to engage with the faculty to reflect what it would be like to have a Senate. It didn't happen. That is a missed opportunity.”
- “I believe a more transparent decision-making process would improve the climate at USF.”
- “The problem is the hill top. If the climate originating from the top is flawed, it creates problems below. The climate at USF is not the best because the office of the provost makes it that way. The provost office must re-evaluate.”

- “More transparency and recognition for adjuncts from upper management in the SOM. More formalized mentoring for new adjuncts and one a year or semester meeting where adjuncts can be involved.”
- “Within the SOM, provide the faculty with some direction, a plan, a strategy - something that we can get behind. There is such a sense of apathy fueled by an absence of declared direction on the part of leadership. Furthermore, any attempts to influence or contribute to this direction by presenting ideas are met with highly negative responses and in many cases retribution. The status quo is preferred by leadership and as the years go on, nothing new is happening at the SOM. We are not included in the direction of the school. We are not consulted in what direction it is going. We are on the fringes and those who can leave are getting ready to do so.”

Staff

The overall perception of the campus climate within the qualitative comments from the School of Management Staff population, was negative. However, a Staff respondent offered the following positive comment: “I think we give students a great campus for Jesuit culture and values. Students have access to wonderful courses and professors, campus events & speaker series, and opportunities like the Arrupe Immersion program and Academic Global Immersion programs. These are so valuable to their education.”

There were two major negative themes that emerged within the qualitative data. The first major theme, which was also supported by the quantitative analysis, was that the School of Management Staff respondents indicated experiencing a stressful and/or hostile work environment. Respondents offered the following:

- “Physical cube environment next to offices with doors no privacy.”
- “Hostile emails threatening job function and organizational structure.”
- “Essentially, my supervisor steamrolled me over a process. As a manager of processes in our office, it was extremely disappointing to feel like my perspective, experience, and expertise did not matter.”
- “While not limited to this single experience, I recently had an encounter with a Sr. Administrator where I was told multiple times I was wrong despite having the data AND confirmation of policy posted on the USF website needed to support the initiative at hand. I nearly resigned on the spot - this event being the culmination of numerous occasions where I feel my opinion is of less value because I do not have a Ph.D. or because it is in contradiction with my superior. I did receive an apology from this person. And, while I am grateful for the apology, this kind of behavior is common and the campus environment would be greatly improved if this sort of thing didn't happen.”

- “In speaking with a faculty about a work-related issue that was an annoyance to them they changed the subject to how my face looked. They made comments that were meant to sound like they were concerned but clearly were to mock me to those on the peripheral of the conversation. I asked them to stop, telling them that the conversation made me feel uncomfortable as it was due to a medical condition but they would not relent. I was validated in my knowing that they were trying to mock my face to discredit what I was bringing up as everyone that witness the exchange came up to me afterward to express concern with the way they spoke to me.”
- “There is increasing pressure to take on more (and more) responsibilities without additional compensation. This would be OK if it were a stepping stone towards promotion, but it isn't. There are employees who are going above and beyond in their roles, to the point where they are outperforming and overseeing projects larger in scope than their superiors in other departments. Yet, they are not being formally promoted or financially compensated. These top performers are either leaving the university, or are losing moral and inspiration for their job. Performance appraisals are useless because they do not lead to promotion, salary increase, or any additional benefit. Appraisals are also redundant as a means of goal setting because leadership are constantly changing strategies and priorities, that goals and ideas quickly become redundant. The only choice for advancement is to leave the university.”
- “Wellness programs requires a supervisor that cares about wellness.”
- “As a salaried employee, my direct supervisor has made me feel uncomfortable about taking comp time for work I've done on weekends and evenings.”
- “I believe telecommuting needs to be approved throughout the university. Seems that some schools/depts are very supportive while some are not. Seems very unfair and not equitable. We need to advocate for staff and women returning to the workforce after having babies. There are several employees that live out of state and come to the office 2 times a week where others have to be in the office 5 days a week???? FAIR? Hardly!”
- “There is a general disregard and lack of appreciation for the staff. It feels completely feudal and stratified. Faculty are the elite class and staff are the servants and serfs. Attempts to raise this issue to my boss have been met with a dismissive attitude.”
- “After a round of layoffs and another staff member leaving our team, responsibilities increased sharply with no discussion of added compensation. I go above and beyond the call of my job description on a daily basis (by necessity) while the opportunity for upward movement or at least a raise is nonexistent.”
- “PhD/faculty opinions matter more than those of staff. It's frustrating. As staff, we are hired and trained as experts in our field; however, infrequently are we ever asked to act as such at leadership meetings, etc.”
- “Consistent lowering of benefits over the years no long-term health care, staff limited sabbaticals, etc., low morale, constant leadership change, constant moving of desks and responsibilities, lack of trust, incompetent supervisors.”

- “My coworker was on vacation and my manager publicly shamed her for it.”
- “We have a culture here at USF where faculty can pretty much treat staff in whatever way they like and there is no recompense for it. Staff are afraid to speak up for fear of how uncomfortable their job will be working with this person going forward. Faculty will throw fits, lie, exaggerate, condesend [sic], etc. to get what they like.”

Ideas offered by respondents for improving in this area:

- “Flexible work schedules and/or working from home (once/week, for instance) would be a huge benefit to staff that would support staff retention and satisfaction, while also driving better work outcomes.”
- “Supervision training and new staff/faculty onboarding mentorship can be extremely helpful. Important to have high quality trainings - and programs/interventions beyond just trainings - in these areas.”
- “Provide opportunity for promotion... manager have no opportunity to be rewarded for excellent work - why does the university not promote those employees to assistant/associate director level positions?”
- “I think we should incorporate these surveys more often. We're frequently discussing the positives of USF, because it is a great institution! However, employees tend to fear retaliation when they have disagreements about initiatives.”

The second major theme, was the School of Management Staff respondents’ issues with gender pay equity. Respondents offered the following:

- “Female staff are being given more and more responsibilities, are treated to a higher performance standard, and are quite frankly NOT being promoted. Male staff who take on more responsibilities, seem to be immediately promoted. I have also seen men maintain steady schedules, leaving exactly at 5pm, with no effect to their chances of promotion. Conversely, I have note [sic] seen a woman get promoted unless she stays late or works outside of business hours.”
- “A former director was unjustly let go through an unfair process. This director’s role was split into two positions. A few years later, the role was "re"-combined, but the director was told she was not qualified for the position but should feel free to reapply. She literally held that role once before already.”
- “...HR did an assessment of my added responsibilities and they recommended that I needed to be compensated at least 30% higher than was my current salary at the time. Even then, my leadership made USF post the position online first and have me re-apply for it. I was then only approved for the lowest range per market rate, despite the fact that I had top performance appraisals and been described as 'invaluable'. This is my own experience, but I witness similar with my other female colleagues - promotion

discussions dragging on for months and years. Decisions made and taken back, ongoing negotiations. However, I have then seen men take on additional duties and be promoted overnight into newly created positions that were never posted. I would like to see a full HR assessment taken of men and women's staff salaries (non-union) across the university.”

- “In SOM I see several female leaders, which is amazing! However, the constant feedback from every level of position is that we do not feel we are compensated well. I hope USF will use this feedback to undergo a wage study to evaluate 1) are we being fairly compensated for each position and level 2) is there a wage gap of males to females?”
- “I'd like to suggest a study on (potential) pay inequality between men vs. women at USF. There seem to be more women than men working at USF... However, of the top 10 highest paid salaries at USF. 9 are men.”

Ideas offered by respondents for improving in this area:

- “Assess compensation between men and women at same supervisor levels. Assess how long top performing men vs. women have had to wait before promotion and take action to remove this bias in promotions. Provide stronger training to faculty on appropriate behavior towards women and a way for students, staff and other faculty to report inappropriate behavior...”
- “Improve SOM Marketing. Initiate a Wage Study. Provide coaching and training for staff and directors. Promote stability in teams, employees are turning over frequently. Conduct more surveys like this. Anonymity is wonderful! USF is a great place to work overall, and we give students a wonderful education, but there is so much opportunity to improve.”
- “STAFF/FACULTY TRAINING ON DIVERSITY AND INCLUSION AND SAFE SPACE TRAINING. EVEN FOR THE JESUITS HERE AND THE TENURED FACULTY. THIS IS IMPORTANT AND AS AN INSTITUTION OF HIGHER EDUCATION, AN OPPORTUNITY TO LEARN SHOULD NEVER BE OVERLOOKED.”
- “Conduct a study of (potential) pay inequality between men and women at USF.”
- “YES! Promote more women! There seems to be a lack of higher-level women in leadership...”

Conclusion

The primary purpose of this report was to assess the climate within the School of Management at USF, including how members felt about issues related to inclusion and work-life/school-life issues. At the very least, the results add empirical data to the current knowledge base and provide

more information on the experiences and perceptions of the School of Management. However, a projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the climate within the School of Management, and thus the overall campus climate.