



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of
San Francisco

Assessment of Climate for
Learning, Living, &
Working
Final Report

April 2018



Rankin & Associates, Consulting

Table of Contents

Executive Summary	3
History of the Project	3
Project Design and Campus Involvement.....	4
USF Participants	4
Key Findings – Areas of Strength.....	6
Key Findings – Opportunities for Improvement.....	9
Introduction.....	17
History of the Project	17
Project Design and Campus Involvement.....	18
Foundation of Campus Climate Research and Assessment.....	18
Definition of Campus Climate	19
Influence of Climate on Students, Faculty, and Staff	20
Campus Climate: Institutional Type	25
Influence of Diversity, Equity, and Inclusivity Efforts on the Campus Community	25
Role of Campus Administrators	26
Methodology	27
Conceptual Framework	27
Research Design	27
Qualitative Comments	31
Results.....	33
Description of the Sample.....	33
Sample Characteristics.....	36
Campus Climate Assessment Findings.....	64
Comfort With the Climate at USF	64
Barriers at USF for Respondents With Disabilities	82
Barriers at USF for Transgender/Genderqueer/Nonbinary Respondents	87
Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct.....	90
Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct	111
Unwanted Sexual Experiences.....	120
Relationship Violence	121
Stalking	124
Unwanted Sexual Interaction.....	130
Unwanted Sexual Contact.....	137
Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources	143
Faculty and Staff Perceptions of Climate	149
Perceptions of Employment Practices	149
Staff Respondents’ Views on Workplace Climate and Work-Life Balance.....	153
Staff Respondents’ Feelings of Support and Value at USF	164

Faculty Respondents' Views on Workplace Climate and Work-Life Balance	185
Faculty and Staff Respondents Who Have Seriously Considered Leaving USF	218
Student Perceptions of Campus Climate.....	224
Students' <i>Perceived Academic Success</i>	224
Students' Perceptions of Campus Climate.....	231
Graduate Student Perceptions of Department/Program.....	249
Students Who Have Seriously Considered Leaving USF.....	262
Institutional Actions.....	283
Next Steps	308
References.....	309
Appendices.....	320
Appendix A – Cross Tabulations by Selected Demographics	321
Appendix B – Data Tables	323
Appendix C – Comment Analyses (Questions #115, #116, #117, and #118).....	427
Appendix D – Survey: <i>USF Assessment of Climate for Learning, Living, and Working</i>	440

Executive Summary

History of the Project

The University of San Francisco (USF) affirms that diversity, equity, and inclusion are crucial to the intellectual vitality of the campus community and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

The University of San Francisco (USF) also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in USF's mission statement, "The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.¹" To better understand the campus climate, the senior administration at USF recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff.

In summer 2016, the Campus Climate Working Group (CCWG) formed. The Campus Climate Working Group was composed of faculty, staff, students, and administrators. During fall 2017, USF conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus. 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." Data gathered via reviews of relevant USF literature, campus focus groups, and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at community forums during spring 2018, from which USF will develop and complete two or three action items.

¹<https://www.usfca.edu/about-usf/who-we-are/vision-mission>

Project Design and Campus Involvement

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

The Campus Climate Working Group collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for USF that would reveal the various dimensions of power and privilege that shape the campus experience. In the first phase, R&A conducted 16 focus groups, which were composed of 109 participants (48 students; 61 faculty and staff). In the second phase, the Campus Climate Working Group and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final USF survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Four thousand four hundred eighty-six (4,486) people completed the survey. In the end, the assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at USF.

USF Participants

USF community members completed four thousand four hundred eighty-six (4,486) surveys for an overall response rate of 34%. Only surveys that were at least 50% completed were included in

the final data set for analyses.² Forty-five percent ($n = 2,032$) of the sample were Undergraduate Students, 26% ($n = 1,185$) were Graduate Students, 15% ($n = 673$) were Staff members, and 13% ($n = 596$) were Faculty members. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.³

Table 1 .USF Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of sample
Gender identity	Woman	2,976	66.3
	Man	1,329	29.6
	Transspectrum	147	3.3
	Missing/Unknown	34	0.8
Racial/ethnic identity	Other Person of Color	185	4.1
	Asian/Asian American/South Asian	1,021	22.8
	Latin@/Chican@/Hispanic	583	13.0
	Black/African American	260	5.8
	White	1,672	37.3
	Multiracial	676	15.1
	Missing/Unknown	89	2.0
Sexual identity	LGBQ	862	19.2
	Heterosexual	3,448	76.9
	Missing/Unknown	176	3.9
Citizenship status	U.S. Citizen-Birth	3,474	77.4
	U.S. Citizen-Naturalized	435	9.7
	Not U.S. Citizen/ Multiple Citizenships	551	12.3
	Missing/Unknown	26	0.6
Disability status	Single Disability	412	9.2
	No Disability	3,843	85.7
	Multiple Disabilities	175	3.9
	Missing/Unknown	56	1.2

²Fifty surveys were removed because the respondents did not complete at least 50% of the survey, and 20 duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 73$). No responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

³The total n for each demographic characteristic may differ as a result of missing data.

Table 1 .USF Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of sample
Religious/spiritual affiliation	Christian Affiliation	1,793	40.0
	Other Religious/ Spiritual Affiliation	461	10.3
	No Religious/Spiritual Affiliation including Not Listed	1,833	40.9
	Multiple Religious/ Spiritual Affiliations	264	5.9
	Missing/Unknown	135	3.0
Position status	Undergraduate Student	2,032	45.3
	Graduate Student	1,185	26.4
	Faculty including Tenured, Tenure- Track, and Term Faculty	363	8.1
	Adjunct Faculty	233	5.2
	Staff	673	15.0

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. High levels of comfort with the climate at USF

Climate is defined as the “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 77% (*n* = 3,444) of survey respondents were “very comfortable” or “comfortable” with the climate at USF.
- 70% (*n* = 866) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/work units.
- 82% (*n* = 3,130) of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

⁴Rankin & Reason (2008)

2. Faculty Respondents – Positive attitudes about faculty work

Tenured and Tenure-Track

- 71% ($n = 192$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure and promotion were clear.
- 88% ($n = 238$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by USF.

Non-Tenure-Track

- 76% ($n = 243$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by USF.
- 72% ($n = 227$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that service was valued by USF.

All Faculty

- 87% ($n = 506$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom.
- 72% ($n = 419$) of Faculty respondents “strongly agreed” or “agreed” that USF provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, travel).

3. Staff Respondents – Positive attitudes about staff work

- 85% ($n = 567$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department and 79% ($n = 524$) felt valued by their direct supervisor.
- 81% ($n = 539$) of Staff respondents “strongly agreed” or “agreed” that their direct supervisor was supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).
- 75% ($n = 500$) of Staff respondents “strongly agreed” or “agreed” that USF provided them with resources to pursue training/professional development opportunities.
- 80% ($n = 536$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive.

4. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁵ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁶ Attitudes toward academic pursuits are one indicator of campus climate.

- 80% ($n = 2,554$) of Student respondents “strongly agreed” or “agreed” that they felt valued by USF faculty, 74% ($n = 2,358$) felt valued by USF staff, and 84% ($n = 2,677$) felt valued by USF faculty in the classroom.
- 71% ($n = 2,272$) of Student respondents “strongly agreed” or “agreed” that the campus climate at USF encouraged free and open discussion of difficult topics.
- 75% ($n = 2,381$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models.
- 72% ($n = 846$) of Graduate Student respondents “strongly agreed” or “agreed” they felt they had adequate access to advising.
- Most Graduate Student respondents “strongly agreed” or “agreed” that their advisor/chair (75%, $n = 881$), department/program faculty members (83%, $n = 958$), and department/program staff members (82%, $n = 958$) responded to their emails, calls, or voicemails in a prompt manner.
- 78% ($n = 913$) of Graduate Student respondents “strongly agreed” or “agreed” they felt comfortable sharing their professional goals with their advisor.

5. Student Respondents Perceived Academic Success

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 13 on the survey. Analyses using this scale revealed:

- A significant difference existed in the overall test for means for Student respondents by sexual identity, income status, and citizenship status on *Perceived Academic Success*.

⁵Pascarella & Terenzini (2005)

⁶Hale (2004); Harper & Hurtado (2007); Harper & Quaye (2004)

Examples of Findings

- LGBTQ Undergraduate Student respondents' scores indicated lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. The same was found for Graduate Student respondents.
- High-Income Graduate Student respondents and Middle-Income Graduate Student respondents both had greater *Perceived Academic Success* than Low-Income Graduate Student respondents.
- U.S. Citizen-Birth Graduate Student respondents had greater *Perceived Academic Success* than Not-U.S. Citizen Graduate Student respondents.

Key Findings – Opportunities for Improvement

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

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁷ Research also underscores the relationship between workplace discrimination and subsequent productivity.⁸ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 19% ($n = 865$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.⁹
 - Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity, gender/gender identity, and position status.

Differences based on position status, gender identity, and racial identity

- By position status, a higher percentage of Faculty respondents (29%, $n = 171$) and Staff respondents (28%, $n = 188$) than Undergraduate Student respondents (17%, $n = 348$) noted they believed that they had experienced this conduct, while the

⁷Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

⁸Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

⁹The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

proportion of Graduate Student respondents (13%, $n = 158$) was statistically lower than the other three groups.

- Of those respondents who noted that they had experienced this conduct, all groups indicated that the conduct was based on their position status: Staff respondents (45%, $n = 84$), Faculty respondents (30%, $n = 51$), Graduate Student respondents (16%, $n = 25$), and Undergraduate Student respondents (7%, $n = 25$).
- By gender identity, 30% ($n = 44$) of Transspectrum respondents, 20% ($n = 592$) of Women respondents, and 16% ($n = 214$) of Men respondents indicated that they had experienced this conduct.
 - A higher percentage of Transspectrum respondents (73%, $n = 32$) than Women respondents (25%, $n = 146$) than Men respondents (13%, $n = 27$) who had experienced this conduct indicated that the conduct was based on their gender identity.
- By racial identity, a higher percentage of Respondents of Color (22%, $n = 227$) and White respondents (20%, $n = 333$) indicated that they had experienced this conduct than Asian/Asian American/South Asian respondents (14%, $n = 142$), with Multiracial respondents (19%, $n = 125$) not being statistically different from the other groups.
 - A higher percentage of Respondents of Color (43%, $n = 98$), Asian/Asian American/South Asian respondents (37%, $n = 53$), and Multiracial respondents (33%, $n = 41$) who had experienced this conduct indicated that the conduct was based on their ethnicity compared with White respondents (8%, $n = 28$).

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at USF. Four hundred one (401) respondents elaborated on experiences with this conduct. Seven themes emerged from all responses: Faculty respondents discussed disrespectful and belittling actions by fellow USF employees, and various acts of discrimination that they had either witnessed or experienced as a faculty member at USF. Staff respondents elaborated on disrespectful and belittling behavior directed at them by faculty and administrators, as well as

discriminatory remarks or acts of discrimination based on individuals' gender. Student respondents described being the recipient of or witnessing various acts of harassment and/or discrimination based on race/ethnicity and/or disability status. Student respondents also elaborated on their negative experiences of reporting hostile conduct to USF officials or through USF channels.

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

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, and veterans).¹⁰ Several groups at USF indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

Examples of Findings for Overall Climate at USF

- 31% ($n = 412$) of Men respondents, 23% ($n = 679$) of Women respondents, and 16% ($n = 23$) of Transspectrum respondents felt “very comfortable” with the overall climate.
- 29% ($n = 484$) of White respondents, compared with 23% ($n = 237$) of Asian/Asian American/South Asian respondents and 22% ($n = 221$) of Other Respondents of Color were “very comfortable” with the overall climate at USF (Multiracial respondents did not significantly differ), while a higher percentage of Asian/Asian American/South Asian respondents (59%, $n = 602$) than White respondents (50%, $n = 830$), Other Respondents of Color (50%, $n = 516$), and Multiracial respondents (51%, $n = 343$) were “comfortable” with the overall climate.
- 21% ($n = 179$) of LGBTQ respondents compared with 27% ($n = 917$) of Heterosexual respondents felt “very comfortable” with the overall climate.
- A higher percentage of Respondents with a Single Disability (14%, $n = 57$) and Respondents with Multiple Disabilities (17%, $n = 29$), compared with

¹⁰Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington, Navarro, Loewy, & Hart (2008)

Respondents with No Disability (7%, $n = 252$), were “uncomfortable” or “very uncomfortable” with the overall climate.

- A larger percentage of High-Income Student respondents (31%, $n = 356$) than Low-Income Student respondents (25%, $n = 156$) or Middle-Income Student respondents (23%, $n = 296$) was “very comfortable” with the overall climate.

Examples of Findings for Department/Program and Work Unit Climate

- 14% ($n = 71$) of Salary Staff respondents compared with 5% ($n = 8$) of Hourly Staff respondents felt “uncomfortable” with the climate in their department/program or work unit.
- 26% ($n = 197$) of Women Faculty and Staff respondents compared with 37% ($n = 166$) of Men Faculty and Staff respondents felt “very comfortable” with the climate in their department/program or work unit (Transspectrum Faculty and Staff respondents were not significantly different).

Examples of Findings for Classroom Climate

- 26% ($n = 199$) of LGBTQ Faculty and Student respondents compared with 31% ($n = 909$) of Heterosexual Faculty and Student respondents were “very comfortable” with the climate in their classes.
- 9% ($n = 33$) of Faculty and Student respondents with a Single Disability and 8% ($n = 12$) of Faculty and Student Respondents with Multiple Disabilities, compared with 4% ($n = 120$) of Faculty and Student Respondents with No Disability, were “uncomfortable” with the climate in their classes.
- 32% ($n = 379$) of High-Income Student respondents compared with 28% ($n = 358$) of Middle-Income Student respondents and 26% ($n = 164$) of Low-Income Student respondents felt “very comfortable” with the climate in their classes.

3. Faculty and Staff Respondents – Seriously Considered Leaving USF

- 48% ($n = 281$) of Faculty respondents and 59% ($n = 398$) of Staff respondents had seriously considered leaving USF in the past year.
 - 54% of those Staff respondents who seriously considered leaving did so because of limited opportunities for advancement ($n = 213$). Other reasons

included cost of living in the Bay Area (43%, $n = 171$) and low salary/pay rate (41%, $n = 164$).

○ 38% of those Faculty respondents who seriously considered leaving did so because of cost of living in the Bay Area ($n = 107$) and 34% each because of increased workload ($n = 97$) and/or limited opportunities for advancement ($n = 94$).

4. Staff Respondents – Challenges with work-life issues

- 26% ($n = 171$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by USF faculty.
- 64% ($n = 429$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others.
- 36% ($n = 242$) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive.
- 40% ($n = 264$) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive.
- 39% ($n = 260$) of Staff respondents “strongly agreed” or “agreed” that USF policies (e.g., FMLA) were fairly applied across USF.
- 37% ($n = 247$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive.
- 20% ($n = 135$) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at USF.
- 38% ($n = 251$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at USF.

Staff respondents elaborated on their perceptions of the work-place climate at USF.

Several themes emerged from the responses including: negative opinions of performance evaluations, excessive workload, the presence of a hierarchy resulting in some staff voices being prioritized over others, insufficient staff salaries and vacation day accrual, a lack of advancement opportunities at USF, and a lack of job security at USF.

5. Faculty Respondents – Challenges with faculty work

- 39% ($n = 226$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty were competitive and 38% ($n = 221$) “strongly agreed” or “agreed” that salaries for adjunct professors were competitive. 20% ($n = 112$) “strongly agreed” or “agreed” that the child care subsidy was competitive.
- 25% ($n = 147$) of Faculty respondents “strongly agreed” or “agreed” that USF provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, and transportation).
- 36% ($n = 211$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by USF senior administrators (e.g., dean, vice president, provost). 24% ($n = 64$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators. 29% ($n = 93$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators, and 33% ($n = 104$) “strongly agreed” or “agreed” that their opinions were taken seriously by tenured/tenure-track faculty.
- 52% ($n = 142$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their school/college.
- 37% ($n = 118$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear and 22% ($n = 71$) “strongly agreed” or “agreed” that they were applied equally to all positions.
- 18% ($n = 58$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security.

Faculty respondents elaborated on statements regarding their perceptions of work-life balance at USF. Two themes emerged from the Faculty respondents’ comments: the inadequacy of their compensation in relation to the cost of living in the Bay Area, and the lack of job security associated with their position or their perception that their job security, even in association with a tenured/tenure-track position, can be precarious. In addition, Tenured and Tenure-Track Faculty respondents elaborated on negative

perceptions of senior leadership, a disregard for faculty input in various decision-making processes, criteria for promotion and tenure and application of the criteria in practice, and the burden of faculty service expectations. Non-Tenure-Track Faculty respondents commented on the array of work requirements they experience in addition to their teaching expectations, and the lack of job security they experience.

6. A small, but meaningful, percentage of respondents experienced unwanted sexual conduct.

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the USF survey requested information regarding sexual assault.

- 8% ($n = 347$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at USF.
 - 1% ($n = 48$) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting).
 - 2% ($n = 71$) of respondents experienced stalking (e.g., following me, on social media, texting, phone calls).
 - 6% ($n = 254$) of respondents experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment).
 - 2% ($n = 106$) of respondents experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent).
- Respondents identified USF students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The rationales cited for not reporting these incidents were the belief that nothing would be done and/or that they would not be taken seriously, perceiving the events to have been inconsequential, and/or blaming themselves for what happened.

Conclusion

USF climate findings¹¹ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹² For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A similar percentage (77%) of USF respondents indicated that they were “very comfortable” or “comfortable” with the climate at USF. Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At USF, a slightly lower percentage of respondents (19%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹³

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

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

¹²Rankin & Associates Consulting (2016)

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

Introduction

History of the Project

The University of San Francisco (USF) affirms that diversity, equity, and inclusion are crucial to the intellectual vitality of the campus community and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

The University of San Francisco (USF) also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in USF's mission statement, "The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice."¹⁴ To better understand the campus climate, the senior administration at USF recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff.

In summer 2016, the Campus Climate Working Group (CCWG) formed. The Campus Climate Working Group was composed of faculty, staff, students, and administrators. During the fall 2017, USF conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus. 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." Data gathered via reviews of relevant USF literature, campus focus groups, and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at community forums during spring 2018, from which USF will develop and complete two or three action items.

¹⁴<https://www.usfca.edu/about-usf/who-we-are/vision-mission>

Project Design and Campus Involvement

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

The Campus Climate Working Group collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for USF that would reveal the various dimensions of power and privilege that shape the campus experience. In the first phase, R&A conducted 16 focus groups, which were composed of 109 participants (48 students; 61 faculty and staff). In the second phase, the Campus Climate Working Group and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final USF survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Four thousand four hundred eighty-six (4,486) people completed the survey. In the end, the assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at USF.

Foundation of Campus Climate Research and Assessment

Almost three decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning,

an USF must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of “a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too” (Boyer, 1990).

The Association of American Colleges and Universities (AAC&U) also challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (1995). The AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard” (p. xxi). The report asserted that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a campus climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as:

The current attitudes, behaviors, and standards, and practices of employees and students in an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and

standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Using this foundational definition, Rankin & Associates Consulting develops assessment tools and analyzes subsequent data to identify, understand and evaluate campus climate.

Influence of Climate on Students, Faculty, and Staff

Campus climate influences individuals' sense of belonging within social and academic Institutional environments. Put simply, the degree to which individuals experience a sense of belonging in their roles as a students, faculty members, or staff members frequently correlates with their intention to remain or persist in their roles at an institution (Hausmann, Schofield, & Woods, 2007; Lefever, 2012; Oseguera & Rhee, 2009; Ostrove & Long, 2007). Strayhorn (2012) explains that the need to belong takes on "increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed." For many underrepresented and/or underserved students, faculty, and staff, college and university campuses represent these types of environments.

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic success, physical and/or emotional well-being, personal and/or social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one's identity combine and influence another identity) of students, faculty, and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

Campus Climate & Students. Most literature regarding campus climate and students examines campus climate in the context of students' racial identity, sexual identity, and/or gender identity. Research regarding the campus climate experiences of populations such as low-income students, first-generation students, students who are veterans, international students, undocumented students, and student-athletes has emerged within the past decade.¹⁵ A summary of the most robust areas of campus climate research specific to student experiences is offered here.

Research demonstrates that campus climate influences students' social and academic development, academic success, and well-being. Hostile or exclusionary campus environments negatively affect students in several ways. For example, scholars have found that when students of color perceive their campus environments as hostile, outcomes such as persistence and academic performance are negatively influenced (Booker, 2016; Guiffrida, Gouveia, Wall, & Seward, 2002; Hurtado & Ponjuan, 2005; D. R. Johnson et al., 2007; Strayhorn, 2013; Yosso, Smith, Ceja, & Solórzano, 2009). Booker (2016) specifically described the challenges that undergraduate women of color face in the classroom, including microaggressions from faculty and from peers, and an expectation that students represent their race when speaking on specific course topics. The outcome of these experiences is that women students of color feel a reduced sense of belonging in the classroom and a perception that faculty members are non-approachable. Additional research by Solórzano, Ceja, and Yosso (2000) and Sue (2010) evaluates the ways that race-based microaggressions contribute to hostile and exclusionary campus climate for students of color, often resulting in reduced academic success and decreases in retention and persistence.

Sense of belonging has been found to be a key indicator of students' campus climate experiences as well as students' likelihood of academic success, social integration, and retention. In a study of racially diverse women in science, technology, engineering, and math (STEM), Johnson

¹⁵Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including: student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al., 2016). Additional literature regarding the campus climate experience of minority student populations is available at www.rankin-consulting.com.

(2005) found that perceptions of campus racial climate and students' experiences within different college environments including residence halls, classrooms, and dining facilities were significant predictors of students' sense of belong. Similarly, Ostrove and Long (2007), in their investigation of the role of social class in understanding students' first year experience, found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.

Students' processes of social integration and sense of belonging also have been investigated in the context of students with disabilities. In their investigation of students with disabilities attending four-year institutions, Fleming, Oertle, Hakun, and Hakun (2017) found that the way students with disabilities perceive campus climate affects these students' sense of belonging and satisfaction at their institution. Vaccaro, Daly-Cano, and Newman (2015) also emphasize the importance of sense of belonging among students with disabilities, specifically first-year students with disabilities, as they transition to a postsecondary educational environment. Relatedly, DaDeppo (2009) found that both academic and social integration variables were unique predictors of freshmen and sophomore students with disabilities' intent to persist.

Campus climate research specific to the experiences queer-spectrum and trans-spectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various Institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer (LGB PQ) students develop their sense of belonging within their first year at an USF. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGB PQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2016; Nicolazzo, 2016).

Faculty & Campus Climate. Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. The majority of research regarding faculty and campus climate is specific to faculty members' racial identity, sexual identity, and/or gender identity. A summary of the literature is offered here.¹⁶

Campus climate research regarding the experiences of faculty of color has found that faculty of color commonly experience high levels of work-related stress (Eagan & Garvey, 2015), moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Jayakumar, Howard, Allen, & Han, 2009; Patton & Catching, 2009; Urrieta, Mendez, & Rodriguez, 2015; Whittaker, Montgomery, & Martinez Acosta, 2015). Faculty of color at two-year institutions report similar climate experiences, specifically negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of hostile campus climate (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015; Walpole, Chambers, & Goss, 2014). Dade et al. (2015) argue that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism are substantial barriers to the emotional well-being and professional success of faculty members of color.

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These experiences prompt higher rates of Institutional departure by women faculty in comparison to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as a primary contributor to women faculty's perception of a "chilly" departmental experience. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive

¹⁶For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

Campus climate research regarding the experiences of queer-spectrum and trans-spectrum faculty and staff has found that queer-spectrum and trans-spectrum individuals experience hostile and exclusionary Institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result of unwanted scrutiny from fellow faculty members, queer-spectrum faculty and staff report feeling compelled to maintain secrecy regarding their marginalized identities. Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution.

Staff & Campus Climate. A shortage of research exists regarding how staff members experience campus climate and how campus climate influences staff members' professional success and overall well-being. From the limited research available, the findings suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals' personal characteristics such as age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), Jones and Taylor (2012), and Mayhew, Grunwald, and Dey (2006) highlight how staff members' perceptions of campus climate are constructed through daily interactions with colleagues and supervisors, Institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working within a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' office/department directly affects staff members perceptions of campus climate. Garcia's findings were similar to scholarship conducted by Mayhew et al. (2006), who found that how staff members experience their immediate office/department affects how staff members perceive the broader campus climate. According to Mayhew et al. (2006), "staff members who perceived their local unit to be

non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity” at an Institutional level (p. 83).

Campus Climate: Institutional Type

In recent years, campus climate research has broadened to include investigations of different Institutional types, including public and private institutions, predominantly White institutions (PWI), historically Black colleges and universities (HBCU), Hispanic serving institutions (HSI), and religiously-affiliated institutions. For example, research released within the last three years has begun to examine the experiences of Hispanic students (Cuellar & Johnson-Ahorlu, 2016), LGBTQ students (Garvey et al., 2015), faculty of color (Levin et al., 2014, 2015), African American women (Walpole et al., 2014), and students in two-year, community college environments.

Influence of Diversity, Equity, and Inclusivity Efforts on the Campus Community

Diversity, equity, and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; S. R. Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Nagi, & Hurtado, 2007). Hurtado et al. (1999) reported, “Students’ openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values” (p. 53). These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Climates that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) note that demographics, or “structural diversity,” is a key element to building an inclusive racial climate. But merely increasing the number of individuals from underserved and underrepresented groups

is insufficient in fostering an inclusive and equitable climate; interactions between diverse individuals must also take place. According to Gurin et al. (2002), informal interactions offer a constructive opportunity for individuals to learn about and from one another. Gurin et al. (2002) state, “informal interactional diversity was influential for all groups and more influential than classroom diversity” (p. 353). Interactions with diverse individuals, beliefs, and perspectives as well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

Role of Campus Administrators

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado et al. (1999) suggested, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, Institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Whatever the approach may be, Institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through to be successful (Ingle, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of Institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) also suggested that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution ... to be successful they must engage the entire campus community” (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus climate.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁷ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at USF to gather information from students, faculty, and staff about their perceptions of the campus climate. On February 10, 2017, USF students, faculty, and staff participated in 16 focus groups conducted by R&A facilitators. The groups were identified by the Campus Climate Working Group and invited to participate via a letter from President Fitzgerald. The interview protocol included four questions addressing participants’ perceptions of the campus living, learning, and working environment; initiatives/programs implemented by USF that have directly influenced participants’ success; the greatest challenges for various groups at USF; and suggestions to improve the campus climate.

R&A conducted 16 focus groups comprised of 109 participants (48 students and 61 faculty and staff) at USF. Participants in each group were given the opportunity to follow up with R&A about any additional concerns. The Campus Climate Working Group and R&A used the results to inform questions for the campus-wide survey.

Survey Instrument. The survey questions were constructed based on the results of the focus groups, the work of Rankin (2003), and with the assistance of the Campus Climate Working Group. The Campus Climate Working Group reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the USF

¹⁷Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

population. The final USF campus-wide survey contained 118 questions,¹⁸ including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of USF's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. USF's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform USF's strategic quality improvement initiatives.

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

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For

¹⁸To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 24.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to USF in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.¹⁹ Actual percentages²⁰ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for Institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting z-tests between column percentages for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 13 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and*

¹⁹Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²⁰Actual percentages were derived using the total number of survey respondents.

Intellectual Development Scale. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 13 of the survey reflect the questions on this scale (Table 2).

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three-and-a-half percent (3.6%) of all potential Student respondents were removed from the analysis as the result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.²¹ One question from the scale (Q13_A_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.866 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q13_A_2 included, Cronbach's alpha was only 0.753.

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

Scale	Academic experience
<i>Perceived Academic Success</i>	I am performing up to my full academic potential.
	I am satisfied with my academic experience at USF.
	I am satisfied with the extent of my intellectual development since enrolling at USF.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to USF.

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores

²¹Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated. Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Woman, Man)
- Racial identity (Other People of Color, Asian/Asian American/South Asian, Hispanic/Latin@/Chican@, Black/African American, Multiracial, White)
- Sexual identity (LGBQ, Heterosexual)
- Income status (Low-Income, Middle-Income, High-Income)
- Citizenship status (U.S. Citizen-Birth, U.S. Citizen-Naturalized, Not-U.S. Citizen)

When there were only two categories for the specified demographic variable (e.g., sexual identity) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta² and any moderate to large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at USF, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed²² using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the

²²Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

Results

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

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

Description of the Sample²³

Four thousand four hundred eighty-six (4,486) surveys were returned for a 34% overall response rate. The sample and population figures, chi-square analyses,²⁴ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by USF.

- Women were significantly overrepresented in the sample and men were underrepresented.
- Native Hawaiians/Pacific Islanders, Multiracial respondents, and White/European Americans were significantly overrepresented in the sample, while Asian/Asian Americans, Hispanic/Latin@/Chican@s, Middle Eastern/North Africans, and International respondents were significantly underrepresented.
- Staff members and Tenured/Tenure-Track/Term Faculty members were significantly overrepresented in the sample. Undergraduate Students and Graduate Students were significantly underrepresented.

²³ All frequency tables are provided in Appendix B.

²⁴ Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by USF.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		<i>N</i>	%	<i>n</i>	%	
Gender identity ^a	Woman	8,367	62.5	2,976	66.3	35.6
	Man	5,022	37.5	1,329	29.6	26.5
	Transspectrum	ND*	ND*	147	3.3	N/A
	Missing/Unknown	0	0.0	34	0.8	> 100.0
Racial/ethnic identity ^b	American Indian/Alaska Native	34	0.3	5	0.1	14.7
	Black/African American	698	5.2	229	5.1	32.8
	Asian/Asian American	2,548	19.1	764	17.0	30.0
	Hispanic/Latin@/Chican@	2,557	19.1	517	11.5	20.2
	Middle Eastern/North African	251	1.9	65	1.4	25.9
	Native Hawaiian/Pacific Islander	54	0.4	48	1.1	88.9
	White/European American	4,045	30.3	1,565	34.9	38.7
	Multiracial	747	5.6	639	14.2	85.5
	International	1,752	13.1	551	12.3	31.4
	Missing/Other/Unknown	684	5.1	103	2.3	15.1
Position status ^c	Undergraduate Student	6,847	51.1	2,032	45.3	29.7
	Graduate Student	4,233	31.6	1,185	26.4	28.0
	Faculty including Tenured, Tenure-Track, and Term Faculty	551	4.1	363	8.1	65.9
	Adjunct Faculty	729	5.4	233	5.2	32.0
	Staff	1,029	7.7	673	15.0	65.4

*ND: No Data Available

^a $\chi^2 (1, N = 4,305) = 80.71, p < .001$

^b $\chi^2 (9, N = 4,486) = 906.56, p < .001$

^c $\chi^2 (4, N = 4,486) = 553.08, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by instruments used in other Institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of USF's Campus Climate Working Group reviewed the bank of items available for the survey.

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

Reliability - Internal Consistency of Responses.²⁵ Correlations between the responses to questions about overall campus climate for various groups (survey Question 100) and to questions that rated overall campus climate on various scales (survey Question 101) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁶ are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level. In other words, a relationship existed between all selected pairs of responses. A strong relationship (between .599 and .725) existed for all five pairs of variables--between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Not Ableist (disability-friendly).

²⁵Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

²⁶Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

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

	Climate Characteristics			
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES) Not Ableist
Positive for People of Color	.650 ¹			
Positive for Lesbian, Gay, Bisexual, or Queer People		.606 ¹		
Positive for Women			.599 ¹	
Positive for People of Low-Income Status				.672 ¹
Positive for People with Disabilities				.725 ¹

¹ $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics²⁷

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

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, and Staff respondents.²⁸ Of respondents, 45% ($n = 2,032$) were Undergraduate Students, 26% ($n = 1,185$) were Graduate Students, 15% ($n = 673$) were Staff respondents, and 13% ($n = 596$) were Faculty (Figure 1). Eighty-nine percent ($n = 3,988$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 97% ($n = 1,976$) of Undergraduate Student respondents, 84% ($n = 989$) of Graduate Student respondents, 62% ($n = 367$) of Faculty respondents, and 98% ($n = 656$) of Staff respondents were full-time in their primary positions.

²⁷ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

²⁸ Collapsed position status variables were determined by the Campus Climate Working Group.

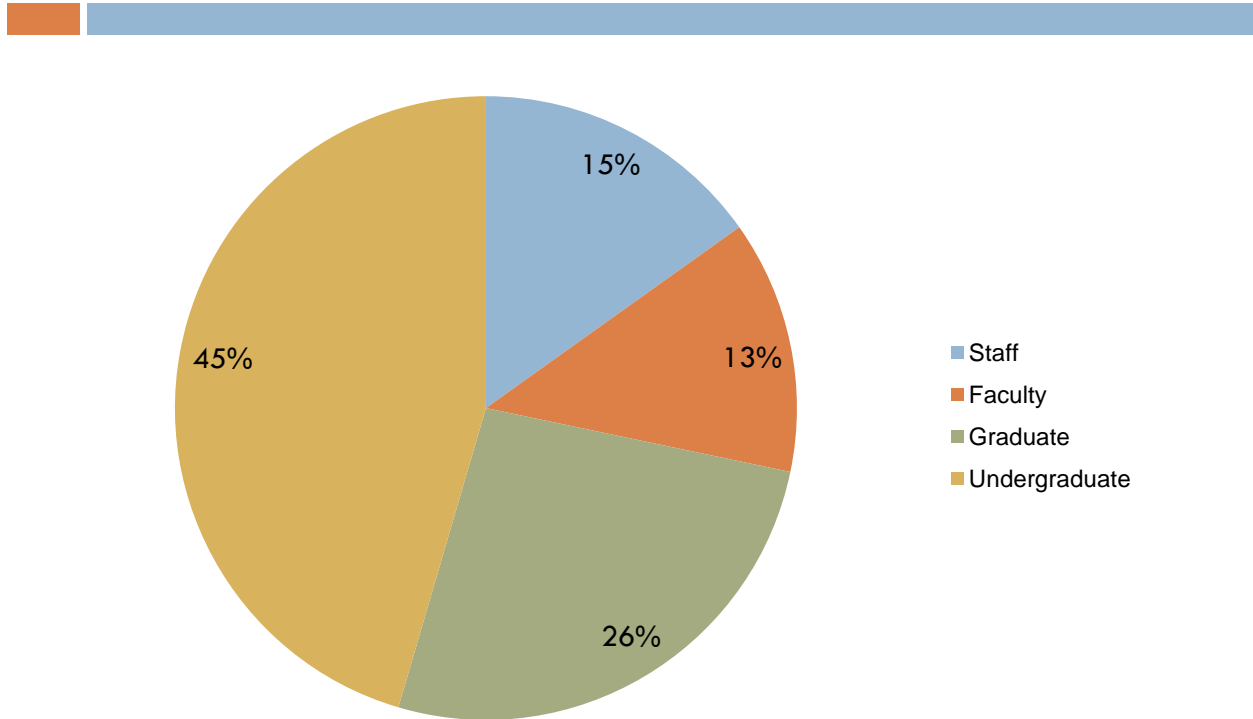


Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 13% ($n = 87$) were affiliated with Student Life, 12% ($n = 82$) were affiliated with the College of Arts and Sciences, and 9% were affiliated with Strategic Enrollment Management ($n = 58$).

Table 5. Staff Respondents' Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
Schools and Colleges		
College of Arts and Sciences	82	12.2
School of Education	21	3.1
School of Law	46	6.8

Table 5. Staff Respondents' Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
School of Management	28	4.2
School of Nursing and Health Professions	23	3.4
Office of the Provost		
Academic Affairs (including McCarthy Center)	13	1.9
Branch Campuses	11	1.6
Diversity Engagement and Community Outreach	< 5	---
Gleeson Library/Geschke Center	15	2.2
Institutional Planning, Budget, and Effectiveness	15	2.2
Office of the Provost	10	1.5
Strategic Enrollment Management	58	8.6
Student Life	87	12.9
Office of the President		
Business and Finance (including facilities, athletics)	56	8.3
Development	38	5.6
General Counsel (including Human Resources)	25	3.7
Information Technology Services	54	8.0
Marketing and Communications	30	4.5
Office of the President	6	0.9
University Ministry	7	1.0
Missing	46	6.8

Note: Table reports only responses from Staff respondents (*n* = 673).

Of Faculty respondents, 20% (*n* = 117) were affiliated with the College of Arts and Sciences – Humanities and 16% (*n* = 94) with the School of Nursing and Health Professions (Table 6).

Table 6. Faculty Respondents' Primary Academic Division/College Affiliations

Academic division/college	<i>n</i>	%
College of Arts and Sciences - Arts	70	11.7
College of Arts and Sciences - Humanities	117	19.6
College of Arts and Sciences - Sciences	66	11.1
College of Arts and Sciences - Social Sciences	72	12.1
Gleeson Library	17	2.9
School of Education	55	9.2
School of Law	32	5.4
School of Management	52	8.7
School of Nursing and Health Professions	94	15.8
Missing	21	3.5

Note: Table reports only responses from Faculty respondents (*n* = 596).

In terms of length of employment, 33% (*n* = 192) of Faculty respondents were employed at USF between one and five years while 20% (*n* = 119) were employed at USF between six and 10 years (Table 7). Forty percent (*n* = 264) of Staff respondents were employed at USF between one and five years and 20% (*n* = 130) of Staff respondents were employed at USF between six and 10 years. Fourteen percent (*n* = 85) of Faculty respondents and 9% (*n* = 61) of Staff respondents were employed at USF for more than 20 years.

Table 7. Faculty and Staff Respondents' Length of Employment

Time	Faculty respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	44	7.5	97	14.6
1-5 years	192	32.6	264	39.6
6-10 years	119	20.2	130	19.5
11-15 years	100	17.0	69	10.4
16-20 years	49	8.3	45	6.8
More than 20 years	85	14.4	61	9.2

Note: Table reports only responses from Faculty and Staff respondents (*n* = 1,269).

Two-thirds of the sample (67%, $n = 3,011$) were Women and 30% ($n = 1,354$) were Men.²⁹ Four percent of respondents identified as Gender non-conforming/Gender non-binary ($n = 71$), Genderqueer ($n = 68$) or Transgender ($n = 30$).³⁰ Twenty-two respondents (1%) marked “a gender not listed here” and offered identities such as “human,” “Transmasculine, Boi,” and “Two-Spirit.”

For the purpose of some analyses, the Campus Climate Working Group agreed to collapse the categories Transgender, Genderqueer, Gender non-conforming/gender non-binary, and “gender not listed here” into the “Transspectrum” category (3%, $n = 147$) and agreed not to include the Transspectrum category in some analyses to maintain the confidentiality of those respondents.

Figure 2 illustrates that more Women Undergraduate Student respondents (70%, $n = 1,419$) than Men Undergraduate Student respondents (26%, $n = 522$) or Transspectrum Undergraduate Student respondents (4%, $n = 84$) completed the survey. Similarly, more Women Graduate Student respondents (67%, $n = 793$) than Men Graduate Student respondents (30%, $n = 353$) or Transspectrum Graduate Student respondents (3%, $n = 35$) completed the survey. A higher percentage of Faculty respondents identified as Women (61%, $n = 353$) than identified as Men (37%, $n = 212$) or Transspectrum (3%, $n = 15$). A higher percentage of Staff respondents identified as Women (62%, $n = 411$) than Men (36%, $n = 242$) or Transspectrum (2%, $n = 13$).

²⁹The majority of respondents identified their birth sex as female (69%, $n = 3,080$), while 31% ($n = 1,380$) of respondents identified as male, and less than five identified as intersex. Additionally, 67% ($n = 2,983$) identified their gender expression as feminine, 30% ($n = 1,356$) as masculine, 4% ($n = 162$) as androgynous, and 1% ($n = 51$) as “a gender not listed here.”

³⁰Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. Because of the small number of transspectrum respondents, some analyses were not conducted or included in the report to maintain the respondents’ confidentiality.

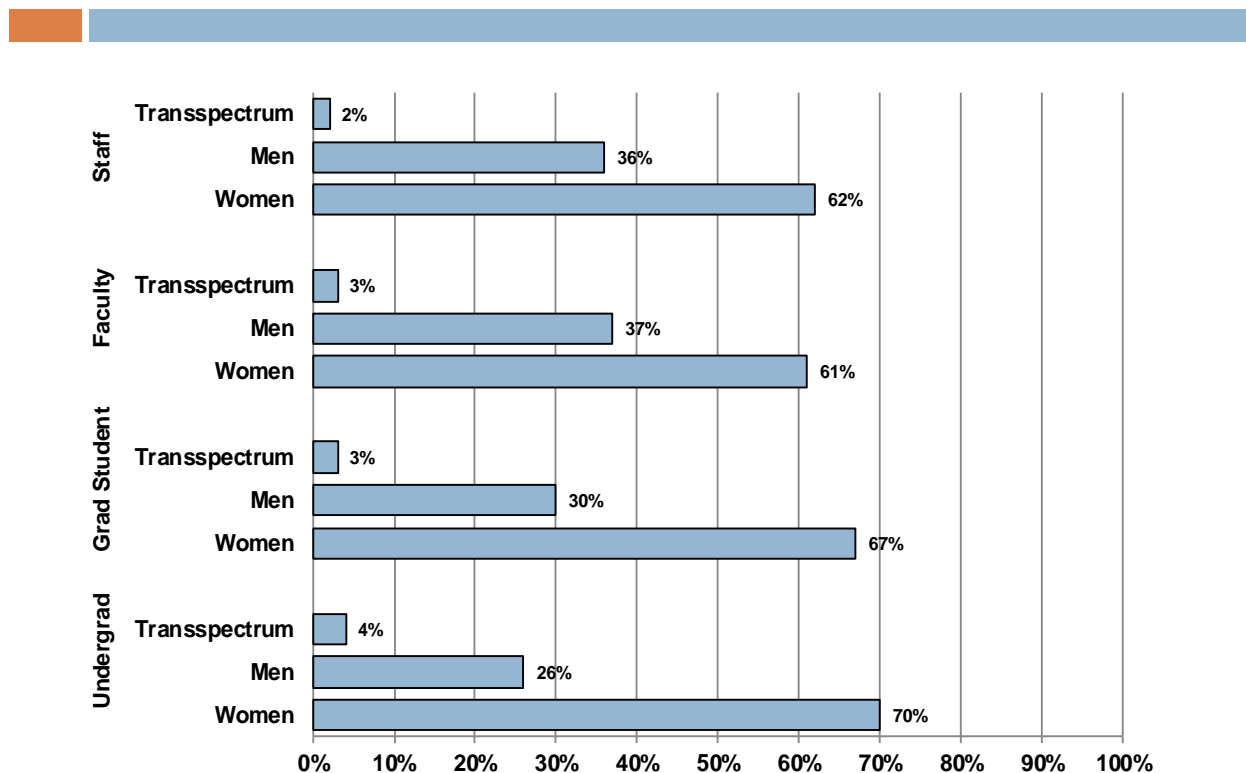


Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual³¹ (77%, $n = 3,448$) and 19% ($n = 862$) identified as LGBQ (i.e., lesbian, gay, bisexual, demisexual, pansexual, queer, or questioning) (Figure 3).

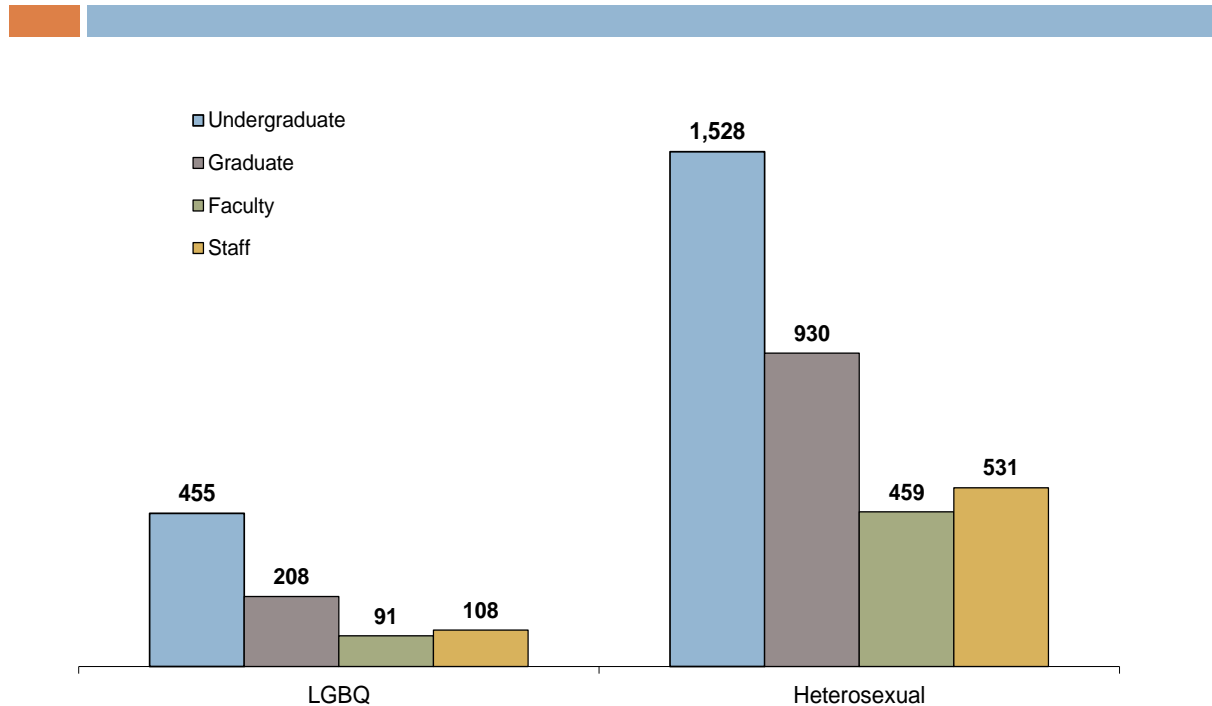
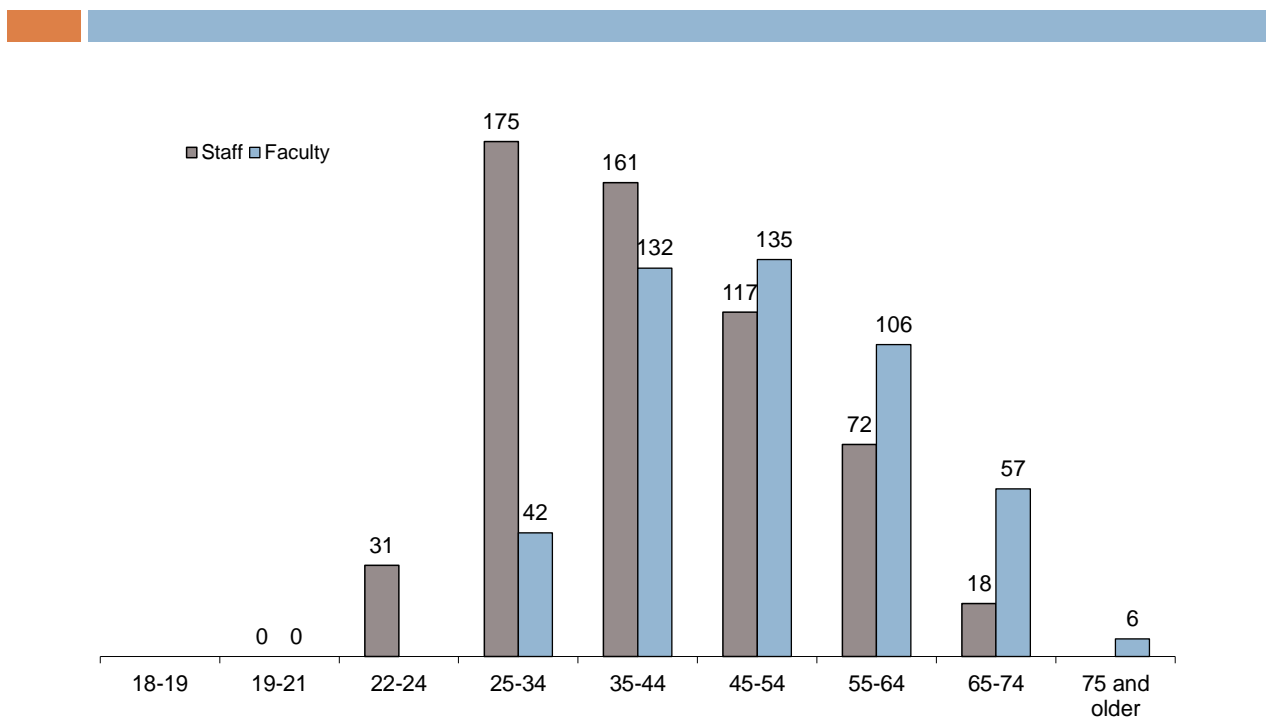


Figure 3. Respondents by Sexual Identity and Position Status (n)

³¹ Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “attack helicopter,” “bicurious,” and “heteroflexible.”

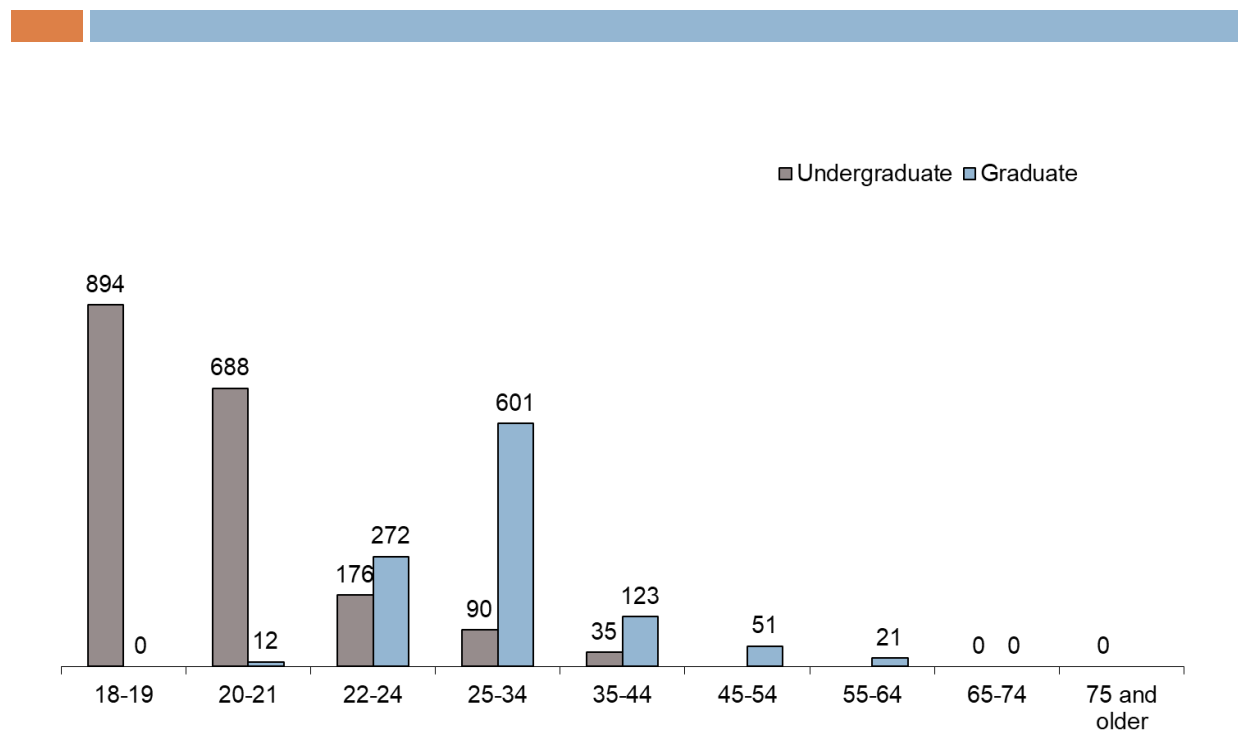
Of Staff respondents, 30% ($n = 175$) were between 25 and 34 years old, 28% ($n = 161$) were between 35 and 44 years old, 20% ($n = 117$) were between 45 and 54 years old, and 16% ($n = 93$) were 55 years old and older (Figure 4). Of Faculty respondents, 28% ($n = 132$) were between 35 and 44 years old, 28% ($n = 135$) were between 45 and 54 years old, and 35% ($n = 169$) were 55 years old and older.



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

Figure 4. Faculty, and Staff Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 47% ($n = 894$) were between 18 and 19 years old, 36% ($n = 688$) were between 20 and 21 years old, and 9% ($n = 176$) were between 22 and 24 years old (Figure 5). Of responding Graduate Students, 25% ($n = 272$) were between 22 and 24 years old, 56% ($n = 601$) were between 25 and 34 years old, 11% ($n = 123$) were between 35 and 44 years old, and 5% ($n = 51$) were between 45 and 54 years old.



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

Figure 5. Student Respondents by Age (n)

Regarding racial identity, 48% ($n = 2,161$) of the respondents identified as White/European American (Figure 6). Twenty-eight percent ($n = 1,275$) of respondents identified as Asian/Asian American/South Asian, 20% ($n = 898$) as Hispanic/Latin@/Chican@, 9% ($n = 383$) as Black/African American, 4% ($n = 155$) as Pacific Islander, 3% ($n = 147$) as Middle Eastern/North African, 2% ($n = 97$) as American Indian/Native American/Indigenous, 1% ($n = 24$) as Native Hawaiian, and less than one percent ($n = 7$) were Alaska Native. Sixty-four individuals marked the response category “a racial/ethnic identity not listed here” and wrote terms such as “Earth,” “Hapa,” “Mixed,” “Ramani Gypsy,” or identified with a specific country.

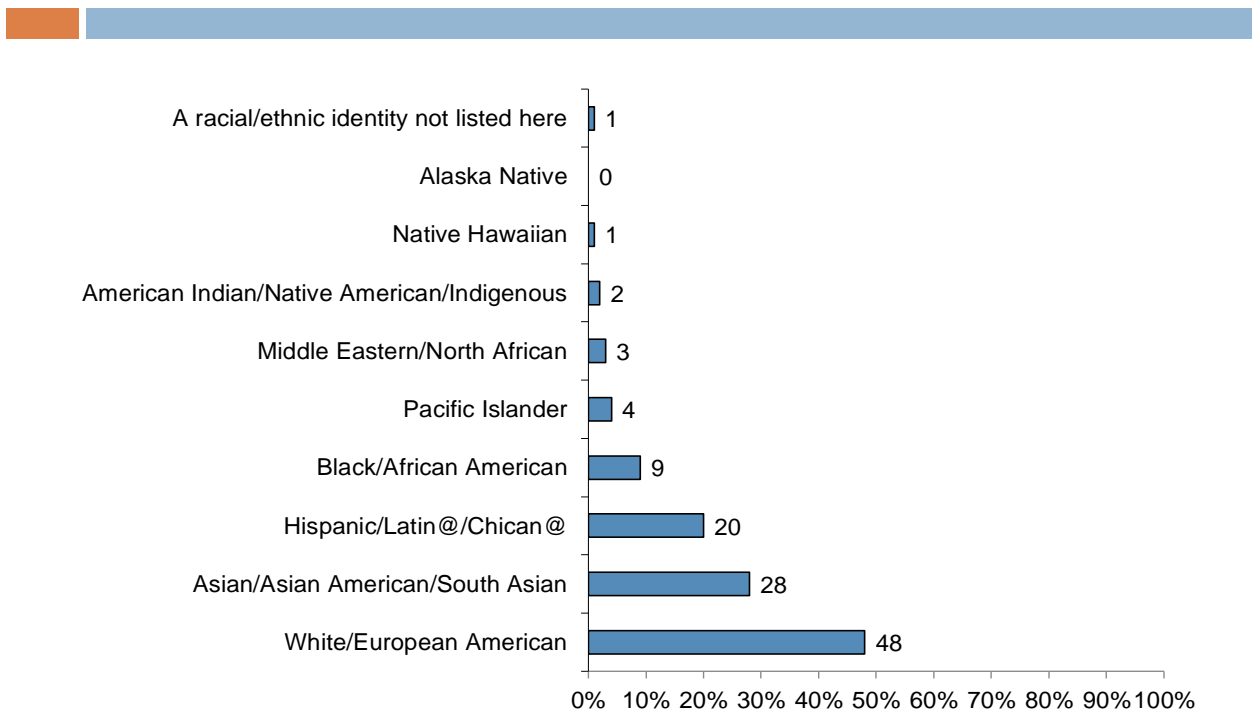


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity³² allowing them to identify as biracial or multiracial. For the purposes of some analyses, the Campus Climate Working Group created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White/European American (37%, $n = 1,672$) as their identity (Figure 7). Other respondents identified as Multiracial³³ (15%, $n = 676$), Asian/Asian American/South Asian (23%, $n = 1,021$), Black/African American (6%, $n = 260$), Hispanic/Latin@/Chican@ (13%, $n = 583$), and Other People of Color³⁴ (4%, $n = 185$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%, $n = 89$).

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

³³Per the Campus Climate Working Group, respondents who identified as more than one racial identity were recoded as Multiracial.

³⁴Per the Campus Climate Working Group, the Other People of Color category included respondents who identified as Alaska Native, American Indian/Native American/Indigenous, Middle Eastern/North African, Native Hawaiian, or Pacific Islander. This group is used when Asian/Asian American, Black/African American, and Hispanic/Latin@/Chican@ are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

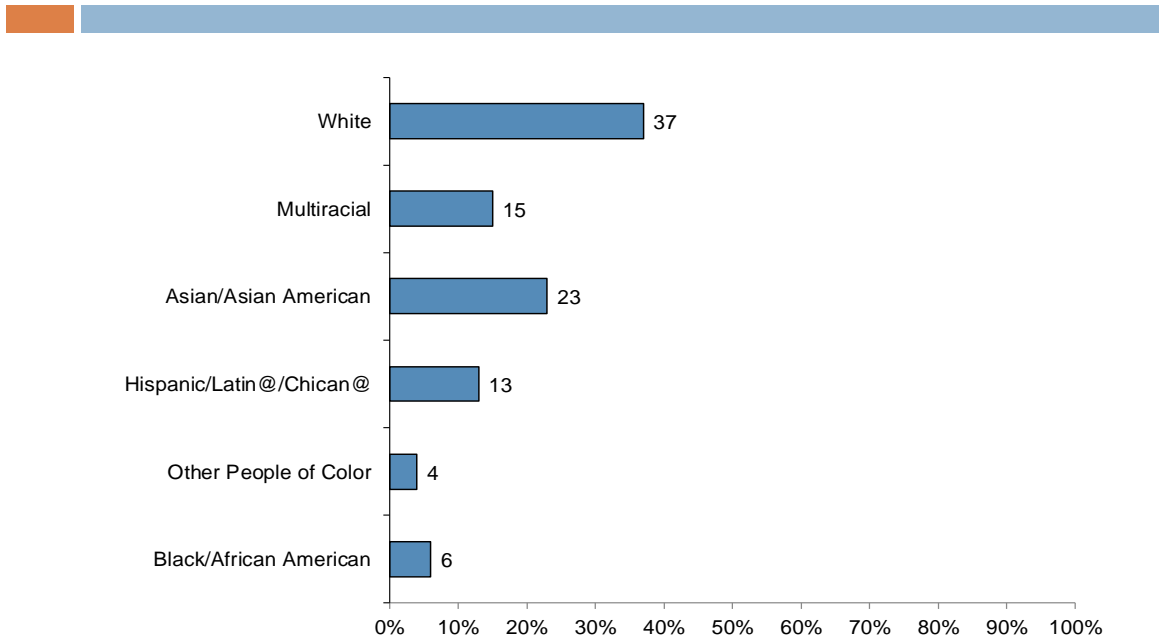


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Forty-two percent ($n = 1,833$) of respondents indicated No Religious Affiliation (Figure 8). Forty-one percent ($n = 1,793$) of respondents identified as having a Christian Religious Affiliation. Six percent ($n = 264$) identified with Multiple Affiliations and 11% ($n = 461$) of respondents chose Other Affiliation.

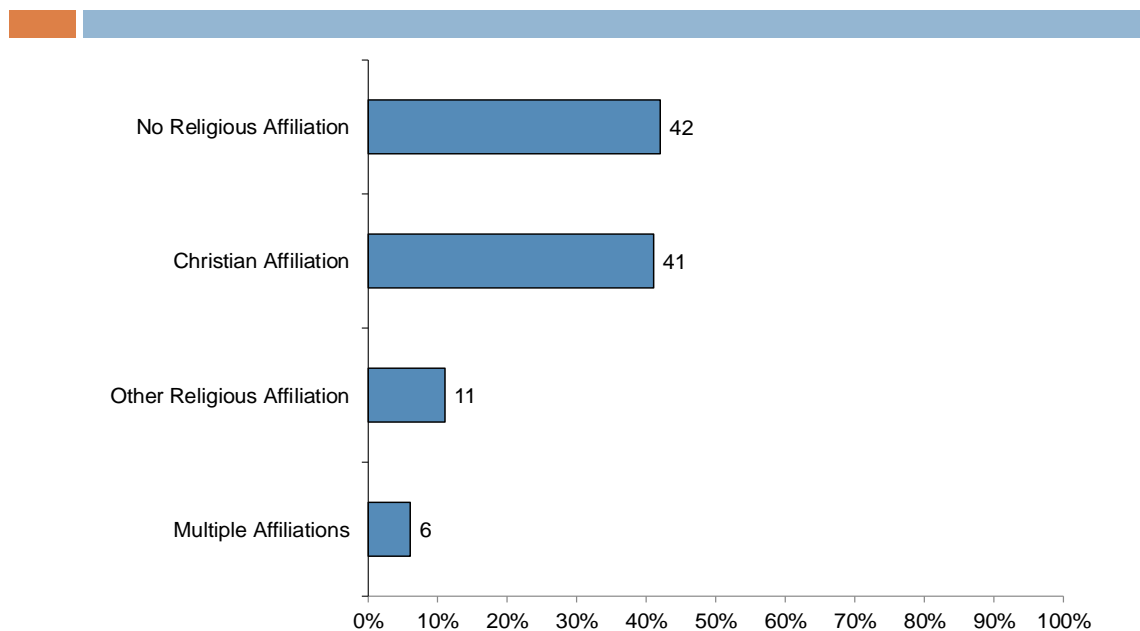
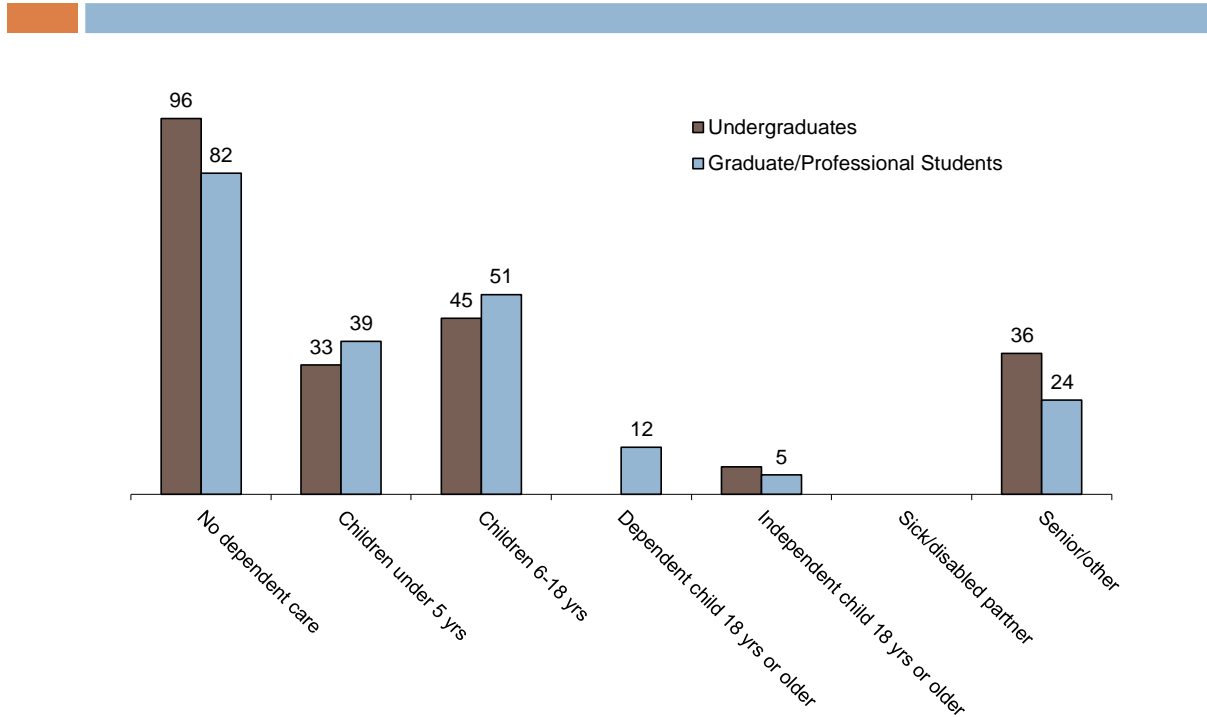


Figure 8. Respondents by Religious Affiliation (%)

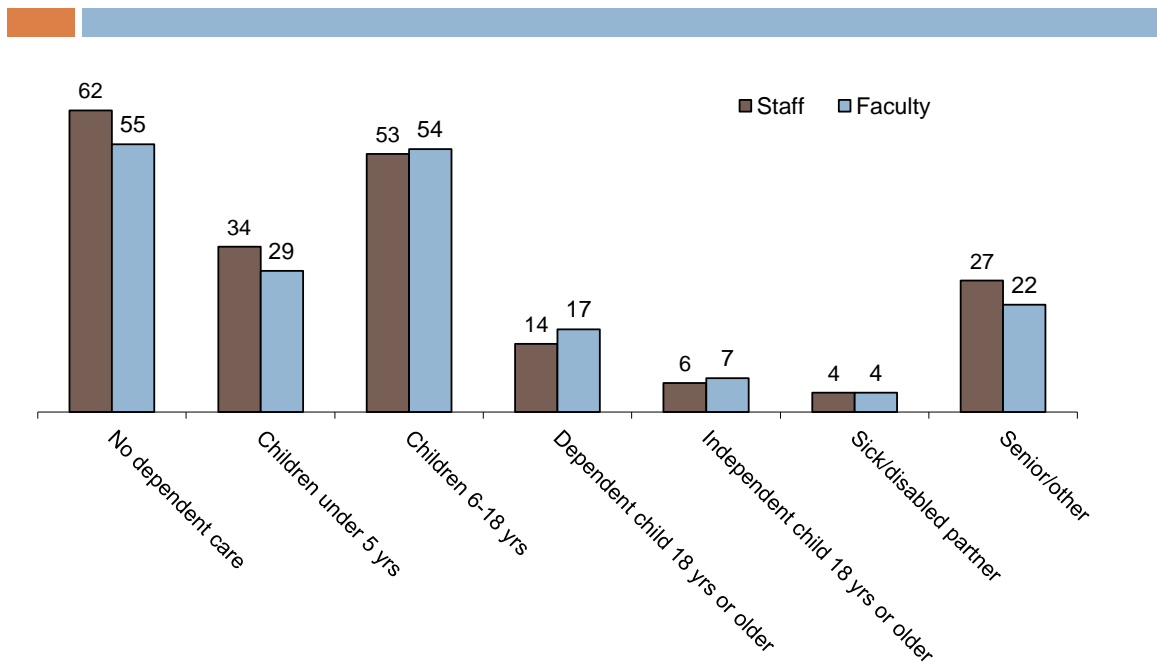
Eighty-one percent ($n = 3,639$) of respondents had no parenting or caregiving responsibilities. Ninety-six percent ($n = 1,935$) of Undergraduate Student respondents and 82% ($n = 968$) of Graduate Student respondents had no dependent care responsibilities (Figure 9).



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

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

Sixty-two percent ($n = 413$) of Staff respondents and 55% ($n = 323$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Thirty-four percent ($n = 85$) of Staff respondents and 29% ($n = 76$) of Faculty respondents were caring for children under the age of five years. Fifty-three percent ($n = 132$) of Staff respondents and 54% ($n = 140$) of Faculty respondents were caring for children ages 6 to 18 years. Fourteen percent ($n = 34$) of Staff respondents and 17% ($n = 45$) of Faculty respondents were caring for dependent children over 18 years old. Six percent ($n = 16$) of Staff respondents and 7% ($n = 19$) of Faculty respondents had independent children over the age of 18 years. Four percent ($n = 9$) of Staff respondents and 4% ($n = 11$) of Faculty respondents were caring for sick and disabled partners. Twenty-seven percent ($n = 66$) of Staff respondents and 22% ($n = 56$) of Faculty respondents were caring for senior or other family members.



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

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

Fourteen percent ($n = 629$) of respondents had conditions that substantially influenced learning, working, or living activities. Fifty-four percent ($n = 337$) of respondents who indicated that they had a disability had mental health/psychological conditions, 28% ($n = 176$) had learning disabilities, and 21% ($n = 134$) had chronic health diagnoses or medical conditions (Table 8). Subsequent analyses indicated that 9% ($n = 412$) of respondents had a single condition that substantially influenced learning, working, or living activities and 4% ($n = 175$) had multiple conditions that substantially influenced learning, working, or living activities.

Table 8. Respondents' Conditions That Affect Learning, Working, Living Activities

Conditions	<i>n</i>	%
Mental Health/Psychological Condition (e.g., anxiety, depression)	337	53.6
Learning Difference/Disability (e.g., Asperger's/Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)	176	28.0
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	134	21.3
Hard of Hearing or Deaf	36	5.7
Physical/Mobility condition that does not affect walking	35	5.6
Physical/Mobility condition that affects walking	31	4.9
Acquired/Traumatic Brain Injury	20	3.2
Low Vision or Blind	17	2.7
Speech/Communication Condition	< 5	---
A disability/condition not listed here	18	2.9

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 66 ($n = 629$). Percentages may not sum to 100 as a result of multiple response choices.

Table 9 depicts how respondents answered the survey item, “What is your citizenship/immigration status in the U.S.? Mark all that apply.” For the purposes of analyses, the Campus Climate Working Group created three citizenship categories:³⁵ 78% ($n = 3,474$) of

³⁵For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen-Birth, U.S. Citizen-Naturalized, and Non-U.S. Citizen (includes permanent residents; F-1, J-1, H1-B, and U visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

respondents were U.S. Citizens-Birth, 10% ($n = 435$) were U.S. Citizens-Naturalized, and 12% ($n = 551$) were Non-U.S. Citizens.

Table 9. Respondents' Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen, birth	3,520	78.5
U.S. citizen, naturalized	455	10.1
A visa holder (such as F-1, J-1, H1-B, or U)	315	7.0
Permanent Resident	180	4.0
DACA (Deferred Action for Childhood Arrival)	24	0.5
Other legally documented status	12	0.3
Undocumented resident	7	0.2
Refugee status	< 5	---
DAPA (Deferred Action for Parental Accountability)	< 5	---
Currently under a withholding of removal status	< 5	---

Note: Percentages may not sum to 100 as a result of multiple response choices.

Eighty-three percent ($n = 3,723$) of respondents indicated that English was their primary language and 15% ($n = 651$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Albanian, Arabic, Bisaya, Cantonese, Chinese, Dari, Estonian, Farsi/Persian, French, German, Hindi, Indonesian, Japanese, Korean, Mandarin, Nepalese, Polish, Romanian, Russian, Spanish, Tagalog, Thai, Turkish, Vietnamese, and Yoruba.

Additional analyses revealed that 95% ($n = 4,281$) of respondents had never served in the military. Less than 1% ($n = 26$) of respondents were on active duty (including Reserves/National Guard) and 3% ($n = 125$) of respondents formerly were active military. Less than 1% ($n = 24$) of respondents were in ROTC.

Forty percent ($n = 264$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 28% ($n = 184$) had a bachelor's degree, 12% ($n = 76$) had finished some graduate work, 8% ($n = 50$) had finished a doctoral degree, and 5% ($n = 32$) had finished some college.

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 19% ($n = 623$) of Student respondents were First-Generation Students.³⁶

Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	283	6.3	261	5.8
Some high school	238	5.3	235	5.2
Completed high school/GED	632	14.1	687	15.3
Some college	583	13.0	585	13.0
Business/technical certificate/degree	101	2.3	150	3.3
Associate's degree	208	4.6	211	4.7
Bachelor's degree	1,069	23.8	1,113	24.8
Some graduate work	80	1.8	88	2.0
Master's degree (MA, MS, MBA)	719	16.0	559	12.5
Specialist degree (EdS)	24	0.5	22	0.5
Doctoral degree (PhD, EdD)	225	5.0	117	2.6
Professional degree (MD, JD)	222	4.9	136	3.0
Unknown	34	0.8	102	2.3
Not applicable	43	1.0	177	3.9
Missing	25	0.6	43	1.0

Note: Table reports only responses from Student respondents ($n = 3,217$).

As indicated in Table 11, 29% ($n = 591$) of Undergraduate Student respondents were first-year students, 26% ($n = 522$) were second-year students, 22% ($n = 456$) were third-year students, 20% ($n = 413$) were fourth-year students, and 2% ($n = 37$) were fifth-year students. Less than one percent ($n = 8$) of Student respondents were in their sixth year or more of their college career.

³⁶With the Campus Climate Working Group's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Table 11. Student Respondents' Year in College Career

Year in college career	<i>n</i>	%
First year	591	29.1
Second year	522	25.7
Third year	456	22.4
Fourth year	413	20.3
Fifth year	37	1.8
Sixth year (or more)	8	0.4

Note: Table reports only responses from Undergraduate Student respondents ($n = 2,032$).

Table 12 reveals that 16% ($n = 321$) of Undergraduate Student respondents were majoring in Nursing, 8% in Psychology ($n = 169$), and 7% ($n = 146$) in Biology.

Table 12. Undergraduate Student Respondents' Current or Intended Majors

Major	<i>n</i>	%
College of Arts and Sciences		
Undeclared Arts	36	1.8
Undeclared Sciences	38	1.9
Advertising	28	1.4
Architecture and Community Design	23	1.1
Art History/Arts Management	12	0.6
Asian Studies	< 5	---
Biology	146	7.2
Chemistry	23	1.1
Chemistry with Medicinal/Synthetic Chemistry Concentration	8	0.4
Communication Studies	82	4.0
Comparative Literature and Culture	11	0.5
Computer Science	84	4.1
Critical Diversity Studies	27	1.3
Data Science	17	0.8
Design	33	1.6
Economics	43	2.1
Education, Dual Degree in Teaching	33	1.6
English with Literature Emphasis	19	0.9
English with Writing Emphasis	28	1.4
Environmental Science	26	1.3

Table 12. Undergraduate Student Respondents' Current or Intended Majors

Major	<i>n</i>	%
Environmental Studies	37	1.8
Fine Arts	8	0.4
French Studies	< 5	---
History	24	1.2
International Studies	86	4.2
Japanese Studies	8	0.4
Kinesiology	48	2.4
Latin American Studies	7	0.3
Mathematics	17	0.8
Media Studies	66	3.2
Performing Arts and Social Justice	18	0.9
Philosophy	12	0.6
Physics and Astronomy	8	0.4
Politics	85	4.2
Psychology	169	8.3
Sociology	88	4.3
Spanish Studies	14	0.7
Theology and Religious Studies	5	0.2
Urban Studies	5	0.2
School of Management		
Undeclared Business	30	1.5
Bachelor of Science in Business Administration (BSBA) - Accounting	47	2.3
Bachelor of Science in Business Administration (BSBA) - Entrepreneurship and Innovation	42	2.1
Bachelor of Science in Business Administration (BSBA) - Business Administration	75	3.7
Bachelor of Science in Business Administration (BSBA) - Finance	62	3.1
Bachelor of Science in Business Administration (BSBA) - Hospitality Management	29	1.4
Bachelor of Science in Business Administration (BSBA) - International Business	47	2.3
Bachelor of Science in Business Administration (BSBA) - Management	33	1.6
Bachelor of Science in Business Administration (BSBA) - Marketing	70	3.4

Table 12. Undergraduate Student Respondents' Current or Intended Majors

Major	<i>n</i>	%
Bachelor of Science in Business Administration (BSBA) - Organizational Behavior and Leadership	5	0.2
Bachelor of Science in Management (BSM)	26	1.3
School of Nursing and Health Professions		
Nursing	321	15.8

Note: Table reports only responses from Undergraduate Student respondents ($n = 2,032$). Percentages may not sum to 100 because of multiple response choices.

For Graduate Student respondents, 27% ($n = 325$) were in the School of Education, 22% ($n = 257$) were in the School of Nursing and Health Professions, 15% ($n = 178$) were in the School of Law, and 14% ($n = 166$) were in the College of Arts and Sciences – Arts & Humanities (Table 13).

Table 13. Graduate Student Respondents' Academic College or School

College or school	<i>n</i>	%
School of Law	178	15.0
School of Education	325	27.4
School of Nursing and Health Professions	257	21.7
School of Management	151	12.7
College of Arts and Sciences – Arts & Humanities	166	14.0
College of Arts and Sciences – Mathematics & Sciences	71	6.0
College of Arts and Sciences – Social Sciences	59	5.0

Note: Table reports only responses from Graduate Student respondents ($n = 1,185$). Percentages may not sum to 100 because of multiple response choices.

Eighty-three percent ($n = 3,728$) of respondents were primarily affiliated with the Hilltop Campus and 6% ($n = 245$) with Downtown San Francisco. One percent ($n = 58$) were affiliated with USF Online programs.

Thirty-one percent ($n = 638$) of Undergraduate Student respondents and 11% ($n = 113$) of Graduate Student respondents were employed on campus, while 32% ($n = 647$) of Undergraduate Student respondents and 51% ($n = 601$) of Graduate Student respondents were employed off campus (Table 14). Of Undergraduate Student respondents who were employed on campus, 42% ($n = 258$) worked between one and 10 hours per week. Of Graduate Student respondents who

were employed on campus, 45% ($n = 59$) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 30% ($n = 184$) worked between one and 10 hours per week. Of Graduate Student respondents who were employed off campus, 28% ($n = 164$) worked more than 40 hours per week.

Table 14. Student Employment

Employed	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
No	861	42.4	463	39.1
Yes, I work on campus	638	31.4	113	11.2
1-10 hours/week	258	41.7	59	45.0
11-20 hours/week	277	44.8	47	35.9
21-30 hours/week	71	11.5	18	13.7
31-40 hours/week	9	1.5	< 5	---
More than 40 hours/week	< 5	---	5	3.9
Yes, I work off campus	647	31.8	601	50.7
1-10 hours/week	184	29.7	62	10.7
11-20 hours/week	254	41.0	111	19.1
21-30 hours/week	110	17.8	83	14.3
31-40 hours/week	47	7.6	160	27.6
More than 40 hours/week	24	3.9	164	28.3

Note: Table reports only responses from Student respondents ($n = 3,217$).

Fifty-five percent ($n = 1,762$) of Student respondents experienced financial hardship while attending USF, including 56% ($n = 1,135$) of Undergraduate Student respondents and 54% ($n = 627$) of Graduate Student respondents. Of these Student respondents, 77% ($n = 1,351$) had difficulty affording tuition, 57% ($n = 1,010$) had difficulty purchasing books/course materials, and 53% ($n = 934$) had difficulty affording housing (Table 15). “Other” responses included “cafeteria prices,” “credit cards,” “dental care,” “Fraternity life,” “going to conferences for professional development,” “loans,” “medication,” and “parking.”

Table 15. Student Respondents Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Difficulty affording tuition	1,351	76.7
Difficulty purchasing my books/course materials	1,010	57.3
Difficulty in affording housing	934	53.0
Difficulty affording food	656	37.2
Difficulty participating in social events	644	36.5
Difficulty affording travel to and from USF	523	29.7
Difficulty in affording unpaid internships/research opportunities	467	26.5
Difficulty in affording other campus fees	405	23.0
Difficulty in affording health care	382	21.7
Difficulty affording co-curricular events or activities	372	21.1
Difficulty in affording alternative spring breaks	372	21.1
Difficulty affording commuting to campus	325	18.4
Difficulty in affording child care	72	4.1
Other	67	3.8

Note: Table reports only responses of Students respondents who indicated on the survey that they experienced financial hardship ($n = 1,762$).

Fifty-six percent ($n = 1,796$) of Student respondents used loans to pay for their education at USF (Table 16). When analyzed by income status, the data revealed that 53% ($n = 1,077$) of Undergraduate Student respondents and 61% ($n = 719$) of Graduate Student respondents relied on loans to pay for their education. Seventy-two percent ($n = 455$) of Low-Income Student respondents,³⁷ 62% ($n = 807$) of Middle-Income Student respondents, and 42% ($n = 491$) of High-Income Student respondents relied on loans to help pay for college. Analyzed by first-generation status, 63% ($n = 393$) of First-Generation Student respondents and 54% ($n = 1,401$) of Not-First-Generation Student respondents depended on loans.

Forty-nine percent ($n = 1,584$) of Student respondents depended on family contributions to pay for college. Sixty-three percent ($n = 1,286$) of Undergraduate Student respondents and 25% ($n = 298$) of Graduate Student respondents relied on family contributions to pay for their education.

³⁷The Campus Climate Working Group defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually, Middle-Income Student respondents as those whose families earn between \$30,000 and \$100,000 annually, and High-Income Student respondents as those whose families earn at least \$100,000 annually.

Subsequent analyses indicated that 27% ($n = 171$) of Low-Income Student respondents, 47% ($n = 608$) of Middle-Income Student respondents, 65% ($n = 756$) of High-Income Student respondents, 32% ($n = 199$) of First-Generation Student respondents, and 54% ($n = 1,383$) of Not-First-Generation Student respondents depended on family contributions.

Table 16. How Student Respondents Were Paying for College

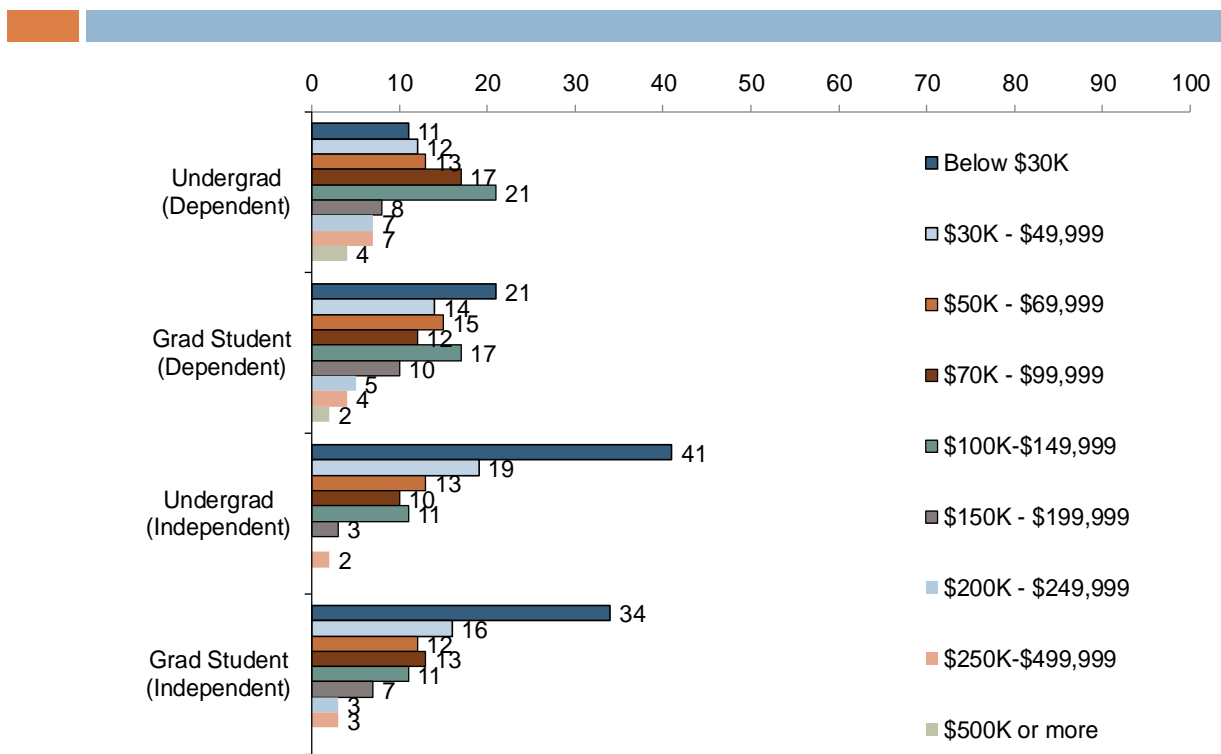
Source of funding	<i>n</i>	%
Loans	1,796	55.8
Family contribution	1,584	49.2
Non-need based scholarship (e.g., merit, ROTC)	894	27.8
Personal contribution /job	887	27.6
Grant (e.g., Pell)	823	25.6
Need-based scholarship (e.g., Gates)	634	19.7
Campus employment	425	13.2
Credit card	378	11.8
GI Bill	88	2.7
Graduate/research/teaching assistantship	51	1.6
Resident advisor	37	1.2
A method of payment not listed here	164	5.1

Note: Table reports only responses from Student respondents ($n = 3,217$).

Sixty-four percent ($n = 2,065$) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 30% ($n = 970$) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 43% ($n = 256$) of Low-Income Student respondents, 68% ($n = 827$) of Middle-Income Student respondents, and 81% ($n = 900$) of High-Income Student respondents were financially independent. Fifty-one percent ($n = 293$) of First-Generation Student respondents and 72% ($n = 1,772$) of Not-First-Generation Student respondents were financially independent.

Twenty percent ($n = 631$) of Student respondents indicated that they or their families had an annual income of less than \$30,000. Fourteen percent ($n = 434$) of Student respondents indicated an annual income between \$30,000 and \$49,999; 13% ($n = 404$) between \$50,000 and \$69,999, 14% ($n = 458$) between \$70,000 and \$99,999; 16% ($n = 529$) between \$100,000 and \$149,999; 8% ($n = 241$) between \$150,000 and \$199,999; 5% ($n = 161$) between \$200,000 and \$249,999;

5% ($n = 155$) between \$250,000 and \$499,999; and 3% ($n = 82$) indicated an annual income of \$500,000 or more. These figures are displayed by student status in Figure 11. Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.



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

Figure 11. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Students completing the survey, 31% ($n = 989$) lived in campus housing, 67% ($n = 2,161$) lived in non-campus housing, and less than 1% ($n = 21$) identified as transient (Table 17).

Table 17. Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	989	30.7
Toler	184	23.8
Hayes-Healy	131	16.9
Gillson	123	15.9
Loyola Village	108	14.0
Lone Mountain	98	12.7
Fromm	64	8.3
Pedro Arrupe	33	4.3
St. Anne	21	2.7
Pacific Wing	12	1.6
Non-campus housing	2,161	67.2
Independently in an apartment/house	1,556	75.6
Living with family member/guardian	490	23.8
College-owned housing	13	0.6
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	21	0.7
Missing	46	1.4

Note: Table reports only responses from Undergraduate Student respondents ($n = 3,217$)

Seventeen percent ($n = 548$) of Student respondents participated in Cultural/Multicultural/International organizations and 16% ($n = 526$) were involved with academic and academic honorary organizations at USF (Table 18). Forty percent ($n = 1,284$) of Student respondents did not participate in any clubs or organizations at USF.

Table 18. Student Respondents' Participation in Clubs/Organizations at USF

Club/organization	<i>n</i>	%
Cultural/Multicultural/International organization (e.g., Black Student Union, Kasamahan, Latinas Unidas, Asian Pacific American Law Students Association)	548	17.0

Table 18. Student Respondents' Participation in Clubs/Organizations at USF

Club/organization	<i>n</i>	%
Academic/Honorary organization (e.g., Women in Computer Science, Philosophy Club, Beta Alpha Psi, McAuliffe Honor Society)	526	16.4
Intramural and Club Sports teams (e.g., soccer, rugby, volleyball)	301	9.4
Departmental/Cohort/Program Involvement	296	9.2
Special Interest organization (e.g., TransferNation; Animation, Comics, and Video Game club, Criminal Law Society)	284	8.8
Social Fraternity/Sorority (e.g., Alpha Phi Alpha, Kappa Alpha Theta, Lambda Theta Nu)	277	8.6
Activism-based organization	227	7.1
Service/Philanthropy organization (e.g., Best Buddies, Chi Upsilon Zeta, PILF)	220	6.8
Professional organization	215	6.7
Council/Governance organization (e.g., ASUSF Senate, CFCC, Greek Council, SBA)	198	6.2
Performing Arts/Programming organization (e.g., Campus Activities Board, USF Voices, Word)	197	6.1
Religious/Spiritual organization (e.g., Muslim Student Association, Jewish Student Organization)	111	3.5
Media organization (e.g., Foghorn, USF TV)	98	3.0
Intercollegiate Athletics Team	59	1.8
Political organization (e.g., Model UN, Young Americans for Liberty, USF Law Democrats)	58	1.8
I do not participate in any clubs or organizations at USF.	1,284	39.9

Table 19 indicates that most Student respondents earned passing grades. Fifty-three percent ($n = 1,895$) earned at least a 3.25 grade point average (G.P.A.).

Table 19. Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
3.75 – 4.00	466	23.1	475	40.4
3.25 – 3.74	579	28.7	175	14.9
3.00 – 3.24	228	11.3	70	5.9
2.50 – 2.99	140	6.9	48	4.1

Table 19. Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
2.00 – 2.49	36	1.8	8	0.7
1.99 and below	16	0.8	0	0.0
No GPA yet	553	27.4	401	34.1

Note: Table reports only responses from Student respondents (*n* = 3,217).

Staff respondents and Faculty respondents were asked to comment on their academic experiences at USF (e.g., advising, classroom). Sixty-eight (68) Staff and Faculty respondents elaborated on their academic experiences at USF as a current USF employee. One theme emerged: positive overall experience.

Positive Overall Experience- Respondents depicted their overall academic experiences at USF as positive and enriching. Respondents shared, “Overall, I'm happy with my academic experience at USF,” “good academic experience,” and “It's been a fantastic opportunity.” Respondents identified their interactions with faculty and the “intellectual environment” as positive contributors to their academic experience. Specifically, respondents wrote, “I've had a fantastic experience thus far as a student at USF and find the environment intellectually stimulating and supportive,” “I can't be any more pleased with the professors I get to learn from,” and “I find the courses to be high quality, timely, and engaging. Faculty are very dedicated to teaching and to being experts in their field.” Another respondent offered, “I have really enjoyed my courses. The professors have (mostly) all been great. Engaging lectures, interesting research. I appreciate the benefit and not being treated differently in the classroom as a USF employee.” Respondents referred to the opportunity to enroll in courses at USF as “wonderful,” “amazing,” and “life-changing.”

Campus Climate Assessment Findings³⁸

The following section reviews the major findings of this study.³⁹ The review explores 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. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort With the Climate at USF

The survey posed questions regarding respondents' levels of comfort with USF's campus climate. Table 20 illustrates that 77% ($n = 3,444$) of the survey respondents were "very comfortable" or "comfortable" with the climate at USF. Seventy percent ($n = 886$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. Eighty-two percent ($n = 3,130$) of Student respondents and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 20. Respondents' Comfort With the Climate at USF

Level of Comfort	Comfort with overall climate		Comfort with climate in department/program or work units*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	1,119	24.9	372	29.5	1,142	30.1
Comfortable	2,325	51.8	514	40.7	1,988	52.3
Neither comfortable nor uncomfortable	697	15.5	177	14.0	478	12.6
Uncomfortable	286	6.4	159	12.6	165	4.3
Very uncomfortable	58	1.3	40	3.2	26	0.7

*Only responses from Faculty and Staff respondents ($n = 1,269$).

**Only responses from Faculty and Student respondents ($n = 3,813$).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on

³⁸Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

³⁹The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

various demographic characteristics.⁴⁰ Statistically significant differences existed by position status for respondents' comfort with the overall campus climate (Figure 12). In particular, a higher percentage of Graduate Student respondents (35%, $n = 417$) than Undergraduate Student respondents (21%, $n = 418$), Staff respondents (23%, $n = 153$), and Faculty respondents (22%, $n = 131$) felt "very comfortable" with the overall climate at USF. A higher percentage of Undergraduate Student respondents (57%, $n = 1,167$) than Graduate Student respondents (46%, $n = 541$), Staff respondents (51%, $n = 341$), and Faculty respondents (46%, $n = 276$) felt "comfortable" with the overall climate.ⁱ

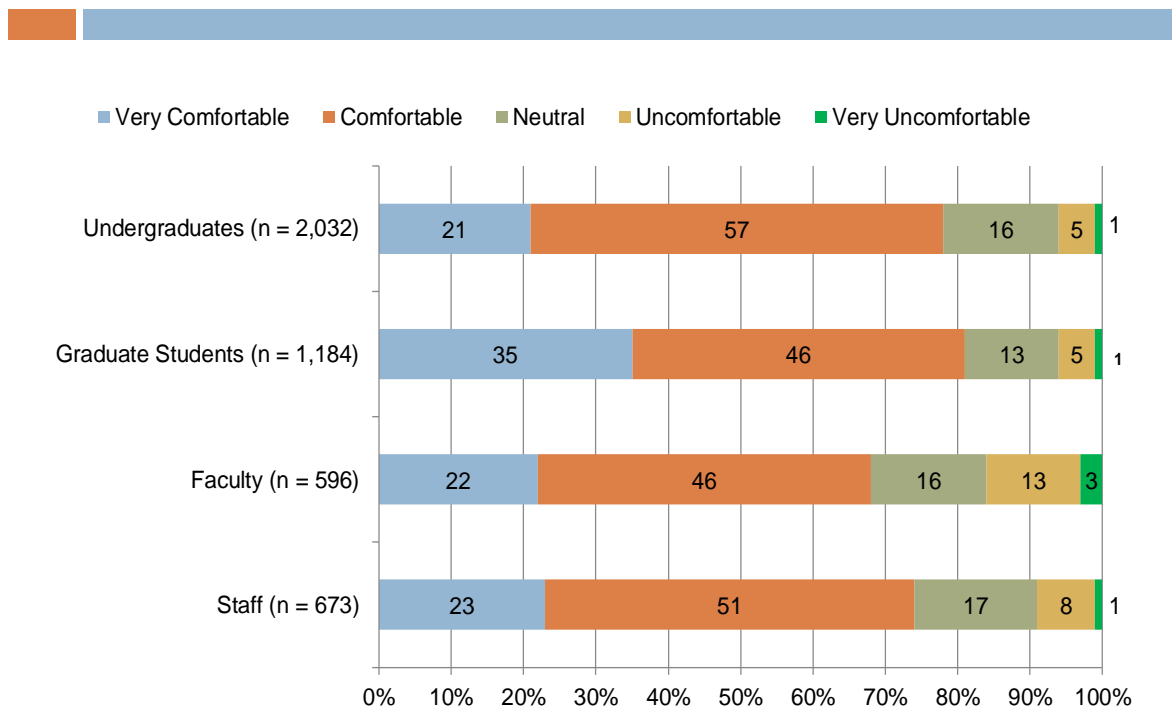


Figure 12. Respondents' Comfort With Overall Climate by Position Status (%)

⁴⁰Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

Figure 13 illustrates the percentages of Faculty respondents (31%, $n = 181$) and Staff respondents (29%, $n = 191$) who were “very uncomfortable” with the climate in their department/program or work unit at USF. There were no significant differences between these groups. A higher percentage of Salary Staff respondents (14%, $n = 71$) than Hourly Staff respondents (5%, $n = 8$) were “uncomfortable” with the climate in their department/program or work unit.ⁱⁱ

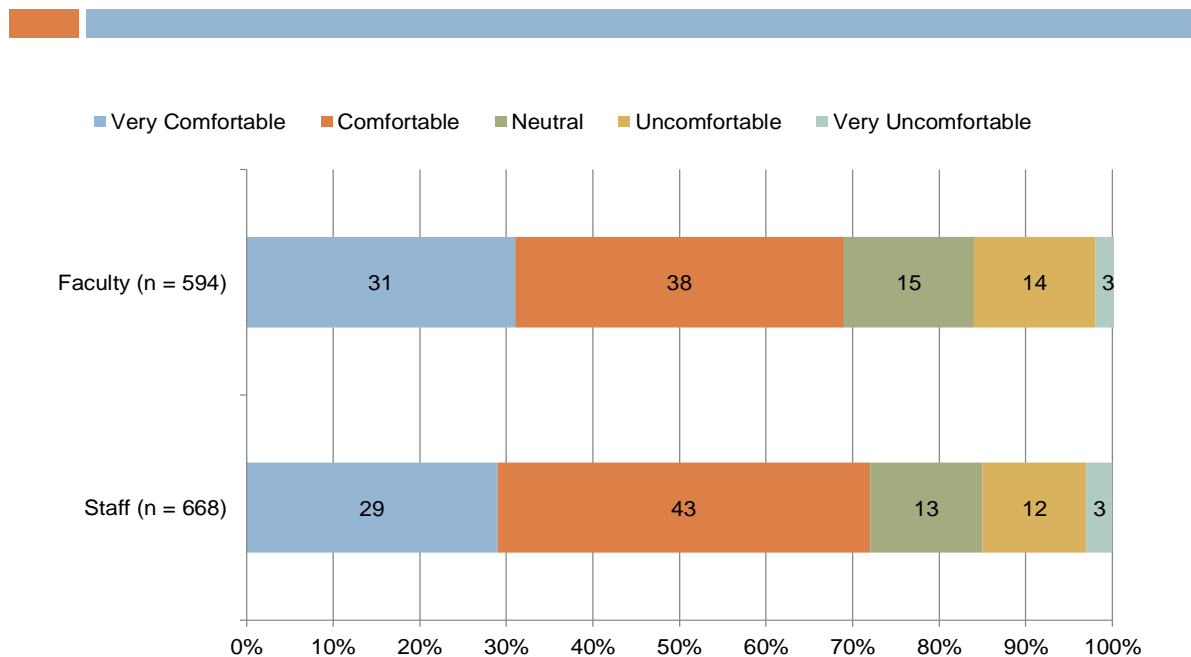


Figure 13. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Position Status (%)

When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in their classes (Figure 14). A lower percentage of Faculty respondents (2%, $n = 13$) than Undergraduate Student respondents (5%, $n = 91$) and Graduate Student respondents (5%, $n = 61$) were “uncomfortable” with the climate in their classes.

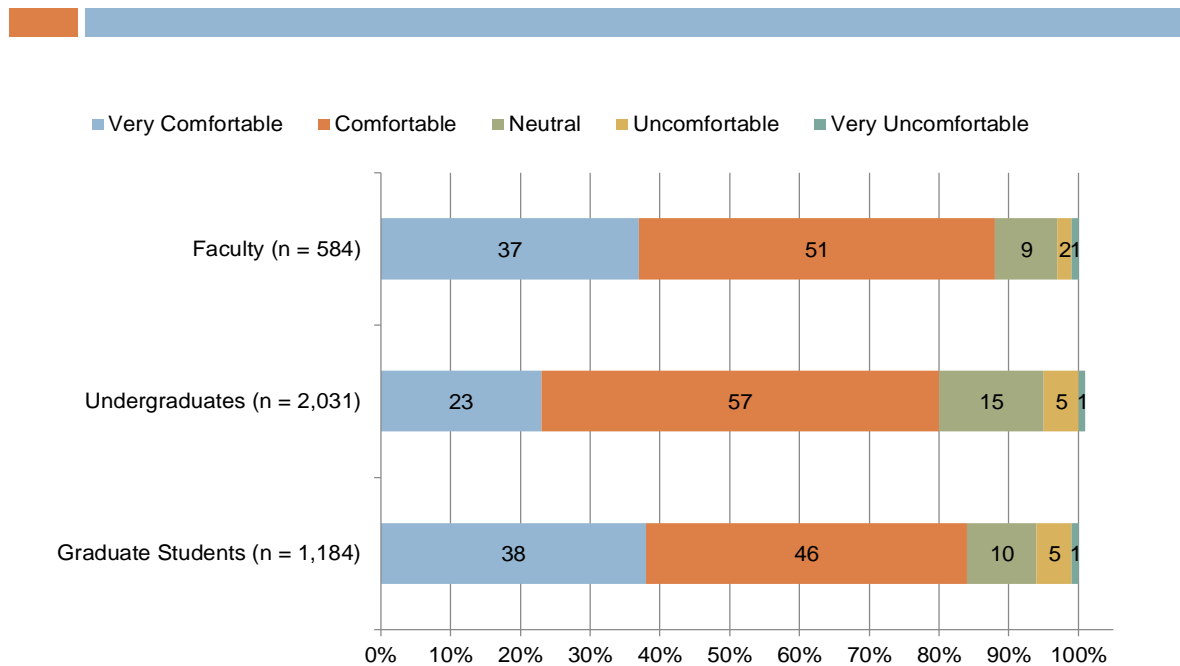
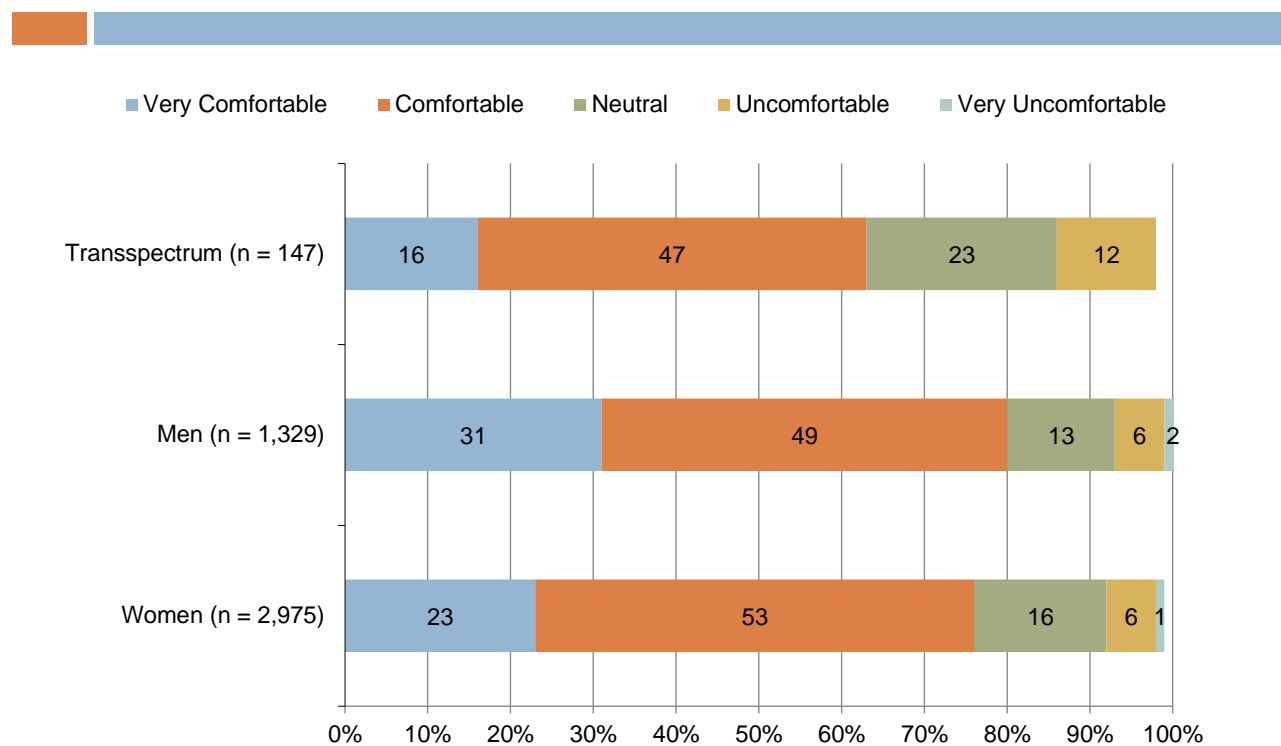


Figure 14. Faculty, Undergraduate, and Graduate Student Respondents’ Comfort With Climate in Classes by Position Status (%)

By gender identity,⁴¹ 31% ($n = 412$) of Men respondents compared with 23% ($n = 679$) of Women respondents and 16% ($n = 23$) of Transspectrum respondents felt “very comfortable” with the overall climate at USF, while a higher percentage of Transspectrum respondents (12%, $n = 23$) than Men respondents (6%, $n = 77$) or Women respondents (6%, $n = 186$) were “uncomfortable” with the overall climate (Figure 15).ⁱⁱⁱ

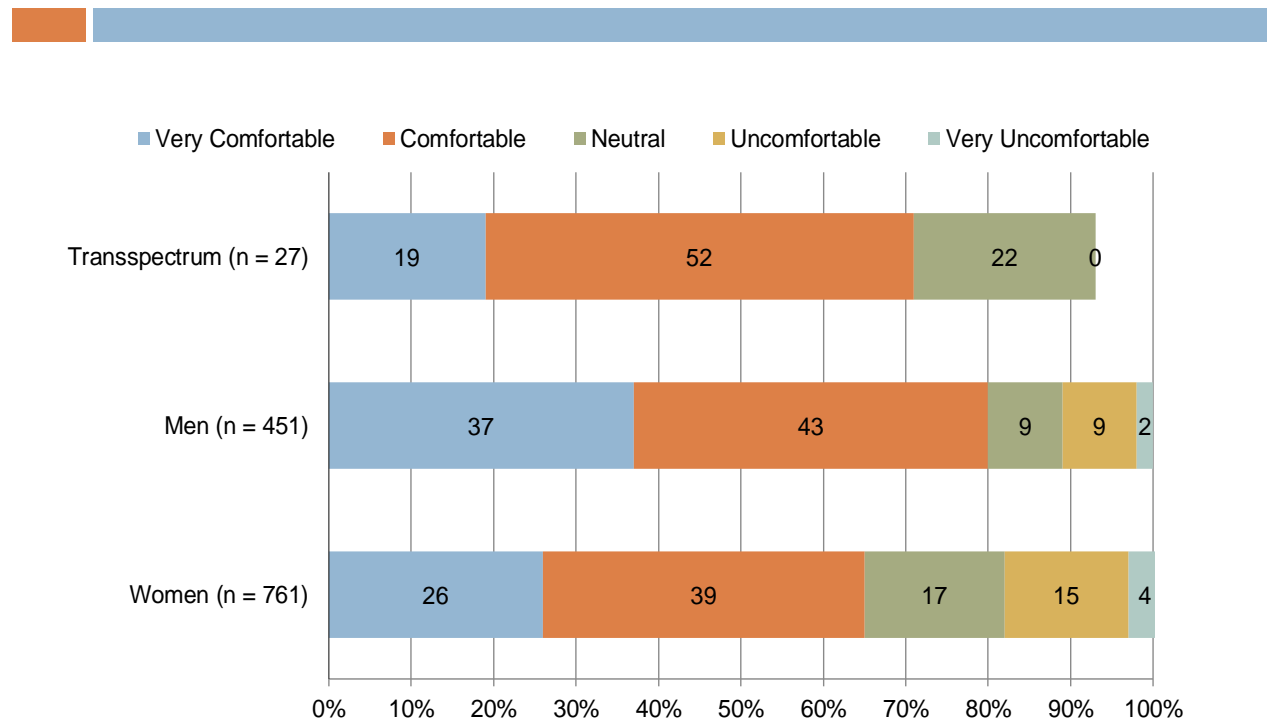


Note: Responses with $n < 5$ are not presented in the figure.

Figure 15. Respondents’ Comfort With Overall Climate by Gender Identity (%)

⁴¹Per the Campus Climate Working Group, gender identity was recoded into the categories Men ($n = 1,329$), Women ($n = 2,976$), and Transspectrum/Multiple/Other ($n = 147$), where Transspectrum respondents included those individuals who marked “Transgender,” “Gender non-conforming/gender non-binary,” or “Genderqueer” for the question, “What is your gender/gender identity (mark all that apply)?”

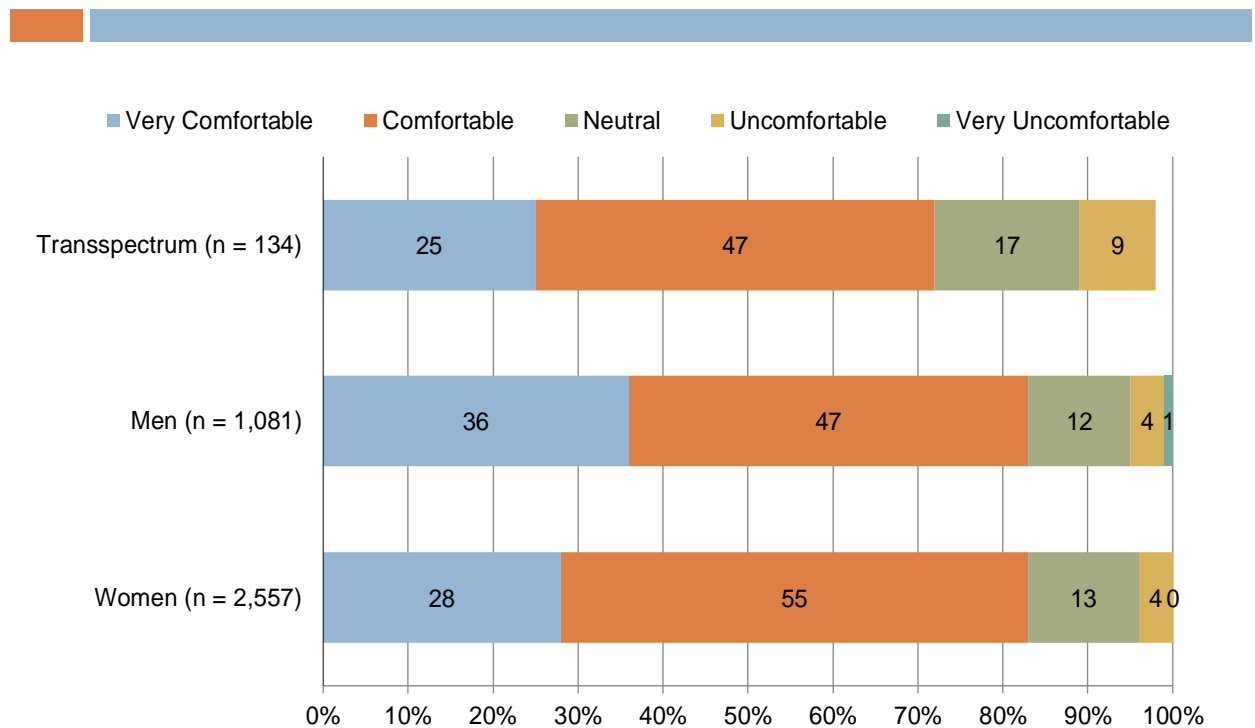
A lower percentage of Women Faculty and Staff respondents (26%, $n = 197$) than Men Faculty and Staff respondents (37%, $n = 166$) were “very comfortable” with the climate in their department/program or work unit (Figure 16).^{iv} Transspectrum Faculty and Staff respondents were not significantly different from the other group categories.



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

Figure 16. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

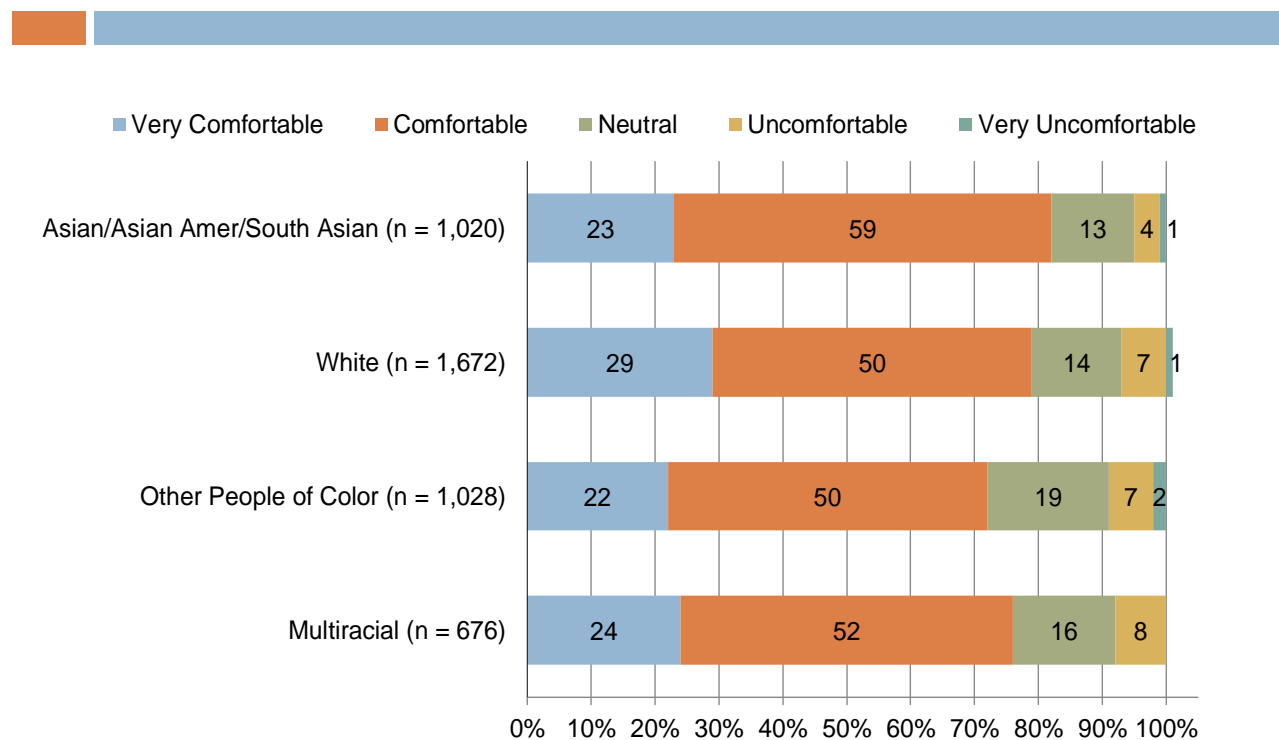
A lower percentage of Women Faculty and Student respondents (28%, $n = 712$) and Transspectrum Faculty and Student respondents (25%, $n = 33$) compared with Men Faculty and Student respondents (36%, $n = 389$) felt “very comfortable” in their classes, while a higher percentage of Transspectrum Faculty and Student respondents (9%, $n = 12$) compared with Women Faculty and Student respondents (4%, $n = 108$) and Men Faculty and Student respondents (4%, $n = 45$) felt “uncomfortable” in their classes (Figure 17).^v



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

Figure 17. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

Twenty-nine percent (29%, $n = 484$) of White respondents, compared with 23% ($n = 237$) of Asian/Asian American/South Asian respondents and 22% ($n = 221$) of Other Respondents of Color were “very comfortable” with the overall climate at USF (Multiracial respondents did not significantly differ) (Figure 18).⁴² A higher percentage of Asian/Asian American/South Asian respondents (59%, $n = 602$) than White respondents (50%, $n = 830$), Other Respondents of Color (50%, $n = 516$), and Multiracial respondents (52%, $n = 343$) were “comfortable” with the climate.^{vi}



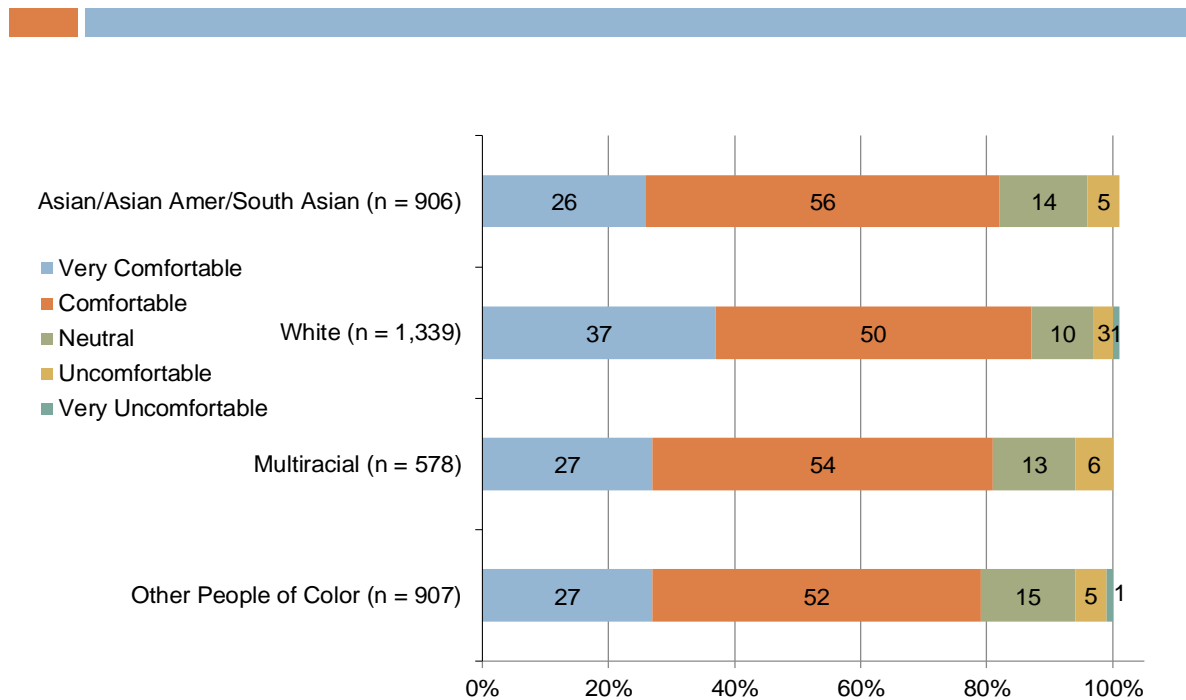
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents' Comfort With Overall Climate by Racial Identity (%)

⁴²The Campus Climate Working Group proposed six racial identity categories (White, Asian/Asian American/South Asian, Black/African American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial) where the Alaska Native, American Indian/Native American/Indigenous, Middle Eastern/North African, Native Hawaiian, Pacific Islander, and “a racial/ethnic identity not listed” were collapsed into one Other People of Color category. For some analyses, this report further collapses racial identity into four categories (Asian/Asian American/South Asian, White, Other People of Color, and Multiracial) or three categories (White, People of Color, and Multiracial).

There were no significant differences for Faculty and Staff respondents by racial identity regarding their comfort in their department/program or work unit.

Figure 19 illustrates that a higher percentage of White Faculty and Student respondents (37%, $n = 492$) than Asian/Asian American/South Asian Faculty and Student respondents (26%, $n = 232$), Multiracial Faculty and Student respondents (27%, $n = 157$), or Other Faculty and Student Respondents of Color (27%, $n = 245$) were “very comfortable” with the climate in their classes at USF. A higher percentage of Asian/Asian American/South Asian Faculty and Student respondents (56%, $n = 507$) than White Faculty and Student respondents (50%, $n = 666$) were “comfortable” with their classroom climate.^{vii}



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

Figure 19. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

Significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 20). A lower percentage of LGBQ respondents (21%, $n = 179$) than Heterosexual respondents (27%, $n = 917$) felt "very comfortable" with the overall climate at USF.^{viii}

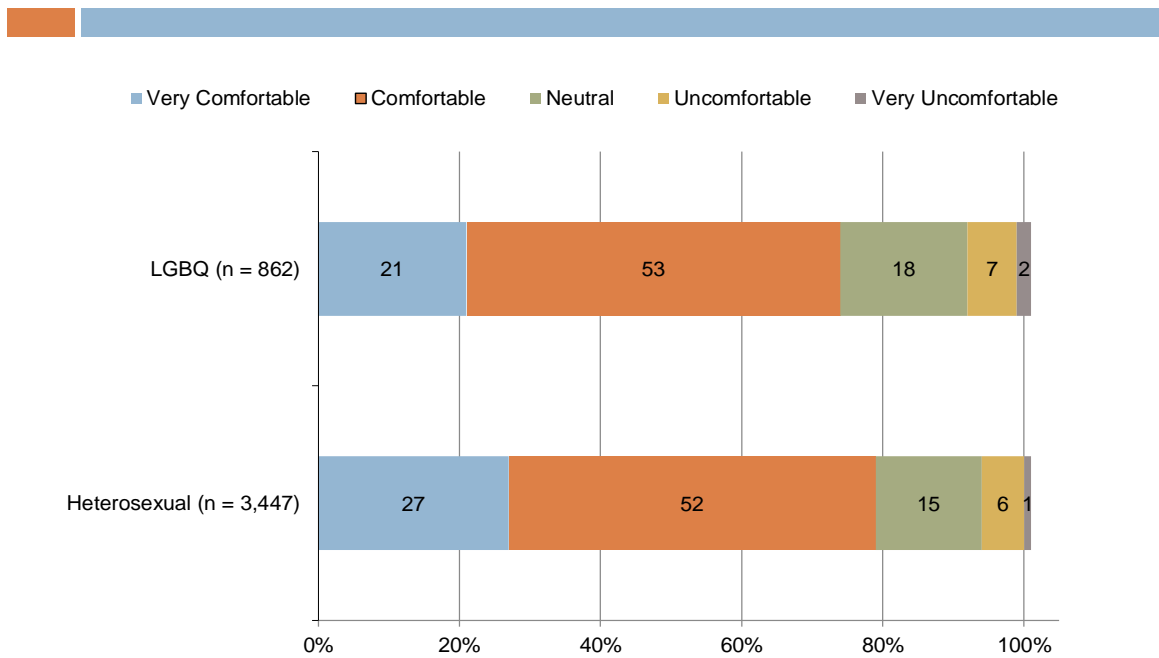
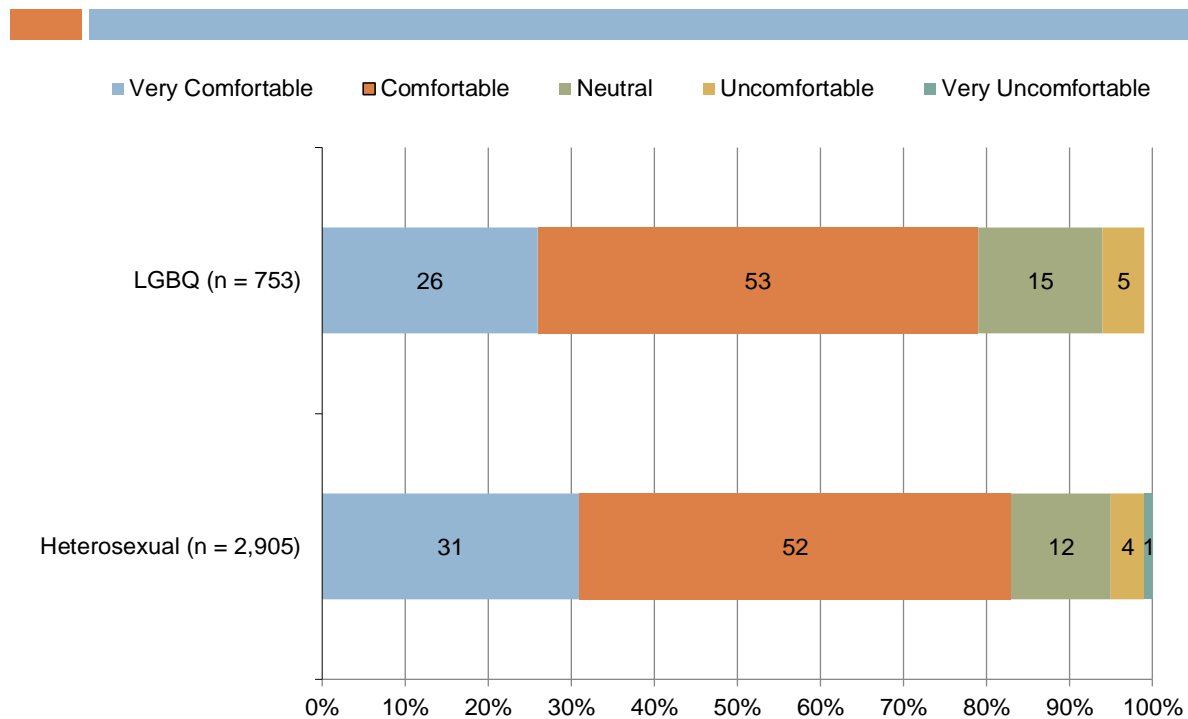


Figure 20. Respondents' Comfort With Overall Climate by Sexual Identity (%)

There were no significant differences for Faculty and Staff Respondents by sexual identity regarding their comfort in their department/program or work unit.

Significant differences existed in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 21). A lower percentage of LGBQ Faculty and Student respondents (26%, $n = 199$) compared with Heterosexual Faculty and Student respondents (31%, $n = 909$) felt "very comfortable" with the climate in their classes.^{ix}



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

Figure 21. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status.⁴³ Figure 22 illustrates that a higher percentage of Respondents with a Single Disability (14%, $n = 57$) and Respondents with Multiple Disabilities (17%, $n = 29$), compared with Respondents with No Disability (7%, $n = 252$), were “uncomfortable” or “very uncomfortable” with the overall climate at USF.^x

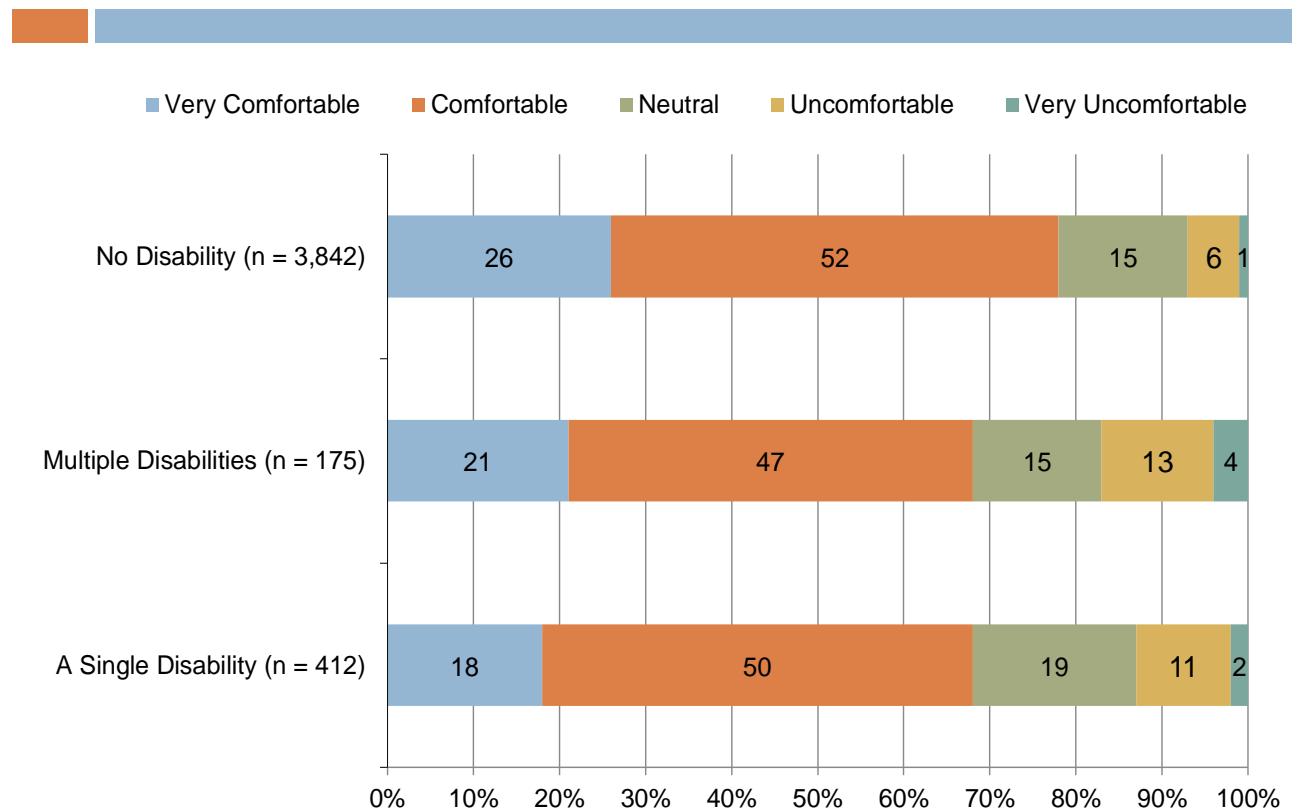
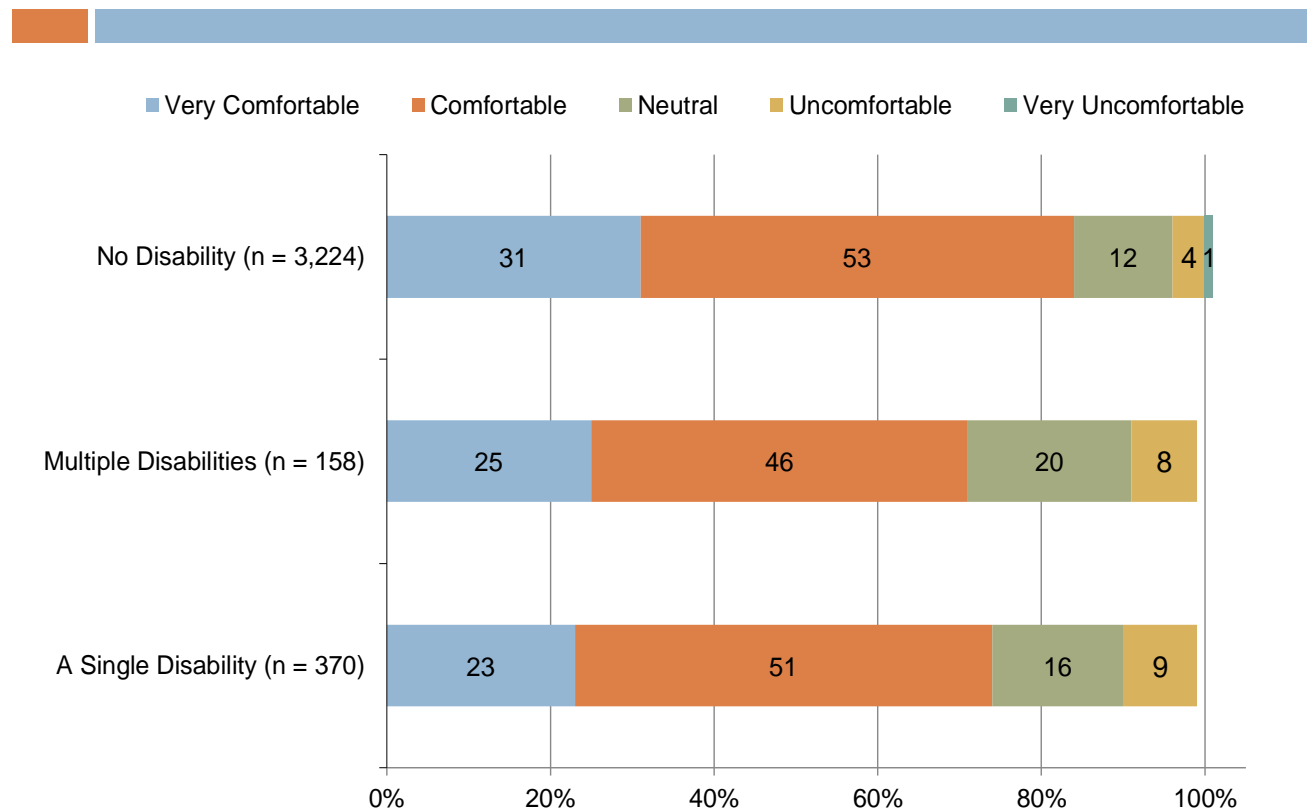


Figure 22. Respondents' Comfort With Overall Climate by Disability Status (%)

⁴³The Campus Climate Working Group proposed three collapsed disability status categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

No significant differences emerged for Faculty and Staff Respondents by disability status regarding their comfort in their department/program or work unit.

Figure 23 illustrates that a higher percentage of Faculty and Student Respondents with a Single Disability (9%, $n = 33$) and Faculty and Student Respondents with Multiple Disabilities (8%, $n = 12$), compared with Faculty and Student Respondents with No Disability (4%, $n = 120$), were “uncomfortable” with the climate in their classes.^{xi}



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

Figure 23. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 24). A higher percentage of High-Income Student respondents (31%, $n = 356$) than Low-Income Student respondents (25%, $n = 156$) or Middle-Income Student respondents (23%, $n = 296$) was "very comfortable" with the overall climate at USF. In addition, a higher percentage of Low-Income Student respondents (8%, $n = 52$) was "uncomfortable" with the overall climate than Middle-Income Student respondents (5%, $n = 67$) and both were higher than High-Income Student respondents (3%, $n = 31$).^{xii}

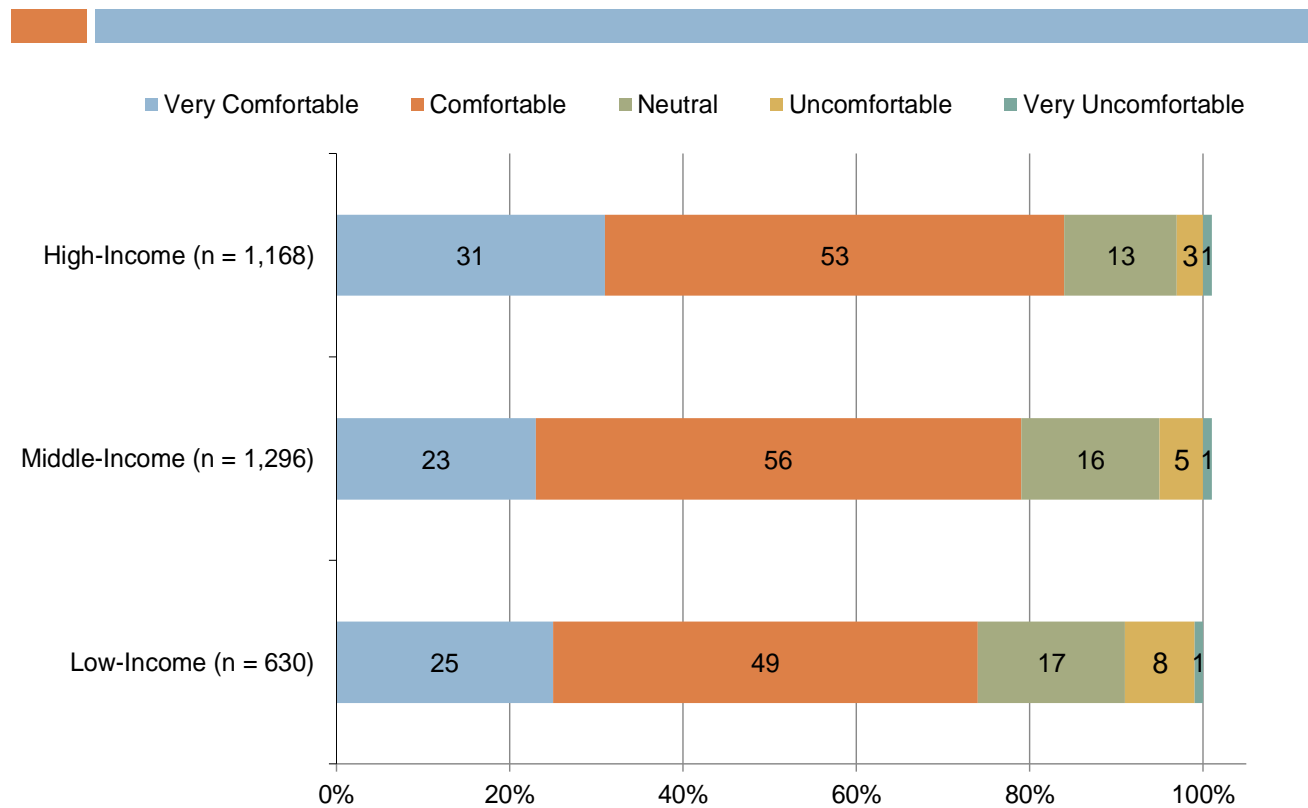


Figure 24. Student Respondents' Comfort With Overall Climate by Income Status (%)

A higher percentage of High-Income Student respondents (32%, $n = 379$) than Low-Income Student respondents (26%, $n = 164$) and Middle-Income Student respondents (28%, $n = 358$) felt “very comfortable” with the climate in their classes (Figure 25).^{xiii}

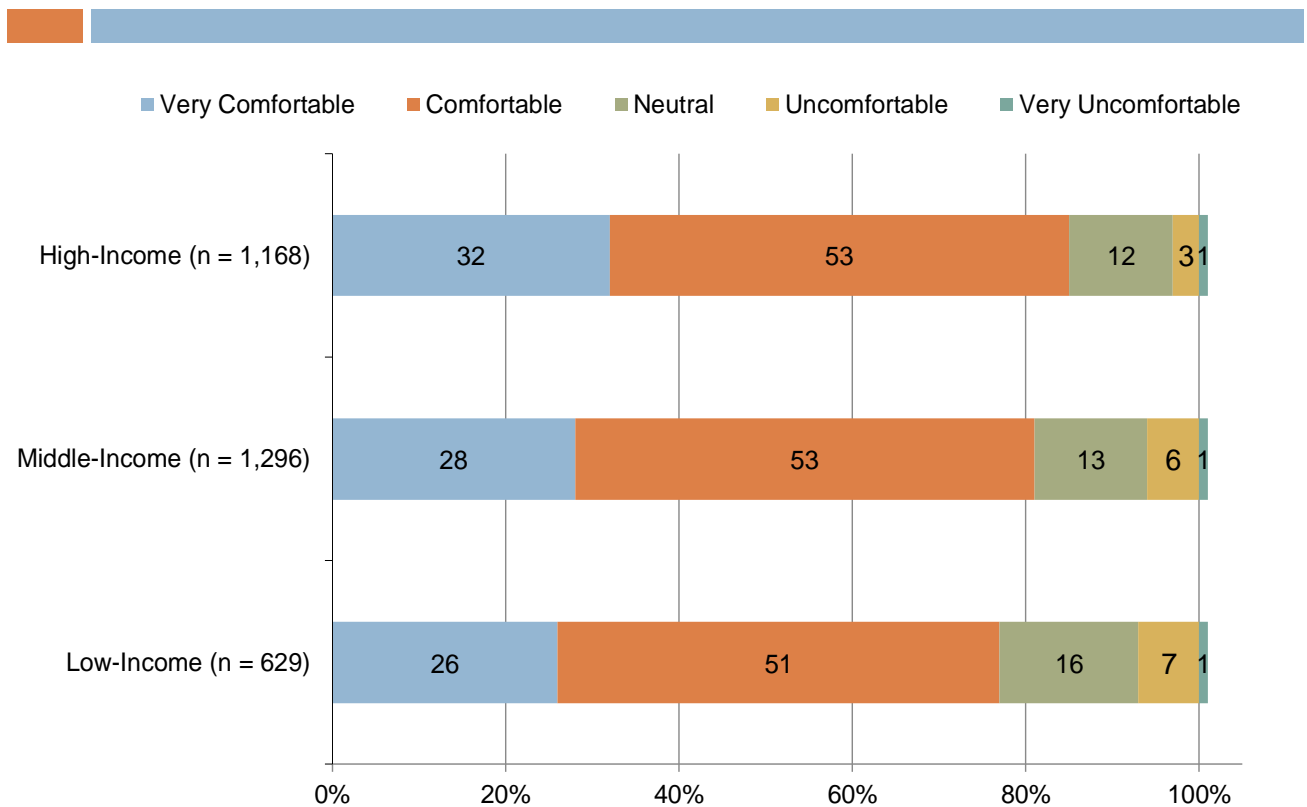


Figure 25. Student Respondents’ Comfort With Climate in Their Classes by Income Status (%)

By first-generation status, a higher percentage of First-Generation Student respondents (19%, $n = 119$) than Not-First-Generation Student respondents (14%, $n = 366$) were “neither comfortable nor uncomfortable” with the overall campus climate (Figure 26).^{xiv}

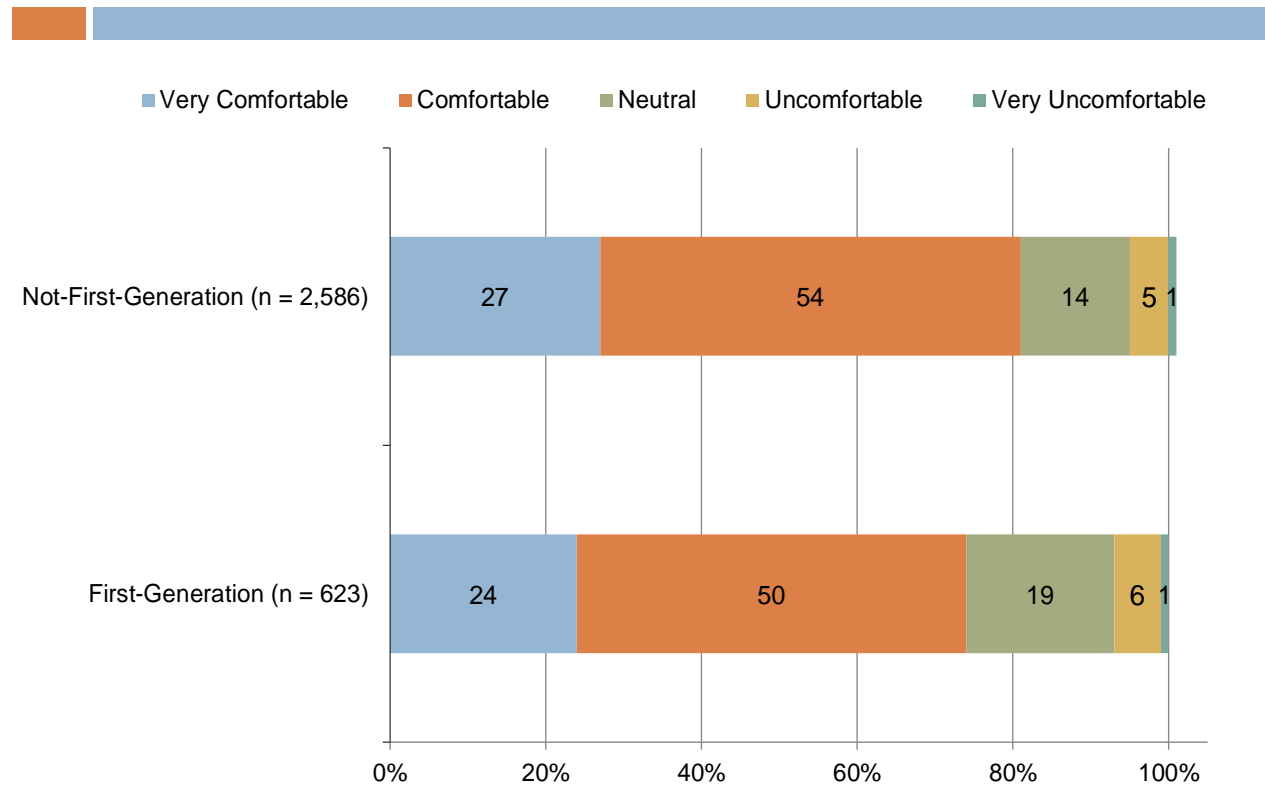


Figure 26. Student Respondents' Comfort With Overall Climate by First-Generation Status (%)

A higher percentage of First-Generation Student respondents (17%, $n = 106$) than Not-First-Generation Student respondents (12%, $n = 319$) felt “neither comfortable nor uncomfortable” with the climate in their classes (Figure 27).^{xv}

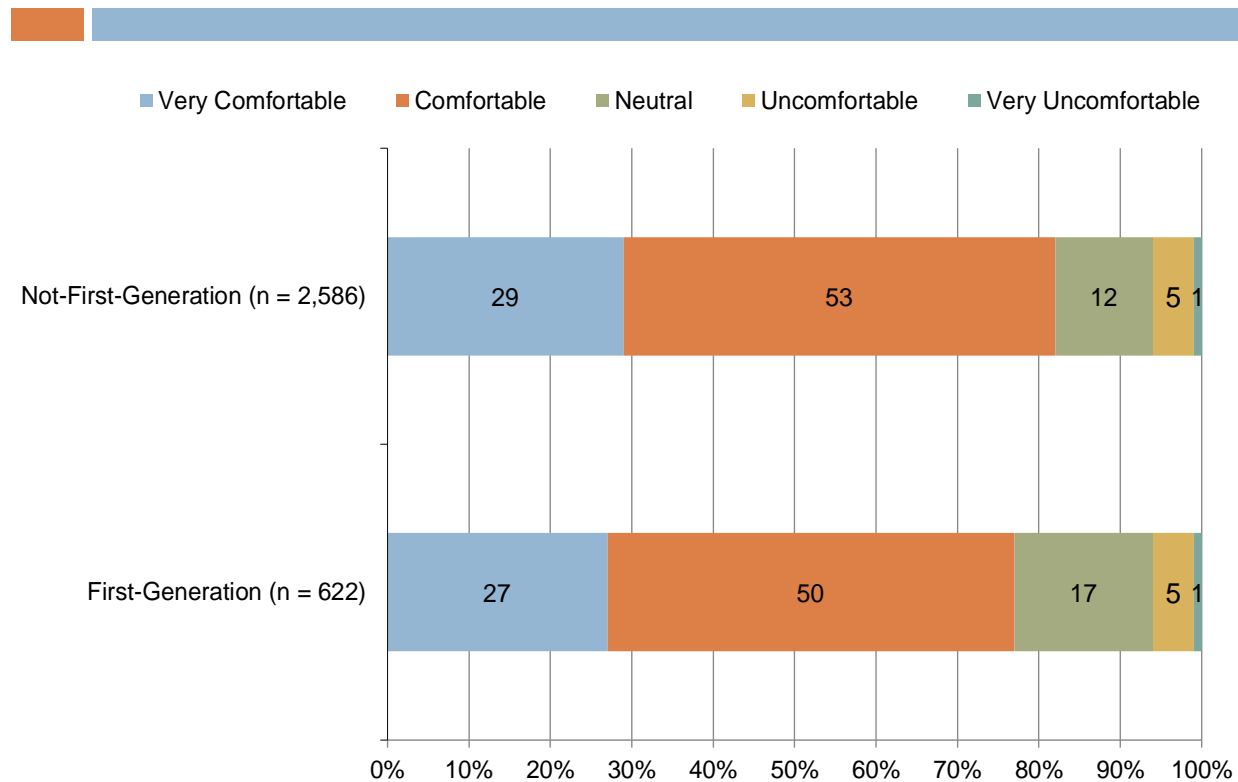


Figure 27. Student Respondents' Comfort With Climate in Their Classes by First-Generation Status (%)

No significant differences existed for respondents by citizenship status regarding their comfort with the overall climate, the climate in their department/program or work unit, or the climate in their classes.

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(12, N = 4,485) = 173.240, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with their department/program or work unit climate by staff status: $\chi^2(4, N = 668) = 14.612, p < .01$.

ⁱⁱⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 4,451) = 58.536, p < .001$.

^{iv} A chi-square test was conducted to compare percentages of Employee respondents by degree of comfort with their department/program or work unit climate by gender identity: $\chi^2(8, N = 1,239) = 36.960, p < .001$.

^v A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by gender identity: $\chi^2(8, N = 3,772) = 47.577, p < .001$.

^{vi} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(12, N = 4,398) = 68.072, p < .001$.

^{vii} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by racial identity: $\chi^2(12, N = 3,730) = 59.288, p < .001$.

^{viii} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(4, N = 4,309) = 16.625, p < .01$.

^{ix} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by sexual identity: $\chi^2(4, N = 3,658) = 13.127, p < .05$.

^x A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 4,429) = 64.596, p < .001$.

^{xi} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by disability status: $\chi^2(8, N = 3,752) = 51.885, p < .001$.

^{xii} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status: $\chi^2(8, N = 3,094) = 50.328, p < .001$.

^{xiii} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their classroom climate by income status: $\chi^2(8, N = 3,093) = 33.614, p < .001$.

^{xiv} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by first-generation status: $\chi^2(4, N = 3,209) = 12.445, p < .05$.

^{xv} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their classroom climate by first-generation status: $\chi^2(4, N = 3,208) = 11.861, p < .05$.

Barriers at USF for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at USF within the past year. Tables 21 through 24 highlight where Respondents with Disabilities most often experienced barriers at USF.⁴⁴ With regard to campus facilities, 14% ($n = 79$) of Respondents with Disabilities experienced barriers in campus transportation/parking, and 14% ($n = 79$) experienced barriers in classroom buildings within the past year.

Table 21. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>
Athletic and recreational facilities	38	6.5	259	44.1	290	49.4
Classroom buildings	79	13.5	285	48.8	220	37.7
Classrooms, labs (including computer labs)	70	12.0	283	48.7	228	39.2
Dining facilities	56	9.9	284	48.9	241	41.5
Doors	36	6.2	310	53.4	235	40.4
Elevators/lifts	49	8.4	293	50.5	238	41.0
Emergency preparedness	36	6.2	299	51.7	243	42.0
Office furniture (e.g., chair, desk)	63	10.9	295	51.1	219	38.0
Campus transportation/parking	79	13.7	271	46.9	228	39.4
Other campus buildings	41	7.1	289	50.3	244	42.5
On-campus housing	47	8.2	242	42.1	286	49.7
Podium	27	4.7	280	48.6	269	46.7
Restrooms	46	8.0	303	52.6	227	39.4
Signage	27	4.7	306	53.1	243	42.2
Studios/performing arts spaces	22	3.8	258	45.0	293	51.1
Temporary barriers due to construction or maintenance	39	6.8	275	47.9	260	45.3
USF Clinic at St. Mary's	23	4.0	246	42.9	304	53.1
Walkways, pedestrian paths, crosswalks	44	7.7	292	51.2	234	41.1

Note: Table reports only responses from individuals who indicated on the survey that they had a disability ($n = 629$).

⁴⁴See Appendix B, Table B113 for all responses to the question, "Have you experienced a barrier in any of the following areas at USF in the past year?"

Table 22 illustrates that, in terms of the technological or online environment, 8% ($n = 43$) of Respondents with Disabilities had difficulty with Canvas/TWEN.

Table 22. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	42	7.4	324	56.8	204	35.8
Canvas/TWEN	43	7.6	323	57.3	198	35.1
Clickers	15	2.7	293	52.2	253	45.1
Computer equipment (e.g., screens, mouse, keyboard)	32	5.7	319	56.9	210	37.4
Electronic forms	30	5.3	328	58.3	205	36.4
Electronic signage	22	3.9	334	59.4	206	36.7
Electronic surveys (including this one)	23	4.1	348	62.0	190	33.9
Library resources	33	5.9	336	59.7	194	34.5
Phone/phone equipment	20	3.6	330	59.1	208	37.3
Software (e.g., voice recognition/audiobooks)	28	5.0	311	55.7	219	39.2
Video /video audio description	24	4.3	323	57.9	211	37.8
Website	27	4.8	340	60.8	192	34.3

Note: Table reports only responses from individuals who indicated on the survey that they had a disability ($n = 629$).

In terms of identity, 6% each of Respondents with Disabilities had difficulty with learning technology ($n = 35$), surveys ($n = 33$), and electronic databases ($n = 31$) (Table 23).

Table 23. Barriers in Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., Banner, MyUSF)	31	5.5	352	62.4	181	32.1
Email account	26	4.6	356	63.5	179	31.9
Intake forms (e.g., USF Clinic at St. Mary's, employment paperwork)	29	5.2	316	56.4	215	38.4
Learning technology	35	6.2	342	60.7	86	33.0
Surveys	33	5.9	353	63.6	169	30.5

Note: Table reports only responses from individuals who indicated on the survey that they had a disability ($n = 629$).

In terms of instructional and campus materials, 9% ($n = 52$) of Respondents with Disabilities had difficulty with textbooks and 8% ($n = 42$) with food menus (Table 24).

Table 24. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brochures	21	3.7	357	63.2	187	33.1
Faculty required resources (e.g., blog, social media)	26	4.6	341	60.9	193	34.5
Food menus	42	7.5	324	58.0	193	34.5
Forms	27	4.8	356	63.3	179	31.9
Library resources	25	4.5	352	62.7	184	32.8
Other publications	19	3.4	357	63.8	184	32.9
Syllabi	36	6.4	342	61.1	182	32.5
Textbooks	52	9.3	332	59.2	177	31.6
Video-closed captioning and text description	23	4.2	334	60.3	197	35.6

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (*n* = 629).

One hundred fifty-eight (158) respondents who identified as having a disability elaborated on their responses regarding accessibility. Three themes emerged from all respondents: accessibility, food, and parking. There was one theme specific to Student (Graduate and Undergraduate) respondents: faculty responses.

All respondents

Accessibility- In the first theme, respondents identified different areas of USF campuses that they do not find accessible. Specifically, respondents expressed, “St. Anne’s is not accessible to disabled people” and “Classes at Lone Mountain are difficult to get to for people with mobility issues.” Another respondent who also referenced Lone Mountain shared, “All of my classes are in the Lone Mountain building. As it requires either climbing the hill or stairs, I have not seen any way that people with a physical disability which may prevent them from doing either would make it to this building.” In addition to commenting on classroom locations, respondents also offered, “Some doors have an accessible sign but there’s no way to open them without physically having to pull on the door. Not all doors have the buttons that will electronically open them, which has made things difficult/painful” and “Interlocking pavers outside Harney in courtyard

are loose and cause tripping, very dangerous. Other pathways are uneven which make it difficult for any person with mobility issues.” Respondents also remarked about the location of on-campus elevators. Specifically, respondents wrote, “Elevators in every building are too few & unreliable,” “I feel that elevators are a real problem at USF. They can often be non-operative or defective, and as someone who suffers from Arthritis, I often feel pressure from others who are not disabled to “just take the stairs”, and I am not comfortable divulging my disability right then and there. There was a sign in Toler that said ‘Use elevator at your own risk’ when one of them was malfunctioning-- that kind of language excluded me in my own dorm building,” and “Some elevators, like the one at Gleeson Hall in the back are the only way for a physically disabled person to get to the 4th floor.” Another respondent noted, “Some of the doorways in restrooms are too narrow.” Other respondents simply stated, “The school doesn't have ANY accessibility” and “I do not think our campus locations and access to classrooms for buildings with multiple floors are ADA Compliant.”

Food- In the second theme, respondents described the lack of food options available for individuals with dietary restrictions. Specifically, respondents wrote, “If you are on a strict eating plan, accessing healthy food at the caf is very difficult, limiting, and time consuming,” “The cafeteria offers few options that I am able to consume due to my health restrictions which made living on campus very difficult,” and “It's difficult to eat in the cafeteria if you have any food restrictions. Often our options are reduced to salads...every single day.” Respondents also shared, “Cafeteria doesn't offer good options for people with various dietary restrictions,” “The cafeteria needs a better understanding of allergies and more Gluten-Free options,” and “can’t eat gluten, can’t eat much @caf.” Another respondent noted, “As a diabetic, I need to limit my carbohydrates. during main meal times I can simple choose to only order the protein/ vegetable, but during other hours there is really no low carb option.” Respondents also discussed the lack of information available in the cafeteria regarding ingredients and allergens. Specifically, respondents wrote, “Nutrition facts for the school cafeteria are very difficult to find” and “List of menu's ingredients clearly displayed in dining areas for those with diet restrictions.” One respondent shared, “For a while I was on a gluten free diet due to Celiac disease, and I was often bothered by how poorly allergens were labeled or things that I knew had allergens in them were not labeled. The school also sometimes lacks alternatives for people on specialized diets.”

Another respondent offered, “I also find the dining needs to be better labeled for dietary restrictions and there could be more variety from various cultural groups.”

Parking- In the third theme, respondents identified the lack of available parking as a barrier to their success. One respondents stated, “The disabled parking spots available are not enough and parking in the building where I teach is very limited. The permit I have as adjunct faculty for one day only allows me to park in certain places. Walking is difficult for me. I just got a ticket for parking in the wrong spot.” Other respondents shared, “There REALLY needs to be more handicapped parking spaces” and “Stop removing parking space for special event or equipment. We pay full price for parking near building because of our disability. More handicap space instead of space being used by equipment or reserve parking space for staff or special event.” Another respondent noted, “There is practically no disabled parking on campus. Even if you are lucky enough to snag one of the two disabled parking spots near my building, you still have to walk all the way around the building because the disabled entrance (no stairs) is clear on the other side.”

Student respondents

Faculty Responses- In the one theme specific to Student (Undergraduate and Graduate) respondents, respondents described faculty members failing to respect or support students’ needs in regard to accommodation. One respondent explained, “Some faculty members that I have dealt with do not respect people with learning disabilities and will not accommodate their work around the particular student.” Other respondent shared, “need to have more educators who are well versed in helping those who have learning disabilities such as ADD” and “I don’t feel like my teachers understand dyslexia or how to work with me on my learning disabilities. I’m not understanding the content fast enough and I feel I’m getting left behind.” Respondents’ comments also included, “Professors tend not to take low vision seriously, and seem to believe that they have no responsibility to meet my accommodations and that I will just make do” and “I have a chronic eye disease and the faculty initially denied me of receiving services and extra time for my eye disease.” Respondents specifically referred to being “treated like a criminal” when attempting to communicate information about their disability to faculty. In particular, respondents wrote, “I was often accused of gaming systems designed to help disability-

presenting students even though symptoms of my chronic illness were forcing me to have significant barriers to finishing college” and “I suffer from exam anxiety, and I tried explaining to my professors however I did not always receive a positive feedback, rather I felt as a criminal because they thought that I lied to them.”

Barriers at USF for Transgender/Genderqueer/Nonbinary Respondents

One survey item asked Transgender/Genderqueer/Gender nonconforming/Gender non-binary (Transspectrum) Respondents if they had experienced barriers in facilities or identity accuracy at USF within the past year. Tables 25 and 26 depict where Transspectrum Respondents most often experienced barriers at USF.⁴⁵ With regard to campus facilities, 31% ($n = 40$) of Transspectrum Respondents experienced barriers in restrooms and 30% ($n = 38$) experienced barriers in signage within the past year.

Table 25. Facilities Barriers Experienced by Transspectrum Respondents

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic and recreational facilities	29	22.7	53	41.4	46	35.9
Changing rooms/locker rooms	32	25.0	51	39.8	45	35.2
On-campus housing	29	22.7	49	38.3	50	39.1
Restrooms	40	31.3	64	50.0	24	18.8
Signage	38	29.9	64	50.4	25	19.7

Note: Table reports only responses from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Gender nonconforming/gender non-binary ($n = 129$).

Table 26 illustrates that, in terms of identity accuracy, 28% ($n = 36$) of Transspectrum Respondents had difficulty with surveys and 24% ($n = 30$) with marketing/public relations.

⁴⁵See Appendix B, Table B114 for all responses to the question, “Have you experienced a barrier in any of the following areas at USF in the past year?”

Table 26. Identity Accuracy Barriers Experienced by Transspectrum Respondents

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
USF ID Card	27	21.1	83	64.8	18	14.1
Electronic databases (e.g., Banner, MyUSF)	27	21.1	83	64.8	18	14.1
Email account	28	21.9	82	64.1	18	14.1
Intake forms (e.g., USF Clinic at St. Mary's, employment paperwork)	26	20.3	67	52.3	35	27.3
Learning technology	20	16.0	81	64.8	24	19.2
Marketing/Public Relations	30	23.6	73	57.5	24	18.9
Surveys	36	28.1	76	59.4	16	12.5

Note: Table reports only responses from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Gender nonconforming/gender non-binary (*n* = 129).

Twenty-eight (28) respondents who identified as transgender, gender non-conforming/non-binary, or genderqueer elaborated on their responses regarding barriers related to their identity. One theme emerged from the responses: facilities.

Facilities- In the one theme, respondents identified a lack of facilities, specifically locker rooms and restrooms, available to transspectrum individuals. Respondents specifically wrote, “Can never find a gender-neutral bathroom, they're off tucked in a corner away from the binary bathrooms so nobody knows where they are” and “more gender-neutral bathrooms, please.” Another respondent wrote, “We need more gender inclusive restrooms on campus and housing.” Respondents also noted the location of different restrooms that they feel comfortable utilizing. Specifically, respondents wrote, “I do appreciate things like the gender neutral bathrooms on the 5th floor of the Howard building” and “There are 2 fantastic gender neutral restrooms on the 5th floor of 101 Howard. I would appreciate more signage around these on other floors (1st and 4th). Ideally there would be on one every USF floor.” Another respondent offered, “I always feel an uneasy feeling when I enter the men's room cause I don't pass as female, and I'd much rather not be identified as a simply a man. That's why I love the restrooms in ED building. Those are literally the only bathrooms that I feel I belong in.” One respondent clarified, “restrooms need to be expanded to ‘all gender’ restrooms.” Respondents also commented on their apprehension about entering campus workout facilities and the lack of gender-inclusive locker rooms at USF. One respondent shared, “I feel zero to no confidence in going to any facility on campus for

recreation as no information has been provided to me on options for Genderqueer or Transgender people.” One respondent noted, “There aren't any shower stalls in the men's locker room, yet there are in the women's locker room.” One respondent simply stated, “a lgbtq+ changing/locker room.” Another respondent shared a more extensive explanation of their attempt to navigate locker rooms and restrooms as an individual who self-identifies along the transspectrum. The respondent explained, “I feel as though I cannot safely use any locker rooms in koret, and I have to put in extra thought in using restrooms and where I will feel safest, or if the doors on the restroom will even work. Some of them have broken locks, and its horrifying for anyone to be walked in on accidentally while using the bathroom, but even more terrifying for a trans person where you could be "exposed" for being transgender. Last year one of the only gender neutral bathrooms had an out of order sink for at least a month, making it impossible to really use and forcing anyone in the UC or nearby to use a gendered bathroom.”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴⁶

Nineteen percent ($n = 865$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at USF within the past year.⁴⁷

The following figures depict the responses by position and gender/gender identity of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at USF?”

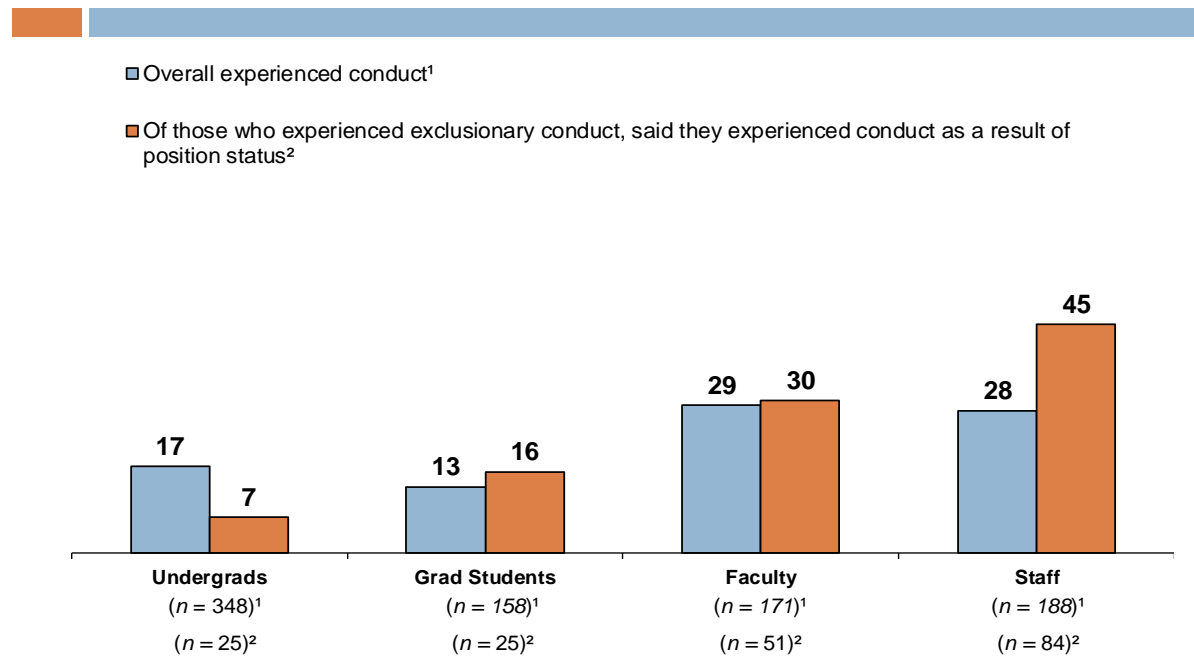
Of the respondents who experienced such conduct, 26% ($n = 227$) indicated that the conduct was based on their ethnicity. Twenty-four percent ($n = 207$) noted that the conduct was based on their gender identity and 21% ($n = 185$) felt that it was based on their position status at USF. “Reasons not listed above” included responses such as “adjunct status,” “administrative bullying,” “favoritism,” “I spoke up for my rights, and challenged the status quo,” “I think the status given to several staff employees of “Captain” has created an environment where other “non-Captain” staff members questions and concerns are frequently not considered and are silenced,” “personal,” and “roommate disagreements.”

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 28). A higher percentage of Faculty respondents (29%, $n = 171$) and Staff respondents (28%, $n = 188$) than Undergraduate Student respondents (17%, $n = 348$) noted they believed that they had experienced this conduct, while the percentage of Graduate Student respondents (13%, $n = 158$) was statistically lower than the other three groups.^{xvi} Of those respondents who noted that they had experienced this conduct, all four groups were statistically different in the percentage who thought that the conduct was based on their position status: Staff respondents (45%, $n = 84$), Faculty respondents (30%, $n = 51$),

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

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

Graduate Student respondents (16%, $n = 25$), and Undergraduate Student respondents (7%, $n = 25$).^{xvii}

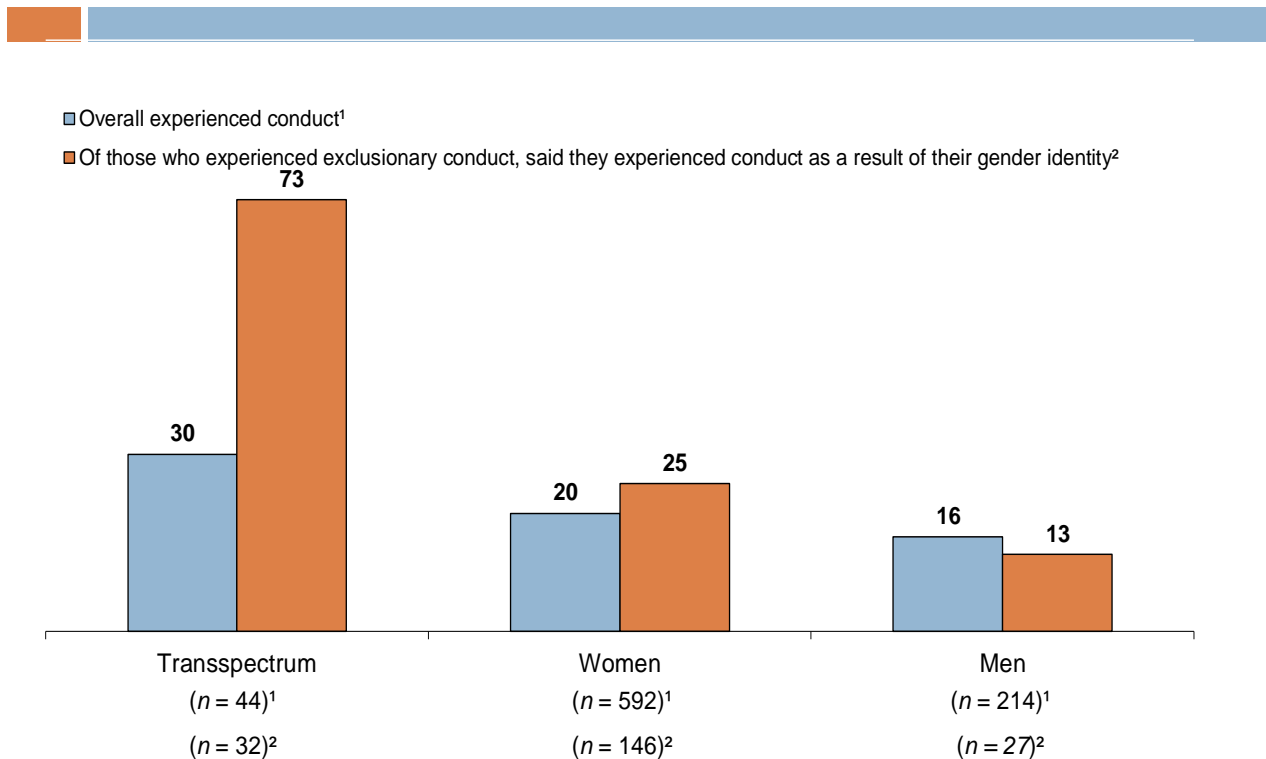


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 28. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, statistically significant differences emerged, with 30% ($n = 44$) of Transspectrum respondents, 20% ($n = 592$) of Women respondents, and 16% ($n = 214$) of Men respondents indicating that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 29).^{xviii} A higher percentage of Transspectrum respondents (73%, $n = 32$) than Women respondents (25%, $n = 146$) than Men respondents (13%, $n = 27$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.^{xix}

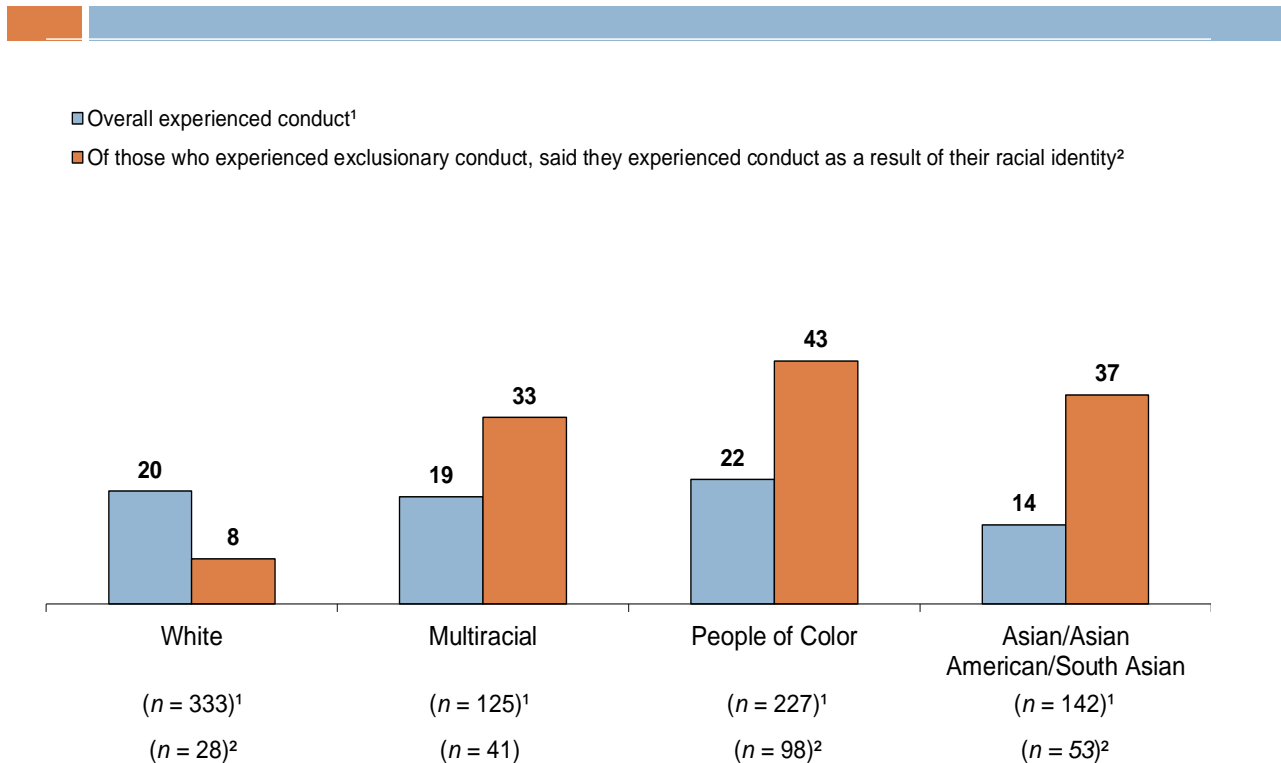


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 29. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By racial identity, a higher percentage of Respondents of Color (22%, $n = 227$) and White respondents (20%, $n = 333$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year than Asian/Asian American/South Asian respondents (14%, $n = 142$), with Multiracial respondents (19%, $n = 125$) not being statistically different from the other groups (Figure 30).^{xx} A higher percentage of Respondents of Color (43%, $n = 98$), Asian/Asian American/South Asian respondents (37%, $n = 53$), and Multiracial respondents (33%, $n = 41$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their ethnicity compared with White respondents (8%, $n = 28$).^{xxi}



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

Tables 27 through 29 reflect the top five perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 45% ($n = 84$) indicated that the conduct was based on their position at USF (e.g., staff, faculty, student). Respondents also noted the conduct was based on their gender/gender identity (28%, $n = 53$), age (23%, $n = 43$), ethnicity (18%, $n = 33$), and length of service at USF (17%, $n = 32$). “Reasons not listed above” included responses such as “Academic snobbery,” “narcissism,” “not understanding how program works,” “rudeness that has been permitted to go on for many years,” “Internal clique behavior,” and “Professional Jealousy.”

Table 27. Staff Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position	84	44.7
Gender/gender identity	53	28.2
Age	43	22.9
Ethnicity	33	17.6
Length of service at USF	32	17.0

Note: Table reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 188$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B47 in Appendix B.

Of the Faculty respondents who experienced such conduct, 30% ($n = 52$) indicated that the conduct was based on gender/gender identity (Table 28). Thirty percent ($n = 51$) noted that the conduct was based on their position at USF (e.g., staff, faculty, student) and 25% ($n = 43$) felt that it was based on their ethnicity. “Reasons not listed above” included responses such as “Adjunct status,” “boss is overpowering,” and “snobbery.”

Table 28. Faculty Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	52	30.4
Position	51	29.8
Ethnicity	43	25.1
Age	37	21.6
Racial identity	30	17.5

Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 171$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B47 in Appendix B.

Of the Student respondents who experienced such conduct, 30% ($n = 151$) indicated that the conduct was based on their ethnicity (Table 29). Twenty percent ($n = 102$) noted that the conduct was based on their gender/gender identity and 20% ($n = 99$) felt that it was based on their racial identity. “Reasons not listed above” included responses such as “abuse from roommate,” “cliques,” “roommate disagreements,” and “social reasons.”

Table 29. Student Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Ethnicity	151	29.8
Gender/gender identity	102	20.2
Racial identity	99	19.6
Political views	88	17.4
Academic performance	74	14.6

Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 506$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B47 in Appendix B.

Table 30 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-seven percent ($n = 405$) felt ignored or excluded, 41% ($n = 354$) felt isolated or left out, 33% ($n = 283$) felt intimidated or bullied, and 21% ($n = 184$) were the target of derogatory verbal remarks. Other forms of such conduct included “A student union discussed how my “blackness” was not black enough and that I should not identify,” “Arbitrary rules were applied in violation of regulations,” “Catcalling on campus,” “Denied rights given to me by SDS according to the ADA and written doctor notes,” “I am not Catholic but Protestant. Have experienced several instances of being excluded or looked down upon because my beliefs were seen as lesser than,” “microaggressions,” and “passive aggressive tactics.”

Table 30. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	405	46.8
I was isolated or left out.	354	40.9
I was intimidated/bullied.	283	32.7
I was the target of derogatory verbal remarks.	184	21.3
I experienced a hostile work environment.	173	20.0

Table 30. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I experienced a hostile classroom environment.	153	17.7
I felt others staring at me.	148	17.1
I was the target of workplace incivility.	137	15.8

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 865$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B48 in Appendix B.

Figures 31 and 32 depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-eight percent ($n = 90$) of Staff respondents felt ignored or excluded, 37% ($n = 70$) experienced a hostile work environment, 35% ($n = 65$) felt intimidated or bullied, and 34% ($n = 64$) felt isolated or left out (Figure 31). Fifty-four percent ($n = 93$) of Faculty respondents felt ignored or excluded, 41% ($n = 70$) experienced a hostile work environment, 39% ($n = 67$) experienced workplace incivility, 39% ($n = 66$) felt intimidated or bullied, and 38% ($n = 65$) felt isolated or left out.

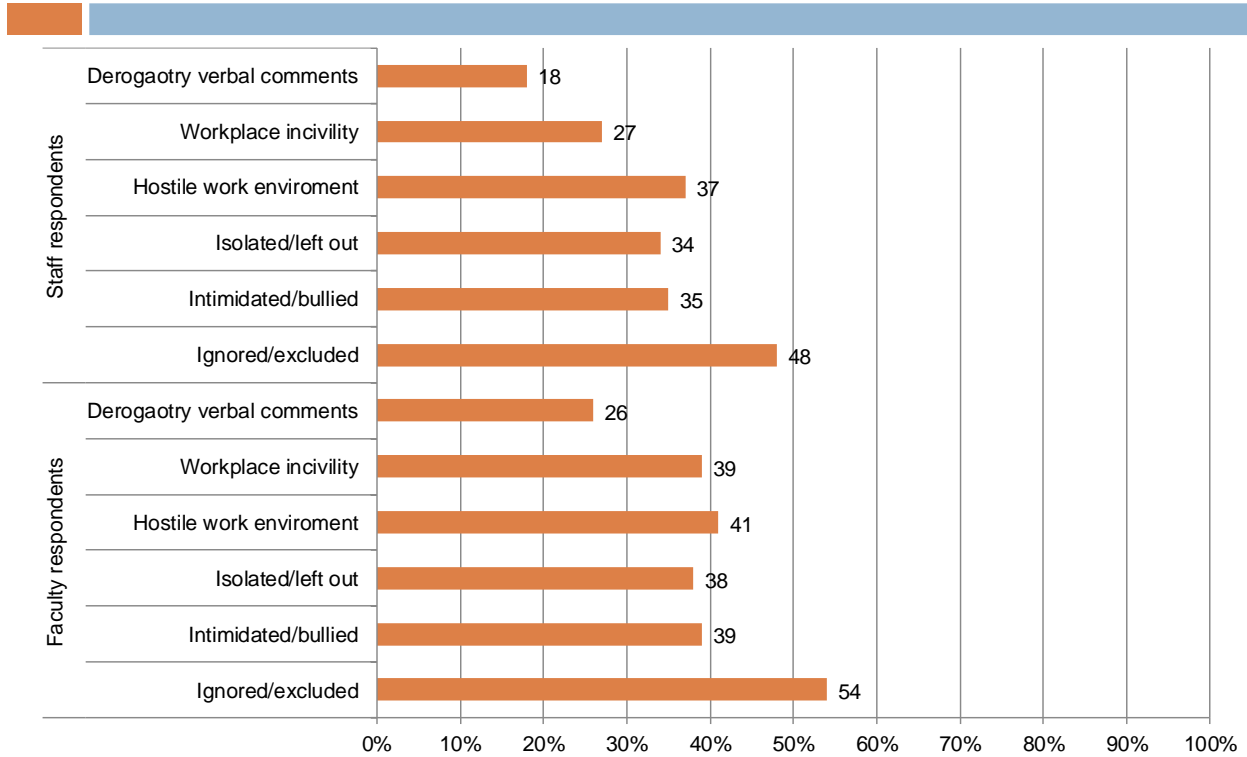


Figure 31. Employee Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Forty-five percent ($n = 158$) of Undergraduate Student respondents felt isolated or left out, 43% ($n = 150$) felt ignored or excluded, 30% ($n = 103$) felt others staring at them, and 29% ($n = 102$) felt intimidated or bullied (Figure 32). Forty-six percent ($n = 72$) of Graduate Student respondents felt ignored or excluded, 42% ($n = 67$) felt isolated or left out, 37% ($n = 58$) experienced a hostile classroom environment, and 32% ($n = 50$) felt intimidated or bullied.

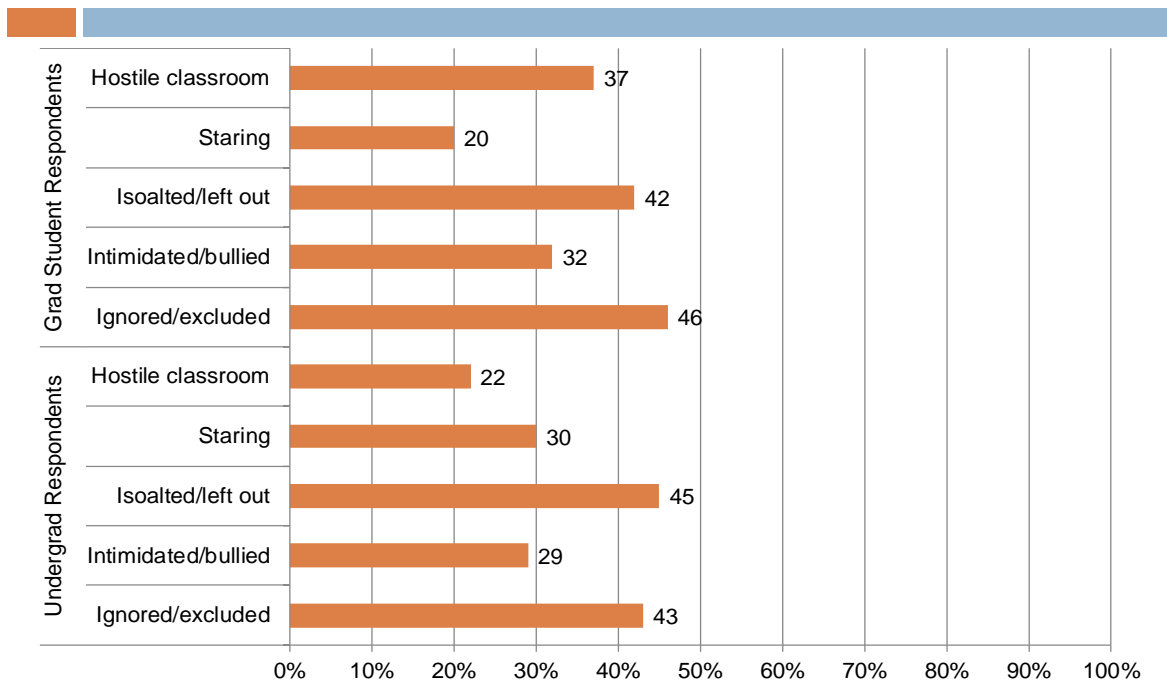


Figure 32. Student Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class/lab (30%, $n = 255$), in a meeting with a group of people (25%, $n = 213$), and while working at a USF job (17%, $n = 148$). Many respondents who marked "a location not listed above" described, "email," "faculty meetings," "nursing clinical site," and "ongoing" as the location where the conduct occurred.

Table 31 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including: while working at a USF job (44%, $n =$

82), in a meeting with a group of people (38%, $n = 72$), in a USF administrative office (38%, $n = 71$), and in a meeting with one other person (27%, $n = 51$).

Table 31. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at a USF job	82	43.6
In a meeting with a group of people	72	38.3
In a USF administrative office	71	37.8
In a meeting with one other person	51	27.1
At a USF event/program	23	12.2
On phone calls/text messages/email	21	11.2

Note: Table reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 188$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B49 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a meeting with a group of people (41%, $n = 70$), while working at a USF job (26%, $n = 45$), and on phone calls/text messages/email (20%, $n = 34$) (Table 32).

Table 32. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	70	40.9
While working at a USF job	45	26.3
On phone calls/text messages/email	34	19.9
In a meeting with one other person	28	16.4
In a class/lab	27	15.8
In a faculty office	27	15.8
At a USF event/program	26	15.2

Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 171$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B49 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (45%, $n = 227$), in campus housing (21%, $n = 105$), and in other public spaces at USF (18%, $n = 89$) (Table 33).

Table 33. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class/lab	227	44.9
In campus housing	105	20.8
In other public spaces at USF	89	17.6
In a meeting with a group of people	71	14.0
Off-campus	70	13.8
At a USF event/program	68	13.4

Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 506$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B49 in Appendix B.

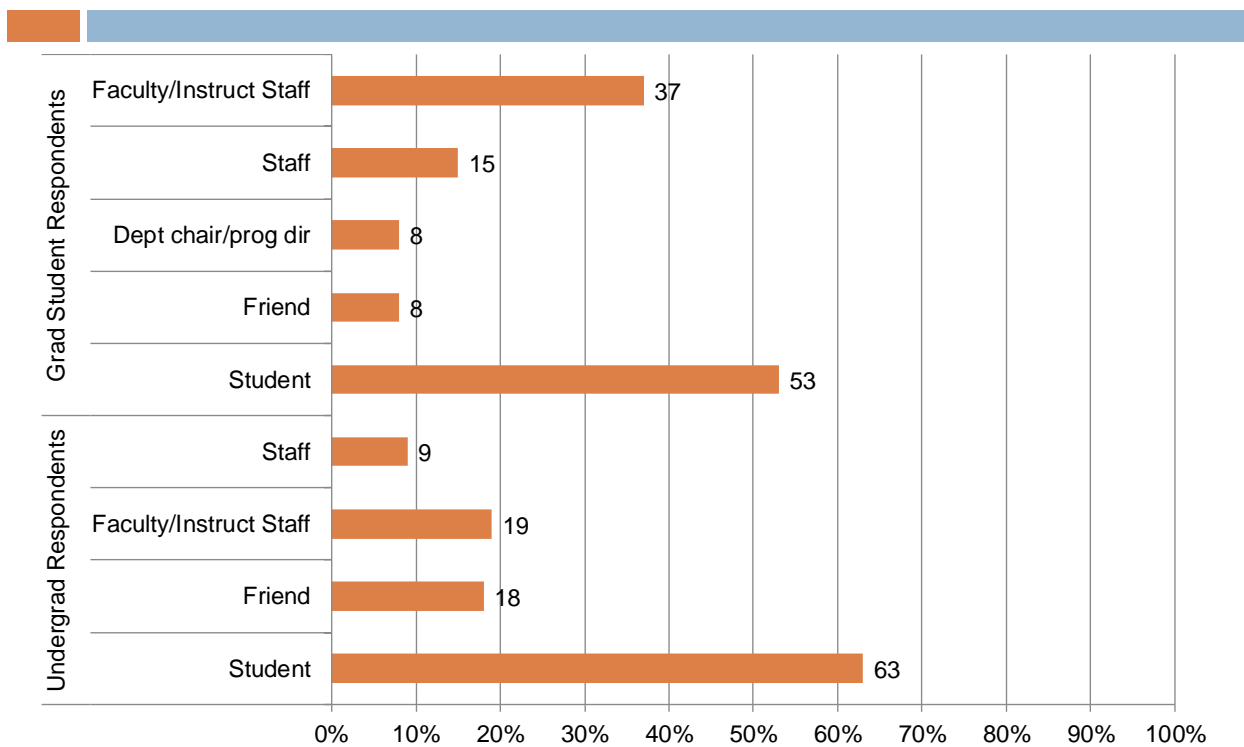
Thirty-nine percent ($n = 336$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 24% ($n = 211$) identified faculty members/other instructional staff, and 19% ($n = 163$) identified coworkers/colleagues as the sources of the conduct (Table 34). Respondents who marked a “source not listed above” wrote examples such as “associate dean,” “former friend,” “president,” “professors,” “roommate,” and “prefer not to say.”

Table 34. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Student	336	38.8
Faculty member/other instructional staff	211	24.4
Coworker/colleague	163	18.8
Staff member	112	12.9
Senior administrator (e.g., dean, vice president, provost)	100	11.6
Supervisor or manager	91	10.5
Department chair/program director	79	9.1
Friend	76	8.8

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 865$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B50 in Appendix B.

Figures 33 and 34 display the perceived source of experienced exclusionary conduct by position status. Students were indicated as the greatest source of exclusionary conduct for both Undergraduate Student (63%, $n = 219$) and Graduate Student (53%, $n = 83$) respondents, followed by faculty members and other instructional staff (37%, $n = 58$) for Graduate Student respondents.



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

Figure 33. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues (40%, $n = 68$) and faculty members/instructional staff members (33%, $n = 56$) as the source of the exclusionary conduct. Staff respondents most often cited coworkers/colleagues (39%, $n = 74$) and supervisors/managers (35%, $n = 65$) as the source of the exclusionary conduct (Figure 34).

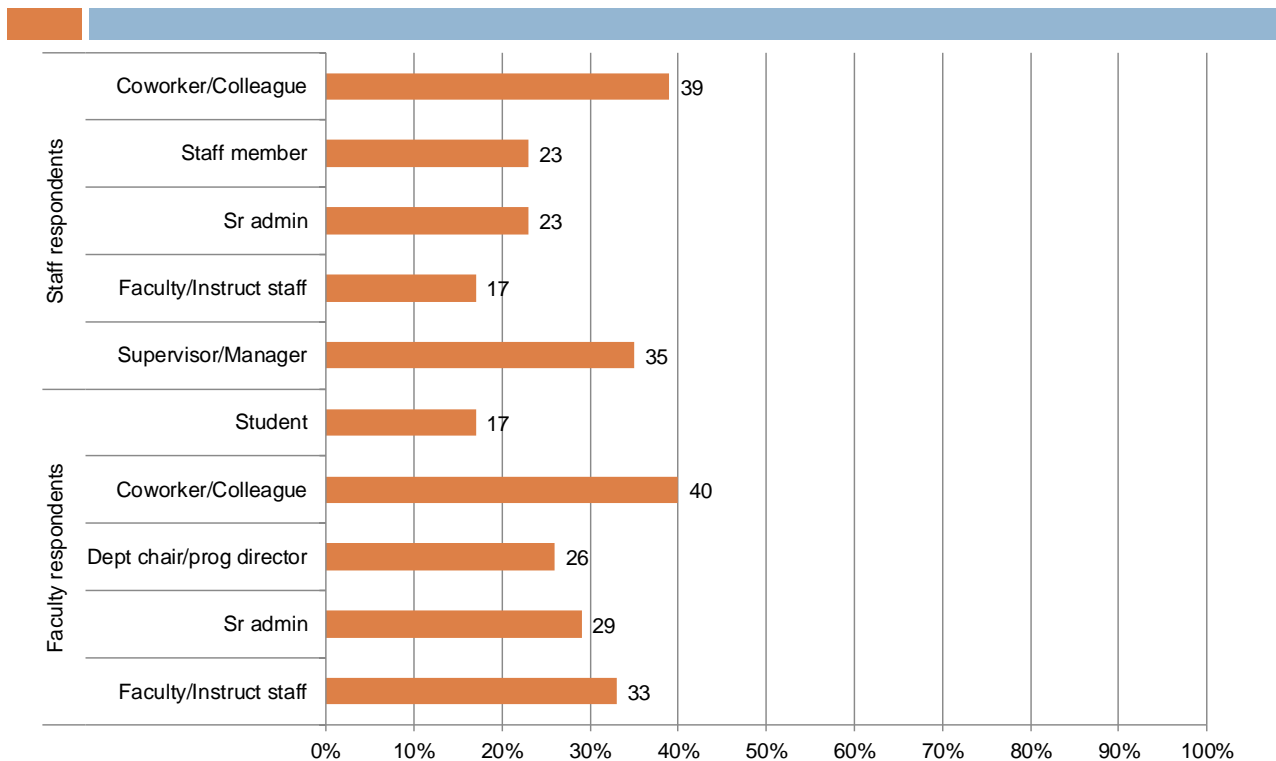


Figure 34. Employee Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

In response to this conduct, 63% ($n = 545$) of respondents felt angry, 42% ($n = 363$) felt embarrassed, 25% ($n = 212$) felt afraid, 23% ($n = 198$) ignored it, and 19% ($n = 162$) felt somehow responsible (Table 35). Of respondents who indicated their experience was not listed, several added comments that indicated many respondents felt “alone,” “annoyed,” “anxious,” “betrayed,” “confused,” “disappointed,” “disrespected,” “frustrated,” “helpless,” “humiliated,” “hurt,” “sad,” “surprised,” and “upset.”

Table 35. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	545	63.0
I felt embarrassed.	363	42.0
I was afraid.	212	24.5
I ignored it.	198	22.9
I felt somehow responsible.	162	18.7
A feeling not listed above	242	28.0

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 865$). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to experiencing the conduct, 48% ($n = 412$) told a friend, 37% ($n = 323$) avoided the person/venue, 36% ($n = 313$) did not do anything, and 33% ($n = 283$) told a family member (Table 36). Of the 19% ($n = 161$) of respondents who sought support from a USF resource, 33% ($n = 53$) sought support from a faculty member, 28% ($n = 45$) sought help from senior administrators (e.g., dean, vice president, provost), 22% ($n = 36$) sought support from a staff member, and 16% ($n = 26$) sought support from USF Counseling and Psychological Services (CAPS). Some “response not listed above” comments were “consulted a colleague,” “Dean’s office,” “HR,” “supervisor,” and “union.”

Table 36. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	412	47.6
I avoided the person/venue.	323	37.3
I did not do anything.	313	36.2
I told a family member.	283	32.7

Table 36. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I contacted an USF resource	161	18.6
<i>Faculty member</i>	53	32.9
<i>Senior administrator (e.g., dean, vice president, provost)</i>	45	28.0
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	36	22.4
<i>USF Counseling and Psychological Services (CAPS)</i>	26	16.1
I did not know who to go to.	146	16.9
I confronted the person(s) at the time.	126	14.6
I confronted the person(s) later.	105	12.1
A response not listed above	159	18.4

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 865$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B52 in Appendix B.

Table 37 illustrates that 79% ($n = 674$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and 21% ($n = 177$) of respondents did report the incident. Of the respondents who reported the incident, 23% ($n = 26$) were satisfied with the outcome, 24% ($n = 27$) felt that their complaint was responded to appropriately, and 53% ($n = 59$) felt the incident did not receive an appropriate response.

Table 37. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	674	79.2
Yes, I reported it	177	20.8
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	26	23.2
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	27	24.1
<i>Yes, I reported the incident but felt that it was not responded to appropriately.</i>	59	52.7

Note: Table reports only responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 865$). Percentages do not sum to 100 as a result of multiple response choices.

Four hundred one (401) respondents elaborated on their personal experience with exclusionary, intimidating, offensive, and/or hostile conduct that has interfered with their ability to work, live, or learn at USF. Of those, eighty-nine (89) respondents identified as either Tenure or Tenure-Track Faculty, Adjunct Faculty, or Term Faculty. Two themes emerged from Faculty responses: disrespectful/belittling actions and discriminatory behavior. An evaluation of the ninety Staff responses revealed two themes: disrespectful and belittling behavior by faculty and administrators, and gender discrimination. Two hundred twenty-two (222) Student (including Graduate Student and Undergraduate Student) respondents elaborated on their experience as a recipient of exclusionary, intimidating, offensive, and/or hostile conduct. Three themes emerged: discrimination based on disability status, discrimination based on racial and/or ethnic identity, and reporting.

Faculty

Disrespectful/Belittling Action- Faculty respondents elaborated on their experiences with exclusionary, intimidating, offensive, and/or hostile conduct that has interfered with their ability to work, live, or learn at USF by noting their feelings of being “disrespected” or “belittled” by fellow USF employees. Regarding their interactions with colleagues, respondents stated, “It can be difficult to disaggregate departmental politics from the climate, but I have felt that senior colleagues often feel free to diminish those below them in rank/seniority without a thought of the impact of such behavior” and “I’m remembering several instances that have to do with poorly facilitated meetings where people were not respected. It doesn’t really raise to the level of something I would report, just unprofessional disrespect that has a lasting impact on people.” Other respondents noted, “This ‘belittling’ shows off the ignorance of some of our tenured professors and reinforces a climate in SOM that does not appear to value FT Term faculty as equal to Tenured faculty, even though we are similarly covered in our CBA,” “As a part-time (at will) faculty member I sometimes feel disrespected or ignored,” and “I have observed negative, unprofessional and uncooperative, disrespectful behavior between faculty and staff in the SONHP.” Respondents specifically identified their experiences of feeling disrespected by individuals in leadership positions. For example, respondents wrote, “I was talked down to and ignored by a senior administrator during an important conversation” and “My department chair

treated me in an unfair, unprofessional way in front of other people. She is most senior and if you disagree her, she retaliates against you personally and professionally.”

Discrimination- In elaborating on their experiences with exclusionary, intimidating, offensive, and/or hostile conduct, respondents described different acts of discrimination that they have either witnessed or experienced as a Faculty member at USF. According to respondents, the acts of discrimination that they have experienced or witnessed have frequently been based on an individual’s racial and/or ethnic identity, gender identity, and/or disability status. Specifically, respondents wrote, “On multiple occasions issues have been brought to the Deans office about gender discrimination, bullying and hostile work environments. I've continually been told that things will be done. Nothing ever changes,” “It was not in an isolated incident, I just feel that somehow my gender, accent and ethnicity play a role in why I was treated 'less' cordially by the other staff, faculty or employees,” and “Various small incidents with lack of respect for my physical disability by staff and faculty.” Some respondents identified different racially based acts of discrimination that they have witnessed or experienced as a Faculty member at USF. One respondent wrote, “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.” Other respondents wrote, “several experiences. key one that reoccurs is being confused for other colleagues on the basis of a shared racial/ethnic identity. this occurs frequently” and “Racism. Elitism by certain colleagues.” One respondent summarized their experience with racism when they stated, “I still suffer the feeling that I can be taken for granted, neglected, and lied to because of the color of my skin in an institution with a mission of social justice.”

Staff

Ninety (90) Staff respondents provided additional information regarding exclusionary, intimidating, offensive, and/or hostile conduct that they have personally experienced while a Staff member at USF. The Staff Respondents’ responses revealed two themes: disrespectful/belittling behavior by faculty and administrators and gender discrimination.

Disrespectful/Belittling Behavior by Faculty and Administrators- Many respondents specifically described being belittled or disrespected by faculty members and administrators. Specifically,

respondents wrote, “There have been a number of instances in the last year when faculty and deans within the school have communicated with me (verbally and in writing) unprofessionally and in an uncivil and bullying manner,” “I will state that some (although certainly not all) faculty often “talk down to” or subtly demean staff, which has a cumulative impact,” and “Faculty in my department continually bully and exclude staff, and belittle us.” Respondents also offered, “I have had several experiences at USF where my opinion and contributions have been undervalued by faculty and senior leadership” and “I have been made to feel inferior by faculty members on many occasions.” Some respondents described being “bullied” by faculty members. For example, one respondent wrote, “A faculty member bullied me. She told me that I had undermined her and recounted an incident that never happened. I was “gas lighted” in a way, blamed for something that I never did.” According to one respondent, “There is a lack of professionalism at times from faculty to staff and from Deans to staff. There seems to be a lingering anger that is always directed at the staff since there is no control over tenure-faculty here. Sad to me as I wish this could be a more collaborative place as there is so much potential.”

Gender Discrimination- Staff respondents identified either experiencing or directly witnessing different discriminatory remarks or acts of discrimination based on individuals’ gender. In reference to their experience with gender-based discrimination, respondents shared, “The staff and priests at St. Ignatius have treated me with sexism and ageism, because I am a young woman. It was assumed that I was incapable of reading well, and I was spoken to in a condescending and aggressive tone” and “Being a younger female staff member, I have been routinely talked over and ignored by all the male colleagues in that meeting. Anytime I open my mouth to say something, I am ignored. I’ve noticed this happens with other females in the room too. I’ve experienced this behavior from male colleagues throughout my entire time at USF.” Other respondents also remarked on being silenced based on their gender and age. According to one respondent, “At multiple meetings over the last several years, I have experienced silencing or dismissive comments as a result of my gender and perhaps age. I have witnessed other colleagues be silenced and have seen leaders at the university participate in that silencing. I have also experienced comments from faculty (as a staff) that were dismissive.” Respondents also remarked, “I feel as though work is often unevenly distributed to myself and my fellow female co-worker in my department” and “My experience is not so much a single incident but an ongoing climate in my division which subconsciously favors men in senior roles over very

capable women.” Two Staff respondents described hostile and discriminatory interactions they experienced when attempting to file for maternity leave. Neither example is included because they contain specific details which could reveal the identities of the respondents.

Students

Two hundred and twenty-two (222) Student (including Graduate Student and Undergraduate Student) respondents elaborated on their experiences of either witnessing or being the recipient of exclusionary, intimidating, offensive, and/or hostile conduct. Three themes emerged from the responses: discrimination based on disability status, discrimination based on racial and/or ethnic identity, and reporting.

Discrimination Based on Disability Status- Student respondents described being the recipient of or witnessing different acts of harassment and/or discrimination based on individual’s race, ethnicity, and/or disability status. Regarding disability status, respondents shared, “On many occasions, I have faced hostility and verbal violence because of a learning disability. The hostility and verbal abuse occur with faculty and fellow students,” “There are several teachers who make remarks, require additional "honesty statements" or blatantly grade differently based on DSST status. Remarks are made in class about us being "retarded" or as "disabled people" with implications that we are only making up our disability to cheat.” Other respondents offered, “Some instructors have shown little regard for privacy and have belittled the need for SDS services. I have felt singled out and disrespected in this area. Tolerance for special needs is limited in this program” and “I have been repeatedly harassed for my disability and when I attempt to stand up for myself I get mocked, continuously harassed, and isolated.”

Discrimination Based on Racial and/or Ethnic Identity- Respondents also provided information regarding different acts of harassment or discrimination based on individuals’ racial and/or ethnic identity. Specifically, respondents shared, “A group of students made racist comments about Mexicans, I’m Mexican,” “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,” “I’ve had many negative comments and microaggressions said against me. For example, one student had alluded that I was a janitor because of my Mexican heritage,” and “A student made a remark within my hearing range about there being 'too many Africans' at an econ

seminar. I am an African.” Respondents also offered, “A classmate said, ‘I feel like Black people are naturally inclined to murder’” and “I was in class one day where a White/Asian male student gave a speech on ‘how to be gangster’ and joked about police brutality against Black men.”

Another respondent shared, “Someone said I look like an Emmett in a reference to Emmett Till and everyone around me giggled.” Some respondents did not offer specific examples of a racist comment, but rather, described the broader campus climate as hostile to racial minorities.

According to one respondent, “It was not so much of a confrontational or violent occurrence, it was one of those sad typical college experiences of a Black student at a PWI, where there are assumptions, stereotypes, looks, and comments from peers and even faculty and staff sometimes. I think it got worse after the conflict with Public Safety where they said there was the two Black suspects in jackets, that seemed to increase looks and discomfort on campus.” Another respondent shared, “USF's student body is predominately Caucasian. In my experiences at USF, most but not all Caucasians have treated me in a degrading, racist ways that I rather not specify. I have not experienced any negative or degrading experiences with minorities on campus.”

Reporting- Student respondents also elaborated on their experiences with reporting hostile conduct to USF officials or through USF channels. Specifically, respondents wrote, “My complaint was completely ignored and hidden away, I received further retaliation from the person I reported with the help of their friends,” and “I reported it and it was brushed off and minimized by HR.” One respondent shared, “This person also sexually harassed 6 female members of our cohort, even though he was aware that these ladies were either engaged or in relationships. In his texts to me, he attacked my age, religion and marital status. During clinical rotations at hospitals or during sim labs, there were reports of him lashing out at other students and being verbally abusive. He has also shown us that he carries a knife while on campus. In assignments/discussions posted on campus he has used inappropriate language. After reaching out to faculty and staff, our concerns were ignored or the student's inappropriate actions were largely downplayed by USF faculty, student advisors and staff.” Remarking on their interaction with Title IX, one respondent explained, “I felt obligated to report a sexual assault incident. The Title 9 coordinator never got back to me with an outcome (it's been well over 6 months since the report), I felt like my trust had been violated by the head of my program, and to be honest I am going to suggest that individuals who have been assaulted on campus never reach out to campus resources because they are put in place to protect the school first and foremost. It's insulting and

it's really turned me against trusting the faculty at USF.” Respondents provided specific remarks regarding Public Safety. For example, one respondent wrote, “[The incident] involved a public safety officer who is no longer here. He was extremely rude to a student and I was present during that exchange. I was then approached in a way that made the officer stand literally above me because he stood on top of a bench and talked down at me. It was intimidating and it showed a clear power dynamic that made me uncomfortable.” According to another respondent, “While I personally have not had any problems with Public Safety, I have heard horrible stories that do not align with our basic rights as people. They manipulate their position and try to be too tough because they're ‘law enforcement.’ They need to calm down.”

^{xvi}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 4,479) = 100.502, p < .001$.

^{xvii}A chi-square test was conducted to compare percentages of respondents who indicated that the exclusionary, intimidating, offensive, and/or hostile conduct was based on their position status, by position status: $\chi^2(3, N = 865) = 112.577, p < .001$.

^{xviii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 4,446) = 19.854, p < .001$.

^{xix}A chi-square test was conducted to compare percentages of respondents who indicated that the exclusionary, intimidating, offensive, and/or hostile conduct was based on their gender identity, by gender identity: $\chi^2(2, N = 850) = 72.372, p < .001$.

^{xx}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(3, N = 4,392) = 24.511, p < .001$.

^{xxi}A chi-square test was conducted to compare percentages of respondents who indicated that the exclusionary, intimidating, offensive, and/or hostile conduct was based on their ethnicity, by racial identity: $\chi^2(3, N = 827) = 99.192, p < .001$.

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

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty-two percent ($n = 1,002$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF⁴⁸ within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity (30%, $n = 298$), racial identity (25%, $n = 255$), gender/gender identity (24%, $n = 242$), political views (14%, $n = 140$), gender expression (11%, $n = 112$), position (11%, $n = 110$), and sexual identity (10%, $n = 98$). Sixteen percent ($n = 159$) of respondents indicated that they did not know the basis (Table 38).

Table 38. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Ethnicity	298	29.7
Racial identity	255	25.4
Gender/gender identity	242	24.2
Political views	140	14.0
Gender expression	112	11.2
Position (e.g., staff, faculty, student)	110	11.0
Sexual identity	98	9.8
Academic performance	92	9.2
Age	91	9.1
English language proficiency/accent	87	8.7
Immigrant/citizen status	80	8.0
Do not know	159	15.9
A characteristic not listed above	72	7.2

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,002$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B97 in Appendix B.

⁴⁸This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF?”

Figure 35 separates by demographic categories (i.e., racial identity, gender identity, sexual identity, and position status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by racial identity.

Significant differences emerged in the percentages of respondents, by position status, who observed exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-one percent ($n = 204$) of Staff respondents, 28% ($n = 167$) of Faculty respondents, 22% ($n = 454$) of Undergraduate Student respondents, and 15% ($n = 177$) of Graduate Student respondents observed exclusionary, intimidating, offensive, and/or hostile conduct^{xxii} (Figure 35). Also, a higher percentage of Transspectrum respondents (35%, $n = 52$) than Women respondents (23%, $n = 692$) and Men respondents (18%, $n = 244$) observed such conduct.^{xxiii} Lastly, a higher percentage of LGBTQ respondents (30%, $n = 254$) than Heterosexual respondents (20%, $n = 701$) observed such conduct.^{xxiv}

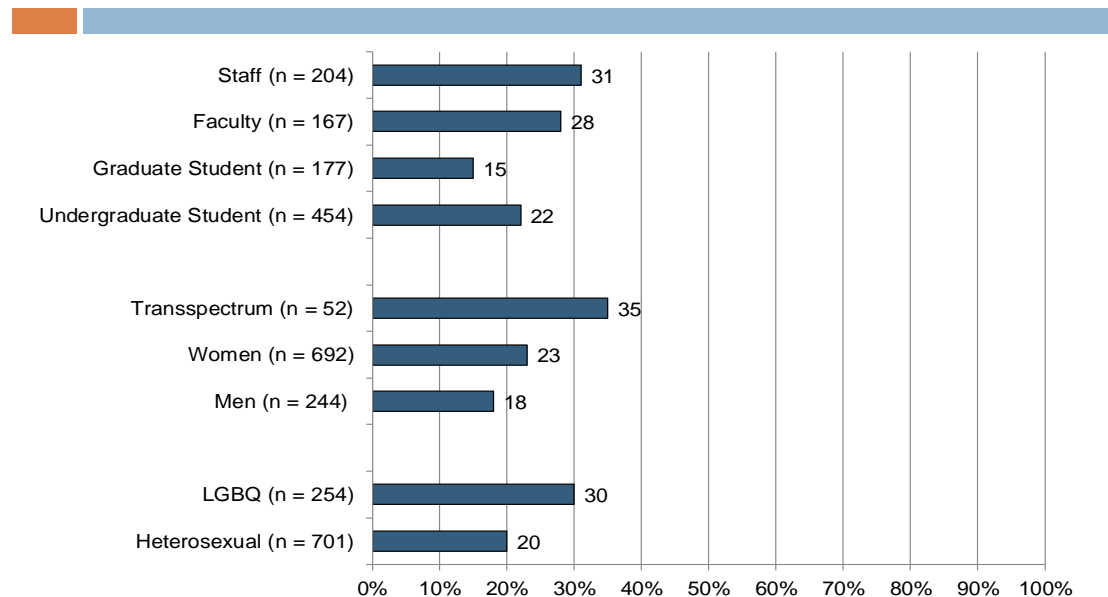


Figure 35. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity, Gender Identity, and Sexual Identity (%)

Table 39 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (42%, $n = 423$), deliberately ignored or excluded (36%, $n = 362$), being isolated or left out (31%, $n = 312$), being intimidated/bullied (27%, $n = 274$), or experiencing a hostile classroom environment (20%, $n = 197$).

Table 39. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory verbal remarks	423	42.2
Person ignored or excluded	362	36.1
Person isolated or left out	312	31.1
Person intimidated/bullied	274	27.3
Person experienced a hostile classroom environment	197	19.7
Racial/ethnic profiling	177	17.7
Person experienced a hostile work environment	169	16.9
Something not listed above	88	8.8

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,002$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B98 in Appendix B.

Additionally, 31% ($n = 308$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a class/lab (Table 40). Some respondents noted that the incidents occurred in other public spaces at USF (18%, $n = 181$), or in a meeting with a group of people (18%, $n = 180$).

Table 40. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a class/lab	308	30.7
In other public spaces at USF	181	18.1
In a meeting with a group of people	180	18.0
At a USF event/program	143	14.3
In campus housing	137	13.7
In a USF administrative office	104	10.4
A venue not listed above	62	6.2

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,002$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B99 in Appendix B.

Sixty-two percent ($n = 621$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 41). Other respondents identified friends (19%, $n = 185$), coworkers/colleagues (15%, $n = 148$), staff members (13%, $n = 130$), and faculty members or other instructional staff (12%, $n = 124$) as targets.

Table 41. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	621	62.0
Friend	185	18.5
Coworker/colleague	148	14.8
Staff member	130	13.0
Faculty member/other instructional staff	124	12.4
Do not know target	40	4.0
A target not listed above	38	3.8

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,002$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B95 in Appendix B

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 48% ($n = 477$) noted that students were the sources of the conduct (Table 42). Respondents identified additional sources as faculty members/other instructional staff members (22%, $n = 219$), staff members (14%, $n = 143$), senior administrators (11%, $n = 105$), and coworkers/colleagues (10%, $n = 100$).

Table 42. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	477	47.6
Faculty member/other instructional staff	219	21.9
Staff member	143	14.3
Senior administrator (e.g., dean, vice president, provost)	105	10.5
Coworker/colleague	100	10.0
Do not know source	55	5.5
A source not listed above	46	4.6

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,002$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B96 in Appendix B.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 32% ($n = 319$) told a friend, 32% ($n = 318$) did not do anything, 15% ($n = 151$) told a family member, 15% ($n = 146$) confronted the person(s) at the time, and 15% ($n = 145$) avoided the person/venue (Table 43). Of the respondents (12%, $n = 123$) who contacted a USF resource, 36% ($n = 44$) sought support from a senior administrator, 31% ($n = 38$) sought support from a faculty member, and 22% ($n = 27$) sought support from a staff person.

Table 43. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I told a friend.	319	31.8
I did not do anything.	318	31.7
I told a family member.	151	15.1
I confronted the person(s) at the time.	146	14.6
I avoided the person/venue.	145	14.5
I did not know who to go to.	130	13.0
I confronted the person(s) later.	129	12.9
I contacted a USF resource.	123	12.3
<i>Senior administrator (e.g., dean, vice president, provost)</i>	44	35.8
<i>Faculty member</i>	38	30.9
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	27	22.0
<i>USF Diversity Engagement and Community Outreach (DECO)</i>	12	9.8
<i>USF Public Safety</i>	10	8.1
A response not listed above.	191	19.1

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,002$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B100 in Appendix B.

Table 44 illustrates that 90% ($n = 874$) of respondents did not report the incident and 11% ($n = 102$) of respondents did report the incident. Of the respondents who reported the incident, 26% ($n = 16$) were satisfied with the outcome, 25% ($n = 15$) felt that the complaint received an appropriate response, and 49% ($n = 30$) felt that the incident did not receive an appropriate response.

Table 44. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn't report it.	874	89.5
Yes, I reported it.	102	10.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	16	26.2
<i>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.</i>	15	24.6
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	30	49.2

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,002$). Percentages do not sum to 100 as a result of multiple response choices.

Two hundred ninety-seven (297) respondents elaborated on their observations of 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. Two themes emerged from all respondent types: hostile environment for racial minorities and hostile political environment. There was one theme specific to Staff: bullying. There was one theme specific to Student (Graduate and Undergraduate) respondents: hostile and/or discriminatory images. There were no additional themes present for Faculty (Adjunct, Tenure and Tenure-Track, and Term) respondents.

All respondents

Hostile Environment for Racial Minorities- In the first theme, respondents described USF as a hostile environment for racial minorities. Respondents explained, “White students harass or intimidate students or professors of color” and “I feel that some students are targeted based on perceived notions about their race and are given unfair treatment.” One respondent simply stated, “Every day black students at USF are but[sic] in hostile environments.” Another respondent added, “white male faculty member bullying and intimidating female staff members who are persons of color... threatening and hostile...” Respondents also described different incidents in which a peer or colleague, who was a racial minority, had been verbally harassed or excluded from different spaces and services. Specifically, respondents reported, “My friend, a student at USF, who is black, has endured racial slurs & epithets, as well as being purposefully ignored by staff in the dining hall (refusing to serve her)” and “On several occasions, I witnessed my

colleague (a young, African American women) being excluded from meetings which should have included her and her expertise, and generally isolated from others in her office environment.” One respondent offered their perception of the current racial climate at USF. According to the respondent: “[R]ace seems to be the issue for Caucasians here at USF. It’s disappointing that we still have to deal with racial slurs, segregation etc. in this day and age, ESPECIALLY since we’re a Jesuit, diverse, social justice University in the heart of San Francisco. I’ve seen teachers, faculty and students walk by without reporting the incident or providing support for the person targeted. I asked the person targeted if they were okay after the incident. The person was numb to the incident and feelings of being degraded. This is due to the fact that it happens to often with no solution.”

Hostile Political Environment- Respondents also reported hostility in the community toward individuals holding conservative views. One respondent offered, “I have felt uneasy expressing my views for fear of being labeled racist or intolerance towards my views. It is obvious that conservative views are not appreciated on campus.” Respondents also shared, “Political views other than democratic are viewed as violent” and “class found out student voted for trump, was then mocked by several students about intelligence, professor watched and did nothing.” Another respondent added, “Although I completely agree with the official USF stance, mostly expressed in emails from the President or Provost, about religious and racial and other kinds of tolerance/inclusion, I felt that the wording of some of their emails left no room for the presumed political minority to engage in dialogue with them or members of our community who are in agreement with that stance.”

Staff respondents

Bullying- In the Staff theme, respondents shared that they have witnessed or been the recipient of bullying behavior by a fellow USF employee. One respondent wrote, “I have been in the workforce since the 1970s, in various work environments. Never ever have I witnessed faculty who were allowed to make such rude, accusatory and bullying comments to others and to me, as I have at USF.” Respondents also shared, “Supervisor appears to favor certain personality types and often bullies those he does not favor in subtle but damaging ways” and “The person is bullied every day and tasks are changing daily so that the person will either quit or get fired.”

Respondents identified bullying behavior by particular people or within specific departments. For example, a respondent offered the following comment regarding HR: “There is a bully in the Human Resources department. She is toxic to the department because she does not believe in team work and successfully gets rid of colleagues who disagree with her and calls her out on her lack of knowledge, ignorance, and poor work ethic. She demands that she gets her way and she usually does because there is a major dysfunctional reporting relationship within the Office of General Counsel and Human Resources. She successfully intimidates those that try to stand up to her. How many well qualified, knowledgeable HR staff have to leave USF so that one bully can remain at her cushy job?” According to another respondent, “Many off site people are treated poorly, truly disrespected, bullied, and assumed to be stupid. Who do you report this to when it is the dean and associate deans who are so disrespectful?”

Student respondents

Hostile and/or Discriminatory Images- In the Student theme, respondents reported different harassing and/or discriminatory images that they have observed on campus. One particular image, an image of a Black man in a noose, was referenced by multiple respondents. Specifically, respondents wrote, “Racist images in the restrooms including hanging a Black man,” “It was the picture that went viral through our campus last year of a black person pretending to be lynched,” and “This event occurred last school year, when a photo was taken of a Black student with a knot placed around his neck.” One respondent noted, “BSU and other cultural clubs addressed the matter” while another respondent asserted, “USF administration didn't do anything.” According to one respondent, “A picture of a Black boy with a noose around his neck in phelan hall circulated our campus and embarrassed and targeted the entire Black community.” In addition to comments regarding the image of a Black man with a noose, respondents offered comments about other hostile and/or discriminatory images on campus. For example, one respondent wrote, “I found a great deal of racist, misogynistic, and homophobic graffiti/doodling on campus. These messages appeared on buildings and sidewalks. In particular, I found a lot scribbled on the walls of the carrels in Gleeson library. The majority of it supported Trump's plans to deport people of Mexican descent ("Build the Wall" in particular) and to create some form of Muslim Registry system. Other messages suggested that queer people were in

some way mental ill or immoral.” Respondents also described fliers and signs in campus buildings being vandalized with hostile and exclusionary phrases or imagery.

^{xxii}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 4,467) = 75.276, p < .001$.
^{xxiii}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 4,436) = 27.703, p < .001$.
^{xxiv}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 4,302) = 33.758, p < .001$.

Unwanted Sexual Experiences

Eight percent ($n = 347$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,⁴⁹ with 1% ($n = 48$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 71$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 6% ($n = 254$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 2% ($n = 106$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent) while a member of the USF community (Figure 36).

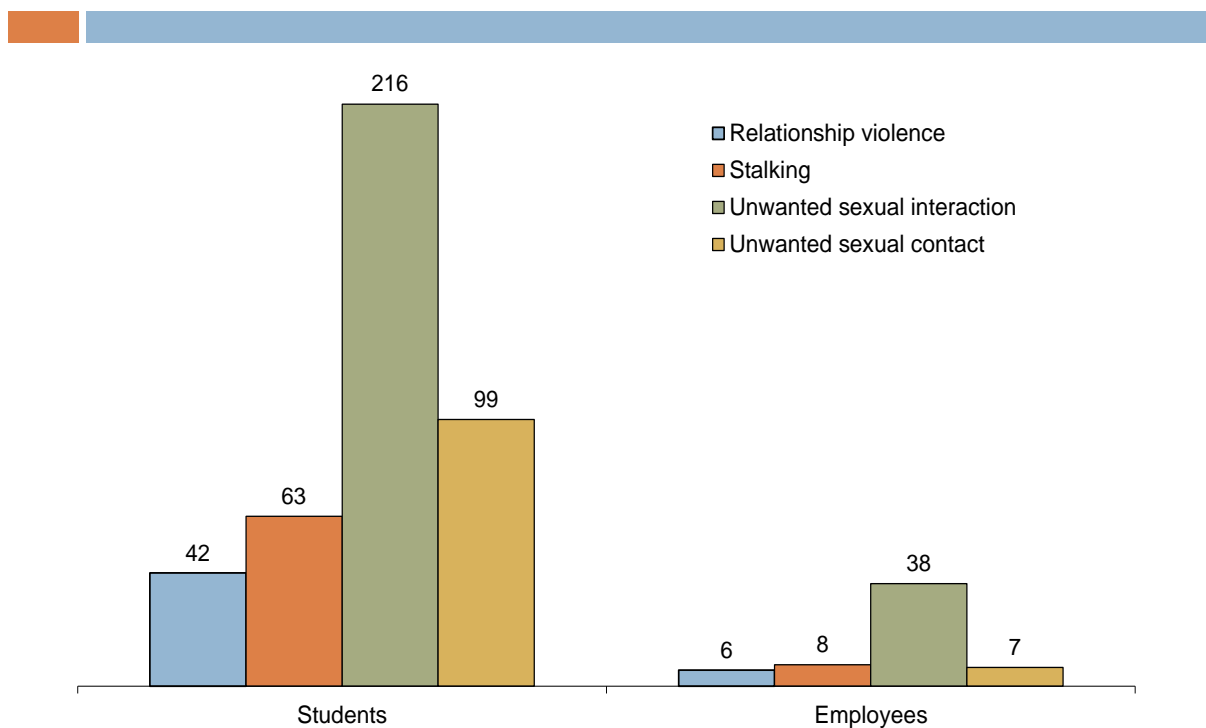
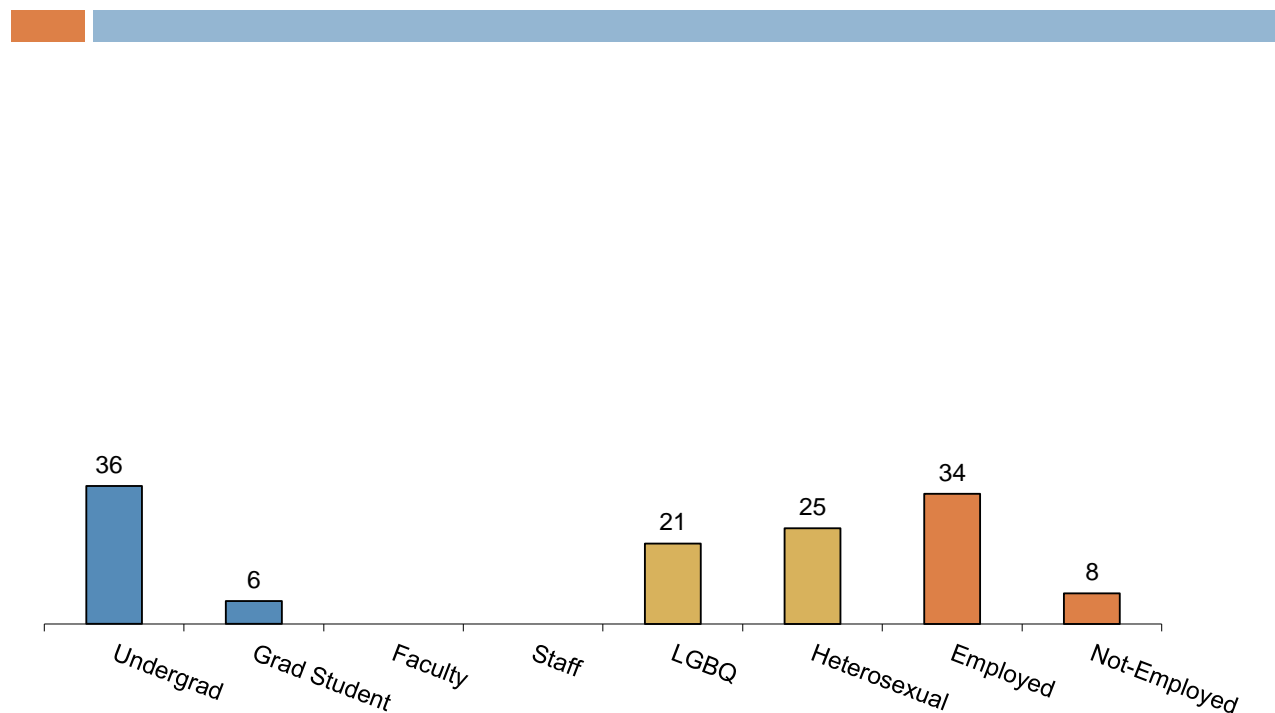


Figure 36. Respondents' Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

⁴⁹The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and defined it as "interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy."

Relationship Violence

Subsequent analyses of the data to determine statistically significant differences by select demographics (Figure 37) revealed that a higher percentage of Undergraduate Student (2%, $n = 36$) than Graduate Student (1%, $n = 6$) respondents experienced relationship violence.^{xxv} In addition, LGBQ respondents (2%, $n = 21$) experienced relationship violence at higher rates than Heterosexual respondents (1%, $n = 25$).^{xxvi} Lastly, a higher percentage of Employed Student respondents (2%, $n = 34$) noted experiencing relationship violence than Not-Employed Student respondents (1%, $n = 8$).^{xxvii}



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

—Figure 37. Respondents’ Experiences of Relationship Violence While at USF by Position Status, Sexual Identity, and Student Employment Status (n)

Sixty percent of respondents ($n = 29$) who indicated that they experienced relationship violence indicated it happened within the past year and 27% ($n = 13$) noted it happened 1 to 2 years ago.

Student respondents⁵⁰ were asked if alcohol and/or drugs were involved in the relationship violence and 45% ($n = 19$) indicated “yes.” Student respondents were also asked to share what year in their college career they experienced relationship violence. Of Student respondents who indicated that they experienced relationship violence, 43% ($n = 18$) noted that it occurred in their first year as an undergraduate student, 31% ($n = 13$) noted that it occurred in their second as an undergraduate student, and 19% ($n = 8$) noted that it occurred in their third year as an undergraduate student (Table 45).

Table 45. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
During my time as a graduate/law student at USF	7	16.7
Undergraduate first year	18	42.9
<i>Fall semester</i>	11	61.1
<i>Spring semester</i>	10	55.6
<i>Summer semester</i>	< 5	---
Undergraduate second year	13	31.0
<i>Fall semester</i>	10	76.9
<i>Spring semester</i>	11	84.6
<i>Summer semester</i>	< 5	---
Undergraduate third year	8	19.0
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	6	75.0
<i>Summer semester</i>	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 42$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B57 in Appendix B.

Sixty-five percent ($n = 31$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified acquaintances/friends (25%, $n = 12$) and USF students (23%, $n = 11$).

Asked where the relationship violence incidents occurred, 73% ($n = 35$) of respondents indicated that they occurred off of campus and 40% ($n = 19$) indicated they occurred on campus.

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

Respondents who experienced relationship violence off of campus indicated that the incidents occurred in places such as “home” or “hometown.” Respondents who experienced relationship violence on campus commented that the instances happened in dorm rooms and offices.

Asked how they felt in response to experiencing relationship violence, 67% ($n = 32$) felt embarrassed, 63% ($n = 30$) felt angry, 60% ($n = 29$) felt afraid, 56% ($n = 27$) felt somehow responsible, and 42% ($n = 20$) ignored it (Table 46).

Table 46. Emotional Reaction to Relationship Violence

Emotional reaction	<i>n</i>	%
I felt embarrassed.	32	66.7
I felt angry.	30	62.5
I felt afraid.	29	60.4
I felt somehow responsible.	27	56.3
I ignored it.	20	41.7
A feeling not listed above	11	22.9

Note: Table reports only responses from individuals who indicated on the survey that they experienced relationship violence ($n = 48$).

In response to experiencing relationship violence, 50% ($n = 24$) of respondents told a friend, 38% ($n = 18$) did not do anything, and 35% ($n = 17$) confronted the person(s) later. Fifteen percent ($n = 7$) contacted a USF resource (Table 47).

Table 47. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend.	24	50.0
I did not do anything.	18	37.5
I confronted the person(s) later.	17	35.4
I avoided the person/venue.	15	31.3
I confronted the person(s) at the time.	14	29.2
I told a family member.	14	29.2
I did not know who to go to.	10	20.8
I sought information online.	7	14.6
I contacted a USF resource.	7	14.6

Note: Table reports only responses from individuals who indicated on the survey that they experienced relationship violence ($n = 48$). For a complete list of actions, please see Table B61 in Appendix B.

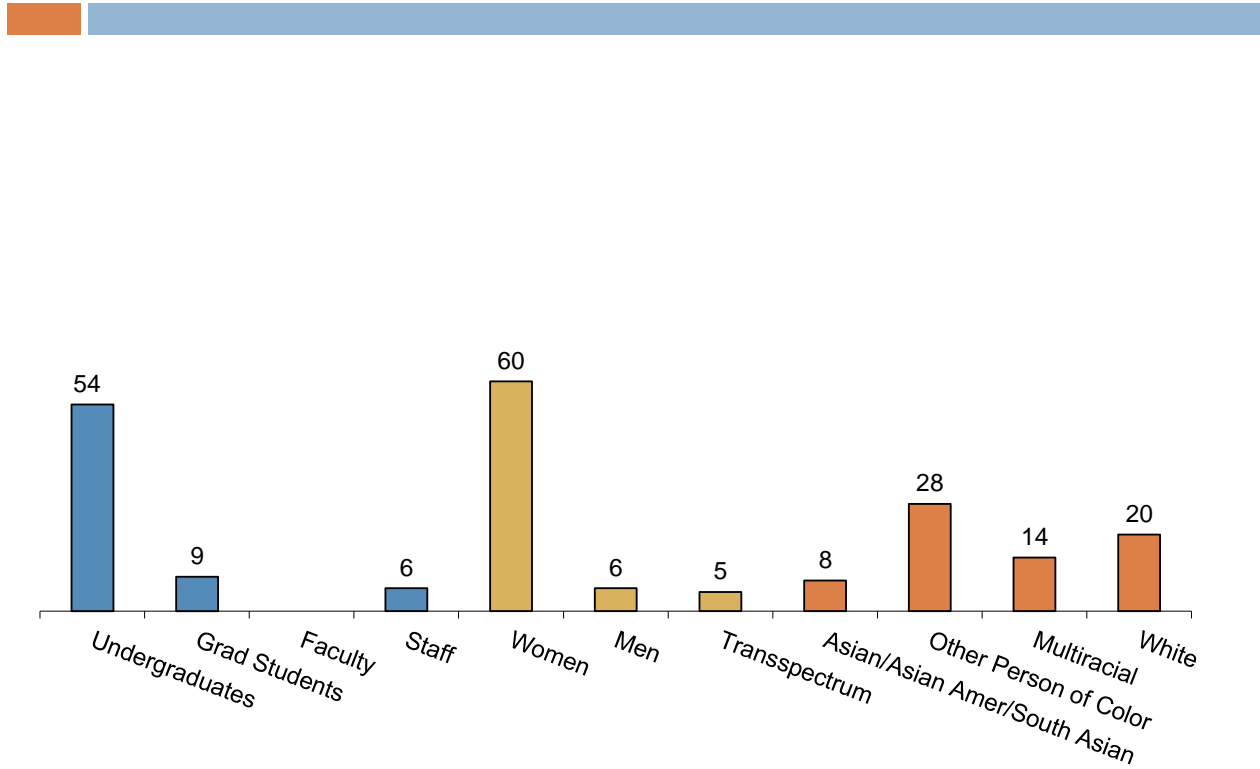
Ninety percent ($n = 43$) of respondents did not report the relationship violence. Additional findings are not published here because of low response numbers.

Thirty-six (36) respondents provided information regarding why they chose to not report their experience with relationship violence. Respondents included Adjunct Faculty, Tenured/Tenure-Track Faculty, Staff, Graduate Students, and Undergraduate Students. No theme was present within the responses provided. Respondents shared that they chose not to report the incident for a variety of reasons including: feelings of embarrassment, a desire to forget the incident entirely, fear of retaliation, and concerns that their report would not be received and responded to appropriately.

One respondent provided information which indicated that they did report the relationship violence, but that it was not responded to appropriately. No theme was present.

Stalking

Statistically significant differences by select demographics emerged. A higher percentage of Undergraduate Student (3%, $n = 54$) than Graduate Student (1%, $n = 9$), Staff ($n < 5$), and Faculty respondents (6%, $n = 1$) noted experiencing stalking (Figure 38).^{xxviii} A higher percentage of both Transspectrum respondents (3%, $n = 5$) and Women respondents (2%, $n = 60$) experienced stalking than Men respondents (1%, $n = 6$).^{xxix} In terms of racial identity, Other Respondents of Color (3%, $n = 28$) experienced stalking at a higher rate than both White respondents (1%, $n = 20$) and Asian/Asian American/South Asian (1%, $n = 8$), while Multiracial respondents (2%, $n = 14$) were not statistically different.^{xxx} In addition, a higher percentage of Middle-Income Student respondents (3%, $n = 36$) than High-Income Student respondents (1%, $n = 16$),^{xxxi} a higher percentage of Single Disability respondents (3%, $n = 12$) than No Disability respondents (1%, $n = 53$),^{xxxii} and a higher percentage of Employed Student respondents (2%, $n = 44$) than Not-Employed Student respondents (1%, $n = 18$) experienced stalking (Figure 39).^{xxxiii}



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

—Figure 38. Respondents' Experiences of Stalking While at USF by Position Status, Gender Identity, and Racial Identity (n)

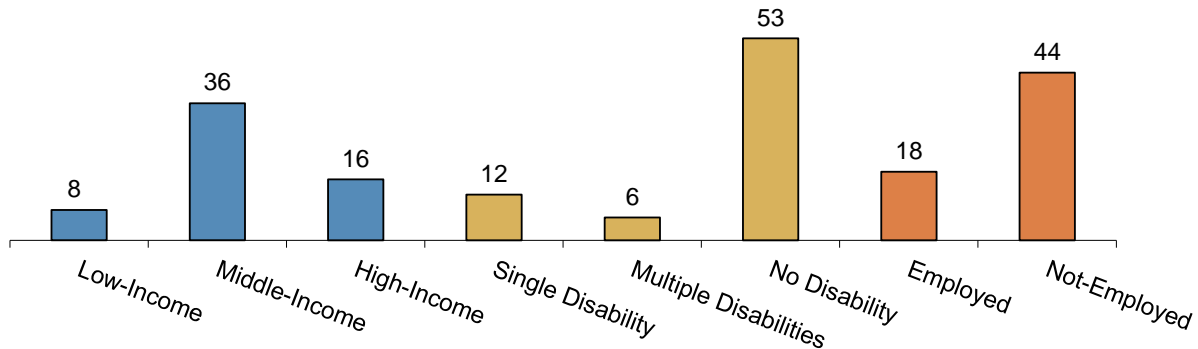


Figure 39. Respondents' Experiences of Stalking While at USF by Income Status, Disability Status, and Student Employment Status (n)

Seventy-three percent of respondents ($n = 52$) who indicated they experienced stalking noted that it happened within the past year, and 16% ($n = 11$) noted it happened 1 to 2 years ago.

Student respondents⁵¹ were asked if alcohol and/or drugs were involved in the stalking and 86% ($n = 54$) answered “no.” Student respondents were also asked to share what year in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking happened each fall semester. Of Student respondents who indicated that they experienced stalking, 54% ($n = 34$) noted that it occurred in their first year as an undergraduate student, 35% ($n = 22$) noted that it occurred in their second year, and 21% ($n = 13$) noted that it occurred in their third year (Table 48).

⁵¹Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Table 48. Year in Which Student Respondents Experienced Stalking

Year experience occurred	<i>n</i>	%
During my time as a graduate/law student at USF	8	12.7
Undergraduate first year	34	54.0
<i>Fall semester</i>	22	64.7
<i>Spring semester</i>	13	38.2
<i>Summer semester</i>	< 5	---
Undergraduate second year	22	34.9
<i>Fall semester</i>	15	68.2
<i>Spring semester</i>	10	45.5
<i>Summer semester</i>	< 5	---
Undergraduate third year	13	20.6
<i>Fall semester</i>	11	84.6
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 63$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B65 in Appendix B.

Forty-seven percent ($n = 33$) of the respondents who indicated on the survey that they experienced stalking identified a USF student as the perpetrator of the conduct. Respondents also identified other sources as strangers (25%, $n = 18$), acquaintances/friends (21%, $n = 15$), or current or former dating/intimate partners (11%, $n = 8$).

Asked where the stalking incidents occurred, 59% ($n = 42$) of respondents indicated that they occurred off of campus and 56% ($n = 40$) indicated they occurred on campus. Respondents who experienced stalking off of campus indicated that the incidents occurred in places such as “MUNI,” “online,” “social media,” and “walking” while those who experienced stalking on campus indicated that it occurred at “dorms,” “gym,” “over text,” “walking,” and specific buildings.

Asked how they felt in response to experiencing stalking, 61% ($n = 43$) of respondents felt afraid, 44% ($n = 31$) felt angry, 34% ($n = 24$) ignored it, 31% ($n = 22$) felt somehow responsible, and 28% ($n = 20$) felt embarrassed (Table 49).

Table 49. Emotional Reaction to Experienced Stalking

Emotional reaction	<i>n</i>	%
I felt afraid.	43	60.6
I felt angry.	31	43.7
I ignored it.	24	33.8
I felt somehow responsible.	22	31.0
I felt embarrassed.	20	28.2
A feeling not listed above	12	16.9

Note: Table reports only responses from individuals who indicated on the survey that they experienced stalking ($n = 71$).

In response to experiencing stalking, 58% ($n = 41$) of respondents each avoided the person/venue, 55% ($n = 39$) told a friend, and 30% ($n = 21$) told a family member (Table 50). Twenty-three percent ($n = 16$) contacted a USF resource.

Table 50. Actions in Response to Experienced Stalking

Action	<i>n</i>	%
I avoided the person/venue.	41	57.7
I told a friend.	39	54.9
I told a family member.	21	29.6
I did not do anything.	17	23.9
I contacted a USF resource.	16	22.5
<i>Faculty member</i>	6	37.5
<i>USF Counseling and Psychological Services (CAPS)</i>	5	31.3
I confronted the person(s) at the time.	9	12.7
I did not know who to go to.	9	12.7
I confronted the person(s) later.	7	9.9
I sought information online.	7	9.9
I contacted a local law enforcement official.	5	7.0
A response not listed above.	6	8.5

Note: Table reports only responses from individuals who indicated on the survey that they experienced stalking ($n = 71$). For a complete list of actions, please see Table B69 in Appendix B.

Seventy-six percent ($n = 54$) of respondents did not report the stalking and 24% ($n = 17$) did report the incident. Of those who reported the incident(s), 53% ($n = 8$) were satisfied with the outcome.

Forty-four (44) respondents offered information as to why they chose to not report their experience as a victim of stalking to a campus official or staff member. The primary theme for Undergraduate Student responses was the sentiment that the incident was not substantial enough to report. Several respondents identified as either Tenured/Tenure-Track Faculty, Staff, or Graduate Students. In an effort to maintain confidentiality, these respondent groups were reviewed as a single population. The Tenure/Tenure-Track Faculty, Staff, or Graduate Student respondents reported concerns related to reporting, specifically, a lack of faith in what actions would be taken as a result of reporting the incident.

Undergraduate Students

Incident Not Substantial Enough- In a variety of ways, respondents expressed their perception that the incident they experienced was either too minor or not substantial enough to warrant a report. Specifically, respondents wrote, “didn't feel it was serious enough to warrant any action this drastic,” “Did not think it was a big issue. Thought it was normal and could brush it off,” and “I didn't think that it was that serious.” Another respondent offered, “Didn't think it was a serious issue... kinda just expected it to die out. My friends were cool with the person so I felt uncomfortable reporting it.” Respondents also explained that they chose not to report the incident because, from their perspective, the perpetrator was not a threat to their safety. According to respondents, “I did not think it was major enough or dangerous to the point where it would need to be reported,” “Didn't feel it was severe enough or that I was in immense danger,” and “It wasn't an immediate threat to my safety or wellbeing.”

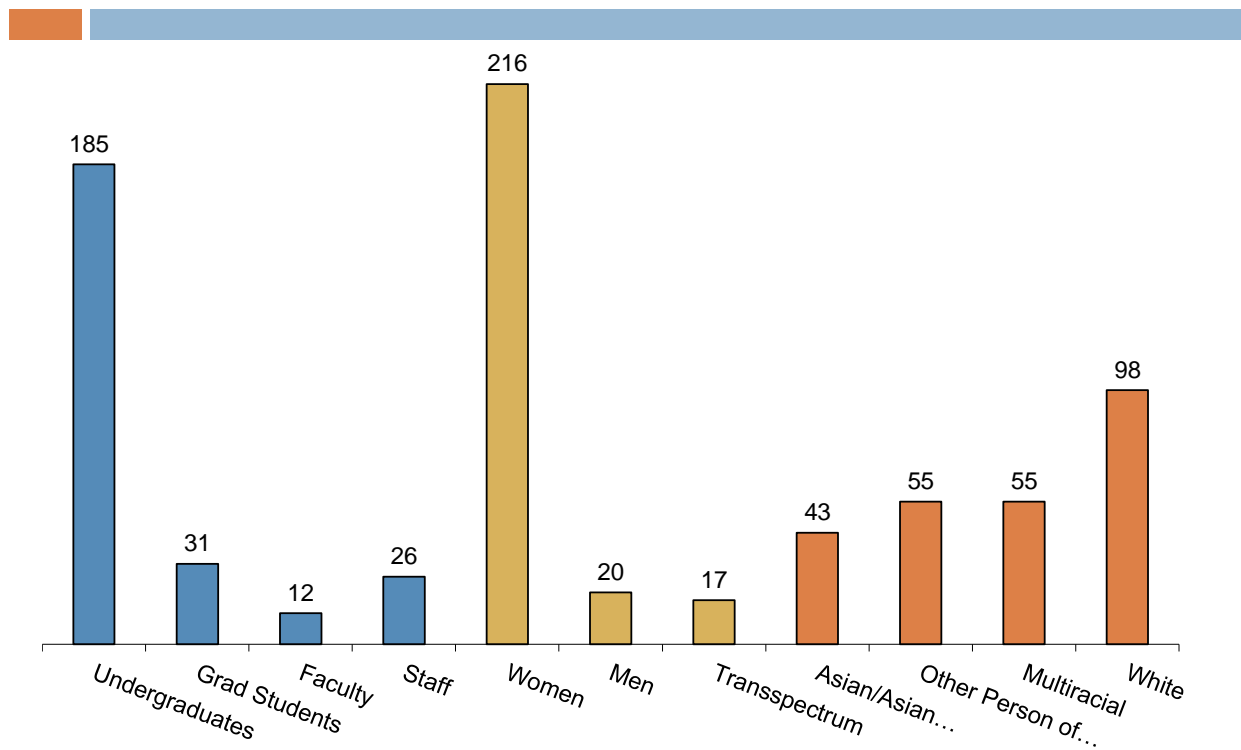
Tenure/Tenure-Track Faculty, Staff, and Graduate Student Combined Group

Lack of Faith in the Reporting Process- Respondents within the combined group explained that they chose to not report their experience as a victim of stalking because of their lack of faith in the reporting process. Respondents specifically wrote, “USF privileges students over [redacted], so I didn't trust the institution enough to do anything” and “I felt USF would do nothing other than exacerbate the situation; I.E. make me "talk it out" with the person.” Other respondents offered, “I didn't think the police would do anything” and “Others had reported theirs but they had said nothing was done.”

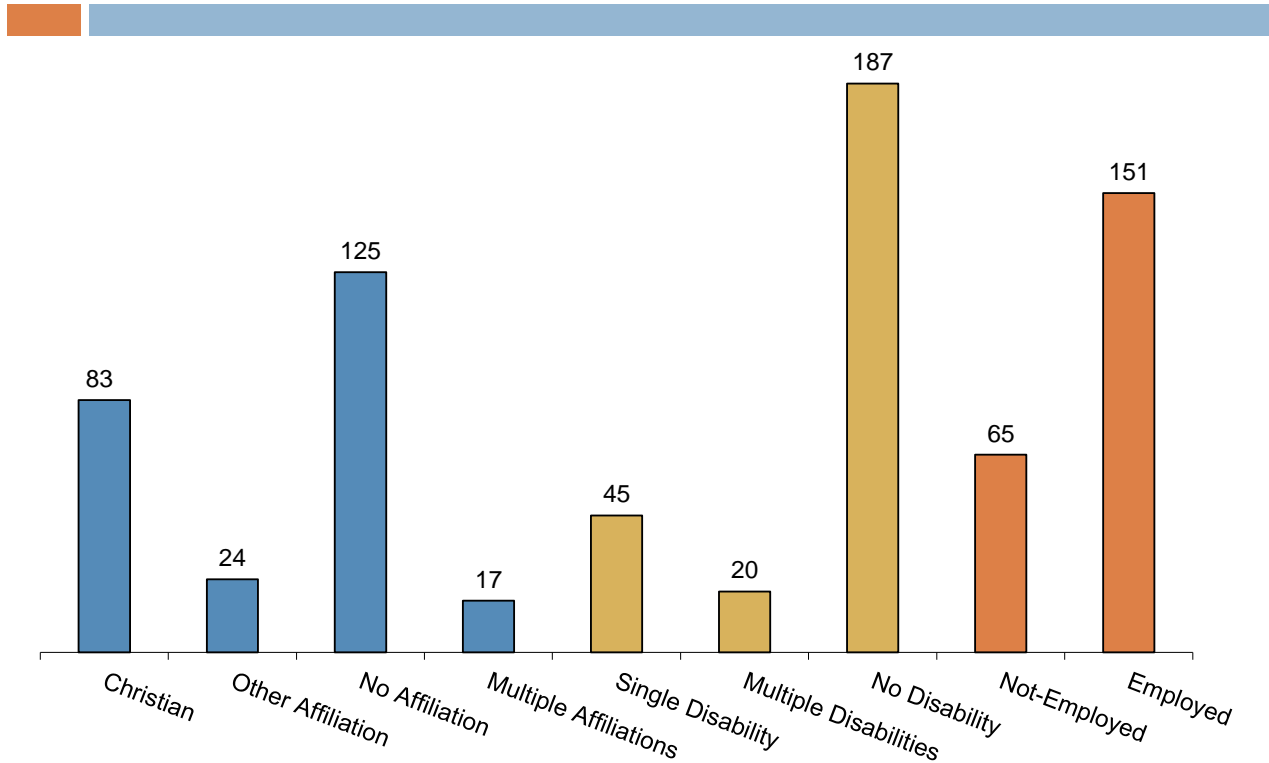
Some respondents provided additional information regarding their perception that their report of stalking was not handled properly by USF. There was insufficient information to determine a theme.

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (9%, $n = 185$) than Graduate Student respondents (3%, $n = 31$), Staff respondents (4%, $n = 26$), or Faculty respondents (2%, $n = 12$) noted experiencing unwanted sexual interaction^{xxxiv} (Figure 40). A higher percentage of both Transspectrum respondents (12%, $n = 17$) and Women respondents (7%, $n = 216$) experienced unwanted sexual interaction than Men respondents (2%, $n = 20$).^{xxxv} In terms of racial identity, Multiracial respondents (8%, $n = 55$) experienced unwanted sexual interaction at a higher rate than Asian/Asian American/South Asian respondents (4%, $n = 43$), while White (6%, $n = 98$) and Other Respondents of Color (5%, $n = 55$) were not statistically different.^{xxxvi} Ten percent ($n = 89$) of LGBTQ respondents compared with 5% ($n = 157$) of Heterosexual respondents experienced unwanted sexual interaction.^{xxxvii} No Religious/Spiritual Affiliation respondents (7%, $n = 125$) experienced unwanted sexual interaction at a higher rate than Christian respondents (5%, $n = 83$), while Multiple Religious/Spiritual Affiliation respondents (6%, $n = 17$) and Other Religious/Spiritual Affiliation respondents (5%, $n = 24$) were not statistically different.^{xxxviii} A higher percentage of Respondents with Multiple Disabilities (11%, $n = 20$) and Respondents with a Single Disability (11%, $n = 45$) than Respondents with No Disability (5%, $n = 187$) experienced unwanted sexual interaction.^{xxxix} A higher percentage of Employed Student respondents (8%, $n = 151$) than Not-Employed Student respondents (5%, $n = 65$) experienced unwanted sexual interaction^{xl} (Figure 41).



—Figure 40. Respondents' Experiences of Unwanted Sexual Interaction While at USF by Position Status, Gender Identity, Racial Identity (n)



—Figure 41. Respondents' Experiences of Unwanted Sexual Interaction While at USF by Sexual Identity, Religious/Spiritual Affiliation, Disability Status, Student Employment Status (n)

Seventy-four percent of respondents ($n = 188$) who indicated that they experienced unwanted sexual interaction indicated it happened within the past year, and 12% ($n = 31$) noted it happened 1 to 2 years ago.

Student respondents⁵² were asked if alcohol and/or drugs were involved in the sexual interaction and 32% ($n = 69$) indicated “yes.” Of those who indicated alcohol and or drugs were involved, 73% ($n = 47$) indicated it was alcohol only and 23% ($n = 15$) indicated both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced sexual interaction. Of Student respondents who indicated that they experienced sexual interaction, 57% ($n = 122$) noted that it occurred in their first year of college, 34% ($n = 73$) noted

⁵²Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

that it occurred in their second year, and 9% ($n = 20$) each noted that it occurred in their third or fourth year (Table 51).

Table 51. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
During my time as a graduate/law student at USF	32	14.8
Undergraduate first year	122	56.5
<i>Fall semester</i>	90	73.8
<i>Spring semester</i>	52	42.6
<i>Summer semester</i>	< 5	---
Undergraduate second year	73	33.8
<i>Fall semester</i>	48	65.8
<i>Spring semester</i>	36	49.3
<i>Summer semester</i>	6	8.2
Undergraduate third year	20	9.3
<i>Fall semester</i>	38	71.7
<i>Spring semester</i>	14	26.4
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	20	9.3
<i>Fall semester</i>	13	65.0
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	< 5	---

Note: Table reports only responses from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 216$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-six percent ($n = 117$) of the respondents who indicated on the survey that they experienced sexual interaction identified a USF student as the perpetrator of the conduct and 42% ($n = 106$) identified strangers. Twenty percent ($n = 50$) identified acquaintances/friends as the perpetrator of the conduct.

Asked where the unwanted sexual interaction incidents occurred, 62% ($n = 158$) of respondents indicated that they occurred off of campus and 48% ($n = 121$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off of campus indicated that the incidents occurred in places such as “all over the city,” “apartment,” “bars,” “BART,”

Geary,” “MUNI,” and “parties.” On-campus locations included “all over,” “cafeteria,” “classroom,” “dorm,” “Koret Gym,” “walking,” and other specific building locations.

Asked how they felt in response to experiencing unwanted sexual interaction, 58% ($n = 146$) felt angry, 53% ($n = 135$) felt embarrassed, 41% ($n = 105$) ignored it, 36% ($n = 92$) felt afraid, and 28% ($n = 71$) felt somehow responsible (Table 52).

Table 52. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
I felt angry.	146	57.5
I felt embarrassed.	135	53.1
I ignored it.	105	41.3
I felt afraid.	92	36.2
I felt somehow responsible.	71	28.0
A feeling not listed above	36	14.2

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 254$).

In response to experiencing unwanted sexual interaction, 54% ($n = 137$) of respondents told a friend (Table 53). Other respondents avoided the person/venue (48%, $n = 123$), did not do anything (38%, $n = 96$), told a family member (17%, $n = 44$), confronted the person(s) at the time (15%, $n = 38$), and contacted a USF resource (10%, $n = 26$). Of those respondents who contacted a USF resource, 35% ($n = 9$) each contacted USF Counseling and Psychological Services (CAPS) or the Title IX Office/Coordinator.

Table 53. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I told a friend.	137	53.9
I avoided the person/venue.	123	48.4
I did not do anything.	96	37.8
I told a family member.	44	17.3
I confronted the person(s) at the time.	38	15.0
I contacted a USF resource.	26	10.2
<i>USF Counseling and Psychological Services (CAPS)</i>	9	34.6
<i>USF Title IX Office/Coordinator</i>	9	34.6
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	5	19.2

Table 53. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
<i>USF Public Safety</i>	5	19.2
I did not know who to go to.	23	9.1
I confronted the person(s) later.	21	8.3
A response not listed above.	18	7.1

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 254$). For a complete list of actions, please see Table B77 in Appendix B.

Twelve percent ($n = 31$) of respondents reported the incident(s) (Table 54). Of those respondents who reported the incident(s), 32% ($n = 9$) were satisfied with the outcome, 29% ($n = 8$) felt their complaint was responded to appropriately, and 39% ($n = 11$) felt it was not responded to appropriately.

Table 54. Respondents Officially Reported Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	<i>n</i>	% of respondents who observed conduct
No	222	87.7
Yes	31	12.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	9	32.1
<i>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.</i>	8	28.6
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	11	39.3

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 254$). Percentages may not sum to 100 as a result of multiple response choices.

One hundred eighty-nine (189) respondents elaborated on why they did not report an inappropriate sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Two themes emerged from all respondent types: not serious enough to report and lack of faith in the reporting process. There were two themes specific to Student (Undergraduate and Graduate) respondents: behavior is commonplace and incident occurred off-campus.

All respondents

Not Serious Enough to Report- Respondents stated that they did not report the interaction because the incident did not seem to be serious enough. Respondents offered, “Did not feel it

was important/severe enough to go to the trouble,” “It didn't seem like a huge deal,” and “It did not rise to the level where I considered this a necessary step.” Respondents also stated, “It did not seem major enough to report,” “Because it was not an extreme case,” “I did not think it was a big enough deal to report,” and “I did not think it was enough to report.” Some respondents noted that they did not report the incident because it was not threatening or because it did not make them feel unsafe. Specifically, respondents wrote, “Because it wasn't anything very serious and I did not feel unsafe,” “It was just for a moment and I was not physically harmed in any obvious way,” and “because it was not assault.” Respondents also shared, “I did not report the interactions because they weren't overtly aggressive or threatening, just persistent and uncomfortable” and “I did not report it, because it wasn't too harmful or life threatening (luckily).”

Lack of Faith in Reporting Process- In the second theme, respondents advised that they chose to not report the conduct because they felt their report would not be taken seriously: “I don't think my case would be taken seriously,” “I knew that I wouldn't have been taken seriously,” and “I felt it would not be taken seriously and I did not want to go through the whole process.” Respondents also described a lack of confidence that reporting the incident would result in any action by USF. According to one respondent, “I have little faith in the institutions ability to intervene or do anything beneficial about it.” Another respondent offered, “I didn't think reporting it would truly make a difference. I thought it would merely blow the circumstance out of proportion and wasn't worth my time/ energy.” Other respondents wrote, “They can't do anything useful or helpful” and “USF has a record for not doing much on incidents, specially not of this degree.” Additionally, respondents explained, “Our system sucks and from what I've seen first-hand from past experiences, the most the school will do is move the perpetrator into another resident hall building” and “I do not have confidence in USF to act on my behalf, follow through on complaints, or hold community members accountable.”

Student respondents

Behavior is Commonplace- The first theme that emerged from Student respondents regarding why they chose not to report the conduct was that the incident was commonplace behavior. One respondent noted, “This kind of harassment is an everyday experience for most of us.” Another

respondent stated, “It literally happens all the time.” Respondents specifically identified “cat-calling” as a “normalized” and “every day” behavior. According to respondents, “I didn't think that cat-calling was something I needed to report because I feel it happens so often” and “It happens all the time, honestly, it's not worth reporting. You get fetishized and cat called all the time – it's the norm.” Respondents also described their experiences with cat-calling “constant,” “an almost daily experience,” and “a frequent occurrence.”

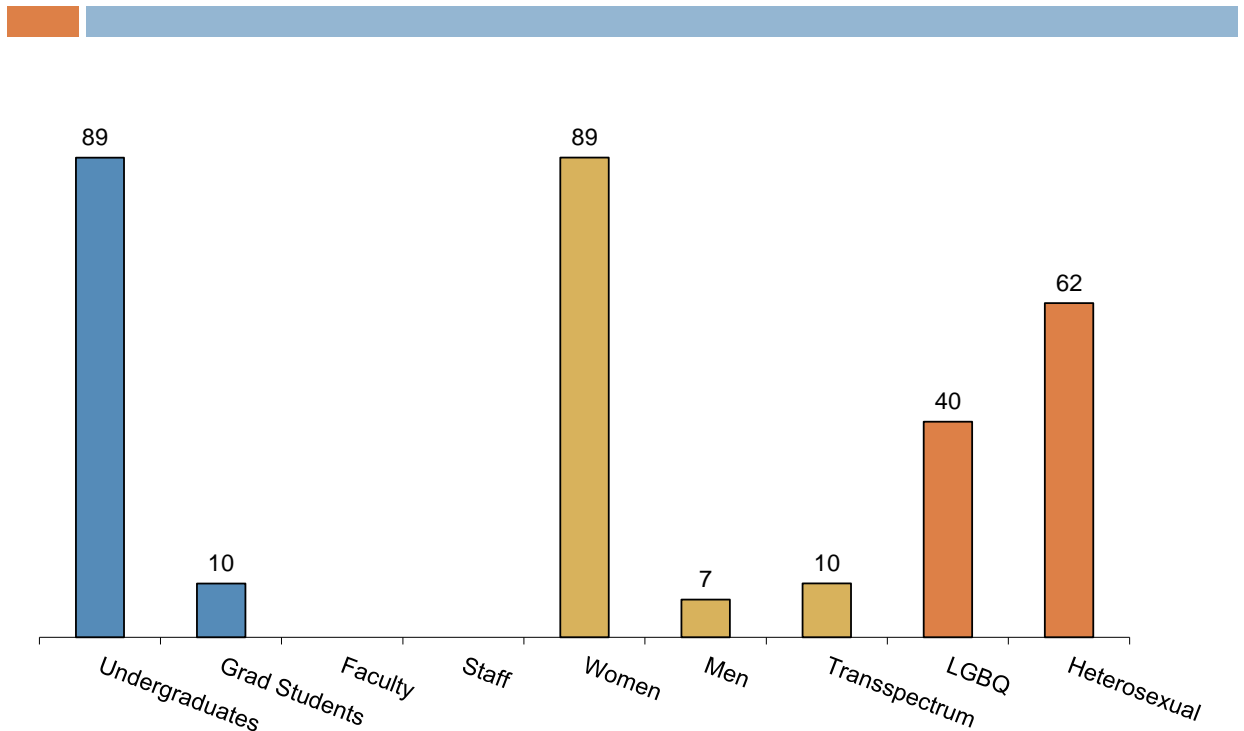
Incident Occurred Off-Campus- In the third theme, respondents explained that they chose not to report the incident because it occurred off-campus. One respondent wrote, “It did not occur at the school so I don't see the need to report it to campus officials or staff members.” Respondents also stated, “Because it didn't happen on campus,” “occurred off-campus,” and “It happened outside of campus and did not think that campus officials can do anything.” Other respondents noted, “I did not report the incident because it was off-campus,” “it was off-campus,” and “didn't happen by a USF student or on the USF campus.”

Respondents provided information regarding why they perceived that their report of unwanted sexual interaction was not responded to appropriately. Respondents included Tenured/Tenure-Track Faculty, Staff, Graduate Student, and Undergraduate Student respondents. No theme emerged from the responses provided.

Unwanted Sexual Contact

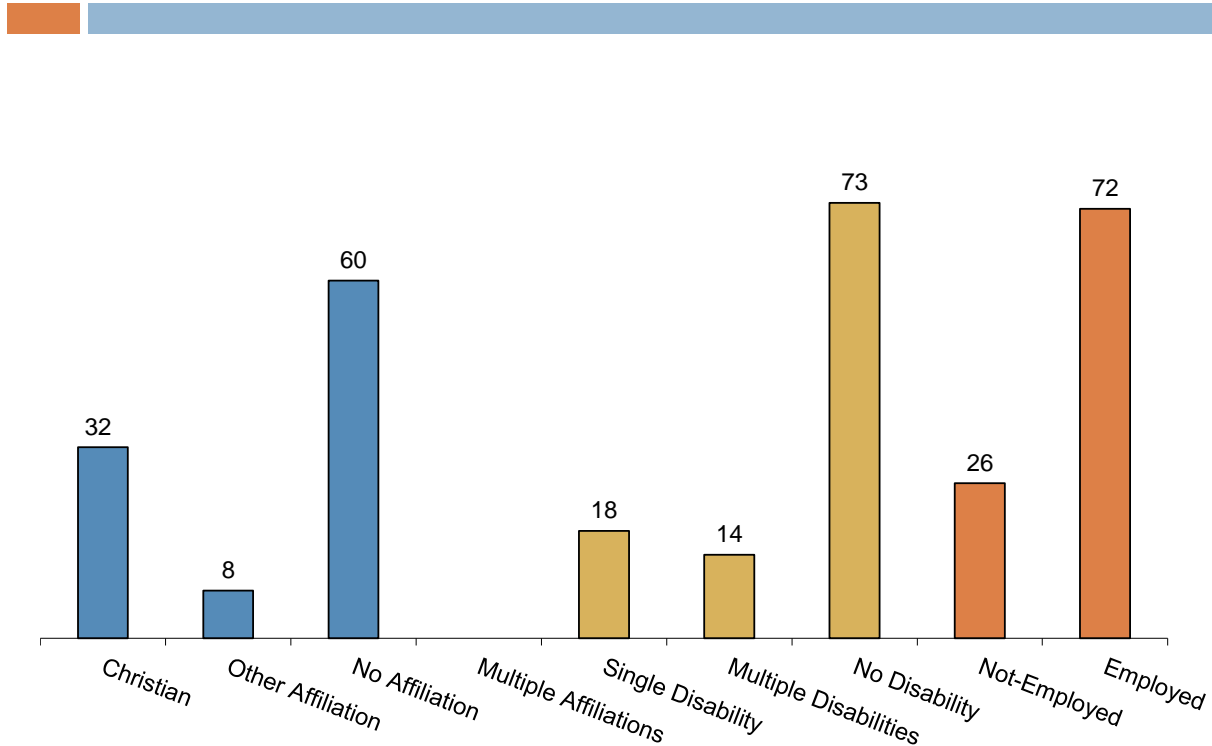
Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (4%, $n = 89$) than Graduate Student respondents (1%, $n = 10$), Staff respondents ($n < 5$), or Faculty respondents ($n < 5$) noted experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent)^{xlii} (Figure 42). A higher percentage of both Transspectrum respondents (7%, $n = 10$) and Women respondents (3%, $n = 89$) experienced unwanted sexual contact than Men respondents (1%, $n = 7$).^{xliii} A higher percentage of LGBTQ respondents (5%, $n = 40$) than Heterosexual respondents (2%, $n = 62$) experienced unwanted sexual contact.^{xliii} In addition, a higher percentage of No Religious/Spiritual Affiliation respondents (3%, $n = 60$) experienced unwanted sexual contact than Christian respondents (2%, $n = 32$), while Multiple Religious/Spiritual Affiliation respondents ($n < 5$) and Other Religious/Spiritual Affiliation respondents (2%, $n = 8$) were not statistically different^{xliv} (Figure

43). A higher percentage of Single Disability respondents (4%, $n = 18$) and Multiple Disabilities respondents (8%, $n = 14$) than No Disability respondents (2%, $n = 73$) experienced unwanted sexual contact.^{xlv} A higher percentage of Employed Student respondents (4%, $n = 72$) than Not-Employed Student respondents (2%, $n = 26$) experienced unwanted sexual contact.^{xlvi}



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

—Figure 42. Respondents' Experiences of Unwanted Sexual Contact While at USF by Position Status, Gender Identity, Sexual Identity (n)



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

Figure 43. Respondents' Experiences of Unwanted Sexual Contact While at USF by Religious/Spiritual Affiliation, Disability Status, Student Employment Status (n)

Fifty-eight percent of respondents ($n = 61$) who indicated that they experienced unwanted sexual contact indicated it happened within the past year and 20% ($n = 21$) each noted it happened 1 to 2 years ago or 2 to 4 years ago.

Student respondents⁵³ were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 68% ($n = 67$) indicated "yes." Of those who indicated alcohol and drugs were involved, 67% ($n = 42$) indicated it was alcohol only and 24% ($n = 15$) indicated both alcohol and drugs were involved.

⁵³Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 44% ($n = 44$) noted that it occurred in their first year, 29% ($n = 29$) noted that it occurred in their second year, and 17% ($n = 17$) noted that it occurred in their third year (Table 55).

Table 55. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
During my time as a graduate/law student at USF	10	10.1
Undergraduate first year	44	44.4
<i>Fall semester</i>	14	31.8
<i>Spring semester</i>	18	40.9
<i>Summer semester</i>	< 5	---
Undergraduate second year	29	29.3
<i>Fall semester</i>	17	58.6
<i>Spring semester</i>	10	34.5
<i>Summer semester</i>	< 5	---
Undergraduate third year	17	17.2
<i>Fall semester</i>	14	82.4
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---

Note: Table reports only responses from Students who indicated on the survey that they experienced unwanted sexual contact ($n = 99$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B81 in Appendix B.

Forty-four percent ($n = 47$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct.

Respondents also identified USF students (42%, $n = 44$), strangers (23%, $n = 24$), and current or former dating/intimate partners (13%, $n = 14$) as the perpetrators of the conduct.

Asked where the unwanted sexual contact incidents occurred, 65% ($n = 69$) of respondents indicated that they occurred off of campus and 31% ($n = 33$) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off of campus indicated that the incidents occurred in places such as “apartment,” “bar,” “bus,” and “party.” On-campus locations included on-campus housing and other specific buildings.

Asked how they felt in response to experiencing unwanted sexual contact, 59% ($n = 62$) felt embarrassed, 58% ($n = 61$) felt somehow responsible, 53% ($n = 56$) felt angry, 51% ($n = 54$) felt afraid, and 33% ($n = 35$) ignored it (Table 56).

Table 56. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
I felt embarrassed.	62	58.5
I felt somehow responsible.	61	57.5
I felt angry.	56	52.8
I felt afraid.	54	50.9
I ignored it.	35	33.0
A feeling not listed above	18	17.0

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 106$).

In response to experiencing unwanted sexual contact, 59% ($n = 62$) told a friend, 43% ($n = 46$) avoided the person/venue, 39% ($n = 41$) did not do anything, 21% ($n = 22$) told a family member, and 17% ($n = 18$) contacted a USF resource (Table 57). Of those respondents who contacted a USF resource, 61% ($n = 11$) contacted USF Counseling and Psychological Services (CAPS) and 44% ($n = 8$) contacted the USF Title IX Office/Coordinator.

Table 57. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a friend.	62	58.5
I avoided the person/venue.	46	43.4
I did not do anything.	41	38.7
I told a family member.	22	20.8
I contacted a USF resource.	18	17.0
<i>USF Counseling and Psychological Services (CAPS)</i>	<i>11</i>	<i>61.1</i>
<i>USF Title IX Office/Coordinator</i>	<i>8</i>	<i>44.4</i>
I did not know who to go to.	14	13.2
I sought information online.	13	12.3
I confronted the person(s) later.	12	11.3
I confronted the person(s) at the time.	11	10.4
I sought support from off campus hotline/advocacy services.	8	7.5
A response not listed above.	8	7.5

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 106$). For a complete list of actions, please see Table B85 in Appendix B.

Eighty-eight percent ($n = 88$) of respondents did not report the unwanted sexual contact and 12% ($n = 12$) reported the incident(s) (Table 58).

Table 58. Respondents Officially Reported Unwanted Sexual Contact

Reporting the unwanted sexual interaction	<i>n</i>	% of respondents who observed conduct
No	88	88.0
Yes	12	12.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>< 5</i>	<i>---</i>
<i>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.</i>	<i>< 5</i>	<i>---</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>< 5</i>	<i>---</i>

Note: Table reports only responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 106$). Percentages may not sum to 100 as a result of multiple response choices.

Sixty-seven (67) respondents elaborated on why they did not report sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Two themes emerged from the responses: self-blame and lack of faith in the reporting process.

Self-blame- The first theme that emerged from respondents regarding why they chose not to report their experience with unwanted sexual contact was because the individual blamed themselves for the incident. Respondents offered, “I felt like it was my fault both times,” “I felt like it was my fault for a long time,” and “I felt responsible.” One respondent wrote, “...part of me also felt like it was somehow my fault for trusting him as a friend and meeting up with him when he asked for help on an assignment.” Another respondent offered, “I think a big part of me still feels that it was my fault and I could have stopped it so what's the point in reporting when it happened years ago and most will probably question why I didn't just leave and I don't have an answer for that question.” One respondent described feeling as through their reaction to the conduct was “unreasonable.” Specifically, the respondent shared, “I felt like I was the one being unreasonable for not wanting my boyfriend at the time to touch me and I just let it go. I had thrown his hand away several times and he still touched me anyway and I just felt like I had to.”

Lack of Faith in the Reporting Process- In the second theme, Student respondents advised that they chose not to report inappropriate conduct because they lacked faith in the university's reporting process. Specifically, respondents wrote, “They can't do anything useful or helpful” and “I didn't think it would change anything.” One respondent explained, “The system at USF sucks. It doesn't really help anyone, and it hurts the victim more than anything else.” Another respondent shared, “I did not think anyone would believe me. I didn't believe me. I thought it was my fault it happened.” Respondents also noted their prior experiences with reporting incidents of sexual assault. In particular, respondents shared, “I have reported rape before and nothing happened” and “I am a survivor. I know how this works. The process is inconsiderate of survivors' emotional capacity and does not result in justice.”

Some respondents indicated that they did report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not responded to appropriately. No themes emerged.

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

Several survey items queried respondents about the degree to which they know about campus policies, resources, and reporting options and responsibilities at USF (Table 59). Ninety-one percent ($n = 4,068$) of respondents “strongly agreed” or “agreed” that they were aware of the

definition of Affirmative Consent and 83% ($n = 3,710$) of respondents generally were aware of the role USF Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Sixty-eight percent ($n = 3,021$) of respondents were aware of prevention programs offered at USF and 68% ($n = 3,014$) knew how and where to report such incidents.

Seventy-five percent ($n = 3,331$) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking and 71% ($n = 3,171$) of respondents generally were aware of the campus resources listed on the USF Title IX website.

Ninety-two percent ($n = 4,093$) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Seventy-nine percent ($n = 3,514$) of respondents “strongly agreed” or “agreed” that they understood that USF standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Sixty-three percent ($n = 2,817$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) are available in the USF Annual Security and Fire Safety Report. Eighty-six percent ($n = 3,823$) of respondents “strongly agreed” or “agreed” that they knew that USF sends a Public Safety Crime Bulletin to the campus community when such an incident occurs.

Table 59. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	2,484	55.5	1,584	35.4	219	4.9	157	3.5	28	0.6
I am generally aware of the role of USF Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	1,791	40.2	1,919	43.1	375	8.4	311	7.0	61	1.4
I am aware of prevention programs offered at USF	1,314	29.4	1,707	38.2	632	14.1	707	15.8	110	2.5

Table 59. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
(e.g., First 6 Weeks, Sexual Assault Awareness Month).										
I know how and where to report such incidents.	1,295	29.0	1,719	38.6	664	14.9	687	15.4	93	2.1
I am familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking.	1,455	32.7	1,876	42.1	535	12.0	511	11.5	79	1.8
I am generally aware of the campus resources listed on the USF Title IX website.	1,305	29.4	1,866	42.0	613	13.8	580	13.0	82	1.8
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	2,462	55.3	1,631	36.6	294	6.6	43	1.0	21	0.5
I understand that USF code of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,673	37.6	1,841	41.4	584	13.1	290	6.5	58	1.3
I know that information about the prevalence of sex offenses (including relationship violence) are available in the USF Annual Security and Fire Safety Report.	1,298	29.2	1,519	34.2	696	15.7	789	17.8	140	3.2
I know that USF sends a Public Safety Crime Bulletin to the campus community when such an incident occurs.	2,169	48.7	1,654	37.1	329	7.4	250	5.5	55	1.2

Summary

Seventy-seven percent ($n = 3,444$) of respondents were “very comfortable” or “comfortable” with the climate at USF and 70% ($n = 886$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016), where 70% to 80% of respondents found the campus climate to be

“comfortable” or “very comfortable,” suggests a similar range for USF respondents as “very comfortable” or “comfortable” with the climate at USF.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At USF, 19% ($n = 865$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2002; S. R. Harper & Hurtado, 2007; S. R. Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009). Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity, gender/gender identity, and position.

Twenty-two percent ($n = 1,002$) of USF survey respondents indicated that they had observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity, racial identity, and gender/gender identity. Graduate Student respondents, Transspectrum respondents, and LGBTQ respondents had observed exclusionary, intimidating, offensive, and/or hostile conduct more than their colleagues.

Eight percent ($n = 347$) of respondents indicated on the survey that they had experienced unwanted sexual conduct with 1% ($n = 48$) experiencing relationship violence, 2% ($n = 71$) experiencing stalking, 6% ($n = 254$) experiencing sexual interaction, and 2% ($n = 106$) experiencing unwanted sexual contact while a member of the USF community. A higher percentage of Undergraduate Student respondents, Women and Transspectrum respondents, LGBTQ respondents, Other Respondents of Color and Multiracial respondents, Middle-Income respondents, No Religious/Spiritual Affiliation respondents, Multiple Disabilities and Single

Disability respondents, and Employed Student respondents, reported experiencing unwanted sexual conduct than their colleagues.

Seventy-six to 90% of the respondents did not report the unwanted sexual conduct. When asked why they did not report the conduct, respondents indicated that they blamed themselves, they believed that nothing would be done and/or they would not be taken seriously, and they perceived the events to be not substantial and as such did not report them.

^{xxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by position status: $\chi^2(3, N = 4,486) = 17.483, p < .01$.

^{xxvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2(1, N = 4,310) = 19.123, p < .001$.

^{xxvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by student employment status: $\chi^2(1, N = 3,192) = 8.822, p < .01$.

^{xxviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by position status: $\chi^2(3, N = 4,486) = 28.240, p < .001$.

^{xxix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(2, N = 4,452) = 17.493, p < .001$.

^{xxx}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by racial identity: $\chi^2(3, N = 4,397) = 15.326, p < .01$.

^{xxxi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by income status: $\chi^2(2, N = 3,095) = 8.282, p < .05$.

^{xxxii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(2, N = 4,430) = 9.400, p < .01$.

^{xxxiii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by student employment status: $\chi^2(1, N = 3,192) = 4.035, p < .05$.

^{xxxiv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(3, N = 4,486) = 84.591, p < .001$.

^{xxxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 4,452) = 66.546, p < .001$.

^{xxxvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2(3, N = 4,397) = 11.970, p < .01$.

^{xxxvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 4,310) = 42.681, p < .001$.

^{xxxviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious/spiritual affiliation: $\chi^2(3, N = 4,351) = 8.540, p < .05$.

^{xxxix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(23, N = 4,430) = 36.630, p < .001$.

^{xl}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by student employment status: $\chi^2(1, N = 3,192) = 12.374, p < .001$.

^{xli}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(3, N = 4,486) = 65.800, p < .001$.

^{xlii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 4,452) = 36.784, p < .001$.

^{xliii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 4,310) = 24.110, p < .001$.

^{xliv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by religious/spiritual affiliation: $\chi^2(3, N = 4,351) = 10.658, p < .05$.

^{xlv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 4,430) = 34.761, p < .001$.

^{xlvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by student employment status: $\chi^2(1, N = 3,192) = 9.307, p < .01$.

Faculty and Staff Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at USF (Table 60).

Table 60. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response	Hiring practices		Employment-related discipline or action		Procedures or practices related to promotion, tenure, reappointment, or reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	946	75.2	1,030	82.9	947	76.1
Faculty	445	75.6	479	82.6	442	75.7
Staff	501	74.9	551	83.2	505	76.5
Yes	312	24.8	212	17.1	297	23.9
Faculty	144	24.4	101	17.4	142	24.3
Staff	168	25.1	111	16.8	155	23.5

Note: Table reports only responses from Faculty and Staff respondents (*n* = 1,269).

One-fourth (25%, *n* = 312) of Employee respondents indicated that they had observed hiring practices at USF (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust. Of those Employee respondents who indicated that they had observed discriminatory hiring at USF, 31% (*n* = 98) noted that it was based on nepotism/cronyism, 24%, (*n* = 74) on ethnicity, 22% (*n* = 67) on age, 21% (*n* = 64) on gender/gender identity, 16% (*n* = 49) on racial identity, and 13% (*n* = 40) on educational credentials (e.g., BS, MS, PhD, MD).

Subsequent analyses⁵⁴ indicated the following statistically significant differences:

- By gender/gender identity, half (50%, $n = 14$) of Transspectrum Employee respondents, 26% ($n = 200$) of Women Employee respondents, and 20% ($n = 89$) of Men Employee respondents indicated that they had observed discriminatory hiring practices.^{xlvi}
- By racial identity, 31% ($n = 61$) of Other Employee Respondents of Color⁵⁵ and 22% ($n = 151$) of White Employee respondents indicated that they had observed discriminatory hiring practices (Multiracial Employee respondents (27%, $n = 39$) and Asian/Asian American/South Asian Employee respondents (23%, $n = 41$) were not statistically different).^{xlvi}
- By disability status, 41% ($n = 30$) of Employee Respondents with a Single Disability and 23% ($n = 262$) of Employee Respondents with No Disability indicated that they had observed discriminatory hiring practices, while Employee Respondents with Multiple Disabilities (30%, $n = 9$) were not statistically different.^{xlvi}

Seventeen percent ($n = 212$) of Employee respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at USF, that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 20% ($n = 42$) noted they believed that the discrimination was based on job duties, 15% ($n = 31$) on age, and 14% ($n = 29$) on position.

Subsequent analyses⁵⁶ indicated the following statistically significant difference:

- By faculty position status, 21% ($n = 56$) of Tenure/Tenure-Track Faculty respondents and 12% ($n = 27$) of Adjunct Faculty respondents indicated that they

⁵⁴Chi-square analyses were conducted by employee position status, gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

⁵⁵Other Employee Respondents of Color includes Alaska Native, American Indian/Native American/Indigenous, Middle Eastern/North African, Native Hawaiian, Pacific Islander respondents, and those who marked “a racial/ethnic identity not listed.”

⁵⁶Chi-square analyses were conducted by employee position status, gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

had observed unjust employment-related discipline or action, with Term Faculty respondents (21%, $n = 18$) being statistically equivalent to the other two groups.^l

- By gender/gender identity, 32% ($n = 9$) of Transspectrum Employee respondents and 14% ($n = 63$) of Men Employee respondents indicated that they had observed unjust employment-related discipline or action, while Women Employee respondents (18%, $n = 134$) were not statistically different.^{li}

Twenty-four percent ($n = 297$) of Employee respondents indicated that they had observed promotion, tenure, reappointment, and/or reclassification practices at USF that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 28% ($n = 83$) noted they believed that the unjust practices were based on nepotism/cronyism, 18% ($n = 53$) on gender/gender identity, 16% ($n = 47$) on position status, and 16% ($n = 46$) on ethnicity.

Subsequent analyses⁵⁷ indicated the following statistically significant differences:

- By gender/gender identity, 48% ($n = 13$) of Transspectrum Employee respondents, compared to 25% ($n = 189$) of Women Employee respondents and 20% ($n = 89$) of Men Employee respondents, indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.^{lii}
- By disability status, 41% ($n = 29$) of Employee Respondents with a Single Disability and 43% ($n = 13$) of Employee Respondents with Multiple Disabilities, compared to 22% ($n = 424$) of Employee Respondents with No Disability, indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.^{liii}

^{xlvi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unfair hiring practices by gender identity: $\chi^2(2, N = 1,236) = 16.883, p < .001$.

^{xlvi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2(3, N = 1,210) = 8.218, p < .05$.

^{xlvi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unfair hiring practices by disability status: $\chi^2(2, N = 1,234) = 11.867, p < .01$.

^lA chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by faculty position status: $\chi^2(2, N = 580) = 7.922, p < .05$.

^{li}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by gender identity: $\chi^2(2, N = 1,223) = 7.792, p < .05$.

⁵⁷Chi-square analyses were conducted by employee position status, gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

^{lii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by gender identity: $\chi^2(2, N = 1,224) = 13.375, p < .01$.

^{liii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by disability status: $\chi^2(2, N = 1,220) = 20.733, p < .001$.

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at USF. Frequencies and significant differences based on staff status (Salary Staff or Hourly Staff), gender identity,⁵⁸ racial identity,⁵⁹ sexual identity, disability status,⁶⁰ and religious affiliation are provided in Tables 61 through 64.⁶¹

Sixty-two percent ($n = 416$) of Staff respondents “strongly agreed” or “agreed” that their direct supervisor gave them job/career advice or guidance when they needed it (Table 61). A higher percentage of At Least One Disability respondents (33%, $n = 18$) than No Disability respondents (17%, $n = 100$) “disagreed” or “strongly disagreed” that their direct supervisor gave them job/career advice or guidance when they needed it.

Seventy-two percent ($n = 480$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A higher percentage of Women respondents (49%, $n = 200$) than Men respondents (37%, $n = 88$) “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Fifty-eight percent ($n = 384$) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

⁵⁸Owing to low numbers in some of the response categories, this variable was further collapsed into Women and Men.

⁵⁹Owing to low numbers in some of the response categories, this variable was further collapsed into Multiracial, Asian/Asian American/South Asian, Other People of Color, and White.

⁶⁰Owing to low numbers in some of the response categories, this variable was further collapsed into No Disability and At Least One Disability.

⁶¹Owing to low numbers in some of the response categories, in order to protect confidentiality of respondents, not all of the available demographic variables could be analyzed for Staff respondents.

Table 61. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My direct supervisor provides me with job/career advice or guidance when I need it.	188	28.1	228	34.0	132	19.7	86	12.8	36	5.4
Disability status ^{liv}										
No Disability	177	29.2	210	34.6	120	19.8	72	11.9	28	4.6
At Least One Disability	10	18.2	16	29.1	11	20.0	12	21.8	6	10.9
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	180	27.1	300	45.1	118	17.7	48	7.2	19	2.9
Gender identity ^{lv}										
Women	104	25.6	200	49.3	58	14.3	32	7.9	12	3.0
Men	74	31.0	88	36.8	56	23.4	15	6.3	6	2.5
I am included in opportunities that will help my career as much as others in similar positions.	143	21.4	241	36.1	158	23.7	98	14.7	28	4.2

Note: Table reports only responses from Staff respondents (*n* = 673).

Table 62 illustrates that 61% (*n* = 407) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. A higher percentage of Salary Staff respondents (13%, *n* = 67) than Hourly Staff respondents (7%, *n* = 11) “disagreed” that the performance evaluation process was clear.

Thirty-seven percent (*n* = 247) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. A higher percentage of Salary Staff respondents (41%, *n* = 207) than Hourly Staff respondents (21%, *n* = 34) “disagreed or strongly disagreed” that the performance evaluation process was productive.

Table 62. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance appraisal process is clear.	121	18.2	286	43.0	129	19.4	78	11.7	51	7.7
Staff status ^{lvi}										
Hourly Staff	32	19.5	70	42.7	42	25.6	11	6.7	9	5.5
Salary Staff	89	17.8	216	43.1	87	17.4	67	13.4	42	8.4
The performance appraisal process is productive.	78	11.7	169	25.5	176	26.5	144	21.7	97	14.6
Staff status ^{lvii}										
Hourly Staff	21	12.9	51	31.3	57	35.0	21	12.9	13	8.0
Salary Staff	57	11.4	118	23.6	119	23.8	123	24.6	84	16.8

Note: Table reports only responses from Staff respondents (*n* = 673).

Table 63 illustrates frequencies and significant differences based on staff status (Salary Staff or Hourly Staff), gender identity, racial identity, sexual identity, disability status, and religious affiliation for several items in survey Question 41.⁶²

Seventy-three percent (*n* = 485) of Staff respondents “strongly agreed” or “agreed” that their direct supervisor provided adequate support for them to manage work-life balance. A higher percentage of Salary Staff respondents (39%, *n* = 192) than Hourly Staff respondents (30%, *n* = 49) “strongly agreed” that their direct supervisor provided adequate support for them to manage work-life balance, while a lower percentage of Salary Staff respondents (34%, *n* = 169) than Hourly Staff respondents (46%, *n* = 75) “agreed” that their direct supervisor provided adequate support for them to manage work-life balance. A higher percentage of Women respondents (5%, *n* = 18) than Men respondents (*n* < 5) “strongly disagreed” with this statement. A higher percentage of At Least One Disability respondents (9%, *n* = 5) than No Disability respondents (2%, *n* = 14) also “strongly disagreed” that their direct supervisor provided adequate support for them to manage work-life balance.

⁶²Owing to low numbers in some of the response categories, in order to protect confidentiality of respondents, not all of the available demographic variables could be analyzed for Staff respondents.

Sixty percent ($n = 402$) of Staff respondents “strongly agreed” or “agreed” that USF provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Men respondents (50%, $n = 120$) than Women respondents (40%, $n = 164$) “agreed” that USF provided adequate resources to help them manage work-life balance. A higher percentage of At Least One Disability respondents (9%, $n = 5$) than No Disability respondents (2%, $n = 10$) “strongly disagreed” that USF provided adequate resources to help them manage work-life balance.

Twenty-six percent ($n = 171$) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Multiracial respondents (40%, $n = 38$) than Other Respondents of Color (20%, $n = 22$) “disagreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations, compared to White respondents (35%, $n = 112$) and Asian/Asian American/South Asian respondents (22%, $n = 25$).

Thirty-nine percent ($n = 257$) of Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). No statistically significant differences were found between groups.

Table 63. Staff Respondents’ Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My direct supervisor provides adequate support for me to manage work-life balance.	241	36.5	244	36.9	110	16.6	46	7.0	20	3.0
Staff status ^{lviii}										
Hourly Staff	49	29.9	75	45.7	25	15.2	8	4.9	7	4.3
Salary Staff	192	38.6	169	34.0	85	17.1	38	7.6	13	2.6
Gender identity ^{lix}										
Women	138	34.2	144	35.7	73	18.1	30	7.4	18	4.5
Men	100	41.8	89	37.2	33	13.8	15	6.3	< 5	---

Table 63. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{lx}										
No Disability	225	37.6	224	37.5	93	15.6	42	7.0	14	2.3
At Least One Disability	16	29.1	18	32.7	13	23.6	< 5	---	5	9.1
USF provides adequate resources to help me manage work-life balance.	109	16.3	293	43.9	184	27.5	66	9.9	16	2.4
Gender identity ^{lxi}										
Women	65	15.9	164	40.1	117	28.6	49	12.0	14	3.4
Men	43	18.0	120	50.2	58	24.3	17	7.1	< 5	---
Disability status ^{lxii}										
No Disability	105	17.4	262	43.3	168	27.8	60	9.9	10	1.7
At Least One Disability	< 5	---	29	52.7	12	21.8	5	9.1	5	9.1
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations	49	7.4	122	18.5	221	33.4	204	30.9	65	9.8
Racial identity ^{lxiii}										
Asian/Asian American/South Asian	6	5.4	32	28.6	42	37.5	25	22.3	7	6.3
White	23	7.1	60	18.6	89	27.6	112	34.8	38	11.8
Other Respondents of Color	14	12.5	16	14.3	51	45.5	22	19.6	9	8.0
Multiracial	6	6.3	13	13.7	28	29.5	38	40.0	10	10.5
I perform more work than colleagues with similar performance expectations.	94	14.2	163	24.7	216	32.7	156	23.6	32	4.8

Note: Table reports only responses from Staff respondents (*n* = 673).

Sixty-one percent (*n* = 402) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 64). A significantly higher percentage of Hourly Staff respondents (75%, *n* = 123) than Salary Staff respondents (56%, *n* = 279) “agreed or strongly agreed” that they were able to complete their assigned duties during scheduled hours. A higher percentage of Other Respondents of Color (24%, *n* = 27) than Multiracial respondents (9%, *n* = 9) “disagreed” that they were able to complete their assigned duties during scheduled hours, while White respondents (17%, *n* = 54) and Asian/Asian

American/South Asian respondents (18%, $n = 20$) were not statistically different from the other two groups.

Forty-six percent ($n = 306$) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A higher percentage of Asian/Asian American/South Asian respondents (35%, $n = 40$) than White respondents (21%, $n = 68$) “agreed” with the statement, while Multiracial respondents (25%, $n = 24$) and Other Respondents of Color (23%, $n = 26$) were not statistically different from the other two groups.

Twenty-nine percent ($n = 187$) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. No statistically significant differences were found between groups.

Seventy-one percent ($n = 470$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of At Least One Disability respondents (9%, $n = 5$) than No Disability respondents (1%, $n = 8$) “strongly disagreed” that they were given a reasonable time frame to complete assigned responsibilities.

Sixty-four percent ($n = 429$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A significantly higher percentage of Hourly Staff respondents (30%, $n = 49$) than Salary Staff respondents (16%, $n = 81$) “neither agreed nor disagreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Women respondents (31%, $n = 126$) than Men respondents (16%, $n = 39$) “strongly agreed” with the statement.

Table 64. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	142	21.4	260	39.2	99	14.9	115	17.3	48	7.2
Staff status ^{lxiv}										
Hourly Staff	46	28.0	77	47.0	25	15.2	11	6.7	5	3.0
Salary Staff	96	19.2	183	36.6	74	14.8	104	20.8	43	8.6
Racial identity ^{lxv}										
Asian/Asian American/South Asian	27	23.7	47	41.2	17	14.9	20	17.5	< 5	---
White	65	20.2	126	39.1	46	14.3	54	16.8	31	9.6
Other Respondents of Color	22	19.6	36	32.1	24	21.4	27	24.1	< 5	---
Multiracial	24	25.0	44	45.8	10	10.4	9	9.4	9	9.4
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	141	21.2	165	24.8	151	22.7	159	23.9	50	7.5
Racial identity ^{lxvi}										
Asian/Asian American/South Asian	23	20.4	40	35.4	28	24.8	16	14.2	6	5.3
White	65	20.0	68	20.9	73	22.5	90	27.7	29	8.9
Other Respondents of Color	30	26.3	26	22.8	31	27.2	23	20.2	< 5	---
Multiracial	21	22.1	24	25.3	14	14.7	26	27.4	10	10.5
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	57	8.7	130	19.8	162	24.7	228	34.8	78	11.9
I am given a reasonable time frame to complete assigned responsibilities.	130	19.7	340	51.4	121	18.3	57	8.6	13	2.0
Disability status ^{lxvii}										
No Disability	121	20.2	303	50.7	113	18.9	53	8.9	8	1.3
At Least One Disability	9	16.4	33	60.0	5	9.1	< 5	---	5	9.1

Table 64. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There is a hierarchy within staff positions that allows some voices to be valued more than others.	171	25.7	258	38.7	130	19.5	84	12.6	23	3.5
Staff status ^{lxviii}										
Hourly Staff	36	22.0	55	33.5	49	29.9	20	12.2	< 5	---
Salary Staff	135	26.9	203	40.4	81	16.1	64	12.7	19	3.8
Gender identity ^{lxix}										
Women	126	31.0	156	38.3	71	17.4	44	10.8	10	2.5
Men	39	16.3	93	38.9	56	23.4	39	16.3	12	5.0

Note: Table reports only responses from Staff respondents (*n* = 673).

Two-hundred ten (210) Staff respondents elaborated on previous statements regarding supervisor guidance, performance appraisals, workload, and organizational hierarchy. Three themes emerged from the responses: performance evaluations, workload, and staff hierarchy.

Performance Evaluations- Respondents described performance evaluations and appraisals as: “flawed,” “subjective,” “not transparent,” and “a waste of time.” Respondents offered, “The performance evaluation process seems to be only for checking boxes without any real purpose for either real evaluation, or career growth” and “I understand the use of personnel assessments, however for the time involved the process may not be worthwhile.” Other respondents shared, “The performance appraisal process feels very basic and I feel it only measures a small portion of the expectations outlined in my position” and “The performance evaluation process does not accurately capture the broad and ever evolving nature of the work that we do.” Respondent also offered, “The performance appraisal process is outdated, and not taken seriously by my supervisor. It ends up just being more work for me” and “Supervisors are not adequately trained to provide their reports with measurable goals or outcomes.” Another respondent offered, “I know that our appraisals were not read and my supervisor at the time never gave me feedback on the quality of my work.” Respondents also noted the lack of opportunity to evaluate supervisors. According to respondents, “I think it would be very beneficial if the appraisal process included an employee's evaluation of their supervisor as well as supervisor's appraisal of their employee”

and “there is no formal opportunity to evaluate an employee's direct supervisor in how he, she or they are performing in their capacity as a managing supervisor and/or leader in their specific area of responsibility.” One respondent shared, “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.”

Workload- Respondents also elaborated on their perceived workloads. Respondents described their current workloads as “unmanageable” and “excessive.” One respondent shared that their current workload “has led to frustration, increased tension with supervisor, low morale, and [a] desire to leave [USF].” Respondents frequently attributed their increased workload to a lack of hiring when staff positions become vacant. Respondents explained, “Often as people leave, positions are not filled so the same amount of work is expected to be done by fewer people,” “I have also found myself with increased responsibilities due to staff attrition / leaves that have not been filled,” and “Positions have been eliminated and not replaced. We have taken on more work and major projects.” Respondents repeatedly noted that they have not been compensated for the additional work they have been expected to take on as a result of staff vacancies. Respondents specifically wrote, “I have been asked to take on the role of numerous staff members after departure, without any compensation,” “After a round of layoffs and another staff member leaving our team, responsibilities increased sharply with no discussion of added compensation,” and “My workload has increased without additional compensation due to staff departures.” One respondent summarized the sentiments regarding increased workloads with, “It is frustrating to have increased responsibilities, positive performance evaluations, and then be denied a raise or receive a marginal increase. In the last 12-months my responsibilities have dramatically increased, yet my pay remains largely the same. Our passion for students is what continues to be the priority, but it is certainly disappointing to know our efforts are unrecognized financially.”

Staff Hierarchy- Respondents depicted a hierarchy among staff at USF and noted that the presence of a hierarchy results in some staff voices being prioritized over others. According to respondents, “The hierarchy is very much entrenched and everyone's voice is not heard nor encouraged,” “There is definitely a hierarchy and titles are very important here,” and

“Preferential treatment based on hierarchy is quite noticeable.” Respondents quoted the survey statement, ‘There is a hierarchy within staff positions that allows some voices to be valued more than others,’ before sharing, “I cannot agree more with this statement” and “This is worded so perfectly I feel like the person who wrote this was reading my mind. USF could be so much greater than it is if hierarchy didn't dictate the value of a person's input.” Respondents noted a culture of favoritism as contributing to the informal hierarchy present at USF. According to one respondent, “There's definitely a pattern of preferential treatment of employees in my department. It's gotten to the point of lowered morale and backdoor critical discussions regarding the target of preferential treatment.” Another respondent shared, “I feel as if some people in my division have been given better titles and have been promoted, even when they do little to no work to actually earn these titles/positions. It's definitely all about ‘who you know’ at the top at USF.” Another responded added, “I feel that there is no opportunity to advance, change positions, and or career direction within a department. It is done with favoritism via a old boy network.”

^{liv}A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by disability status: $\chi^2(4, N = 662) = 10.433, p < .05$.

^{lv}A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by gender identity: $\chi^2(4, N = 645) = 14.531, p < .01$.

^{lvi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was clear by staff status: $\chi^2(4, N = 665) = 10.573, p < .05$.

^{lvii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was productive by staff status: $\chi^2(4, N = 664) = 23.193, p < .001$.

^{lviii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their direct supervisor provided adequate support for them to manage work-life balance by staff status: $\chi^2(4, N = 661) = 9.913, p < .05$.

^{lix}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their direct supervisor provided adequate support for them to manage work-life balance by gender identity: $\chi^2(4, N = 642) = 10.752, p < .05$.

^{lx}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their direct supervisor provided adequate support for them to manage work-life balance by disability status: $\chi^2(4, N = 653) = 11.393, p < .05$.

^{lxi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF provides adequate resources to help them manage work-life balance by gender identity: $\chi^2(4, N = 648) = 14.361, p < .01$.

^{lxii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF provides adequate resources to help them manage work-life balance by disability status: $\chi^2(4, N = 660) = 17.081, p < .01$.

^{lxiii}A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues by racial identity: $\chi^2(12, N = 641) = 36.494, p < .001$.

^{lxiv}A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2(4, N = 664) = 27.343, p < .001$.

^{lxv}A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by racial identity: $\chi^2(12, N = 644) = 24.807, p < .05$.

^{lxvi}A chi-square test was conducted to compare percentages of Staff respondents who indicate their workload was increased without additional compensation as the result of other staff departures by racial identity: $\chi^2(12, N = 647) = 25.608, p < .05$.

^{lxvii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were given a reasonable time frame to complete assigned responsibilities by disability status: $\chi^2(4, N = 653) = 19.801, p < .01$.

^{lxviii}A chi-square test was conducted to compare percentages of Staff respondents who believe there is a hierarchy within staff positions by staff status: $\chi^2(4, N = 666) = 15.334, p < .01$.

^{lxix}A chi-square test was conducted to compare percentages of Staff respondents who believe there is a hierarchy within staff positions by gender identity: $\chi^2(4, N = 646) = 21.855, p < .001$.

Staff Respondents' Feelings of Support and Value at USF

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and USF, as well as, USF's benefits and salary. Tables 65 to 67 illustrate Staff responses to these items. Frequencies and significant differences based on staff status (Salary Staff or Hourly Staff), gender identity,⁶³ racial identity,⁶⁴ sexual identity, disability status,⁶⁵ and religious affiliation are provided in the tables.⁶⁶

Three-quarters (75%, $n = 500$) of Staff respondents "strongly agreed" or "agreed" that USF provided them with resources to pursue training/professional development opportunities (Table 65). No statistically significant differences were found between groups.

Sixty-seven percent ($n = 448$) of Staff respondents "strongly agreed" or "agreed" that their direct supervisor provided them with resources to pursue training/professional development opportunities. A significantly higher percentage of Hourly Staff respondents (6%, $n = 10$) than Salary Staff respondents (2%, $n = 12$) "strongly agreed" that their direct supervisor provided them with resources to pursue training/professional development opportunities.

Sixty-one percent ($n = 403$) of Staff respondents "strongly agreed" or "agreed" that USF was supportive of taking extended leave (e.g., FMLA, parental). A higher percentage of No Disability respondents (25%, $n = 152$) than At Least One Disability respondents (13%, $n = 7$) "strongly agreed" that USF was supportive of taking extended leave.

Eighty-one percent ($n = 539$) of Staff respondents "strongly agreed" or "agreed" that their direct supervisor was supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). A higher percentage of No Disability respondents (40%, $n = 242$) than At Least One

⁶³Owing to low numbers in some of the response categories, this variable was further collapsed into Women and Men.

⁶⁴Owing to low numbers in some of the response categories, this variable was further collapsed into Multiracial, Asian/Asian American/South Asian, Other People of Color, and White.

⁶⁵Owing to low numbers in some of the response categories, this variable was further collapsed into No Disability and At Least One Disability.

⁶⁶Owing to low numbers in some of the response categories, in order to protect confidentiality of respondents, not all of the available demographic variables could be analyzed for Staff respondents.

Disability respondents (25%, $n = 14$) “strongly agreed” that their direct supervisor was supportive of their taking leave.

Eight percent of ($n = 54$) of Staff respondents “strongly agreed” or “agreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Salary Staff respondents (45%, $n = 228$) than Hourly Staff respondents (26%, $n = 42$) “disagreed or strongly disagreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of White respondents (29%, $n = 95$) than Other Respondents of Color (16%, $n = 18$) “disagreed” with the statement, while Multiracial respondents (27%, $n = 26$) and Asian/Asian American/South Asian respondents (23%, $n = 26$) were not statistically different from the other two groups.

Thirty-nine percent ($n = 260$) of Staff respondents “strongly agreed” or “agreed” that USF policies (e.g., FMLA) were fairly applied across USF. A significantly lower percentage of Women respondents (24%, $n = 97$) than Men respondents (34%, $n = 81$) “agreed” that USF policies (e.g., FMLA) were fairly applied across USF.

Fifty-three percent of Staff respondents ($n = 353$) “strongly agreed” or “agreed” that USF’s policies support flexible work schedules. A higher percentage of Salary Staff respondents (45%, $n = 228$) than Hourly Staff respondents (27%, $n = 45$) “agreed” that USF’s policies support flexible work schedules. A significantly lower percentage of Women respondents (10%, $n = 41$) than Men respondents (16%, $n = 38$) “strongly agreed” that USF’s policies support flexible work schedules. A higher percentage of Other Faith-Based Affiliation respondents (26%, $n = 9$) than No Affiliation respondents (8%, $n = 22$) “strongly agreed” with the statement, while Christian respondents (14%, $n = 42$) and Multiple Affiliation respondents (10%, $n = 5$) were not statistically different from the other two groups. A higher percentage of No Disability respondents (13%, $n = 77$) than At Least One Disability respondents ($n < 5$) “strongly agreed” that USF’s policies support flexible work schedules.

Seventy-two percent ($n = 481$) of Staff respondents “strongly agreed” or “agreed” that their direct supervisor allows them to change their work schedule if needed. A significantly higher percentage of Salary Staff respondents (33%, $n = 163$) than Hourly Staff respondents (23%, $n =$

38) “strongly agreed” that their direct supervisor allows them to change their work schedule if needed. A higher percentage of No Disability respondents (31%, $n = 189$) than At Least One Disability respondents (18%, $n = 10$) “strongly agreed” with the statement.

Table 65. Staff Respondents’ Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
USF provides me with resources to pursue training/professional development opportunities.	153	22.8	347	51.7	112	16.7	49	7.3	10	1.5
My supervisor provides me with resources to pursue training/professional development opportunities.	157	23.6	291	43.7	127	19.1	69	10.4	22	3.3
Staff status ^{lxx}										
Hourly Staff	31	18.9	75	45.7	36	22.0	12	7.3	10	6.1
Salary Staff	126	25.1	216	43.0	91	18.1	57	11.4	12	2.4
USF is supportive of taking extended leave (e.g., FMLA, parental).	160	24.1	243	36.5	234	35.2	21	3.2	7	1.1
Disability status ^{lxxi}										
No Disability	152	25.2	216	35.8	212	35.2	19	3.2	< 5	---
At Least One Disability	7	13.0	24	44.4	18	33.3	< 5	---	< 5	---
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	258	38.7	281	42.1	93	13.9	26	3.9	9	1.3
Disability status ^{lxxii}										
No Disability	242	40.1	251	41.6	84	13.9	21	3.5	5	0.8
At Least One Disability	14	25.0	27	48.2	8	14.3	< 5	---	< 5	---
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	16	2.4	38	5.7	344	51.5	168	25.1	102	15.3
Staff status ^{lxxiii}										
Hourly Staff	8	4.8	13	7.9	102	61.8	29	17.6	13	7.9
Salary Staff	8	1.6	25	5.0	242	48.1	139	27.6	89	17.7

Table 65. Staff Respondents' Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Racial identity ^{lxxiv}										
Asian/Asian American/South Asian	< 5	---	11	9.7	60	53.1	26	23.0	13	11.5
White	7	2.2	14	4.3	147	45.4	95	29.3	61	18.8
Other Person of Color	5	4.3	8	6.9	70	60.3	18	15.5	15	12.9
Multiracial	0	0.0	< 5	---	52	54.7	26	27.4	13	13.7
USF policies (e.g., FMLA) are fairly applied across USF.	78	11.7	182	27.3	366	54.9	31	4.6	10	1.5
Gender identity ^{lxxv}										
Women	47	11.5	97	23.7	235	57.5	22	5.4	8	2.0
Men	30	12.6	81	34.0	117	49.2	8	3.4	< 5	---
USF's policies support flexible work schedules.	80	12.0	273	40.8	174	26.0	103	15.4	39	5.8
Staff status ^{lxxvi}										
Hourly Staff	21	12.7	45	27.1	63	38.0	30	18.1	7	4.2
Salary Staff	59	11.7	228	45.3	111	22.1	73	14.5	32	6.4
Gender identity ^{lxxvii}										
Women	41	10.0	158	38.7	113	27.7	69	16.9	27	6.6
Men	38	15.8	108	44.8	53	22.0	30	12.4	12	5.0
Religious/spiritual affiliation ^{lxxviii}										
Christian	42	14.4	133	45.5	66	22.6	37	12.7	14	4.8
Other Faith-Based Affiliation	9	25.7	8	22.9	10	28.6	7	20.0	< 5	---
No Affiliation	22	8.2	103	38.6	74	27.7	47	17.6	21	7.9
Multiple Affiliation	5	10.4	21	43.8	14	29.2	7	14.6	< 5	---
Disability status ^{lxxix}										
No Disability	77	12.7	253	41.8	154	25.5	90	14.9	31	5.1
At Least One Disability	< 5	---	20	35.7	16	28.6	11	19.6	7	12.5
My direct supervisor allows me to change my work schedule if needed.	201	30.1	280	41.9	123	18.4	47	7.0	17	2.5
Staff status ^{lxxx}										
Hourly Staff	38	22.8	63	37.7	44	26.3	16	9.6	6	3.6

Table 65. Staff Respondents' Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salary Staff	163	32.5	217	43.3	79	15.8	31	6.2	11	2.2
Disability status ^{lxxxi}										
No Disability	189	31.3	252	41.7	111	18.4	39	6.5	13	2.2
At Least One Disability	10	17.9	25	44.6	10	17.9	8	14.3	< 5	---

Note: Table reports only responses from Staff respondents (*n* = 673).

Queried about salary and benefits, 36% (*n* = 242) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 66). A higher percentage of Women respondents (44%, *n* = 180) than Men respondents (29%, *n* = 70) “disagreed or strongly disagreed” that staff salaries were competitive. A higher percentage of Other Respondents of Color (11%, *n* = 13) than Multiracial respondents (*n* < 5) “strongly agreed” with the statement, while White respondents (8%, *n* = 27) and Asian/Asian American/South Asian respondents (5%, *n* = 6) were not statistically different from the other two groups.

Sixty percent (*n* = 403) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time benefits were competitive. A significantly higher percentage of Salary Staff respondents (8%, *n* = 41) than Hourly Staff respondents (3%, *n* = 5) “strongly disagreed” that vacation and personal time benefits were competitive. A higher percentage of White respondents (21%, *n* = 68) than Multiracial respondents (7%, *n* = 7) and Asian/Asian American/South Asian respondents (10%, *n* = 11) “strongly agreed” with the statement, while Other Respondents of Color (16%, *n* = 19) were not statistically different from the other groups.

Eighty percent (*n* = 536) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. A significantly higher percentage of Salary Staff respondents (33%, *n* = 164) than Hourly Staff respondents (21%, *n* = 34) “strongly agreed” that health insurance benefits were competitive.

Forty percent (*n* = 264) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. A higher percentage of Women respondents (6%, *n* = 23) than Men respondents (*n* < 5) “disagreed” that child care benefits were competitive. A higher percentage of

Heterosexual respondents (15%, $n = 78$) than LGBTQ respondents ($n < 5$) “strongly agreed” that child care benefits were competitive.

Sixty-eight percent ($n = 449$) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. A significantly higher percentage of Salary Staff respondents (47%, $n = 234$) than Hourly Staff respondents (38%, $n = 62$) “agreed” that retirement benefits were competitive. A higher percentage of White respondents (27%, $n = 86$) than Asian/Asian American/South Asian respondents (14%, $n = 16$) “strongly agreed” that retirement benefits were competitive, while Other Respondents of Color (22%, $n = 25$) and Multiracial respondents (23%, $n = 22$) were not statistically different from the other groups.

Table 66. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	48	7.2	194	29	169	25.3	175	26.2	83	12.4
Gender identity ^{lxxxii}										
Women	20	4.9	106	26.0	102	25.0	121	29.7	59	14.5
Men	28	11.6	83	34.4	60	24.9	49	20.3	21	8.7
Racial identity ^{lxxxiii}										
Asian/Asian American/South Asian	6	5.3	25	21.9	37	32.5	35	30.7	11	9.6
White	27	8.3	114	35.1	62	19.1	82	25.2	40	12.3
Other Person of Color	13	11.2	31	26.7	34	29.3	22	19.0	16	13.8
Multiracial	< 5	---	23	24.5	29	30.9	28	29.8	13	13.8
Vacation and personal time benefits are competitive.	106	15.8	297	44.3	142	21.2	79	11.8	46	6.9
Staff status ^{lxxxiv}										
Hourly Staff	22	13.3	63	38.2	58	35.2	17	10.3	5	3.0
Salary Staff	84	16.6	234	46.3	84	16.6	62	12.3	41	8.1
Racial identity ^{lxxxv}										
Asian/Asian American/South Asian	11	9.7	44	38.9	30	26.5	21	18.6	7	6.2
White	68	20.9	147	45.2	53	16.3	35	10.8	22	6.8
Other Person of Color	19	16.2	54	46.2	29	24.8	7	6.0	8	6.8

Table 66. Staff Respondents' Perceptions of Salary and Benefits

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Multiracial		7	7.4	43	45.3	25	26.3	13	13.7	7	7.4
Health insurance benefits are competitive.		198	29.6	338	50.5	98	14.6	26	3.9	9	1.3
Staff status ^{lxxxvi}											
Hourly Staff		34	20.6	78	47.3	44	26.7	6	3.6	< 5	---
Salary Staff		164	32.5	260	51.6	54	10.7	20	4.0	6	1.2
Child care benefits are competitive.		83	12.5	181	27.3	357	53.8	27	4.1	16	2.4
Gender identity ^{lxxxvii}											
Women		44	10.8	114	28.0	214	52.6	23	5.7	12	2.9
Men		37	15.6	65	27.4	128	54.0	< 5	---	< 5	---
Sexual identity ^{lxxxviii}											
LGBQ		< 5	---	27	25.0	74	68.5	< 5	---	0	0.0
Heterosexual		78	14.9	145	27.7	263	50.2	22	4.2	16	3.1
Retirement benefits are competitive.		153	23.0	296	44.5	168	25.3	34	5.1	14	2.1
Staff status ^{lxxxix}											
Hourly Staff		31	18.9	62	37.8	58	35.4	8	4.9	5	3.0
Salary Staff		122	24.4	234	46.7	110	22.0	26	5.2	9	1.8
Racial identity ^{xc}											
Asian/Asian American/South Asian		16	14.3	44	39.3	38	33.9	11	9.8	< 5	---
White		86	26.6	153	47.4	67	20.7	13	4.0	< 5	---
Other Person of Color		25	21.7	52	45.2	34	29.6	< 5	---	< 5	---
Multiracial		22	23.2	38	40.0	25	26.3	6	6.3	< 5	---

Note: Table reports only responses from Staff respondents (*n* = 673).

Forty percent (*n* = 269) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on USF committees (Table 67). A higher percentage of Men respondents (37%, *n* = 88) than Women respondents (28%, *n* = 113) “agreed” that staff opinions were valued on USF committees. A higher percentage of Asian/Asian American/South Asian respondents (43%, *n* = 49) than White respondents (30%, *n* = 96) “neither agreed nor disagreed” that staff opinions were

valued on USF committees, while Other Respondents of Color (41%, $n = 48$) and Multiracial respondents (55%, $n = 51$) were not statistically different from the other groups. A higher percentage of No Disability respondents (33%, $n = 198$) than At Least One Disability respondents (16%, $n = 9$) “agreed” with the statement.

Twenty-six percent ($n = 171$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by USF faculty. A higher percentage of Salary respondents (25%, $n = 124$) than Hourly respondents (16%, $n = 27$) “disagreed” that staff opinions were valued by USF faculty. A higher percentage of Women respondents (40%, $n = 163$) than Men respondents (25%, $n = 60$) “disagreed or strongly disagreed” that staff opinions were valued by USF faculty. A higher percentage of Other Respondents of Color (10%, $n = 12$) than Asian/Asian American/South Asian respondents ($n < 5$) “strongly agreed” that staff opinions were valued by USF faculty, while Multicultural respondents (5%, $n = 5$) and White respondents (5%, $n = 17$) were not statistically different from the other groups. A higher percentage of At Least One Disability respondents (29%, $n = 16$) than No Disability respondents (10%, $n = 62$) “strongly disagreed” with the statement.

Thirty-seven percent ($n = 243$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by USF administration. A higher percentage of Women respondents (35%, $n = 140$) than Men respondents (18%, $n = 43$) “disagreed or strongly disagreed” that staff opinions were valued by USF administration. A higher percentage of LGBQ respondents (26%, $n = 28$) than Heterosexual respondents (18%, $n = 94$) “disagreed” that staff opinions were valued by USF administration. A higher percentage of At Least One Disability respondents (25%, $n = 14$) than No Disability respondents (8%, $n = 46$) “strongly disagreed” that staff opinions were valued by USF administration.

Sixty-nine percent ($n = 458$) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. A higher percentage of At Least One Disability respondents (32%, $n = 18$) than No Disability respondents (13%, $n = 79$) “disagreed or strongly disagreed” that clear expectations of their responsibilities existed.

Twenty percent ($n = 135$) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at USF. A higher percentage of Salary

respondents (20%, $n = 98$) than Hourly respondents (11%, $n = 19$) “strongly disagreed” that clear procedures existed on how they could advance at USF. A higher percentage of Women respondents (56%, $n = 229$) than Men respondents (35%, $n = 85$) “disagreed or strongly disagreed” that clear procedures existed on how they could advance at USF. A higher percentage of At Least One Disability respondents (29%, $n = 16$) than No Disability respondents (16%, $n = 96$) “strongly disagreed” that clear procedures existed on how they could advance at USF.

Thirty-eight percent ($n = 251$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at USF. A higher percentage of Men respondents (48%, $n = 114$) than Women respondents (33%, $n = 131$) “agreed or strongly agreed” that they felt positive about their career opportunities at USF. A higher percentage of No Disability respondents (40%, $n = 240$) than At Least One Disability respondents (42%, $n = 23$) “agreed or strongly agreed” that they felt positive about their career opportunities at USF.

Seventy-two percent ($n = 477$) of Staff respondents “strongly agreed” or “agreed” that they would recommend USF as a good place to work. A higher percentage of Men respondents (27%, $n = 64$) than Women respondents (19%, $n = 77$) “strongly agreed” that they would recommend USF as a good place to work.

Sixty-two percent ($n = 415$) of Staff respondents “strongly agreed” or “agreed” that they had job security. A higher percentage of Men respondents (23%, $n = 55$) than Women respondents (14%, $n = 55$) “strongly agreed” that they had job security. A higher percentage of Multiracial respondents (7%, $n = 7$) than White respondents (2%, $n = 6$) “strongly disagreed” that they had job security, while Other Respondents of Color ($n < 5$) and Asian/Asian American/South Asian respondents ($n < 5$) were not statistically different from the other groups.

Table 67. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on USF committees.	61	9.2	208	31.2	254	38.1	107	16.1	36	5.4
Gender identity ^{xci}										
Women	31	7.6	113	27.8	158	38.8	76	18.7	29	7.1
Men	29	12.1	88	36.8	88	36.8	27	11.3	7	2.9
Racial identity ^{xcii}										
Asian/Asian American/South Asian	8	7.1	33	29.2	49	43.4	19	16.8	< 5	---
White	33	10.2	114	35.2	96	29.6	59	18.2	22	6.8
Other Person of Color	14	12.0	36	30.8	48	41.0	13	11.1	6	5.1
Multiracial	6	6.5	23	24.7	51	54.8	10	10.8	< 5	---
Disability status ^{xciii}										
No Disability	59	9.8	198	32.8	226	37.5	94	15.6	26	4.3
At Least One Disability	< 5	---	9	16.4	25	45.5	9	16.4	10	18.2
Staff opinions are valued by USF faculty.	36	5.4	135	20.3	262	39.4	151	22.7	81	12.2
Staff status ^{xciv}										
Hourly Staff	15	9.1	40	24.2	68	41.2	27	16.4	15	9.1
Salary Staff	21	4.2	95	19.0	194	38.8	124	24.8	66	13.2
Gender identity ^{xcv}										
Women	18	4.4	68	16.8	156	38.5	101	24.9	62	15.3
Men	18	7.5	62	25.8	100	41.7	42	17.5	18	7.5
Racial identity ^{xcvi}										
Asian/Asian American/South Asian	< 5	---	26	23.0	51	45.1	24	21.2	10	8.8
White	17	5.3	71	22.0	109	33.9	82	25.5	43	13.4
Other Person of Color	12	10.3	24	20.7	44	37.9	19	16.4	17	14.7
Multiracial	5	5.3	13	13.7	46	48.4	21	22.1	10	10.5
Disability status ^{xcvii}										
No Disability	35	5.8	126	21.0	241	40.1	137	22.8	62	10.3
At Least One Disability	< 5	---	8	14.3	19	33.9	12	21.4	16	28.6
Staff opinions are valued by USF administration.	47	7.1	196	29.7	227	34.3	129	19.5	62	9.4

Table 67. Staff Respondents' Perceptions of Workplace Climate

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity ^{xcviii}											
	Women	22	5.5	102	25.4	138	34.3	91	22.6	49	12.2
	Men	25	10.4	89	37.1	83	34.6	32	13.3	11	4.6
Sexual identity ^{xcix}											
	LGBQ	5	4.7	37	34.9	25	23.6	28	26.4	11	10.4
	Heterosexual	42	8.0	152	29.0	189	36.0	94	17.9	48	9.1
Disability status ^c											
	No Disability	47	7.9	183	30.7	206	34.5	115	19.3	46	7.7
	At Least One Disability	0	0.0	12	21.4	21	37.5	9	16.1	14	25.0
There are clear expectations of my responsibilities.		106	15.9	352	52.8	109	16.3	75	11.2	25	3.7
Disability status ^{ci}											
	No Disability	101	16.7	321	53.2	102	16.9	61	10.1	18	3.0
	At Least One Disability	5	8.9	28	50.0	5	8.9	12	21.4	6	10.7
There are clear procedures on how I can advance at USF.		32	4.8	103	15.4	211	31.6	205	30.7	117	17.5
Staff status ^{cii}											
	Hourly Staff	11	6.6	30	18.1	61	36.7	45	27.1	19	11.4
	Salary Staff	21	4.2	73	14.5	150	29.9	160	31.9	98	19.5
Gender identity ^{ciii}											
	Women	15	3.7	47	11.5	117	28.7	143	35.0	86	21.1
	Men	17	7.1	53	22.1	85	35.4	59	24.6	26	10.8
Disability status ^{civ}											
	No Disability	32	5.3	97	16.1	196	32.5	183	30.3	96	15.9
	At Least One Disability	0	0.0	6	10.7	14	25.0	20	35.7	16	28.6
Positive about my career opportunities at USF		67	10.1	184	27.8	223	33.7	129	19.5	59	8.9
Gender identity ^{cv}											
	Women	32	7.9	99	24.6	135	33.5	94	23.3	43	10.7
	Men	33	13.8	81	33.8	79	32.9	33	13.8	14	5.8

Table 67. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{cvi}										
No Disability	66	11.0	174	29.0	201	33.6	109	18.2	49	8.2
At Least One Disability	< 5	---	9	16.4	22	40.0	14	25.5	9	16.4
I would recommend USF as a good place to work.	144	21.6	333	49.9	149	22.3	32	4.8	10	1.5
Gender identity ^{cvi}										
Women	77	18.8	197	48.2	104	25.4	22	5.4	9	2.2
Men	64	26.7	125	52.1	40	16.7	10	4.2	< 5	---
I have job security.	111	16.6	304	45.5	156	23.4	77	11.5	20	3.0
Gender identity ^{cvi}										
Women	55	13.5	179	43.9	111	27.2	49	12.0	14	3.4
Men	55	22.8	113	46.9	41	17.0	26	10.8	6	2.5
Racial identity ^{cix}										
Asian/Asian American/South Asian	14	12.3	48	42.1	37	32.5	12	10.5	< 5	---
White	63	19.5	152	47.1	62	19.2	40	12.4	6	1.9
Other Person of Color	21	17.9	48	41.0	33	28.2	12	10.3	< 5	---
Multiracial	12	12.6	49	51.6	18	18.9	9	9.5	7	7.4

Note: Table reports only responses from Staff respondents (*n* = 673).

One hundred fifty-three (153) Staff respondents elaborated on previous statements regarding professional development, leave policies, salaries, benefits, and job security. Four themes emerged from the responses: salaries, vacation day accrual, advancement, and job security.

Salaries- In the first theme, respondents elaborated on their perceptions of Staff salaries and benefits. One respondent reported, “My supervisor/department are very supportive of my leaves for vacation, sick, etc. and I greatly appreciate that. However, I would say that the staff salaries are not competitive, especially for the San Francisco standard of living.” Respondents also noted, “Staff salaries are not competitive,” “Salary compensation is low and it is unclear how salary ranges are determined by HR,” and “Salaries do not appear to keep up with local inflation.” Respondents noted the high cost of living within the San Francisco/Bay Area when remarking on Staff salaries. According to one respondent, “It is difficult to agree that salaries are competitive

while living in San Francisco. While other universities may offer similar salaries, they are often outside of the immediate Bay Area and therefore the cost of living is much lower than living in SF. Rent alone takes a major portion of my salary. If it weren't for rent control or roommates, USF would not be able to retain employees or even fill staff positions at their current compensation rates.” Other respondents noted, “The salary is challenging in the San Francisco area. I find myself in debt because of the cost of living and so because of that I have been looking into other positions at other universities,” “I think USF's salaries are low for the area, which will become more and more challenging as the cost of living increases. This isn't really USF's fault but is a problem,” and “Staff salaries are not competitive to the cost of living in San Francisco.” One respondent noted the impact of low Staff salaries on recruitment and retention. According to the respondent, “Staff salaries at USF are extremely low. Because of this, we are unable to recruit and retain top talent. This puts us at a disadvantage as a higher ed institution with regards to innovation, service, reduction of redundancies, and process implementation.”

Vacation Day Accrual- In the second theme, respondents commented on USF’s policy regarding accrual of vacation days/time-off. According to respondents, “USF's vacation policy is not competitive at all,” “USF doesn't give competitive vacation time until many years in service,” and “Our paid time off is quite low compared to other institutions, particularly for an institution that promotes taking time off as important.” Other respondent wrote, “Accrual of vacation time is terrible in comparison to friends working in other institutions and companies” and “I think USF should give way more vacation days, so many companies in the Bay Area have WAY better vacation benefits.” One respondent noted the impact USF’s time-off policies have had on their decision to persist with the university. According to the participant, “The reason I started to look for another job after two years was because of the Vacation and personal time benefits here at USF. It's one thing to take a lower salary, but at the very least be generous with vacation and sick leave. I was stunned to learn I would only receive 12 days of vacation per year for three years.”

Advancement- In the third theme, respondents reported a lack of advancement opportunities at USF. Respondents specifically noted a lack guidance from the supervisor about how to develop and advance professionally. One respondent wrote, “I would love to be provided with guidance/coaching on how to advance at USF. I love working for the institution but I am ready for career growth and feel my talents are under-utilized at USF because I am stuck in an office

with no clear opportunity for advancement.” Regarding the lack of advancement opportunities, other respondents offered, “With my current position at USF, I do not see any room for advancement where I currently am,” “There’s no opportunity to advance, or change career tracts,” and “There is no path forward for employees who desire to advance, because many managers are fine with things staying the same.” Other respondents offered similar comments including, “I would say the number one issue I have is that there is no clear path for advancement at USF- it’s a bit of a dead end, which is too bad as otherwise I like working here” and “USF is a great launching point, but not a place for long-term work for any union employee who wants to grow professionally.”

Job Security- In the fourth theme, respondents reported a lack of job security at USF. Respondents offered, “There is no such thing as job security” and “There's not such a thing like job security anywhere.” According to one respondent, “I can be terminated without cause at any time. This reality is never far from my mind particularly as budget cuts take place.” Two respondents noted that they do hold job security, but only because of their excessive workloads. According to the respondents, “I have strong job security only because I have far too many responsibilities to manage” and “I feel I have job security due to my workload, but I also feel that my leadership could eliminate my position at any time particularly as an act of retaliation.” Respondents repeatedly referred to influence of new and current supervisors on employee’s sense of job security. Specifically, respondents wrote, “As an at-will employee, it's a little nerve-racking when a new supervisor comes in because he/she can make the decision to just let you go,” “Job security depends a lot on the supervisor. Since there is weak HR oversight, the experience will vary by department and division,” and “turnover rate of senior management results in a continuing state of job insecurity.” Respondents also referred to a practice of keeping one’s head down in order to maintain job security. According to respondents, “When it comes to job security, if you keep your head down, you're going to have security. If you raise questions, you're a target” and “Job security is concerning. I have been told by those in HR and outside of HR, past/present employees to keep quiet, never go to HR to bring up anything I am worried about or you get fired.”

Question 104 in the survey queried Staff respondents about the degree to which they felt valued at USF. Frequencies and significant differences based on staff status (Salary Staff or Hourly

Staff), gender identity,⁶⁷ racial identity,⁶⁸ sexual identity, disability status,⁶⁹ and religious affiliation are provided in the Tables 68 through 70.⁷⁰

Eighty-five percent ($n = 567$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 68). A higher percentage of No Disability respondents (37%, $n = 222$) than At Least One Disability respondents (23%, $n = 13$) “strongly agreed” that they felt valued by coworkers in their department.

Seventy-six percent ($n = 508$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. No statistically significant differences were found between groups.

Seventy-nine percent ($n = 524$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their direct supervisor. A higher percentage of No Disability respondents (43%, $n = 257$) than At Least One Disability respondents (22%, $n = 12$) “strongly agreed” that they felt valued by their direct supervisor.

Sixty-two percent ($n = 407$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by USF students. A higher percentage of Salary Staff respondents (37%, $n = 183$) than Hourly Staff respondents (27%, $n = 44$) “neither agreed nor disagreed” that they felt valued by USF students.

Fifty-one percent ($n = 341$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by USF faculty. A lower percentage of Women respondents (45%, $n = 183$) than Men respondents (62%, $n = 149$) “strongly agreed” or “agreed” that they felt valued by USF faculty.

Forty-seven percent ($n = 308$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by USF senior administrators (e.g., dean, vice president, provost). A lower percentage of

⁶⁷Owing to low numbers in some of the response categories, this variable was further collapsed into Women and Men.

⁶⁸Owing to low numbers in some of the response categories, this variable was further collapsed into Multiracial, Asian/Asian American/South Asian, Other People of Color, and White.

⁶⁹Owing to low numbers in some of the response categories, this variable was further collapsed into No Disability and At Least One Disability.

⁷⁰Owing to low numbers in some of the response categories, in order to protect confidentiality of respondents, not all of the available demographic variables could be analyzed for Staff respondents.

Women respondents (40%, $n = 162$) than Men respondents (59%, $n = 141$) “strongly agreed” or “agreed” that they felt valued by USF senior administrators. A higher percentage of No Disability respondents (15%, $n = 92$) than At Least One Disability respondents ($n < 5$) “strongly agreed” that they felt valued by USF senior administrators.

Table 68. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	236	35.3	331	49.5	66	9.9	30	4.5	6	0.9
Disability status ^{cx}										
No Disability	222	36.7	300	49.6	54	8.9	24	4.0	5	0.8
At Least One Disability	13	23.2	26	46.4	10	17.9	6	10.7	< 5	---
I feel valued by coworkers outside my department.	162	24.3	346	51.9	119	17.8	36	5.4	< 5	---
I feel valued by my direct supervisor.	271	40.7	253	38.0	73	11.0	51	7.7	18	2.7
Disability status ^{cx}										
No Disability	257	42.6	222	36.8	65	10.8	46	7.6	13	2.2
At Least One Disability	12	21.8	27	49.1	7	12.7	5	9.1	< 5	---
I feel valued by USF students.	144	21.8	263	39.7	227	34.3	22	3.3	6	0.9
Staff status ^{cxii}										
Hourly Staff	43	26.5	65	40.1	44	27.2	6	3.7	< 5	---
Salary Staff	101	20.2	198	39.6	183	36.6	16	3.2	< 5	---
I feel valued by USF faculty.	81	12.2	260	39.1	238	35.8	65	9.8	21	3.2
Gender identity ^{cxiii}										
Women	38	9.4	145	36.0	156	38.7	48	11.9	16	4.0
Men	42	17.4	107	44.2	74	30.6	15	6.2	< 5	---
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	94	14.2	214	32.4	208	31.5	109	16.5	35	5.3
Gender identity ^{cxiv}										
Women	45	11.2	117	29.0	137	34.0	78	19.4	26	6.5
Men	48	20.1	93	38.9	65	27.2	25	10.5	8	3.3

Table 68. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{cxv}										
No Disability	92	15.4	194	32.6	185	31.0	98	16.4	27	4.5
At Least One Disability	< 5	---	17	30.4	20	35.7	10	17.9	7	12.5

Note: Table reports only responses from Staff respondents (*n* = 673).

Table 69 depicts Staff respondents’ attitudes about certain aspects of the climate in their departments/programs and at USF. Subsequent analyses were conducted to identify significant differences in responses by staff status (Salary Staff or Hourly Staff), gender identity, racial identity, sexual identity, disability status, and religious affiliation; only significant differences are reported.⁷¹

Seventeen percent (*n* = 115) of Staff respondents “strongly agreed” or “agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Salary Staff respondents (40%, *n* = 201) than Hourly Staff respondents (29%, *n* = 47) “disagreed” that coworkers in their work units prejudged their abilities based on their perception of their identity/background.

Fifteen percent (*n* = 97) of Staff respondents “strongly agreed” or “agreed” that their direct supervisor prejudged their abilities based on their perception of their identity/background. A higher percentage of Hourly Staff respondents (17%, *n* = 27) than Salary Staff respondents (8%, *n* = 41) “agreed” that their direct supervisor prejudged their abilities based on their perception of their identity/background. A higher percentage of White respondents (32%, *n* = 103) than Asian/Asian American/South Asian respondents (16%, *n* = 18) “strongly disagreed” that their direct supervisor prejudged their abilities based on their perception of their identity/background, while Multiracial respondents (27%, *n* = 26) and Other Respondents of Color (28%, *n* = 33) did not statistically differ from the other two groups.

⁷¹Owing to low numbers in some of the response categories, in order to protect confidentiality of respondents, not all of the available demographic variables could be analyzed for Staff respondents.

Twenty-one percent ($n = 140$) of Staff respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Table 69. Staff Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	27	4.1	88	13.3	157	23.6	248	37.3	144	21.7
Staff status ^{cxvi}										
Hourly Staff	10	6.1	25	15.2	49	29.9	47	28.7	33	20.1
Salary Staff	17	3.4	63	12.6	108	21.6	201	40.2	111	22.2
I think that my direct supervisor prejudices my abilities based on their perception of my identity/background.	29	4.4	68	10.3	139	21.0	242	36.6	184	27.8
Staff status ^{cxvii}										
Hourly Staff	10	6.1	27	16.6	38	23.3	51	31.3	37	22.7
Salary Staff	19	3.8	41	8.2	101	20.2	191	38.3	147	29.5
Racial identity ^{cxviii}										
Asian/Asian American/South Asian	5	4.5	14	12.6	34	30.6	40	36.0	18	16.2
White	13	4.1	24	7.5	55	17.2	125	39.1	103	32.2
Other Person of Color	5	4.3	18	15.4	27	23.1	34	29.1	33	28.2
Multiracial	< 5	---	8	8.4	20	21.1	37	38.9	26	27.4
I think that faculty prejudices my abilities based on their perception of my identity/background.	34	5.1	106	16.0	233	35.2	184	27.8	104	15.7

Note: Table reports only responses from Staff respondents ($n = 673$).

Fifty-two percent ($n = 342$) of Staff respondents “strongly agreed” or “agreed” that their department/school encouraged free and open discussion of difficult topics (Table 70). A higher percentage of Women respondents (20%, $n = 79$) than Men respondents (10%, $n = 25$) “disagreed” that their department/school encouraged free and open discussion of difficult topics.

Three-quarters (75%, $n = 501$) of Staff respondents “strongly agreed” or “agreed” that their skills were valued, and 74% ($n = 493$) felt that their work was valued. A higher percentage of Women respondents (14%, $n = 57$) than Men respondents (7%, $n = 18$) “disagreed” that their skills were valued. Similarly, a higher percentage of Women respondents (12%, $n = 48$) than Men respondents (6%, $n = 14$) “disagreed” that their work was valued.

Table 70. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/school encourages free and open discussion of difficult topics.	110	16.6	232	34.9	168	25.3	108	16.3	46	6.9
Gender identity ^{cxix}										
Women	63	15.6	132	32.6	98	24.2	79	19.5	33	8.1
Men	45	18.8	91	37.9	67	27.9	25	10.4	12	5.0
I feel that my skills are valued.	146	21.9	355	53.1	77	11.5	75	11.2	15	2.2
Gender identity ^{cxx}										
Women	84	20.6	209	51.4	45	11.1	57	14.0	12	2.9
Men	61	25.2	132	54.5	29	12.0	18	7.4	< 5	---
I feel that my work is valued.	150	22.5	343	51.5	98	14.7	62	9.3	13	2.0
Gender identity ^{cxxi}										
Women	83	20.5	203	50.1	62	15.3	48	11.9	9	2.2
Men	65	26.9	127	52.5	33	13.6	14	5.8	< 5	---

Note: Table reports only responses from Staff respondents ($n = 673$).

^{lxx}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 666) = 10.256, p < .05$.

^{lxxi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF is supportive of taking extended leave by disability status: $\chi^2(4, N = 657) = 15.307, p < .01$.

^{lxxii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor is supportive of them taking leaves by disability status: $\chi^2(4, N = 659) = 14.016, p < .01$.

^{lxxiii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff in their department/program who use family accommodation policies were disadvantaged by staff status: $\chi^2(4, N = 668) = 24.723, p < .001$.

^{lxxiv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff in their department/program who use family accommodation policies were disadvantaged by racial identity: $\chi^2(12, N = 648) = 24.504, p < .05$.

-
- ^{lxxv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF policies were fairly applied across USF by gender identity: $\chi^2(4, N = 647) = 10.414, p < .05$.
- ^{lxxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF's policies support flexible work schedules by staff status: $\chi^2(4, N = 669) = 24.361, p < .001$.
- ^{lxxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF's policies support flexible work schedules by gender identity: $\chi^2(4, N = 649) = 10.023, p < .05$.
- ^{lxxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF's policies support flexible work schedules by religious/spiritual affiliation: $\chi^2(12, N = 642) = 23.477, p < .05$.
- ^{lxxix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that USF's policies support flexible work schedules by disability status: $\chi^2(4, N = 661) = 9.864, p < .05$.
- ^{lxxx} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their direct supervisor allows them to change their work schedule if needed by staff status: $\chi^2(4, N = 668) = 15.538, p < .01$.
- ^{lxxxi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their direct supervisor allows them to change their work schedule if needed by disability status: $\chi^2(4, N = 660) = 9.761, p < .05$.
- ^{lxxxii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by gender identity: $\chi^2(4, N = 649) = 22.053, p < .001$.
- ^{lxxxiii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by racial identity: $\chi^2(12, N = 649) = 29.371, p < .01$.
- ^{lxxxiv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time benefits were competitive by staff status: $\chi^2(4, N = 670) = 27.945, p < .001$.
- ^{lxxxv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time benefits were competitive by racial identity: $\chi^2(12, N = 650) = 28.537, p < .01$.
- ^{lxxxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that health insurance benefits were competitive by staff status: $\chi^2(4, N = 669) = 28.433, p < .001$.
- ^{lxxxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that child care benefits were competitive by gender identity: $\chi^2(4, N = 649) = 10.913, p < .05$.
- ^{lxxxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that child care benefits were competitive by sexual identity: $\chi^2(4, N = 632) = 18.259, p < .01$.
- ^{lxxxix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits were competitive by staff status: $\chi^2(4, N = 665) = 13.533, p < .01$.
- ^{xc} A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits were competitive by racial identity: $\chi^2(12, N = 645) = 25.880, p < .05$.
- ^{xci} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on USF committees by gender identity: $\chi^2(4, N = 646) = 17.332, p < .01$.
- ^{xcii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on USF committees by racial identity: $\chi^2(12, N = 647) = 26.7170, p < .01$.
- ^{xciii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on USF committees by disability status: $\chi^2(4, N = 658) = 24.985, p < .001$.
- ^{xciv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by USF faculty by staff status: $\chi^2(4, N = 665) = 12.953, p < .05$.
- ^{xcv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by USF faculty by gender identity: $\chi^2(4, N = 645) = 20.181, p < .001$.
- ^{xcvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by USF faculty by racial identity: $\chi^2(12, N = 646) = 21.459, p < .05$.
- ^{xcvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by USF faculty by disability status: $\chi^2(4, N = 657) = 17.560, p < .01$.
- ^{xcviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by USF administration by gender identity: $\chi^2(4, N = 642) = 28.038, p < .001$.
- ^{xcix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by USF administration by sexual identity: $\chi^2(4, N = 631) = 9.775, p < .05$.
- ^c A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by USF administration by disability status: $\chi^2(4, N = 653) = 22.941, p < .001$.
- ^{ci} A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear expectations of their responsibilities by disability status: $\chi^2(4, N = 659) = 18.388, p < .01$.

-
- cii A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear procedures on how they can advance at USF by staff status: $\chi^2(4, N = 668) = 9.993, p < .05$.
- ciii A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear procedures on how they can advance at USF by gender identity: $\chi^2(4, N = 648) = 31.167, p < .001$.
- civ A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear procedures on how they can advance at USF by disability status: $\chi^2(4, N = 660) = 10.142, p < .05$.
- cv A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were positive about their career opportunities at USF by gender identity: $\chi^2(4, N = 643) = 20.522, p < .001$.
- cvi A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were positive about their career opportunities at USF by disability status: $\chi^2(4, N = 654) = 12.887, p < .05$.
- cvi A chi-square test was conducted to compare percentages of Staff respondents who indicated that they would recommend USF as a good place to work by gender identity: $\chi^2(4, N = 649) = 13.554, p < .01$.
- cvi A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have job security by gender identity: $\chi^2(4, N = 649) = 15.459, p < .01$.
- cix A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have job security by racial identity: $\chi^2(12, N = 649) = 22.570, p < .05$.
- cx A chi-square test was conducted to compare percentages of Staff respondents who felt valued by coworkers in their department at USF by disability status: $\chi^2(4, N = 661) = 12.607, p < .05$.
- cx A chi-square test was conducted to compare percentages of Staff respondents who felt valued by their direct supervisor at USF by disability status: $\chi^2(4, N = 658) = 12.764, p < .05$.
- cxii A chi-square test was conducted to compare percentages of Staff respondents who felt valued by USF students by staff status: $\chi^2(4, N = 662) = 11.324, p < .05$.
- cxiii A chi-square test was conducted to compare percentages of Staff respondents who felt valued by USF faculty by gender identity: $\chi^2(4, N = 645) = 20.756, p < .001$.
- cxiv A chi-square test was conducted to compare percentages of Staff respondents who felt valued by USF senior administrators by gender identity: $\chi^2(4, N = 642) = 25.044, p < .001$.
- cxv A chi-square test was conducted to compare percentages of Staff respondents who felt valued by USF senior administrators by disability status: $\chi^2(4, N = 652) = 11.727, p < .05$.
- cxvi A chi-square test was conducted to compare percentages of Staff respondents who think that coworkers in their work unit prejudice their abilities by staff status: $\chi^2(4, N = 664) = 11.091, p < .05$.
- cxvii A chi-square test was conducted to compare percentages of Staff respondents who think that their direct supervisor prejudices their abilities based by staff status: $\chi^2(4, N = 662) = 14.068, p < .01$.
- cxviii A chi-square test was conducted to compare percentages of Staff respondents who think that their direct supervisor prejudices their abilities by racial identity: $\chi^2(12, N = 643) = 23.771, p < .05$.
- cxix A chi-square test was conducted to compare percentages of Staff respondents who believe that their department/school encourages free and open discussion of difficult topics by gender identity: $\chi^2(4, N = 645) = 12.831, p < .05$.
- cxx A chi-square test was conducted to compare percentages of Staff respondents who felt that their skills were valued by gender identity: $\chi^2(4, N = 649) = 10.657, p < .05$.
- cxix A chi-square test was conducted to compare percentages of Staff respondents who felt that their work was valued by gender identity: $\chi^2(4, N = 647) = 9.744, p < .05$.

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 273$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 71 through 83). Question 35 queried Tenured and Tenure-Track Faculty respondents ($n = 273$), Question 37 addressed Non-Tenure-Track Faculty respondents ($n = 317$), and Question 39 addressed all Faculty respondents ($n = 596$). Chi-square analyses were conducted by faculty status (Tenured or Tenure-Track, Term, or Adjunct), gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Significant findings are published in this section.

Table 71 illustrates that 71% ($n = 192$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure and promotion were clear. Fifty-two percent ($n = 142$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their school/college. Sixty percent ($n = 164$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. No statistically significant differences were found between groups.

Sixteen percent ($n = 43$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that USF policies for delay of the tenure-clock are used by all faculty. A smaller percentage of Women respondents (8%, $n = 12$) than Men respondents (17%, $n = 18$) “agreed” that USF policies for delay of the tenure-clock are used by all faculty.

Table 71. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure and promotion are clear.	58	21.4	134	49.4	33	12.2	37	13.7	9	3.3
The tenure standards/promotion standards are applied equally to faculty in my school/college.	50	18.4	92	33.8	76	27.9	31	11.4	23	8.5
Supported and mentored during the tenure-track years.	62	22.8	102	37.5	57	21.0	37	13.6	14	5.1

Table 71. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
USF policies for delay of the tenure-clock are used by all faculty.	12	4.5	31	11.6	160	59.7	46	17.2	19	7.1
Gender identity ^{cxxii}										
Women	7	4.7	12	8.1	95	63.8	29	19.5	6	4.0
Men	5	4.8	18	17.1	58	55.2	13	12.4	11	10.5

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents (*n* = 273).

Table 72 illustrates that 63% (*n* = 170) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by USF. Eighty-eight percent (*n* = 238) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by USF. No statistically significant differences were found between groups.

Seventy-seven percent (*n* = 204) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by USF. A higher percentage of Men respondents (53%, *n* = 55) than Women respondents (40%, *n* = 59) “agreed” that their service contributions were valued by USF.

Thirteen percent (*n* = 35) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistically significant differences were found between groups.

Table 72. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by USF.	49	18.0	121	44.5	45	16.5	38	14.0	19	7.0
Teaching is valued by USF.	129	47.4	109	40.1	21	7.7	12	4.4	< 5	---
Service contributions are valued by USF.	84	31.6	120	45.1	30	11.3	26	9.8	6	2.3
Gender identity ^{cxxiii}										
Women	53	35.8	59	39.9	22	14.9	10	6.8	< 5	---

Table 72. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Men	27	26.0	55	52.9	7	6.7	13	12.5	< 5	---
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	12	4.5	23	8.6	55	20.6	104	39.0	73	27.3

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents (*n* = 273).

Fifty-five percent (*n* = 148) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 73). A higher percentage of Asian/Asian American/South Asian respondents (48%, *n* = 14) than White respondents (21%, *n* = 35) “strongly agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations, while Multiracial respondents (29%, *n* = 8) and Other Respondents of Color (40%, *n* = 12) did not statistically differ from the other two groups.

Fifty-three percent (*n* = 144) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. No statistically significant differences were found between groups.

Forty-one percent (*n* = 110) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that USF is supportive of taking extended leave (e.g., FMLA, parental). Seven percent (*n* = 17) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty members in their departments who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure. No statistically significant differences were found between groups.

Table 73. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	77	28.4	71	26.2	46	17.0	59	21.8	18	6.6
Racial identity ^{cxxiv}										
Asian/Asian American/South Asian	14	48.3	6	20.7	< 5	---	5	17.2	0	0.0
White	35	20.6	46	27.1	29	17.1	44	25.9	16	9.4
Other Person of Color	12	40.0	9	30.0	< 5	---	< 5	---	< 5	---
Multiracial	8	28.6	8	28.6	8	28.6	< 5	---	0	0.0
I perform more work to help students than do my colleagues.	62	23.0	82	30.4	71	26.3	47	17.4	8	3.0
USF is supportive of taking extended leave (e.g., FMLA, parental).	41	15.2	69	25.6	135	50.0	16	5.9	9	3.3
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	6	2.3	11	4.2	135	50.9	67	25.3	46	17.4

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents (*n* = 273).

Twenty-four percent (*n* = 64) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (Table 74). No statistically significant differences were found between groups.

Forty-five percent (*n* = 120) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within USF committees. A higher percentage of LGBQ respondents (33%, *n* = 13) than Heterosexual respondents (15%, *n* = 32) “disagreed” that faculty opinions were valued within USF committees, while a higher percentage of Heterosexual respondents (10%, *n* = 22) than LGBQ respondents (0%, *n* = 0) “strongly disagreed” with the statement.

Twenty-three percent (*n* = 61) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive

committee assignments, while 57% ($n = 155$) “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Table 74. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators.	6	2.2	58	21.6	70	26.1	74	27.6	60	22.4
Faculty opinions are valued within USF committees.	14	5.2	106	39.4	73	27.1	50	18.6	26	9.7
Sexual identity ^{cxxv}										
LGBQ	< 5	---	13	33.3	10	25.6	13	33.3	0	0.0
Heterosexual	11	5.2	87	41.0	60	28.3	32	15.1	22	10.4
I would like more opportunities to participate in substantive committee assignments.	10	3.7	51	18.9	109	40.4	65	24.1	35	13.0
I have opportunities to participate in substantive committee assignments.	45	16.7	110	40.7	75	27.8	30	11.1	10	3.7

Note: Table reports only responses from Tenured and Tenure-Track Faculty respondents ($n = 273$).

Ninety-nine (99) Tenured and Tenure-Track Faculty respondents elaborated on their responses to previous statements regarding tenure and promotion criteria, research, teaching, service, leave policies, faculty opinions, and substantive committee assignments. Four themes emerged from the responses: lack of faith in senior leadership, faculty input, tenure/promotion criteria, and service.

Lack of Faith in Senior Leadership- In the first theme, respondents remarked on the actions of USF’s current senior leadership. One respondent wrote, “Senior administrators are detached, arrogant and have totally failed to convey any sense of strategic direction. Their eloquent rhetoric on diversity does not match actual university policies or support which are woefully lacking.” Another respondent shared, “I, like many faculty, have been disappointed with the recent changes in senior leadership. The last contract negotiation felt more hostile than necessary.” Other respondents explained, “The working condition has become highly

deteriorated and I no longer feel valued,” and “I feel that my work is undervalued, and that the upper administration does not understand how much work faculty do for the university and our students.” Respondents occasionally contrasted past administrations with the current administration, often remarking that the climate has declined under the current administration. According to one respondent, “The positive work environment and support for faculty and staff, which had been steadily built over the last two decades, have now gone down the drain under the current top administration at USF in the last couple of years. It's an oppressive, bureaucratic, corporate environment of interference, surveillance, bean counting, and top-shelf narcissism.” Some respondents did clarify that critiques of current leadership did not include their Dean, but rather, senior leadership. For example, one respondent wrote, “My dean takes concerns seriously, but not upper administration such as President, Provost, Sr. VPs.” Other respondents shared, “The Dean of Arts and Sciences has been terrifically supportive of the faculty, but the upper administration has not supported faculty or an academically driven budget,” “In my experience, the Dean's Office has always been welcoming and responsive to faculty input. The new Provost, however, does not seem to value the input or contributions of faculty,” and “My Dean is very supportive and open to feedback, I do not feel the same about the Provost.”

Faculty Input- In the second theme, respondents asserted that there is a disregard for faculty input in various decision-making processes, particularly by senior administrators. One respondent wrote, “We have basically no confidence that our voices are being heard.” Another respondent noted, “Faculty are not listened to by administrators who would much prefer to reduce faculty roles to nothing more than an employee to be hired and fired at will.” Respondents also shared, “Under the current administration, it seems faculty input is not truly desired nor are faculty viewpoints taken seriously,” “Faculty are especially concerned that current leadership is not taking faculty opinion seriously,” “Under the current administration (the upper admin, not the Dean leave[sic], but vice provost, provost, president), it does not feel as though faculty input is taken seriously at all.” Another respondent offered, “I have seen a substantive reduction in the value placed on faculty comments from upper administration.” Respondents referenced recent contract negotiations as an example of senior administrators’ failure to consider faculty input. One respondent wrote, “Current higher-level administration, and their approach to the most recent contract negotiation, showed a nearly total disregard for faculty voice and faculty needs.”

Tenure/Promotion Criteria- In the third theme, respondents discussed criteria for promotion, tenure, and application of the criteria in practice. Regarding lack of clarity in criteria, one respondent stated, “Tenure/promotion standards are very vague and thus open to individual and subjective interpretation.” Other respondents explained, “It is entirely unclear to me what the Promotion/Tenure standards are,” “Tenure process is vague and research isn't valued as much as it should be in a university,” and “I think the criteria for tenure needs to be revisited. It is so ambiguous (research) and unrealistic (teaching).” Regarding tenure and promotion, one respondent noted, “Criteria for tenure have changed drastically in past few years as has leadership in school/university; tenure expectations are unrealistic with high service/teaching; in addition, tenure expectations are unclear.”

Service- In the fourth theme, respondents identified the burden of faculty service expectations. Respondents wrote, “I think that USF expects a tremendous amount of service to the department, school and university. I would like to see that lessened and service to the outside community be increased” and “The service expectations also seem much higher at USF than at other institutions I know, and often seems taken for granted by the administration.” Respondents specifically noted that current service expectations limit research productivity. According to respondents, “My teaching and service responsibilities overwhelm my ability to conduct research. Service is especially overwhelming” and “Service demands are astronomical at USF and are costly to my research.” Respondents attributed an increase in service expectations to the university’s increase in enrollment. One respondent explained, “I have heard administration acknowledge the growing service burdens associated with more students and more diverse students for some programs, but not in meaningful way (i.e. it feels like they always just want us to put in more and more time while having the same expectations for other types of service, teaching, and research).” Respondents also explained that faculty of color and women faculty frequently perform more service work than their non-minority colleagues. One respondent wrote, “People of color are disproportionately impacted by service to the university. This can be mentoring students of color because their CASA or academic advisor cannot support them as a student of color at USF or it can be faculty of color being pulled to serve on any and every committee because they need to ‘diversify’ the committee. This is problematic because people of color carry a much heavier service load, but are not compensated fairly for the extra work nor is the work even acknowledged.” Another respondent shared, “Simply put, and this is no surprise because it

happens everywhere: faculty of color do more service, and are asked to do more service, than white faculty. FOC also do far more informal service in terms of mentoring students of color.” Noting the gender disparity in the amount of service Faculty engage in, respondents wrote, “Some faculty do very little service and advising. Others do too much. There is no way to address this. The gender dynamics along these lines are absolutely crazy” and “Women do more service work.” One respondent offered, “The university needs to be more aware of this disparity and train administrators and department chairs to measure service assignments/commitments to correct disparities.”

Survey Question 37 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by faculty status (Term or Adjunct), gender identity, racial identity, sexual identity, disability status, and religious affiliation.

Table 75 indicates that 37% ($n = 118$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. No statistically significant differences were found between groups.

Twenty-two percent ($n = 71$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were applied equally to all positions. A higher percentage of Term Faculty respondents (27%, $n = 24$) than Adjunct Faculty respondents (17%, $n = 40$) “disagreed” that the criteria used for contract renewal were applied equally to all positions. A higher percentage of LGBTQ respondents (22%, $n = 11$) than Heterosexual respondents (11%, $n = 26$) “strongly disagreed” that the criteria used for contract renewal were applied equally to all positions.

Sixty-four percent ($n = 206$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that there are clear expectations of their responsibilities. A higher percentage of Adjunct Faculty respondents (25%, $n = 57$) than Term Faculty respondents (7%, $n = 6$) “strongly agreed” that there are clear expectations of their responsibilities.

Eighteen percent ($n = 58$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 75. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	31	9.8	87	27.4	78	24.6	79	24.9	42	13.2
The criteria used for contract renewal are applied equally to all positions.	21	6.6	50	15.7	143	45.0	64	20.1	40	12.6
Faculty status ^{cxxvi}										
Term	< 5	---	18	20.5	33	37.5	24	27.3	12	13.6
Adjunct	20	8.7	32	13.9	110	47.8	40	17.4	28	12.2
Sexual identity ^{cxxvii}										
LGBQ	5	10.0	< 5	---	23	46.0	9	18.0	11	22.0
Heterosexual	14	5.8	45	18.6	108	44.6	49	20.2	26	10.7
There are clear expectations of my responsibilities.	63	19.7	143	44.7	42	13.1	52	16.3	20	6.3
Faculty status ^{cxxviii}										
Term	6	6.8	38	43.2	13	14.8	23	26.1	8	9.1
Adjunct	57	24.6	105	45.3	29	12.5	29	12.5	12	5.2
I have job security.	10	3.2	48	15.1	74	23.3	89	28.1	96	30.3

Note: Table reports only responses from Non-Tenure-Track Faculty respondents ($n = 317$).

Table 76 illustrates that 60% ($n = 192$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by USF and 76% ($n = 243$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by USF. No statistically significant differences were found between groups.

Seventy-two percent ($n = 227$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that service is valued by USF. A higher percentage of Term Faculty respondents (50%, $n = 43$) than Adjunct Faculty respondents (31%, $n = 70$) “agreed” that service is valued by USF.

Table 76. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by USF.	63	19.8	129	40.6	85	26.7	25	7.9	16	5.0
Teaching is valued by USF.	129	40.3	114	35.6	41	12.8	22	6.9	14	4.4
Service is valued by USF.	114	36.3	113	36.0	51	16.2	24	7.6	12	3.8
Faculty status ^{xxxix}										
Term	29	33.7	43	50.0	6	7.0	5	5.8	< 5	---
Adjunct	85	37.3	70	30.7	45	19.7	19	8.3	9	3.9

Note: Table reports only responses from Non-Tenure-Track Faculty respondents (*n* = 317).

Twenty percent (*n* = 62) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 77). A higher percentage of Term Faculty respondents (45%, *n* = 39) than Adjunct Faculty respondents (10%, *n* = 23) “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations. A higher percentage of Respondents of Color (21%, *n* = 17) than White respondents (7%, *n* = 13) “strongly agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations, while Multiracial (0%, *n* = 0) respondents were not statistically different from the other two groups.

Thirty-five percent (*n* = 111) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. A higher percentage of Term Faculty respondents (59%, *n* = 52) than Adjunct Faculty respondents (26%, *n* = 59) “strongly agreed” or “agreed” that they performed more work to help students than did their colleagues. A higher percentage of At Least One Disability respondents (36%, *n* = 9) than No Disability respondents (19%, *n* = 54) “agreed” with the statement.

One-third (33%, *n* = 106) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. A higher percentage

of Term Faculty respondents (24%, $n = 21$) than Adjunct Faculty respondents (11%, $n = 25$) “strongly agreed” that they felt pressured to do extra work that was uncompensated.

Twenty-nine percent ($n = 93$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators. No statistically significant differences were found between groups.

Thirty-three percent ($n = 104$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by tenured/tenure-track faculty. A higher percentage of At Least One Disability respondents (28%, $n = 7$) than No Disability respondents (11%, $n = 30$) “strongly disagreed” that their opinions were taken seriously by tenured/tenure-track faculty.

Table 77. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	32	10.3	30	9.6	116	37.3	95	30.5	38	12.2
Faculty status ^{cxxx}										
Term	21	24.1	18	20.7	24	27.6	21	24.1	< 5	---
Adjunct	11	4.9	12	5.4	92	41.1	74	33.0	35	15.6
Racial identity ^{cxxxi}										
Person of Color	17	20.5	8	9.6	24	28.9	28	33.7	6	7.2
White	13	6.8	18	9.4	76	39.8	56	29.3	28	14.7
Multiracial	0	0.0	< 5	---	9	42.9	7	33.3	< 5	---
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).	47	14.8	64	20.1	127	39.9	67	21.1	13	4.1

Table 77. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty status ^{cxixii}										
Term	27	30.7	25	28.4	22	25.0	14	15.9	0	0.0
Adjunct	20	8.7	39	17.0	105	45.7	53	23.0	13	5.7
Disability status ^{cxixiii}										
No Disability	39	13.8	54	19.1	114	40.4	64	22.7	11	3.9
At Least One Disability	7	28.0	9	36.0	6	24.0	< 5	---	< 5	---
Pressured to do extra work that is uncompensated.	46	14.5	60	18.9	106	33.4	75	23.7	30	9.5
Faculty status ^{cxixiv}										
Term	21	23.9	19	21.6	28	31.8	17	19.3	< 5	---
Adjunct	25	10.9	41	17.9	78	34.1	58	25.3	27	11.8
Non-Tenure-Track Faculty opinions are taken seriously by senior administrators.	20	6.3	73	22.8	106	33.1	66	20.6	55	17.2
Non-Tenure-Track Faculty opinions are taken seriously by tenured/tenure-track faculty.	21	6.6	83	26.0	98	30.7	78	24.5	39	12.2
Disability status ^{cxixv}										
No Disability	21	7.4	78	27.6	89	31.4	65	23.0	30	10.6
At Least One Disability	0	0.0	< 5	---	6	24.0	10	40.0	7	28.0

Note: Table reports only responses from Non-Tenure-Track Faculty respondents (*n* = 317).

One hundred nineteen (119) Non-Tenure-Track Faculty respondents elaborated on their responses to previous statements regarding contract renewal, research, teaching, service, workload, job security, and faculty opinions. Two themes emerged from the responses: additional tasks and job security.

Additional Tasks- In the first theme, respondents commented on the array of work requirements respondents experience, in addition to their teaching expectations. One respondent explained, “I do not feel compensated for hours spent outside of the classroom: particularly grading, planning, and collaborating with outer instructors. I work seven days a week, and yet I'm considered part-time. It's not clear to me how much of my own time I'm expected to give.” Other respondents

wrote, “Contracts are unrealistic. The job requires more time than allotted” and “Required to be on campus uncompensated on non-teaching days for department activities, recitals, mid semester performances.” Another respondent noted, “I feel that there are more and more admin (non-teaching) tasks to do e.g. harassment online training, computer security online training, filling out this survey, etc.” Respondents also noted their compensation in relation to the actual number of hours worked per week. Respondents shared, “I’ve put in many hours of training, meetings, and events that were never compensated in any way besides some fancy food. Pay ad-juncts better” and “For the amount of work that I put in to teach, I would like to be able to earn a living wage. My compensation does not come close to this.” One respondent noted, “As an adjunct at USF I get paid for 3 hrs a week spent at USF (1 hr instructors meeting, 2 hr lab), as a lump sum at the end of the semester (around \$2780). However, to review and prepare lab material, et[sic] and mark weekly quizzes and assignments, easily takes at least another 12 hrs a week. If calculated realistically for the actual hours worked, the rate is around \$6.25 per hour at most.”

Job Security- In the third theme, respondents described the lack of job security they experience as Non-Tenure-Track Faculty. According to one respondent, “I believe all part-time adjunct faculty feel their employment lacks job security. It’s a very unfortunate for hard working faculty members, who continually have to seek employment at multiple universities in order to maintain a steady income.” Other respondents noted, “I love my work and feel that I make strong contributions to my students and department, but my position feels continually tenuous and that uncertainty is a constant source of anxiety and stress” and “Generally, I feel that my position is tenuous, which causes me to continually think of a back-up career plan in the event that my contract is not renewed.” Some respondents noted they have PHP status, but clarified that this has not reduced their concerns about lack of job security. Specifically, participants stated, “It’s hard to feel I have job security. That is my main concern. I do have PHP, which makes me feel a little better, but I’ve been bumped from classes in the past from people with seniority” and “As an adjunct faculty member, I do not have job security. Even though I ... have high level of seniority in my dept/field, there is no real security in my job as I am offered a semesterly contract weeks into the semester. I am also told by my department and college that there is no guarantee of a course assignment each semester.” Another respondent stated, “Even though I have PHP status my classes can be taken by Tenure Faculty. Consequently, there is no real job

security. And where I would hesitate to take a class from a lower ranking Adjunct they see it as their unquestionable right to take a class from Adjunct faculty.”

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 78). Chi-square analyses were conducted by faculty status (Tenured or Tenure-Track, Term, or Adjunct), gender identity, racial identity, sexual identity, disability status, citizenship status, and religious affiliation. Significant findings are published in this section.

Thirty-nine percent ($n = 226$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. A higher percentage of Tenured/Tenure-Track Faculty respondents (14%, $n = 37$) than Adjunct Faculty respondents (5%, $n = 10$) “strongly agreed” that salaries for tenure-track faculty positions are competitive, while a higher percentage of both Tenured/Tenure-Track Faculty respondents (40%, $n = 108$) and Term Faculty respondents (33%, $n = 29$), compared with Adjunct Faculty respondents (16%, $n = 36$), “agreed” that salaries for tenure-track faculty positions are competitive.

Thirty-eight percent ($n = 221$) of Faculty respondents “strongly agreed” or “agreed” that salaries for adjunct professors were competitive. A lower percentage of Tenured/Tenure-Track Faculty respondents (20%, $n = 52$) than Term Faculty respondents (37%, $n = 33$) or Adjunct Faculty respondents (40%, $n = 88$) “agreed” that salaries for adjunct professors are competitive. In terms of spiritual/religious affiliation, a higher percentage of Other Faith-Based Affiliation respondents (17%, $n = 12$) and Multiple Affiliation respondents (19%, $n = 10$) than No Affiliation respondents (5%, $n = 14$) “strongly agreed” that salaries for adjunct professors are competitive.

Fifty-eight percent ($n = 338$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. A lower percentage of Adjunct Faculty respondents (32%, $n = 72$) than either Term Faculty respondents (78%, $n = 66$) or Tenured/Tenure-Track Faculty respondents (74%, $n = 200$) “strongly agreed” or “agreed” that health insurance benefits were competitive.

Twenty percent ($n = 112$) of Faculty respondents “strongly agreed” or “agreed” that the child care subsidy was competitive. A lower percentage of Adjunct Faculty respondents (5%, $n = 12$)

than either Term Faculty respondents (27%, $n = 23$) or Tenured/Tenure-Track Faculty respondents (22%, $n = 58$) “agreed” that the child care subsidy was competitive.

Thirty-eight percent ($n = 218$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. A lower percentage of Adjunct Faculty respondents (18%, $n = 39$) than either Term Faculty respondents (59%, $n = 50$) or Tenured/Tenure-Track Faculty respondents (49%, $n = 129$) “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. A higher percentage of Men respondents (37%, $n = 76$) than Women respondents (26%, $n = 89$) “agreed” that retirement/supplemental benefits were competitive.

Table 78. Faculty Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	53	9.1	173	29.6	276	47.2	59	10.1	24	4.1
Faculty status ^{xxxxvi}										
Tenured/Tenure-Track	37	13.6	108	39.6	59	21.6	50	18.3	19	7.0
Term	6	6.7	29	32.6	46	51.7	5	5.6	< 5	---
Adjunct	10	4.5	36	16.1	171	76.7	< 5	---	< 5	---
Salaries for adjunct professors are competitive.	48	8.3	173	29.9	208	36.0	101	17.5	48	8.3
Faculty status ^{xxxxvii}										
Tenured/Tenure-Track	20	7.5	52	19.5	114	42.7	56	21.0	25	9.4
Term	6	6.7	33	37.1	37	41.6	8	9.0	5	5.6
Adjunct	22	9.9	88	39.6	57	25.7	37	16.7	18	8.1
Religious/spiritual affiliation ^{xxxxviii}										
Christian	11	6.8	46	28.4	62	38.3	30	18.5	13	8.0
Other Faith-Based Affiliation	12	17.1	17	24.3	19	27.1	12	17.1	10	14.3
No Affiliation	14	5.3	86	32.8	94	35.9	49	18.7	19	7.3
Multiple Affiliations	10	18.9	19	35.8	16	30.2	5	9.4	< 5	---
Health insurance benefits are competitive.	85	14.6	253	43.5	169	29.1	46	7.9	28	4.8
Faculty status ^{xxxxix}										

Table 78. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tenured/Tenure-Track	56	20.7	144	53.1	54	19.9	15	5.5	< 5	---
Term	17	20.0	49	57.6	14	16.5	< 5	---	< 5	---
Adjunct	12	5.3	60	26.7	101	44.9	28	12.4	24	10.7
Child care subsidy is competitive.	19	3.3	93	16.2	364	63.5	53	9.2	44	7.7
Faculty status ^{exl}										
Tenured/Tenure-Track	14	5.3	58	21.9	142	53.6	35	13.2	16	6.0
Term	< 5	---	23	26.7	48	55.8	7	8.1	< 5	---
Adjunct	< 5	---	12	5.4	174	78.4	11	5.0	24	10.8
Retirement/supplemental benefits are competitive.	47	8.2	171	29.8	242	42.2	74	12.9	39	6.8
Faculty status ^{exli}										
Tenured/Tenure-Track	33	12.5	96	36.2	80	30.2	40	15.1	16	6.0
Term	8	9.4	42	49.4	24	28.2	7	8.2	< 5	---
Adjunct	6	2.7	33	14.8	138	61.9	27	12.1	19	8.5
Gender identity ^{exlii}										
Women	24	7.1	89	26.2	154	45.3	49	14.4	24	7.1
Men	21	10.3	76	37.4	74	36.5	21	10.3	11	5.4

Note: Table reports only responses from Faculty respondents (*n* = 596).

One-fourth (25%, *n* = 147) of Faculty respondents “strongly agreed” or “agreed” that USF provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 79). A lower percentage of Adjunct Faculty respondents (12%, *n* = 26) than either Term Faculty respondents (30%, *n* = 27) or Tenured/Tenure-Track Faculty respondents (26%, *n* = 71) “agreed” that USF provided adequate resources to help them manage work-life balance. A higher percentage of Women respondents (25%, *n* = 85) than Men respondents (13%, *n* = 27) “disagreed” that USF provided adequate resources to help them manage work-life balance. A higher percentage of At Least One Disability respondents (30%, *n* = 14) than No Disability respondents (11%, *n* = 56) “strongly disagreed” with the statement.

Table 79. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
USF provides adequate resources to help me manage work-life balance.	23	3.9	124	21.2	248	42.3	117	20.0	74	12.6
Faculty status ^{cxliii}										
Tenured/Tenure-Track	12	4.4	71	26.1	85	31.3	66	24.3	38	14.0
Term	6	6.7	27	30.3	35	39.3	13	14.6	8	9.0
Adjunct	5	2.2	26	11.6	128	56.9	38	16.9	28	12.4
Gender identity ^{cxliv}										
Woman	9	2.6	65	18.7	145	41.8	85	24.5	43	12.4
Man	13	6.3	53	25.5	92	44.2	27	13.0	23	11.1
Disability status ^{cxlv}										
No Disability	22	4.2	116	22.1	224	42.7	106	20.2	56	10.7
At Least One Disability	< 5	---	< 5	---	18	39.1	9	19.6	14	30.4

Note: Table reports only responses from Faculty respondents (*n* = 596).

As noted in Table 80, 49% (*n* = 287) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they do others in their position. A lower percentage of Adjunct Faculty respondents (28%, *n* = 63) than either Term Faculty respondents (48%, *n* = 43) or Tenured/Tenure-Track Faculty respondents (42%, *n* = 114) “agreed” that their colleagues included them in opportunities that would help their career as much as they do others in their position. A higher percentage of LGBTQ respondents (20%, *n* = 18) than Heterosexual respondents (11%, *n* = 48) “strongly agreed” that their colleagues included them in opportunities that would help their career as much as they do others in their position. A higher percentage of At Least One Disability respondents (22%, *n* = 10) than No Disability respondents (5%, *n* = 27) “strongly disagreed” that their colleagues included them in opportunities that would help their career as much as they do others in their position.

Thirty-nine percent (*n* = 226) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. A higher percentage of Adjunct Faculty respondents (17%, *n* = 37) than Tenured/Tenure-Track Faculty respondents (5%, *n* = 14) “strongly disagreed”

that the performance evaluation process was clear, while Term Faculty respondents (10%, $n = 9$) were not statistically different from the other two groups. A higher percentage of Women respondents (27%, $n = 93$) than Men respondents (17%, $n = 36$) “disagreed” that the performance evaluation process was clear, while a lower percentage of Women respondents (7%, $n = 24$) than Men respondents (13%, $n = 27$) “strongly disagreed” that the performance evaluation process was clear.

Seventy-two percent ($n = 419$) of Faculty respondents “strongly agreed” or “agreed” that USF provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, travel). Significant differences emerged based on Faculty status, with 42% ($n = 113$) of Tenured/Tenure-Track Faculty respondents, 25% ($n = 22$) of Term Faculty respondents, and 12% ($n = 27$) of Adjunct Faculty respondents “strongly agreeing” that USF provided them with resources to pursue professional development. A higher percentage of U.S. Citizen-Naturalized respondents (15%, $n = 10$) than U.S. Citizen-Birth respondents (5%, $n = 23$) “strongly disagreed” that USF provided them with resources to pursue professional development, with Not-U.S. Citizen respondents not being statistically different from the other two groups. A larger percentage of Other Faith-Based Affiliation respondents (41%, $n = 29$) than Christian respondents (23%, $n = 37$) “strongly agreed” that USF provided them with resources to pursue professional development, while a smaller percentage of Other Faith-Based Affiliation respondents (28%, $n = 20$) than Multiple Affiliation respondents (59%, $n = 31$) “agreed” that USF provided them with resources to pursue professional development (the other groups not mentioned were not statistically different). In terms of disability status, a lower percentage of At Least One Disability respondents (26%, $n = 12$) “agreed” that USF provided them with resources to pursue professional development, compared with No Disability respondents (47%, $n = 243$).

Half (50%, $n = 292$) of Faculty respondents “strongly agreed” or “agreed” that they felt positively about their career opportunities at USF. A higher percentage of Tenured/Tenure-Track Faculty respondents (22%, $n = 60$) than Term Faculty respondents (10%, $n = 9$) or Adjunct Faculty respondents (8%, $n = 17$) “strongly agreed” that they felt positively about their career opportunities at USF. A larger percentage of Christian respondents (46%, $n = 75$) than Other Faith-Based Affiliation respondents (24%, $n = 17$) “agreed” that they felt positively about their career opportunities at USF, while No Affiliation respondents (35%, $n = 93$) and Multiple

Affiliation respondents (31%, $n = 16$) were not statistically different from the other two groups. A lower percentage of At Least One Disability respondents (21%, $n = 10$) “agreed” that they felt positively about their career opportunities at USF, compared with No Disability respondents (37%, $n = 191$).

Two-thirds (67%, $n = 391$) of Faculty respondents “strongly agreed” or “agreed” that they would recommend USF as a good place to work. A lower percentage of At Least One Disability respondents (30%, $n = 14$) “agreed” that they would recommend USF as a good place to work, compared with No Disability respondents (49%, $n = 256$).

Forty-seven percent ($n = 275$) of Faculty respondents “strongly agreed” or “agreed” that they had job security. A higher percentage of Tenured/Tenure-Track Faculty respondents (79%, $n = 212$) than Term Faculty respondents (26%, $n = 23$) or Adjunct Faculty respondents (18%, $n = 40$) “strongly agreed” or “agreed” that they had job security. A higher percentage of Men respondents (26%, $n = 54$) than Women respondents (13%, $n = 46$) “strongly agreed” that they had job security.

Table 80. Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	67	11.5	220	37.6	198	33.8	62	10.6	38	6.5
Faculty status ^{cxlvi}										
Tenured/Tenure-Track	40	14.8	114	42.1	82	30.3	27	10.0	8	3.0
Term	8	9.0	43	48.3	20	22.5	14	15.7	< 5	---
Adjunct	19	8.4	63	28.0	96	42.7	21	9.3	26	11.6
Sexual identity ^{cxlvii}										
LGBQ	18	20.2	27	30.3	27	30.3	13	14.6	< 5	---
Heterosexual	48	10.6	177	39.2	159	35.2	42	9.3	26	5.8
Disability status ^{cxlviii}										
No Disability	60	11.5	197	37.7	185	35.4	54	10.3	27	5.2
At Least One Disability	5	10.9	16	34.8	10	21.7	5	10.9	10	21.7

Table 80. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	38	6.5	188	32.2	161	27.6	136	23.3	60	10.3
Faculty status ^{cxlix}										
Tenured/Tenure-Track	25	9.3	100	37.0	72	26.7	59	21.9	14	5.2
Term	< 5	---	33	37.1	22	24.7	21	23.6	9	10.1
Adjunct	9	4.0	55	24.6	67	29.9	56	25.0	37	16.5
Gender identity ^{cl}										
Women	19	5.5	109	31.7	99	28.8	93	27.0	24	7.0
Men	18	8.7	74	35.6	53	25.5	36	17.3	27	13.0
USF provides me with resources to pursue professional development.	162	27.6	257	43.9	84	14.3	48	8.2	35	6.0
Faculty status ^{cli}										
Tenured/Tenure-Track	113	41.7	125	46.1	19	7.0	11	4.1	< 5	---
Term	22	24.7	39	43.8	14	15.7	8	9.0	6	6.7
Adjunct	27	11.9	93	41.2	51	22.6	29	12.8	26	11.5
Citizenship status ^{clii}										
U.S. Citizen-Birth	125	27.0	208	44.9	70	15.1	37	8.0	23	5.0
U.S. Citizen-Naturalized	17	25.8	25	37.9	11	16.7	< 5	---	10	15.2
Not-U.S. Citizen	16	33.3	21	43.8	< 5	---	7	14.6	< 5	---
Religious/spiritual affiliation ^{cliii}										
Christian	37	22.6	75	45.7	23	14.0	15	9.1	14	8.5
Other Faith-Based Affiliation	29	40.8	20	28.2	11	15.5	8	11.3	< 5	---
No Affiliation	71	26.7	119	44.7	44	16.5	21	7.9	11	4.1
Multiple Affiliations	14	26.4	31	58.5	< 5	---	< 5	---	< 5	---
Disability status ^{cliv}										
No Disability	140	26.8	243	46.5	72	13.8	43	8.2	25	4.8
At Least One Disability	16	34.0	12	25.5	9	19.1	< 5	---	9	19.1
Positive about my career opportunities at USF.	86	14.8	206	35.4	178	30.6	62	10.7	50	8.6
Faculty status ^{clv}										
Tenured/Tenure-Track	60	22.3	113	42.0	62	23.0	19	7.1	15	5.6
Term	9	10.2	31	35.2	27	30.7	14	15.9	7	8.0

Table 80. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Adjunct	17	7.6	62	27.6	89	39.6	29	12.9	28	12.4
Religious/spiritual affiliation ^{clvi}										
Christian	22	13.3	75	45.5	35	21.2	18	10.9	15	9.1
Other Faith-Based Affiliation	16	22.5	17	23.9	25	35.2	5	7.0	8	11.3
No Affiliation	35	13.3	93	35.2	91	34.5	26	9.8	19	7.2
Multiple Affiliations	11	21.2	16	30.8	16	30.8	7	13.5	< 5	---
Disability status ^{clvii}										
No Disability	75	14.5	191	36.8	159	30.6	56	10.8	38	7.3
At Least One Disability	9	19.1	10	21.3	12	25.5	5	10.6	11	23.4
I would recommend USF as a good place to work.	115	19.6	276	47.0	125	21.3	43	7.3	28	4.8
Disability status ^{clviii}										
No Disability	107	20.4	256	48.9	107	20.4	35	6.7	19	3.6
At Least One Disability	8	17.0	14	29.8	11	23.4	7	14.9	7	14.9
I have job security.	102	17.5	173	29.7	110	18.9	101	17.3	97	16.6
Faculty status ^{clix}										
Tenured/Tenure-Track	91	33.7	121	44.8	39	14.4	11	4.1	8	3.0
Term	< 5	---	19	21.3	27	30.3	24	27.0	15	16.9
Adjunct	7	3.1	33	14.7	44	19.6	66	29.5	74	33.0
Gender identity ^{clx}										
Women	46	13.3	99	28.7	68	19.7	67	19.4	65	18.8
Men	54	26.0	66	31.7	37	17.8	28	13.5	23	11.1

Note: Table reports only responses from Faculty respondents (*n* = 596).

One hundred eighty-five (185) Faculty respondents elaborated on previous statements regarding salary, benefits, child care, work-life balance, performance evaluations, and job security. Two themes emerged from the responses: salary in relation to cost of living in the Bay Area and job security.

Salary in Relation to Cost of Living in the Bay Area- In the first theme, respondents remarked on their compensation in relation to the cost of living in the Bay Area. Respondents wrote, “USF does not adequately compensate for the cost of living in San Francisco and the bay area” and

“Salaries are not competitive for the SF Bay Area and the assistance the University provides for housing is a complete joke.” One respondent shared, “The cost of living in the bay area is horrible and despite our high salaries (from a national perspective) I have a lot of financial insecurity and would hesitate to recommend USF because I don't feel that the leadership is adequately concerned about faculty financial well-being.” Another respondent explained, “On the national scale, our salary and benefits are competitive, but if you consider the cost of living in bay area, it is not enough at all to raise a child, save for retirement and secure a housing.” Respondents also offered, “pay is severely un-competitive, considering cost-of-living in usf community,” “Salaries are competitive compared with other universities, however, they do not account for the high cost of living in San Francisco,” and “I do think USF is competitive compared to other institutions in terms of salary and benefits, in the abstract. The problem is that we live in one of the most expensive cities in the world, and it isn't competitive enough for that.” One respondent shared, “The cost of living is so high in the San Francisco Bay Area that compensation is no longer competitive. I . . . live a 1.5 hour-commute from campus. This is not sustainable for USF's faculty and must be addressed.”

Job Security- In the second theme, respondents discussed the lack of job security associated with their position or their perception that their job security, even in association with a tenured/tenure-track position, can be precarious. Respondents who identified as Adjunct Faculty offered, “For adjunct faculty there is no job security anywhere,” “As an adjunct faculty, I understand that job security is not there by nature of the role,” and “As an adjunct I do not have "job security." I serve at the whim of whomever is making the schedule that semester.” Respondents also wrote, “I do not have job security as an adjunct faculty, and that is not related to USF, is related to being an adjunct” and “I'm an adjunct faculty so job security is not built into that kind of position.” Another respondent shared, “Even with PHP, I have no job security. Adjuncts, even those of us who have been here a long time and have good records of teaching, are never guaranteed work, so there is no security.” Tenured/Tenure-Track Faculty respondents also described a lack of job security for Faculty at USF. Specifically, respondents shared, “All of the talk of budget crisis ALL THE TIME makes me feel like there is never job security at USF,” “I will go for tenure next year. I have done everything I could. Still, I am worried about my job security,” and “Job security is more questionable of late due to the mismanagement of admissions and expectation of rising tuition fees, which may impact overall revenues.”

Tables 81 through 83 depict Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at USF. Subsequent analyses were conducted to identify significant differences in responses by faculty status (Tenured or Tenure-Track, Term, or Adjunct), gender identity, racial identity, sexual identity, disability status, citizenship status, and religious affiliation. Significant findings are published in this section.

Seventy-two percent ($n = 427$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program (Table 81). A higher percentage of Adjunct Faculty respondents (8%, $n = 18$) than Tenured/Tenure-Track Faculty respondents (3%, $n = 7$) "strongly disagreed" that they felt valued by faculty in their department/program, while Term Faculty respondents (6%, $n = 5$) did not statistically differ from the other two groups. A lower percentage of At Least One Disability respondents (19%, $n = 9$) "strongly agreed" that they felt valued by faculty in their department/program, compared with No Disability respondents (33%, $n = 175$).

Seventy-three percent ($n = 428$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department chair/program director. A higher percentage of No Disability respondents (41%, $n = 217$) than At Least One Disability respondents (23%, $n = 11$) "strongly agreed" that they felt valued by their department chair/program director.

Sixty-five percent ($n = 386$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by other faculty at USF. A lower percentage of Adjunct Faculty respondents (29%, $n = 67$) than Tenured/Tenure-Track Faculty respondents (50%, $n = 136$) or Term Faculty respondents (44%, $n = 39$) "agreed" that they felt valued by other faculty at USF. A higher percentage of At Least One Disability respondents (21%, $n = 10$) "strongly disagreed" that they felt valued by other faculty at USF, compared with No Disability respondents (2%, $n = 10$).

Eighty-seven percent ($n = 506$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by students in the classroom. A small, but statistically higher percentage of LGBTQ respondents (7%, $n = 6$) than Heterosexual respondents (2%, $n = 10$) "disagreed" that they felt valued by students in the classroom.

Thirty-six percent ($n = 211$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by USF senior administrators (e.g., dean, vice president, provost). A lower percentage of Women respondents (12%, $n = 42$) “strongly agreed” that they felt valued by USF senior administrators, compared with Men respondents (20%, $n = 41$). In terms of religious/spiritual affiliation, a higher percentage of Other Faith-Based Affiliation respondents (26%, $n = 18$) than No Affiliation respondents (12%, $n = 31$) “strongly agreed” that they felt valued by USF senior administrators, while Christian respondents (15%, $n = 24$) and Multiple Affiliation respondents (17%, $n = 9$) did not statistically differ from the other two groups. A higher percentage of At Least One Disability respondents (31%, $n = 15$) “strongly disagreed” that they felt valued by USF senior administrators, compared with No Disability respondents (13%, $n = 69$).

Table 81. Faculty Respondents’ Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	188	31.8	239	40.4	82	13.9	52	8.8	30	5.1
Faculty status ^{clxi}										
Tenured/Tenure-Track	91	33.6	121	44.6	29	10.7	23	8.5	7	2.6
Term	30	33.7	38	42.7	12	13.5	< 5	---	5	5.6
Adjunct	67	29.0	80	34.6	41	17.7	25	10.8	18	7.8
Disability status ^{clxii}										
No Disability	175	33.2	215	40.8	71	13.5	47	8.9	19	3.6
At Least One Disability	9	18.8	18	37.5	7	14.6	5	10.4	9	18.8
I feel valued by my department chair/program director.	233	39.6	195	33.1	85	14.4	47	8.0	29	4.9
Disability status ^{clxiii}										
No Disability	217	41.3	171	32.6	75	14.3	43	8.2	19	3.6
At Least One Disability	11	22.9	18	37.5	6	12.5	< 5	---	9	18.8
I feel valued by other faculty at USF.	144	24.4	242	41.0	142	24.1	40	6.8	22	3.7
Faculty status ^{clxiv}										
Tenured/Tenure-Track	70	25.8	136	50.2	47	17.3	13	4.8	5	1.8
Term	15	17.0	39	44.3	21	23.9	10	11.4	< 5	---
Adjunct	59	25.5	67	29.0	74	32.0	17	7.4	14	6.1

Table 81. Faculty Respondents' Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{clxv}										
No Disability	132	25.0	217	41.2	135	25.6	33	6.3	10	1.9
At Least One Disability	8	17.0	19	40.4	5	10.6	5	10.6	10	21.3
I feel valued by students in the classroom.	259	44.6	247	42.5	51	8.8	16	2.8	8	1.4
Sexual identity ^{clxvi}										
LGBQ	37	42.0	32	36.4	12	13.6	6	6.8	< 5	---
Heterosexual	202	45.2	196	43.8	32	7.2	10	2.2	7	1.6
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	84	14.5	127	21.9	173	29.9	105	18.1	90	15.5
Gender identity ^{clxvii}										
Women	42	12.4	76	22.4	110	32.4	66	19.4	46	13.5
Men	41	19.7	47	22.6	50	24.0	34	16.3	36	17.3
Religious/spiritual affiliation ^{clxviii}										
Christian	24	14.7	47	28.8	48	29.4	20	12.3	24	14.7
Other Faith-Based Affiliation	18	26.1	15	21.7	15	21.7	12	17.4	9	13.0
No Affiliation	31	11.7	53	20.1	81	30.7	54	20.5	45	17.0
Multiple Affiliations	9	17.0	7	13.2	18	34.0	14	26.4	5	9.4
Disability status ^{clxix}										
No Disability	79	15.3	114	22.1	159	30.9	94	18.3	69	13.4
At Least One Disability	5	10.4	10	20.8	8	16.7	10	20.8	15	31.3

Note: Table reports only responses from Faculty respondents (*n* = 596).

Twenty-two percent (*n* = 126) of Faculty respondents “strongly agreed” or “agreed” that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background. A higher percentage of Adjunct Faculty respondents (32%, *n* = 73) than Tenured/Tenure-Track Faculty respondents (21%, *n* = 57) “neither agreed nor disagreed” that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background, with Term Faculty respondents (33%, *n* = 29) not being statistically different. A higher percentage of Women respondents (32%, *n* = 109) “neither agreed nor disagreed” that faculty in their departments/programs prejudged their abilities based on their

perception of their identity/background, compared with Men respondents (19%, $n = 40$). In terms of racial identity, a higher percentage of Other Respondents of Color (14%, $n = 11$) than White respondents (5%, $n = 19$) “strongly agreed” that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background, while Asian/Asian American/South Asian respondents (10%, $n = 6$) and Multiracial respondents ($n < 5$) did not statistically differ from the other two groups. A higher percentage of At Least One Disability respondents (15%, $n = 7$) “strongly agreed” that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background, compared with No Disability respondents (7%, $n = 35$) (Table 82).

Sixteen percent ($n = 92$) of Faculty respondents “strongly agreed” or “agreed” that their department chairs/program directors prejudged their abilities based on their perception of their identity/background. A higher percentage of Women respondents (28%, $n = 96$) “neither agreed nor disagreed” that their department chairs/program directors prejudged their abilities based on their perception of their identity/background, compared with Men respondents (16%, $n = 32$). In terms of racial identity, a higher percentage of Other Respondents of Color (13%, $n = 10$) than White respondents (5%, $n = 17$) “strongly agreed” that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background, while Asian/Asian American/South Asian respondents ($n < 5$) and Multiracial respondents ($n < 5$) did not statistically differ from the other two groups. A higher percentage of At Least One Disability respondents (16%, $n = 7$) “strongly agreed” that their department chairs/program directors prejudged their abilities based on their perception of their identity/background, compared with No Disability respondents (6%, $n = 29$).

Fifty-four percent ($n = 316$) of Faculty respondents “strongly agreed” or “agreed” that USF encouraged free and open discussion of difficult topics. A higher percentage of Adjunct Faculty respondents (24%, $n = 55$) than Tenured/Tenure-Track Faculty respondents (13%, $n = 34$) “strongly agreed” that USF encouraged free and open discussion of difficult topics, with Term Faculty respondents (17%, $n = 15$) not being statistically different. In terms of racial identity, a higher percentage of Other Respondents of Color (14%, $n = 11$) than White respondents (4%, $n = 14$) “strongly disagreed” that USF encouraged free and open discussion of difficult topics, while Asian/Asian American/South Asian respondents ($n < 5$) and Multiracial respondents ($n < 5$) did

not statistically differ from the other two groups. A larger percentage of LGBTQ respondents (39%, $n = 178$) than Heterosexual respondents (24%, $n = 21$) “agreed” that USF encouraged free and open discussion of difficult topics. A higher percentage of At Least One Disability respondents (21%, $n = 10$) “strongly disagreed” that USF encouraged free and open discussion of difficult topics, compared with No Disability respondents (5%, $n = 26$).

Table 82. Faculty Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	45	7.7	81	13.8	159	27.1	174	29.6	128	21.8
Faculty status ^{clxx}										
Tenured/Tenure-Track	14	5.2	44	16.4	57	21.3	87	32.5	66	24.6
Term	9	10.1	14	15.7	29	32.6	22	24.7	15	16.9
Adjunct	22	9.6	23	10.0	73	31.7	65	28.3	47	20.4
Gender identity ^{clxxi}										
Women	23	6.6	46	13.3	109	31.5	99	28.6	69	19.9
Men	18	8.5	29	13.7	40	19.0	70	33.2	54	25.6
Racial identity ^{clxxii}										
Asian/Asian American/South Asian	6	9.5	13	20.6	15	23.8	17	27.0	12	19.0
White	19	5.2	47	12.8	97	26.4	124	33.7	81	22.0
Other Person of Color	11	13.9	14	17.7	22	27.8	16	20.3	16	20.3
Multiracial	< 5	---	< 5	---	15	30.6	10	20.4	17	34.7
Disability status ^{clxxiii}										
No Disability	35	6.7	70	13.3	144	27.4	165	31.4	111	21.1
At Least One Disability	7	15.2	9	19.6	9	19.6	7	15.2	14	30.4
I think that my department chair/program director prejudices my abilities based on their perception of my identity/background.	38	6.6	54	9.3	138	23.8	185	31.9	165	28.4
Gender identity ^{clxxiv}										
Women	17	4.9	35	10.2	96	27.9	103	29.9	93	27.0

Table 82. Faculty Respondents' Perception of Climate

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Men		17	8.2	17	8.2	32	15.5	75	36.2	66	31.9
Racial identity ^{clxxv}											
Asian/Asian American/South Asian		< 5	---	10	15.9	7	11.1	25	39.7	18	28.6
White		17	4.7	33	9.1	89	24.6	119	32.9	104	28.7
Other Person of Color		10	12.8	8	10.3	18	23.1	22	28.2	20	25.6
Multiracial		< 5	---	< 5	---	13	26.5	10	20.4	21	42.9
Disability status ^{clxxvi}											
No Disability		29	5.6	46	8.9	124	23.9	175	33.7	145	27.9
At Least One Disability		7	15.6	6	13.3	7	15.6	10	22.2	15	33.3
I believe that USF encourages free and open discussion of difficult topics.		104	17.7	212	36.1	145	24.7	90	15.3	37	6.3
Faculty status ^{clxxvii}											
Tenured/Tenure-Track		34	12.6	93	34.4	68	25.2	54	20.0	21	7.8
Term		15	17.0	27	30.7	27	30.7	11	12.5	8	9.1
Adjunct		55	23.9	92	40.0	50	21.7	25	10.9	8	3.5
Racial identity ^{clxxviii}											
Asian/Asian American/South Asian		14	21.5	23	35.4	17	26.2	7	10.8	< 5	---
White		57	15.5	144	39.2	86	23.4	66	18.0	14	3.8
Other Person of Color		21	26.9	22	28.2	17	21.8	7	9.0	11	14.1
Multiracial		10	20.4	17	34.7	12	24.5	6	12.2	< 5	---
Sexual identity ^{clxxix}											
LGBQ		16	18.0	21	23.6	29	32.6	13	14.6	10	11.2
Heterosexual		80	17.6	178	39.1	108	23.7	68	14.9	21	4.6
Disability status ^{clxxx}											
No Disability		96	18.3	197	37.6	126	24.0	79	15.1	26	5.0
At Least One Disability		6	12.5	12	25.0	15	31.3	5	10.4	10	20.8

Note: Table reports only responses from Faculty respondents (*n* = 596).

Forty-seven percent (*n* = 270) of Faculty respondents “strongly agreed” or “agreed” that their research/scholarship activity was valued (Table 83). A higher percentage of Tenured/Tenure-Track Faculty respondents (39%, *n* = 105) than Adjunct Faculty respondents (23%, *n* = 51)

“agreed” that their research/scholarship activity was valued, while Term Faculty respondents (29%, $n = 25$) did not statistically differ from the other two groups. A higher percentage of At Least One Disability respondents (21%, $n = 10$) “strongly disagreed” that their research/scholarship activity was valued, compared with No Disability respondents (6%, $n = 33$).

Seventy-four percent ($n = 434$) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. A higher percentage of Women respondents (18%, $n = 61$) “neither agreed nor disagreed” that their teaching was valued, compared with Men respondents (7%, $n = 15$). A higher percentage of At Least One Disability respondents (15%, $n = 7$) “strongly disagreed” that their teaching was valued, compared with No Disability respondents (3%, $n = 16$).

Fifty-eight percent ($n = 339$) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. A higher percentage of Adjunct Faculty respondents (32%, $n = 74$) than Tenured/Tenure-Track Faculty respondents (19%, $n = 51$) or Term Faculty respondents (16%, $n = 14$) “neither agreed nor disagreed” that their service contributions were valued. In terms of religious/spiritual affiliation, a higher percentage of Multiple Affiliation respondents (51%, $n = 27$) “agreed” that their service contributions were valued than Christian respondents (38%, $n = 62$), No Affiliation respondents (32%, $n = 85$), or Other Faith-Based Affiliation respondents (23%, $n = 16$). A higher percentage of At Least One Disability respondents (17%, $n = 8$) “strongly disagreed” that their service contributions were valued, compared with No Disability respondents (5%, $n = 26$).

Table 83. Faculty Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship activity is valued.	89	15.3	181	31.2	191	32.9	74	12.7	46	7.9
Faculty status ^{clxxxi}										
Tenured/Tenure-Track	54	20.0	105	38.9	58	21.5	37	13.7	16	5.9
Term	8	9.2	25	28.7	37	42.5	9	10.3	8	9.2
Adjunct	27	12.1	51	22.8	96	42.9	28	12.5	22	9.8
Disability status ^{clxxxii}										
No Disability	84	16.2	162	31.2	175	33.7	65	12.5	33	6.4

Table 83. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
At Least One Disability	< 5	---	14	29.8	11	23.4	8	17.0	10	21.3
I feel that my teaching is valued.	184	31.3	250	42.5	86	14.6	44	7.5	24	4.1
Gender identity ^{clxxxiii}										
Women	106	30.5	142	40.9	61	17.6	27	7.8	11	3.2
Men	77	36.7	96	45.7	15	7.1	12	5.7	10	4.8
Disability status ^{clxxxiv}										
No Disability	171	32.6	223	42.5	74	14.1	41	7.8	16	3.0
At Least One Disability	10	21.3	18	38.3	10	21.3	< 5	---	7	14.9
I feel that my service contributions are valued.	141	24.1	198	33.8	139	23.7	73	12.5	35	6.0
Faculty status ^{clxxxv}										
Tenured/Tenure-Track	76	28.1	94	34.8	51	18.9	38	14.1	11	4.1
Term	19	22.1	37	43.0	14	16.3	8	9.3	8	9.3
Adjunct	46	20.0	67	29.1	74	32.2	27	11.7	16	7.0
Religious/spiritual affiliation ^{clxxxvi}										
Christian	43	26.2	62	37.8	31	18.9	16	9.8	12	7.3
Other Faith-Based Affiliation	22	31.4	16	22.9	19	27.1	12	17.1	< 5	---
No Affiliation	60	22.4	85	31.7	71	26.5	38	14.2	14	5.2
Multiple Affiliations	12	22.6	27	50.9	10	18.9	< 5	---	< 5	---
Disability status ^{clxxxvii}										
No Disability	130	24.8	180	34.4	124	23.7	64	12.2	26	5.0
At Least One Disability	6	12.8	15	31.9	12	25.5	6	12.8	8	17.0

Note: Table reports only responses from Faculty respondents (*n* = 596).

^{cxxii}A chi-square test was conducted to compare percentages of Staff respondents who felt that USF policies for delay of the tenure-clock were used by all faculty by gender identity: $\chi^2(4, N = 254) = 10.747, p < .05$.

^{cxxiii}A chi-square test was conducted to compare percentages of Staff respondents who felt that service contributions were valued by USF by gender identity: $\chi^2(4, N = 252) = 10.030, p < .05$.

^{cxxiv}A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by racial identity: $\chi^2(12, N = 257) = 21.947, p < .05$.

^{cxxv}A chi-square test was conducted to compare percentages of Staff respondents who felt that faculty opinions were valued within USF committees by sexual identity: $\chi^2(4, N = 251) = 11.104, p < .05$.

^{cxxvi}A chi-square test was conducted to compare percentages of Faculty respondents who felt that the criteria used for contract renewal were applied equally to all positions by faculty status: $\chi^2(4, N = 318) = 11.945, p < .05$.

^{cxxvii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that the criteria used for contract renewal were applied equally to all positions by sexual identity: $\chi^2(4, N = 292) = 10.882, p < .05$.

^{cxxviii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that there were clear expectations of their responsibilities by faculty status: $\chi^2(4, N = 320) = 19.392, p < .01$.

^{cxxix}A chi-square test was conducted to compare percentages of Faculty respondents who felt that service was valued by USF by faculty status: $\chi^2(4, N = 314) = 13.493, p < .01$.

^{cxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by faculty status: $\chi^2(4, N = 311) = 50.068, p < .001$.

^{cxiii}A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by racial identity: $\chi^2(8, N = 295) = 18.021, p < .05$.

^{cxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that they perform more work to help students than did their colleagues by faculty status: $\chi^2(4, N = 318) = 38.274, p < .001$.

^{cxiii}A chi-square test was conducted to compare percentages of Staff respondents who felt that they perform more work to help students than did their colleagues by disability status: $\chi^2(4, N = 307) = 12.542, p < .05$.

^{cxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt pressured to do extra work that was uncompensated by faculty status: $\chi^2(4, N = 317) = 13.584, p < .01$.

^{cxiii}A chi-square test was conducted to compare percentages of Staff respondents who felt that non-tenure-track faculty opinions were taken seriously by tenured/tenure-track faculty by disability status: $\chi^2(4, N = 308) = 14.178, p < .01$.

^{cxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for tenure-track faculty positions were competitive by faculty status: $\chi^2(8, N = 585) = 160.625, p < .001$.

^{cxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for adjunct professors were competitive by faculty status: $\chi^2(8, N = 578) = 36.862, p < .001$.

^{cxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for adjunct professors were competitive by religious/spiritual affiliation: $\chi^2(12, N = 547) = 26.642, p < .01$.

^{cxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that health insurance benefits were competitive by faculty status: $\chi^2(8, N = 581) = 114.060, p < .001$.

^{cxli}A chi-square test was conducted to compare percentages of Faculty respondents who felt the child care subsidy was competitive by faculty status: $\chi^2(8, N = 573) = 62.619, p < .001$.

^{cxli}A chi-square test was conducted to compare percentages of Faculty respondents who felt retirement/supplemental benefits were competitive by faculty status: $\chi^2(8, N = 573) = 83.393, p < .001$.

^{cxlii}A chi-square test was conducted to compare percentages of Faculty respondents who felt retirement/supplemental benefits were competitive by gender identity: $\chi^2(4, N = 543) = 11.489, p < .05$.

^{cxliii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that USF provided adequate resources to help them manage work-life balance by faculty status: $\chi^2(8, N = 586) = 45.658, p < .001$.

^{cxliv}A chi-square test was conducted to compare percentages of Faculty respondents who felt that USF provided adequate resources to help them manage work-life balance by gender identity: $\chi^2(4, N = 555) = 16.093, p < .01$.

^{cxlv}A chi-square test was conducted to compare percentages of Faculty respondents who felt that USF provided adequate resources to help them manage work-life balance by disability status: $\chi^2(4, N = 579) = 17.627, p < .01$.

^{cxlvi}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their colleagues included them in opportunities that would help their career as much as they did others in their position by faculty status: $\chi^2(8, N = 585) = 41.422, p < .001$.

^{cxlvii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their colleagues included them in opportunities that would help their career as much as they did others in their position by sexual identity: $\chi^2(4, N = 541) = 9.943, p < .05$.

^{cxlviii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their colleagues included them in opportunities that would help their career as much as they did others in their position by disability status: $\chi^2(4, N = 569) = 20.280, p < .001$.

^{cxlix}A chi-square test was conducted to compare percentages of Faculty respondents who felt that the performance evaluation process was clear by faculty status: $\chi^2(8, N = 583) = 29.087, p < .001$.

^{cl}A chi-square test was conducted to compare percentages of Faculty respondents who felt that the performance evaluation process was clear by gender identity: $\chi^2(4, N = 552) = 13.305, p < .05$.

-
- ^{cli} A chi-square test was conducted to compare percentages of Faculty respondents who felt that USF provided them with resources to pursue professional development by faculty status: $\chi^2(8, N = 586) = 95.488, p < .001$.
- ^{clii} A chi-square test was conducted to compare percentages of Faculty respondents who felt that USF provided them with resources to pursue professional development by sexual identity: $\chi^2(4, N = 577) = 18.901, p < .05$.
- ^{cliii} A chi-square test was conducted to compare percentages of Faculty respondents who felt that USF provided them with resources to pursue professional development by religious/spiritual affiliation: $\chi^2(12, N = 554) = 21.837, p < .05$.
- ^{cliv} A chi-square test was conducted to compare percentages of Faculty respondents who felt that USF provided them with resources to pursue professional development by disability status: $\chi^2(4, N = 570) = 22.937, p < .001$.
- ^{clv} A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at USF by faculty status: $\chi^2(8, N = 582) = 51.005, p < .001$.
- ^{clvi} A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities by religious/spiritual affiliation: $\chi^2(12, N = 552) = 22.529, p < .05$.
- ^{clvii} A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities by disability status: $\chi^2(4, N = 566) = 16.814, p < .01$.
- ^{clviii} A chi-square test was conducted to compare percentages of Faculty respondents who would recommend USF as a good place to work by disability status: $\chi^2(4, N = 571) = 19.732, p < .01$.
- ^{clix} A chi-square test was conducted to compare percentages of Faculty respondents who felt that they had job security by faculty status: $\chi^2(8, N = 583) = 242.191, p < .001$.
- ^{clx} A chi-square test was conducted to compare percentages of Faculty respondents who felt that they had job security by gender identity: $\chi^2(4, N = 553) = 19.718, p < .01$.
- ^{clxi} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department/program by faculty status: $\chi^2(8, N = 591) = 18.348, p < .05$.
- ^{clxii} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department/program by disability status: $\chi^2(4, N = 575) = 23.862, p < .001$.
- ^{clxiii} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by their department chair/program director by disability status: $\chi^2(4, N = 573) = 24.778, p < .001$.
- ^{clxiv} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at USF by faculty status: $\chi^2(8, N = 590) = 37.784, p < .001$.
- ^{clxv} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at USF by disability status: $\chi^2(4, N = 574) = 52.873, p < .001$.
- ^{clxvi} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by students in the classroom by sexual identity: $\chi^2(4, N = 535) = 10.130, p < .05$.
- ^{clxvii} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by USF senior administrators by gender identity: $\chi^2(4, N = 548) = 9.569, p < .05$.
- ^{clxviii} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by USF senior administrators by religious/spiritual affiliation: $\chi^2(12, N = 549) = 23.157, p < .05$.
- ^{clxix} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by USF senior administrators by disability status: $\chi^2(4, N = 563) = 13.272, p < .05$.
- ^{clxx} A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudged their abilities based on their perception of their identity/background by faculty status: $\chi^2(8, N = 587) = 17.792, p < .05$.
- ^{clxxi} A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 557) = 11.157, p < .05$.
- ^{clxxii} A chi-square test was conducted to compare percentages of Staff respondents who thought that faculty in their department/program prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(12, N = 559) = 23.268, p < .05$.
- ^{clxxiii} A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudged their abilities based on their perception of their identity/background by disability status: $\chi^2(4, N = 571) = 11.725, p < .05$.
- ^{clxxiv} A chi-square test was conducted to compare percentages of Faculty respondents who thought that their department chair/program director prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 551) = 14.024, p < .01$.

^{clxxv}A chi-square test was conducted to compare percentages of Staff respondents who thought that their department chair/program director prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(12, N = 552) = 24.751, p < .05$.

^{clxxvi}A chi-square test was conducted to compare percentages of Faculty respondents who thought that their department chair/program director prejudged their abilities based on their perception of their identity/background by disability status: $\chi^2(4, N = 564) = 10.676, p < .05$.

^{clxxvii}A chi-square test was conducted to compare percentages of Faculty respondents who believed that USF encouraged free and open discussion of difficult topics by faculty status: $\chi^2(8, N = 588) = 25.268, p < .01$.

^{clxxviii}A chi-square test was conducted to compare percentages of Staff respondents who believed that USF encouraged free and open discussion of difficult topics by racial identity: $\chi^2(12, N = 559) = 24.703, p < .05$.

^{clxxix}A chi-square test was conducted to compare percentages of Faculty respondents who believed that USF encouraged free and open discussion of difficult topics by sexual identity: $\chi^2(4, N = 544) = 12.957, p < .05$.

^{clxxx}A chi-square test was conducted to compare percentages of Faculty respondents who believed that USF encouraged free and open discussion of difficult topics by disability status: $\chi^2(4, N = 572) = 21.920, p < .001$.

^{clxxxi}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship activity was valued by faculty status: $\chi^2(8, N = 581) = 41.030, p < .001$.

^{clxxxii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship activity was valued by disability status: $\chi^2(4, N = 566) = 16.357, p < .01$.

^{clxxxiii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by gender identity: $\chi^2(4, N = 557) = 14.315, p < .01$.

^{clxxxiv}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by disability status: $\chi^2(4, N = 572) = 19.212, p < .01$.

^{clxxxv}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by faculty status: $\chi^2(8, N = 586) = 23.863, p < .01$.

^{clxxxvi}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by religious/spiritual affiliation: $\chi^2(12, N = 555) = 22.907, p < .05$.

^{clxxxvii}A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by disability status: $\chi^2(4, N = 571) = 13.310, p < .05$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving USF

Thirty-eight percent ($n = 1,678$) of respondents had seriously considered leaving USF (Figure 44). With regard to employee position status, 48% ($n = 281$) of Faculty respondents and 59% ($n = 398$) of Staff respondents had seriously considered leaving USF in the past year.

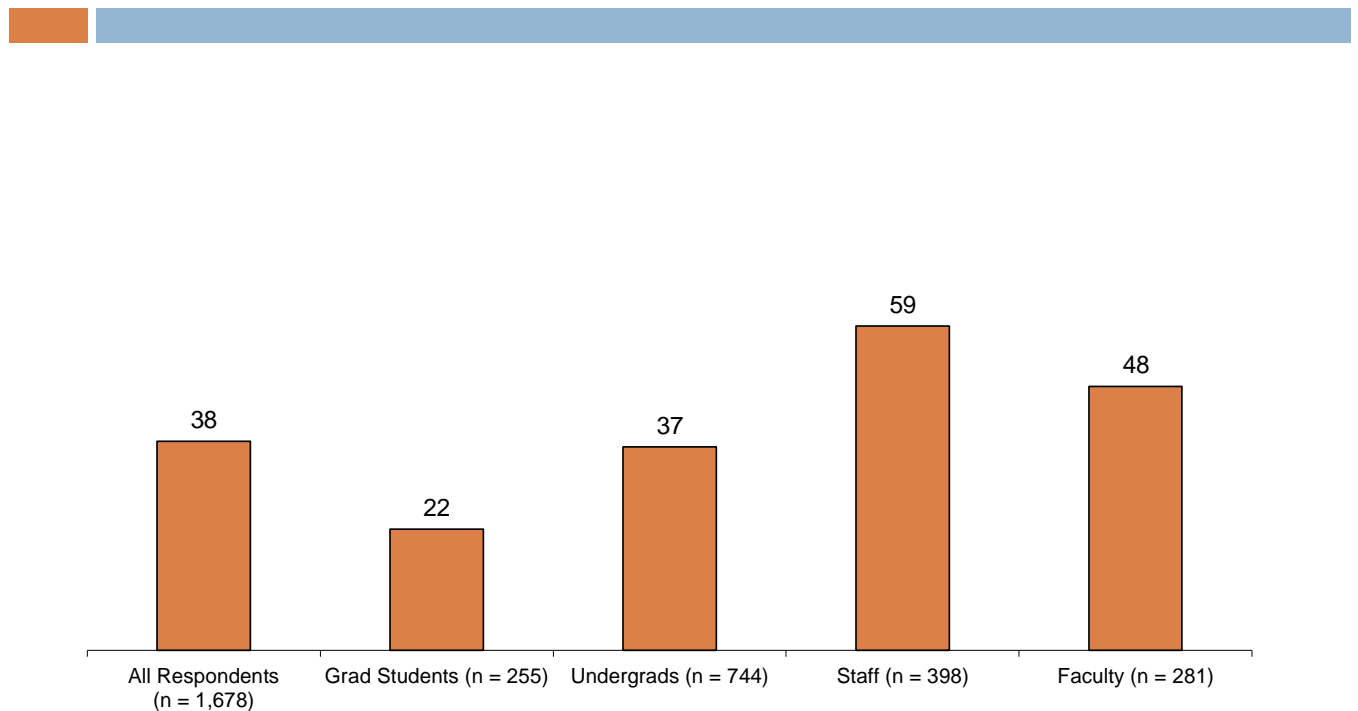


Figure 44. Respondents Who Had Seriously Considered Leaving USF (%)

Fifty-four percent ($n = 213$) of those Staff respondents who seriously considered leaving did so because of limited opportunities for advancement (Table 84). Other reasons included cost of living in the Bay Area (43%, $n = 171$) and low salary/pay rate (41%, $n = 164$). “Other” responses submitted by respondents included “commute time,” “extreme favoritism,” “instability in department,” and “lack of trust in leadership.”

Table 84. Reasons Why Staff Respondents Considered Leaving USF

Reason	<i>n</i>	%
Limited opportunities for advancement	213	53.5
Cost of living in the bay area (e.g., transportation, parking, housing)	171	43.0
Low salary/pay rate	164	41.2
Tension with supervisor/manager	126	31.7
Increased workload	124	31.2
Interested in a position at another institution	116	29.1
Lack of professional development opportunities	89	22.4
Tension with coworkers	83	20.9
Campus climate was unwelcoming	78	19.6
Recruited or offered a position at another institution/organization	75	18.8
Financial instability of the institution	60	15.1
Family responsibilities	59	14.8
Personal reasons (e.g., medical, mental health, family emergencies)	38	9.5
Institutional support (e.g., tech support, lab space/equipment)	36	9.0
Relocation	29	7.3
Lack of benefits	18	4.5
Local community climate was not welcoming	9	2.3
Local community did not meet my (my family) needs	9	2.3
Spouse or partner unable to find suitable employment	6	1.5
Spouse or partner relocated	< 5	---
A reason not listed above	76	19.1

Note: Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving USF (*n* = 398).

Subsequent analyses were run for Staff respondents by staff position status (Hourly, Salary), gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Significant results for Staff respondents indicated that:

- By staff status, 62% (*n* = 314) of Salary Staff respondents and 50% (*n* = 84) of Hourly Staff respondents considered leaving USF.^{clxxxviii}
- By gender identity, 66% (*n* = 272) of Women Staff respondents and 46% (*n* = 111) of Men Staff respondents considered leaving USF.^{clxxxix}

- By racial identity, 63% ($n = 204$) of White Staff respondents and 60% ($n = 58$) of Multiracial Staff respondents considered leaving USF (Staff Respondents of Color (52%, $n = 121$) did not statistically differ).^{cxc}
- By citizenship status, 62% ($n = 338$) of U.S. Citizen-Born Staff respondents and 48% ($n = 45$) of U.S. Citizen-Naturalized Staff respondents considered leaving USF (Not-U.S. Citizen Staff respondents (44%, $n = 12$) did not statistically differ).^{cxc}

Thirty-eight percent ($n = 107$) of those Faculty respondents who seriously considered leaving did so because of the cost of living in the Bay Area (Table 85). Thirty-four percent ($n = 97$) of those Faculty respondents who seriously considered leaving did so because of increased workload and 34% ($n = 94$) because of limited opportunities for advancement. Other reasons included low salary/pay rate (32%, $n = 90$) and the campus climate being unwelcoming (31%, $n = 88$). “Other” responses submitted by respondents included “commute,” “departmental leadership,” “dissatisfaction with university leadership,” “lack of communication and transparency,” “low regard for and inclusion of adjuncts as competent faculty members,” and “USF is a very bureaucratic institution that is severely under-staffed.”

Table 85. Reasons Why Faculty Respondents Considered Leaving USF

Reason	<i>n</i>	%
Cost of living in the bay area (e.g., transportation, parking, housing)	107	38.1
Increased workload	97	34.4
Limited opportunities for advancement	94	33.5
Low salary/pay rate	90	32.0
Campus climate was unwelcoming	88	31.1
Interested in a position at another institution	76	27.0
Institutional support (e.g., tech support, lab space/equipment)	58	24.2
Tension with coworkers	67	23.8
Tension with supervisor/manager	53	18.9
Financial instability of the institution	47	16.7
Lack of professional development opportunities	45	16.0
Lack of benefits	42	14.9
Recruited or offered a position at another institution/organization	42	14.9
Family responsibilities	32	11.4

Table 85. Reasons Why Faculty Respondents Considered Leaving USF

Reason	<i>n</i>	%
Personal reasons (e.g., medical, mental health, family emergencies)	12	4.3
Local community did not meet my (my family) needs	11	3.9
Local community climate was not welcoming	8	2.8
Spouse or partner unable to find suitable employment	8	2.8
Relocation	5	1.8
Spouse or partner relocated	< 5	---
A reason not listed above	91	32.4

Note: Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving USF (*n* = 281).

Subsequent analyses were run for Faculty respondents by faculty position status (Adjunct, Term, and Tenured/Tenure-Track), gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Significant results for Faculty respondents indicated that:

- By faculty status, 55% (*n* = 150) of Tenured/Tenure-Track Faculty respondents and 37% (*n* = 86) of Adjunct Faculty respondents considered leaving USF (Term Faculty respondents (51%, *n* = 45) did not statistically differ).^{cxcii}
- By sexual identity, 56% (*n* = 51) of LGBTQ Faculty respondents and 44% (*n* = 202) of Heterosexual Faculty respondents considered leaving USF.^{cxciii}
- By disability status, 80% (*n* = 28) of Faculty Respondents with a Single Disability and 45% (*n* = 235) of Faculty Respondents with No Disability considered leaving USF (Faculty Respondents with Multiple Disabilities (46%, *n* = 6) did not statistically differ).^{cxciv}

Summary. The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about USF policies and processes. With regard to discriminatory employment practices, 75% ($n = 946$) of Faculty and Staff respondents had observed unfair or unjust hiring, 83% ($n = 1,030$) had observed unfair or unjust disciplinary actions, and 76% ($n = 947$) had observed unfair or unjust promotion, tenure, and/or reclassification. Gender/gender identity, ethnicity, age, educational credentials, job duties, position, and nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it, their supervisors provided adequate support for them to manage work-life balance, they were given a reasonable time frame to complete assigned responsibilities, their supervisors were supportive of their taking leave, they felt valued by coworkers in their department/outside their department and by their direct supervisor, and their skills and work were valued. Less than positive attitudes were also expressed by Staff respondents. For example, less than half of Staff respondents thought that they were included in opportunities that would help their careers as much as others in similar positions, only 37% thought the performance evaluation process was productive, almost half felt that their workload increased without additional compensation as a result of other staff departures, and nearly two-thirds thought that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Twenty-five percent to 40% of Staff respondents thought that staff opinions were valued by USF committees, USF faculty, or USF administrators. Differences by staff status existed insofar as Women, At Least One Disability, Asian/Asian American/South Asian, Multiracial, and Hourly Staff respondents disclosed less positive perceptions of the campus climate than did their counterparts. Qualitative comment themes focused on performance evaluations, workloads, the staff hierarchy, competitive salaries, vacation day accruals, job advancement, and job security.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that teaching, research, and service was valued by USF, but many expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators. Non-Tenure-Track Faculty respondents, in particular, felt that their opinions were

not taken seriously by senior administration or tenured/tenure-track faculty, and few thought that the criteria used for contract renewal were clear or applied equally to all positions. The majority of Faculty respondents felt valued by faculty in their department/program, their department chair/program director, other faculty at USF, and students in the classroom. Just over one-third of Faculty respondents felt valued by USF senior administrators. Also, Faculty respondents perceived salaries for tenure-track faculty and adjunct professors as not competitive. Few Faculty respondents felt that faculty in their departments/programs or their department chairs/program directors prejudged their abilities based on their perception of their identity/background. Qualitative comment themes focused on senior leadership, faculty input, tenure/promotion criteria, service, uncompensated additional tasks, salary in relation to cost of living in the Bay Area, and job security.

Approximately half of Faculty respondents (48%, $n = 281$) and Staff respondents (59%, $n = 398$) had seriously considered leaving USF in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included limited opportunities for advancement, cost of living in the Bay Area, low salary/pay rate, and increased workload.

^{clxxxviii}A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving USF by staff status: $\chi^2(1, N = 673) = 7.181, p < .01$.

^{clxxxix}A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving USF by gender identity: $\chi^2(1, N = 653) = 25.913, p < .001$.

^{cxc}A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving USF by citizenship status: $\chi^2(2, N = 669) = 8.192, p < .05$.

^{cxcii}A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving USF by racial identity: $\chi^2(2, N = 653) = 6.433, p < .05$.

^{cxciii}A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving USF by faculty status: $\chi^2(2, N = 590) = 16.262, p < .001$.

^{cxciv}A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving USF by sexual identity: $\chi^2(1, N = 547) = 4.210, p < .05$.

^{cxcv}A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving USF by disability status: $\chi^2(2, N = 574) = 16.446, p < .001$.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to USF students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 13 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 13 of the survey reflect the questions on this scale (Table 86).

The questions in each scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three-and-a-half percent (3.6%) of all potential Student respondents were removed from the analysis as the result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁷² One question from the scale (Q13_A_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.866 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q13_A_2 included, Cronbach’s alpha was only 0.753.

⁷²Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 86. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	13_1	I am performing up to my full academic potential.
	13_3	I am satisfied with my academic experience at USF.
	13_4	I am satisfied with the extent of my intellectual development since enrolling at USF.
	13_5	I have performed academically as well as I anticipated I would.
	13_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	13_7	My interest in ideas and intellectual matters has increased since coming to USF.

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

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated. Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (Other People of Color, Asian/Asian American/South Asian, Hispanic/Latin@/Chican@, Black/African American, Multiracial, White)
- Sexual identity (LGBQ, Heterosexual)
- Income status (Low-Income, Middle-Income, High-Income)
- Citizenship status (U.S. Citizen-Birth, U.S. Citizen-Naturalized, Not-U.S. Citizen)

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

Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate to large effects were noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate Student respondents and Graduate Student respondents.

Gender Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 87).

Table 87. Undergraduate Student Respondents' Perceived Academic Success by Gender Identity

Undergraduate Student Respondents			
Gender identity	<i>n</i>	Mean	Std. Dev.
Woman	1,370	2.114	0.597
Man	501	2.155	0.609
Mean difference		-0.040	

No significant difference existed in the overall test for means for Graduate Student respondents by gender identity on *Perceived Academic Success* (Table 88).

Table 88. Graduate Student Respondents' Perceived Academic Success by Gender Identity

Graduate Student Respondents			
Gender identity	<i>n</i>	Mean	Std. Dev.
Woman	768	2.025	0.574
Man	335	2.047	0.607
Mean difference		-0.022	

Racial Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 89).

Table 89. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Other Person of Color	79	2.161	0.735
Asian/Asian American/South Asian	568	2.082	0.591
Hispanic/Latin@/Chican@	311	2.178	0.614
Black/African American	81	2.261	0.756
White	530	2.132	0.590
Multiracial	371	2.103	0.551

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were run.

No significant difference existed in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success* (Table 90).

Table 90. Graduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Other Person of Color	51	2.087	0.599
Asian/Asian American/South Asian	243	1.962	0.613
Hispanic/Latin@/Chican@	180	2.042	0.607
Black/African American	91	2.006	0.522
White	415	2.046	0.531
Multiracial	142	2.100	0.620

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Sexual Identity

A significant difference ($p < .01$) existed in the overall test for means for Undergraduate Students by sexual identity on *Perceived Academic Success*. These findings suggest that Heterosexual Undergraduate Student respondents have greater *Perceived Academic Success* than LGBQ Undergraduate Student respondents (Table 91).

Table 91. Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity

Undergraduate Student Respondents			
Sexual identity	<i>n</i>	Mean	Std. Dev.
LGBQ	439	2.190	0.606
Heterosexual	1,470	2.105	0.600
Mean difference		0.084	

A significant difference ($p < .05$) existed in the overall test for means for Graduate Students by sexual identity on *Perceived Academic Success*. These findings suggest that Heterosexual Graduate Student respondents have greater *Perceived Academic Success* than LGBQ Graduate Student respondents (Table 92).

Table 92. Graduate Student Respondents' Perceived Academic Success by Sexual Identity

Graduate Student Respondents			
Sexual identity	<i>n</i>	Mean	Std. Dev.
LGBQ	198	2.117	0.565
Heterosexual	898	2.020	0.585
Mean difference		0.097	

Income Status

No significant difference existed in the overall test for means for Undergraduate Students by income status on *Perceived Academic Success* (Table 93).

Table 93. Undergraduate Student Respondents' Perceived Academic Success by Income Status

Income status	<i>n</i>	Mean	Std. Dev.
Low-Income	298	2.120	0.687
Middle-Income	801	2.143	0.600
High-Income	789	2.098	0.571

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were run.

A significant difference ($p < .001$) existed in the overall test for means for Graduate Students by income status on *Perceived Academic Success* (Table 94).

Table 94. Graduate Student Respondents' Perceived Academic Success by Income Status

Income status	<i>n</i>	Mean	Std. Dev.
Low-Income	311	2.158	0.618
Middle-Income	448	2.003	0.582
High-Income	336	1.961	0.534

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were significant for two comparisons – High-Income Graduate Student respondents and Middle-Income Graduate Student respondents both had greater *Perceived Academic Success* than Low-Income Graduate Student respondents (Table 95).

Table 95. Difference between Means for Graduate Student Respondents for Perceived Academic Success by Income Status

Groups compared	Mean Difference
Low-Income vs. Middle-Income	0.155***
Low-Income vs. High-Income	0.197***
Middle-Income vs. High-Income	0.042

*** $p < .001$

Citizenship Status

No significant difference existed in the overall test for means for Undergraduate Students by Citizenship status on *Perceived Academic Success* (Table 96).

Table 96. Undergraduate Student Respondents' Perceived Academic Success by Citizenship Status

Citizenship status	<i>n</i>	Mean	Std. Dev.
U.S. Citizen-Birth	1,540	2.135	0.597
U.S. Citizen-Naturalized	149	2.105	0.633
Not-U.S. Citizen	260	2.079	0.615

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were run.

A significant difference ($p < .01$) existed in the overall test for means for Graduate Students by Citizenship status on *Perceived Academic Success* (Table 97).

Table 97. Graduate Student Respondents' Perceived Academic Success by Citizenship Status

Citizenship status	<i>n</i>	Mean	Std. Dev.
U.S. Citizen-Birth	823	2.066	0.580
U.S. Citizen-Naturalized	118	2.045	0.629
Not-U.S. Citizen	197	1.922	0.556

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents was significant for one comparison – U.S. Citizen-Birth Graduate Student respondents had greater *Perceived Academic Success* than Not-U.S. Citizen Graduate Student respondents (Table 98).

Table 98. Difference between Means for Graduate Student Respondents for Perceived Academic Success by Citizenship Status

Groups compared	Mean Difference
U.S. Citizen-Birth vs. U.S. Citizen-Naturalized	0.021
U.S. Citizen-Birth vs. Not-U.S. Citizen	0.144**
U.S. Citizen-Naturalized vs. Not-U.S. Citizen	0.123

** $p < .01$

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at USF. Frequencies and significant differences based on student status (Undergraduate versus Graduate), gender identity, racial identity,⁷³ sexual identity, disability status, religious affiliation, citizenship status, military status, housing status, employment status,⁷⁴ income status, and first-generation status are provided in Tables 99 through 101.

Eighty percent ($n = 2,554$) of Student respondents “strongly agreed” or “agreed” that they felt valued by USF faculty, 74% ($n = 2,358$) “strongly agreed” or “agreed” that they felt valued by USF staff, and 53% ($n = 1,689$) “strongly agreed” or “agreed” that they felt valued by USF senior administrators (e.g., dean, vice president, provost) (Table 99).

A higher percentage of Graduate Student respondents (39%, $n = 455$) than Undergraduate Student respondents (30%, $n = 607$) “strongly agreed” that they felt valued by USF faculty, while a lower percentage of Graduate Student respondents (43%, $n = 502$) than Undergraduate Student respondents (49%, $n = 990$) “agreed” that they felt valued by USF faculty. A higher percentage of Men respondents (40%, $n = 344$) than Women respondents (31%, $n = 679$) “strongly agreed” that they felt valued by USF faculty, while a lower percentage of Men respondents (42%, $n = 367$) than Women respondents (48%, $n = 1,064$) “agreed” that they felt valued by USF faculty. A higher percentage of Not-U.S. Citizen respondents (40%, $n = 190$) than U.S. Citizen-Birth respondents (32%, $n = 790$) or U.S. Citizen-Naturalized respondents (29%, $n = 80$) “strongly agreed” that they felt valued by USF faculty, while a lower percentage of Not-U.S. Citizen respondents (40%, $n = 190$) than U.S. Citizen-Birth respondents (48%, $n = 1,161$) “agreed” that they felt valued by USF faculty and U.S. Citizen-Naturalized respondents (49%, $n = 134$) were not statistically different. A higher percentage of White (37%, $n = 358$) than Multiracial respondents (29%, $n = 152$) “strongly agreed” that they felt valued by USF faculty, with Respondents of Color (33%, $n = 541$) not being statistically different. A larger percentage

⁷³Owing to low numbers in some of the response categories, this variable was further collapsed into Asian/Asian American/South Asian, Other People of Color, Multiracial, and White.

⁷⁴Owing to low numbers in some of the response categories, this variable was further collapsed into Employed (on-campus, off-campus, or both) and Not-Employed.

of Heterosexual respondents (34%, $n = 837$) than LGBQ respondents (30%, $n = 196$) “strongly agreed” that they felt valued by USF faculty. Forty-three percent ($n = 265$) of First-Generation Student respondents and 48% ($n = 1,226$) of Not-First-Generation Student respondents “agreed” with this statement. A small, but statistically higher percentage of Low-Income respondents (2%, $n = 14$) than Middle-Income respondents (1%, $n = 10$) or High-Income respondents (1%, $n = 10$) “strongly disagreed” that they felt valued by USF faculty. Six percent ($n = 21$) of Multiple Disabilities respondents compared with 4% ($n = 110$) of No Disability respondents “disagreed” that they felt valued by USF faculty, while 3% ($n = 11$) of Single Disability respondents and 1% ($n = 24$) of No Disability respondents “strongly disagreed” that they felt valued by USF faculty.

Seventy-four percent ($n = 2,358$) of Student respondents “strongly agreed” or “agreed” that they felt valued by USF staff. A small, but statistically higher percentage of Undergraduate Student respondents (6%, $n = 122$) than Graduate Student respondents (4%, $n = 50$) “disagreed” that they felt valued by USF staff. A higher percentage of Not-U.S. Citizen respondents (36%, $n = 169$) than U.S. Citizen-Birth respondents (29%, $n = 702$) or U.S. Citizen-Naturalized respondents (27%, $n = 74$) “strongly agreed” that they felt valued by USF staff. A higher percentage of White respondents (33%, $n = 317$) and Asian/Asian American/South Asian respondents (31%, $n = 258$) than Multiracial respondents (23%, $n = 122$) “strongly agreed” that they felt valued by USF staff, with Other Respondents of Color (29%, $n = 240$) not being statistically different. Twenty-four percent ($n = 160$) of LGBQ Student respondents and 31% ($n = 761$) of Heterosexual Student respondents “strongly agreed” that they felt valued by USF staff. Forty-one percent ($n = 251$) of First-Generation Student respondents and 45% ($n = 1,159$) of Not-First-Generation Student respondents “agreed” that they felt valued by USF staff. A small, but statistically higher percentage of Low-Income respondents (3%, $n = 18$) than Middle-Income respondents (1%, $n = 14$) or High-Income respondents (1%, $n = 14$) “strongly disagreed” that they felt valued by USF staff. A larger percentage of Other Faith-Based Affiliation respondents (39%, $n = 137$) than Christian respondents (29%, $n = 383$), No Affiliation respondents (29%, $n = 370$), or Multiple Affiliation respondents (24%, $n = 38$) “strongly agreed” that they felt valued by USF staff.

Fifty-three percent ($n = 1,689$) of Student respondents “strongly agreed” or “agreed” that they felt valued by USF senior administrators (e.g., dean, vice president, provost) (Table 99). A larger percentage of Graduate Student respondents (26%, $n = 298$) than Undergraduate Student

respondents (19%, $n = 387$) “strongly agreed” that they felt valued by USF senior administrators (e.g., dean, vice president, provost). A higher percentage of Men respondents (25%, $n = 219$) than Women respondents (20%, $n = 441$) “strongly agreed” that they felt valued by USF senior administrators, while Transspectrum respondents (20%, $n = 23$) were not statistically different. A higher percentage of Not-U.S. Citizen respondents (32%, $n = 151$) than U.S. Citizen-Birth respondents (20%, $n = 476$) or U.S. Citizen-Naturalized respondents (20%, $n = 55$) “strongly agreed” that they felt valued by USF senior administrators. A higher percentage of Asian/Asian American/South Asian respondents (25%, $n = 211$) than Multiracial respondents (17%, $n = 89$) “strongly agreed” that they felt valued by USF senior administrators, with White respondents (21%, $n = 206$) and Other Respondents of Color (21%, $n = 169$) not statistically differing from the other two groups. A larger percentage of LGBTQ Student respondents (17%, $n = 109$) than Heterosexual Student respondents (10%, $n = 231$) “disagreed” that they felt valued by USF senior administrators. A larger percentage of High-Income respondents (25%, $n = 285$) compared with Middle-Income respondents (20%, $n = 254$) (with Low-Income respondents (21%, $n = 129$) not differing) “strongly agreed” that they felt valued by USF senior administrators, while a higher percentage of Low-Income respondents (8%, $n = 47$) than Middle-Income respondents (4%, $n = 45$) and High-Income respondents (3%, $n = 39$) “strongly disagreed” that they felt valued by USF senior administrators. A larger percentage of Other Faith-Based Affiliation respondents (30%, $n = 104$) than Christian respondents (22%, $n = 285$), No Affiliation respondents (20%, $n = 254$), or Multiple Affiliation respondents (16%, $n = 25$) “strongly agreed” that they felt valued by USF senior administrators. Twenty-two percent ($n = 597$) of No Disability respondents “strongly agreed” that they felt valued by USF senior administrators, compared to 13% ($n = 18$) of Multiple Disabilities respondents, with Single Disability respondents (19%, $n = 65$) not differing statistically.

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by USF faculty.	1,062	33.2	1,492	46.7	460	14.4	146	4.6	38	1.2
Student status ^{excv}										
Undergraduate	607	30.0	990	48.9	311	15.4	97	4.8	18	0.9
Graduate	455	38.7	502	42.7	149	12.7	49	4.2	20	1.7
Gender identity ^{excvi}										
Women	679	30.9	1,064	48.4	334	15.2	100	4.5	23	1.0
Men	344	39.6	367	42.2	108	12.4	39	4.5	11	1.3
Transspectrum	38	31.9	54	45.4	17	14.3	6	5.0	< 5	---
Citizenship status ^{excvii}										
U.S. Citizen-Birth	790	32.4	1,161	47.6	341	14.0	121	5.0	26	1.1
U.S. Citizen-Naturalized	80	29.2	134	48.9	44	16.1	10	3.6	6	2.2
Not-U.S. Citizen	190	40.2	190	40.2	73	15.4	14	3.0	6	1.3
Racial identity ^{excviii}										
People of Color	541	32.5	767	46.0	271	16.3	70	4.2	17	1.0
White	358	36.9	442	45.6	113	11.7	44	4.5	12	1.2
Multiracial	152	28.8	269	50.9	69	13.1	29	5.5	9	1.7
Sexual identity ^{excix}										
LGBQ	196	29.8	323	49.1	94	14.3	28	4.3	17	2.6
Heterosexual	837	34.2	1,125	46.0	352	14.4	112	4.6	20	0.8
First-generation status ^{cc}										
First-Generation	192	31.1	265	42.9	120	19.4	32	5.2	8	1.3
Not-First-Generation	869	33.7	1,226	47.6	338	13.1	113	4.4	30	1.2
Income status ^{cci}										
Low-Income	197	31.4	280	44.6	96	15.3	41	6.5	14	2.2
Middle-Income	414	32.2	607	47.2	203	15.8	52	4.0	10	0.8
High-Income	417	35.9	549	47.2	142	12.2	45	3.9	10	0.9
Disability status ^{ccii}										
Single Disability	107	31.8	147	43.6	51	15.1	21	6.2	11	3.3
No Disability	905	33.7	1,269	47.2	378	14.1	110	4.1	24	0.9
Multiple Disabilities	107	31.8	147	43.6	51	15.1	21	6.2	11	3.3
I feel valued by USF staff.	947	29.7	1,411	44.2	608	19.1	172	5.4	51	1.6
Student status ^{cciii}										

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Undergraduate	540	26.8	933	46.2	393	19.5	122	6.0	30	1.5
Graduate	407	34.8	478	40.8	215	18.4	50	4.3	21	1.8
Citizenship status ^{cciv}										
U.S. Citizen-Birth	702	28.9	1,086	44.6	465	19.1	142	5.8	38	1.6
U.S. Citizen-Naturalized	74	27.1	124	45.4	55	20.1	15	5.5	5	1.8
Not-U.S. Citizen	169	35.9	195	41.4	86	18.3	13	2.8	8	1.7
Racial identity ^{ccv}										
Asian/Asian American/South Asian	258	30.8	372	44.4	165	19.7	32	3.8	10	1.2
White	317	32.8	420	43.4	162	16.8	56	5.8	12	1.2
Other Person of Color	240	29.2	358	43.5	168	20.4	40	4.9	17	2.1
Multiracial	122	23.1	247	46.9	107	20.3	39	7.4	12	2.3
Sexual identity ^{ccvi}										
LGBQ	160	24.3	289	43.9	147	22.3	42	6.4	20	3.0
Heterosexual	761	31.2	1,076	44.2	444	18.2	126	5.2	30	1.2
First-generation status ^{ccvii}										
First-Generation	171	27.6	251	40.5	151	24.4	36	5.8	11	1.8
Not-First-Generation	775	30.2	1,159	45.2	455	17.7	135	5.3	40	1.6
Income status ^{ccviii}										
Low-Income	171	27.4	267	42.8	124	19.9	44	7.1	18	2.9
Middle-Income	375	29.2	594	46.3	249	19.4	52	4.0	14	1.1
High-Income	373	32.2	498	42.9	208	17.9	67	5.8	14	1.2
Religious/spiritual affiliation ^{ccix}										
Christian	383	29.1	611	46.4	238	18.1	63	4.8	22	1.7
Other Faith-Based Affiliation	137	39.0	137	39.0	53	15.1	18	5.1	6	1.7
No Affiliation	370	28.7	568	44.1	257	20.0	73	5.7	20	1.6
Multiple Affiliation	38	23.5	68	42.0	39	24.1	14	8.6	< 5	---
Disability status ^{ccx}										
Single Disability	86	25.7	141	42.2	71	21.3	26	7.8	10	3.0
No Disability	814	30.4	1,193	44.5	504	18.8	132	4.9	37	1.4
Multiple Disabilities	41	28.5	63	43.8	25	17.4	12	8.3	< 5	---

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	685	21.5	1,004	31.6	1,005	31.6	350	11.0	137	4.3
Student status ^{ccxi}										
Undergraduate	387	19.2	639	31.7	653	32.4	252	12.5	86	4.3
Graduate	298	25.6	365	31.4	352	30.2	98	8.4	51	4.4
Gender identity ^{ccxii}										
Women	441	20.1	685	31.3	743	33.9	235	10.7	87	4.0
Men	219	25.4	281	32.6	234	27.1	89	10.3	40	4.6
Transspectrum	23	19.5	33	28.0	27	22.9	25	21.2	10	8.5
Citizenship status ^{ccxiii}										
U.S. Citizen-Birth	476	19.6	758	31.2	789	32.5	296	12.2	110	4.5
U.S. Citizen-Naturalized	55	20.1	87	31.9	92	33.7	23	8.4	16	5.9
Not-U.S. Citizen	151	32.3	155	33.2	121	25.9	30	6.4	10	2.1
Racial identity ^{ccxiv}										
Asian/Asian American/South Asian	211	25.2	274	32.7	257	30.7	71	8.5	24	2.9
White	206	21.3	325	33.6	280	29.0	117	12.1	39	4.0
Other Person of Color	169	20.6	246	30.0	269	32.8	96	11.7	40	4.9
Multiracial	89	17.0	150	28.7	189	36.1	64	12.2	31	5.9
Sexual identity ^{ccxv}										
LGBQ	105	16.1	194	29.7	207	31.7	109	16.7	39	6.0
Heterosexual	560	23.0	781	32.1	769	31.6	231	9.5	94	3.9
Income status ^{ccxvi}										
Low-Income	129	20.8	188	30.4	180	29.1	75	12.1	47	7.6
Middle-Income	254	19.8	415	32.3	429	33.4	141	11.0	45	3.5
High-Income	285	24.6	359	31.0	355	30.7	120	10.4	39	3.4
Religious/spiritual affiliation ^{ccxvii}										
Christian	285	21.6	430	32.6	420	31.9	134	10.2	49	3.7
Other Faith-Based Affiliation	104	29.8	116	33.2	89	25.5	27	7.7	13	3.7
No Affiliation	254	19.8	398	31.0	416	32.4	152	11.8	64	5.0
Multiple Affiliation	25	15.5	45	28.0	59	36.6	24	14.9	8	5.0

Table 99. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{cxxviii}										
Single Disability	65	19.4	95	28.4	102	30.4	52	15.5	21	6.3
No Disability	597	22.4	848	31.7	854	32.0	269	10.1	103	3.9
Multiple Disabilities	18	12.5	48	33.3	40	27.8	26	18.1	12	8.3

Note: Table reports only responses from Student respondents (*n* = 3,217).

Eighty-four percent (*n* = 2,677) of Student respondents “strongly agreed” or “agreed” that they felt valued by USF faculty in the classroom (Table 100). A higher percentage of Graduate Student respondents (42%, *n* = 491) than Undergraduate Student respondents (30%, *n* = 608) “strongly agreed” that they felt valued by faculty in the classroom, while a lower percentage of Graduate Student respondents (44%, *n* = 508) than Undergraduate Student respondents (53%, *n* = 1,070) “agreed” that they felt valued by USF faculty in the classroom. A higher percentage of Men respondents (40%, *n* = 340) than Women respondents (33%, *n* = 723) “strongly agreed” that they felt valued by faculty in the classroom, while a lower percentage of Men respondents (45%, *n* = 388) than Women respondents (51%, *n* = 1,124) “agreed” that they felt valued by USF faculty in the classroom (Transpectrum respondents did not statistically differ from the other two groups). Forty percent (*n* = 188) of Not-U.S. Citizen respondents “strongly agreed” that they felt valued by faculty in the classroom, compared with 34% (*n* = 818) of U.S. Citizen-Birth respondents, with U.S. Citizen-Naturalized respondents (33%, *n* = 90) not statistically differing. A higher percentage of White respondents (39%, *n* = 376) than Multiracial respondents (31%, *n* = 161) and Respondents of Color (33%, *n* = 550) “strongly agreed” that they felt valued by faculty in the classroom. A small, but statistically higher, percentage of Low-Income Student respondents (2%, *n* = 10) than Middle-Income Student respondents (*n* < 5) and High-Income Student respondents (*n* < 5) “strongly disagreed” that they felt valued by faculty in the classroom. A smaller percentage of Other Faith-Based Affiliation respondents (41%, *n* = 144) than Christian respondents (51%, *n* = 665) or No Affiliation respondents (52%, *n* = 672) “agreed” that they felt valued by USF faculty in the classroom, while Multiple Affiliation respondents (45%, *n* = 72) were not statistically different. Three percent (*n* = 70) of No Disability respondents “disagreed” with the statement, compared to 7% (*n* = 10) of Multiple

Disabilities respondents, with Single Disability respondents (3%, $n = 11$) not differing statistically.

Seventy-four percent ($n = 2,350$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Graduate Student respondents (38%, $n = 449$) than Undergraduate Student respondents (22%, $n = 439$) “strongly agreed” that they felt valued by other students in the classroom. A higher percentage of Heterosexual respondents (29%, $n = 712$) than LGBTQ respondents (23%, $n = 149$) “strongly agreed” that they felt valued by other students in the classroom. A higher percentage of Men respondents (33%, $n = 284$) than Women respondents (26%, $n = 570$) “strongly agreed” that they felt valued by other students in the classroom, while a lower percentage of Men respondents (42%, $n = 361$) than Women respondents (48%, $n = 1,052$) “agreed” that they felt valued by other students in the classroom (Transpectrum respondents did not statistically differ from the other two groups). Similarly, a higher percentage of Not-U.S. Citizen respondents (34%, $n = 161$) than U.S. Citizen-Birth respondents (27%, $n = 646$) “strongly agreed” that they felt valued by other students in the classroom, while a lower percentage of Not-U.S. Citizen respondents (39%, $n = 183$) than U.S. Citizen-Birth respondents (47%, $n = 1,144$) “agreed” with the statement. Additionally, 3% ($n = 7$) of U.S. Citizen-Naturalized respondents “strongly disagreed” that they felt valued by other students in the classroom, compared with 1% ($n = 23$) of U.S. Citizen-Birth respondents. A larger percentage of White respondents (30%, $n = 290$) than Asian/Asian American/South Asian respondents (29%, $n = 239$) or Multiracial respondents (22%, $n = 116$) “strongly agreed” that they felt valued by other students in the classroom, and a larger percentage of White respondents (49%, $n = 475$) than Other Respondents of Color (41%, $n = 339$) “agreed” with the statement (with the other groups not being statistically different). A larger percentage of High-Income respondents (48%, $n = 556$) compared with Low-Income respondents (42%, $n = 260$) (with Middle-Income respondents (47%, $n = 597$) not differing) “agreed” that they felt valued by other students in the classroom. In terms of religious/spiritual affiliation, 35% ($n = 122$) of Other Faith-Based Affiliation respondents and 25% ($n = 327$) of No Affiliation respondents “strongly agreed” that they felt valued by other students in the classroom, 48% ($n = 628$) of Christian respondents and 39% ($n = 137$) of Other Faith-Based Affiliation respondents “agreed” that they felt valued by other students in the classroom, and 4% ($n = 49$) of Christian respondents and 9% ($n = 15$) of Multiple Affiliation respondents “disagreed” with the

statement. A small, but statistically higher, percentage of Single Disability respondents (8%, $n = 26$) and Multiple Disabilities respondents (10%, $n = 15$) than No Disability respondents (4%, $n = 111$) “disagreed” that they felt valued by other students in the classroom.

Sixty-six percent ($n = 2,077$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Undergraduate Student respondents (7%, $n = 135$) than Graduate Student respondents (5%, $n = 57$) “disagreed” that they felt valued by other students outside of the classroom. A small, but statistically higher, percentage of Transpectrum respondents (4%, $n = 5$) than Women respondents (1%, $n = 27$) “strongly disagreed” that they felt valued by other students outside the classroom (with Men respondents (2%, $n = 19$) not being statistically different). A higher percentage of Not-U.S. Citizen respondents (31%, $n = 142$) than U.S. Citizen-Birth respondents (23%, $n = 559$) “strongly agreed” that they felt valued by other students outside of the classroom, while U.S. Citizen-Naturalized respondents (25%, $n = 68$) did not differ. A larger percentage of White Student respondents (8%, $n = 75$) and Other Respondents of Color (7%, $n = 54$) than Asian/Asian American/South Asian respondents (4%, $n = 31$) “disagreed” that they felt valued by other students outside of the classroom (with Multiracial respondents (5%, $n = 28$) not differing). Twenty percent ($n = 129$) of LGBTQ Student respondents compared with 25% ($n = 616$) of Heterosexual Student respondents “strongly agreed” with this statement. Regarding military status, 42% ($n = 1,263$) of Not-Military respondents and 32% ($n = 39$) of Military respondents “agreed” that they felt valued by other students outside the classroom. A larger percentage of High-Income respondents (27%, $n = 314$) compared with Low-Income respondents (21%, $n = 131$) (with Middle-Income respondents (23%, $n = 296$) not differing) “strongly agreed” with the statement. In terms of religious/spiritual affiliation, 30% ($n = 104$) of Other Faith-Based Affiliation respondents and 23% ($n = 295$) of No Affiliation respondents “strongly agreed” that they felt valued by other students outside the classroom, while 5% ($n = 60$) of Christian respondents compared to 7% ($n = 92$) of No Affiliation respondents and 12% ($n = 19$) of Multiple Affiliation respondents “disagreed” with the statement. A higher percentage of Single Disability respondents (15%, $n = 49$) and Multiple Disabilities respondents (16%, $n = 23$) than No Disability respondents (6%, $n = 167$) “disagreed” or “strongly disagreed” that they felt valued by other students outside the classroom.

Table 100. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	1,099	34.5	1,578	49.6	393	12.3	92	2.9	21	0.7
Student status ^{ccxix}										
Undergraduate	608	30.2	1,070	53.1	267	13.2	61	3.0	10	0.5
Graduate	491	42.1	508	43.5	126	10.8	31	2.7	11	0.9
Gender identity ^{ccxx}										
Women	723	33.0	1,124	51.2	268	12.2	68	3.1	11	0.5
Men	340	39.5	388	45.1	104	12.1	20	2.3	8	0.9
Transspectrum	34	28.6	58	48.7	21	17.6	< 5	---	< 5	---
Citizenship status ^{ccxxi}										
U.S. Citizen-Birth	818	33.7	1,220	50.3	295	12.2	82	3.4	12	0.5
U.S. Citizen-Naturalized	90	32.8	139	50.7	36	13.1	6	2.2	< 5	---
Not-U.S. Citizen	188	40.0	212	45.1	60	12.8	< 5	---	6	1.3
Racial identity ^{ccxxii}										
People of Color	550	33.2	828	49.9	229	13.8	40	2.4	12	0.7
White	376	39.0	461	47.8	89	9.2	32	3.3	6	0.6
Multiracial	161	30.7	275	52.4	68	13.0	18	3.4	< 5	---
Income status ^{ccxxiii}										
Low-Income	209	33.5	299	47.9	83	13.3	23	3.7	10	1.6
Middle-Income	436	34.0	637	49.6	168	13.1	38	3.0	< 5	---
High-Income	427	36.9	581	50.2	118	10.2	28	2.4	< 5	---
Religious/spiritual affiliation ^{ccxxiv}										
Christian	452	34.3	665	50.5	153	11.6	34	2.6	12	0.9
Other Faith-Based Affiliation	142	40.7	144	41.3	50	14.3	10	2.9	< 5	---
No Affiliation	429	33.3	672	52.1	146	11.3	36	2.8	6	0.5
Multiple Affiliation	56	34.8	72	44.7	25	15.5	8	5.0	0	0.0
Disability status ^{ccxxv}										
Single Disability	104	31.1	163	48.8	53	15.9	11	3.3	< 5	---
No Disability	946	35.4	1,332	49.8	312	11.7	70	2.6	15	0.6
Multiple Disabilities	43	29.9	70	48.6	18	12.5	10	6.9	< 5	---

Table 100. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by other students in classroom.	888	27.9	1,462	45.9	645	20.2	155	4.9	36	1.1
Student status ^{ccxxvi}										
Undergraduate	439	21.8	944	46.8	501	24.8	107	5.3	26	1.3
Graduate	449	38.4	518	44.3	144	12.3	48	4.1	10	0.9
Gender identity ^{ccxxvii}										
Women	570	26.0	1,052	48.1	450	20.6	99	4.5	18	0.8
Men	284	32.7	361	41.6	165	19.0	43	5.0	15	1.7
Transspectrum	31	26.1	44	37.0	29	24.4	12	10.1	< 5	---
Citizenship status ^{ccxxviii}										
U.S. Citizen-Birth	646	26.6	1,144	47.0	497	20.4	122	5.0	23	0.9
U.S. Citizen-Naturalized	78	28.5	130	47.4	43	15.7	16	5.8	7	2.6
Not-U.S. Citizen	161	34.3	183	39.0	102	21.7	17	3.6	6	1.3
Racial identity ^{ccxxix}										
Asian/Asian American/South Asian	239	28.5	390	46.5	171	20.4	30	3.6	9	1.1
White	290	30.1	475	49.2	144	14.9	48	5.0	8	0.8
Other Person of Color	232	28.3	339	41.3	197	24.0	41	5.0	11	1.3
Multiracial	116	22.0	247	46.8	125	23.7	33	6.3	7	1.3
Sexual identity ^{ccxxx}										
LGBQ	149	22.7	314	47.8	144	21.9	39	5.9	11	1.7
Heterosexual	712	29.2	1,109	45.5	485	19.9	107	4.4	25	1.0
Income status ^{ccxxxi}										
Low-Income	167	26.8	260	41.7	150	24.0	36	5.8	11	1.8
Middle-Income	351	27.3	597	46.5	255	19.9	69	5.4	12	0.9
High-Income	345	29.8	556	48.0	206	17.8	44	3.8	8	0.7
Religious/spiritual affiliation ^{ccxxxii}										
Christian	383	29.1	628	47.7	243	18.5	49	3.7	13	1.0
Other Faith-Based Affiliation	122	34.8	137	39.0	68	19.4	18	5.1	6	1.7
No Affiliation	327	25.4	603	46.8	272	21.1	70	5.4	16	1.2
Multiple Affiliation	41	25.3	69	42.6	37	22.8	15	9.3	0	0.0
Disability status ^{ccxxxiii}										

Table 100. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Single Disability	84	25.1	129	38.6	88	26.3	26	7.8	7	2.1
No Disability	775	29.0	1,249	46.7	517	19.3	111	4.1	24	0.9
Multiple Disabilities	25	17.2	70	48.3	31	21.4	15	10.3	< 5	---
I feel valued by other students outside of the classroom.	771	24.4	1,306	41.3	839	26.6	192	6.1	51	1.6
Student status ^{ccxxxiv}										
Undergraduate	433	21.7	883	44.3	509	25.5	135	6.8	35	1.8
Graduate	338	29.0	423	36.3	330	28.4	57	4.9	16	1.4
Gender identity ^{ccxxxv}										
Women	505	23.3	903	41.7	586	27.1	144	6.7	27	1.2
Men	237	27.4	356	41.1	216	24.9	38	4.4	19	2.2
Transspectrum	28	23.7	42	35.6	34	28.8	9	7.6	5	4.2
Citizenship status ^{ccxxxvi}										
U.S. Citizen-Birth	559	23.2	1,009	41.8	641	26.6	167	6.9	35	1.5
U.S. Citizen-Naturalized	68	25.1	107	39.5	79	29.2	11	4.1	6	2.2
Not-U.S. Citizen	142	30.5	183	39.4	116	24.9	14	3.0	10	2.2
Racial identity ^{ccxxxvii}										
Asian/Asian American/South Asian	222	26.7	352	42.3	214	25.7	31	3.7	13	1.6
White	251	26.2	400	41.8	221	23.1	75	7.8	11	1.1
Other Person of Color	177	21.7	329	40.4	243	29.9	54	6.6	11	1.4
Multiracial	111	21.3	214	41.1	153	29.4	28	5.4	15	2.9
Sexual identity ^{ccxxxviii}										
LGBQ	129	20.0	269	41.7	180	27.9	54	8.4	13	2.0
Heterosexual	616	25.4	1,003	41.4	637	26.3	130	5.4	35	1.4
Military status ^{ccxxxix}										
Military	34	27.4	39	31.5	43	34.7	< 5	---	< 5	---
Not-Military	734	24.3	1,263	41.8	793	26.2	187	6.2	46	1.5
Income status ^{ccxl}										
Low-Income	131	21.3	241	39.1	185	30.0	43	7.0	16	2.6
Middle-Income	296	23.3	523	41.1	353	27.8	83	6.5	16	1.3
High-Income	314	27.2	497	43.1	271	23.5	60	5.2	11	1.0

Table 100. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious/spiritual affiliation ^{ccxli}										
Christian	324	24.9	559	42.9	344	26.4	60	4.6	16	1.2
Other Faith-Based Affiliation	104	30.0	134	38.6	84	24.2	19	5.5	6	1.7
No Affiliation	295	23.1	531	41.5	337	26.3	92	7.2	24	1.9
Multiple Affiliation	31	19.4	59	36.9	48	30.0	19	11.9	< 5	---
Disability status ^{ccxlii}										
Single Disability	73	21.7	110	32.7	104	31.0	39	11.6	10	3.0
No Disability	671	25.3	1,116	42.2	693	26.2	134	5.1	33	1.2
Multiple Disabilities	23	15.9	64	44.1	35	24.1	16	11.0	7	4.8

Note: Table reports only responses from Student respondents (*n* = 3,217).

Thirty-seven percent (*n* = 1,182) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 101). A higher percentage of Graduate Student respondents (15%, *n* = 174) than Undergraduate Student respondents (10%, *n* = 206) “strongly disagreed” that faculty prejudged their abilities based on their perception of their identity/background. A smaller percentage of Women respondents (14%, *n* = 301) than Men respondents (18%, *n* = 156) or Transspectrum respondents (24%, *n* = 27) “strongly agreed” that faculty prejudged their abilities. The differences based on citizenship status shown in Table 101 were statistically significant for each of the five categories except for “neither agree nor disagree” and the differences based on racial identity were significant for all of the categories, with Asian/Asian American/South Asian respondents generally providing the most positive responses compared to the other groups (Table 101). Sixteen percent (*n* = 396) of Heterosexual respondents compared with 11% (*n* = 70) of LGBTQ respondents “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. Lastly, a larger percentage of Low-Income respondents (31%, *n* = 192) than Middle-Income respondents (25%, *n* = 324) or High-Income respondents (25%, *n* = 283) “neither agreed nor disagreed” that faculty prejudged their abilities based on their perception of their identity/background. In terms of religious/spiritual affiliation, 24% (*n* = 82) of Other Faith-Based Affiliation respondents “strongly agreed” that faculty prejudged their abilities

compared with 13% ($n = 165$) of No Affiliation respondents and 15% ($n = 202$) of Christian respondents, while Multiple Affiliation respondents (15%, $n = 24$) were not statistically different.

Seventy-one percent ($n = 2,272$) of Student respondents “strongly agreed” or “agreed” that the campus climate at USF encouraged free and open discussion of difficult topics. A higher percentage of Graduate Student respondents (33%, $n = 389$) than Undergraduate Student respondents (26%, $n = 525$) “strongly agreed” that the campus climate at USF encouraged free and open discussion of difficult topics, while a lower percentage of Graduate Student respondents (39%, $n = 455$) than Undergraduate Student respondents (45%, $n = 903$) “agreed” that the campus climate at USF encouraged free and open discussion of difficult topics. A higher percentage of Women respondents (45%, $n = 977$) than Men respondents (39%, $n = 340$) or Transspectrum respondents (31%, $n = 37$) “agreed” that the campus climate at USF encouraged free and open discussion of difficult topics. A higher percentage of Not-U.S. Citizen respondents (36%, $n = 170$) than U.S. Citizen-Birth respondents (27%, $n = 665$) “strongly agreed” with the statement, while U.S. Citizen-Naturalized respondents (28%, $n = 76$) did not differ. In terms of racial identity, the differences illustrated in Table 101 were significant for all five of the categories, with Asian/Asian American/South Asian respondents generally providing the most positive responses compared to the other groups. Thirty percent ($n = 735$) of Heterosexual respondents compared with 23% ($n = 152$) of LGBTQ respondents “strongly agreed” that the campus climate at USF encouraged free and open discussion of difficult topics. Forty-four percent ($n = 1,127$) of Not-First-Generation Student respondents and 37% ($n = 230$) of First-Generation Student respondents “agreed” that the campus climate at USF encouraged free and open discussion of difficult topics. A higher percentage of Low-Income respondents (5%, $n = 28$) than Middle-Income respondents (2%, $n = 31$) (with High-Income respondents (3%, $n = 37$) not statistically differing) “strongly disagreed” that the campus climate at USF encouraged free and open discussion of difficult topics. A higher percentage of No Disability respondents (30%, $n = 795$) than Single Disability respondents (23%, $n = 76$) “strongly agreed” with the statement, while Multiple Disabilities respondents (27%, $n = 39$) did not differ.

Three-quarters (75%, $n = 2,381$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. A lower percentage of Undergraduate Student respondents (34%, $n = 678$) than Graduate Student respondents (42%, $n = 496$) “strongly agreed”

that they had faculty whom they perceived as role models. Three percent ($n = 25$) of Men respondents and 2% ($n = 32$) of Women respondents “strongly disagreed” with the statement (with Transspectrum respondents ($n < 5$) not being statistically different). Additionally, a higher percentage of White respondents (42%, $n = 405$) than Multiracial respondents (34%, $n = 182$) or Asian/Asian American/South Asian respondents (33%, $n = 279$) “strongly agreed” that they had faculty whom they perceived as role models (while Other Respondents of Color (36%, $n = 297$) did not differ). Thirty-eight percent ($n = 1,028$) of No Disability respondents and 31% ($n = 104$) of Single Disability respondents “agreed” that they had faculty whom they perceived as role models, while 2% ($n = 43$) of No Disability respondents and 5% ($n = 7$) of Multiple Disabilities respondents “strongly disagreed” that they had faculty whom they perceived as role models.

Fifty-seven percent ($n = 1,823$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A higher percentage of Undergraduate Student respondents (9%, $n = 188$) than Graduate Student respondents (7%, $n = 82$) “disagreed” that they had staff whom they perceived as role models. A small, but statistically larger percentage of U.S. Citizen-Naturalized respondents (5%, $n = 14$) than U.S. Citizen-Birth respondents (2%, $n = 59$) “strongly disagreed” with the statement, with Not-U.S. Citizen respondents (3%, $n = 15$) not being statistically different. Eleven percent ($n = 104$) of White respondents and 6% ($n = 51$) of Asian/Asian American/South Asian respondents “disagreed” that they had staff whom they perceived as role models, while 2% ($n = 16$) of White respondents and 4% ($n = 32$) of Other Respondents of Color “strongly disagreed” with the statement (the other groups did not statistically differ). Fifty-nine percent ($n = 1,445$) of Heterosexual respondents compared with 49% ($n = 318$) of LGBQ respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A small, but statistically larger percentage of Low-Income respondents (5%, $n = 28$) than Middle-Income respondents (2%, $n = 30$) or High-Income respondents (2%, $n = 21$) “strongly disagreed” with this statement. Lastly, in terms of religious/spiritual affiliation, a lower percentage of No Affiliation respondents (25%, $n = 322$) than Other Faith-Based Affiliation respondents (33%, $n = 114$) “strongly agreed” that they had staff whom they perceived as role models (with the other two groups not differing statistically).

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	485	15.3	697	22.0	839	26.5	768	24.2	380	12.0
Student status ^{ccxliii}										
Undergraduate	283	14.1	480	23.9	528	26.3	508	25.3	206	10.3
Graduate	202	17.4	217	18.6	311	26.7	260	22.3	174	14.9
Gender identity ^{ccxliv}										
Women	301	13.8	465	21.3	579	26.6	570	26.2	263	12.1
Men	156	18.0	207	23.9	224	25.9	174	20.1	105	12.1
Transspectrum	27	23.5	22	19.1	34	29.6	23	20.0	9	7.8
Citizenship status ^{ccxlv}										
U.S. Citizen-Birth	331	13.7	499	20.6	640	26.5	636	26.3	312	12.9
U.S. Citizen-Naturalized	39	14.4	72	26.6	75	27.7	57	21.0	28	10.3
Not-U.S. Citizen	112	23.9	121	25.9	121	25.9	75	16.0	39	8.3
Racial identity ^{ccxlv}										
Asian/Asian American/South Asian	154	18.4	217	26.0	224	26.8	173	20.7	68	8.1
White	127	13.2	187	19.5	227	23.7	268	27.9	150	15.6
Other Person of Color	126	15.4	182	22.2	241	29.4	182	22.2	88	10.7
Multiracial	66	12.7	105	20.2	136	26.2	141	27.1	72	13.8
Sexual identity ^{ccxlvii}										
LGBQ	70	10.8	150	23.1	181	27.9	172	26.5	76	11.7
Heterosexual	396	16.3	523	21.6	632	26.1	582	24.0	293	12.1
Income status ^{ccxlviii}										
Low-Income	94	15.1	124	20.0	192	30.9	141	22.7	70	11.3
Middle-Income	174	13.6	308	24.1	324	25.4	324	25.4	147	11.5
High-Income	195	16.9	246	21.4	283	24.6	279	24.2	149	12.9
Religious/spiritual affiliation ^{ccxlix}										
Christian	202	15.4	278	21.1	340	25.9	329	25.0	166	12.6
Other Faith-Based Affiliation	82	23.8	83	24.1	84	24.3	57	16.5	39	11.3
No Affiliation	165	12.9	292	22.9	342	26.8	327	25.6	151	11.8
Multiple Affiliation	24	14.9	29	18.0	43	26.7	45	28.0	20	12.4

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the campus climate encourages free and open discussion of difficult topics.	914	28.7	1,358	42.7	583	18.3	219	6.9	106	3.3
Student status ^{ccl}										
Undergraduate	525	26.1	903	44.9	371	18.4	144	7.2	68	3.4
Graduate	389	33.3	455	38.9	212	18.1	75	6.4	38	3.3
Gender identity ^{ccli}										
Women	626	28.6	977	44.6	406	18.5	128	5.8	52	2.4
Men	252	29.2	340	39.4	151	17.5	75	8.7	45	5.2
Transspectrum	33	28.0	37	31.4	23	19.5	16	13.6	9	7.6
Citizenship status ^{ccli}										
U.S. Citizen-Birth	665	27.4	1,052	43.4	442	18.2	180	7.4	85	3.5
U.S. Citizen-Naturalized	76	27.7	112	40.9	59	21.5	19	6.9	8	2.9
Not-U.S. Citizen	170	36.2	189	40.2	78	16.6	20	4.3	13	2.8
Racial identity ^{ccliii}										
Asian/Asian American/South Asian	263	31.5	373	44.7	156	18.7	36	4.3	7	0.8
White	278	28.8	415	43.0	147	15.2	86	8.9	38	3.9
Other Person of Color	229	27.8	332	40.3	177	21.5	53	6.4	32	3.9
Multiracial	129	24.7	233	44.6	91	17.4	42	8.0	28	5.4
Sexual identity ^{ccliv}										
LGBQ	152	23.2	289	44.1	125	19.1	64	9.8	26	4.0
Heterosexual	735	30.2	1,036	42.6	436	17.9	148	6.1	76	3.1
First-generation status ^{cclv}										
First-Generation	176	28.6	230	37.4	143	23.3	47	7.6	19	3.1
Not-First-Generation	737	28.8	1,127	44.0	437	17.1	172	6.7	87	3.4
Income status ^{cclvi}										
Low-Income	179	28.8	241	38.8	118	19.0	55	8.9	28	4.5
Middle-Income	356	27.7	567	44.2	245	19.1	84	6.5	31	2.4
High-Income	348	30.1	505	43.6	195	16.9	72	6.2	37	3.2
Disability status ^{cclvii}										
Single Disability	76	22.7	128	38.2	66	19.7	39	11.6	26	7.8

Table 101. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No Disability	795	29.8	1,157	43.3	482	18.1	166	6.2	70	2.6
Multiple Disabilities	39	27.1	60	41.7	23	16.0	13	9.0	9	6.3
I have faculty whom I perceive as role models.	1,174	36.8	1,207	37.8	600	18.8	151	4.7	60	1.9
Student status ^{cclviii}										
Undergraduate	678	33.5	773	38.2	409	20.2	122	6.0	39	1.9
Graduate	496	42.4	434	37.1	191	16.3	29	2.5	21	1.8
Gender identity ^{cclix}										
Women	816	37.2	859	39.1	397	18.1	92	4.2	32	1.5
Men	303	34.9	305	35.2	181	20.9	53	6.1	25	2.9
Transspectrum	49	41.2	40	33.6	21	17.6	6	5.0	< 5	---
Racial identity ^{cclx}										
Asian/Asian American/South Asian	279	33.3	327	39.1	179	21.4	40	4.8	12	1.4
White	405	41.9	350	36.2	164	17.0	35	3.6	13	1.3
Other Person of Color	297	36.0	311	37.7	149	18.1	47	5.7	20	2.4
Multiracial	182	34.4	209	39.5	99	18.7	26	4.9	13	2.5
Disability status ^{cclxi}										
Single Disability	134	39.8	104	30.9	75	22.3	15	4.5	9	2.7
No Disability	982	36.7	1,028	38.4	495	18.5	131	4.9	43	1.6
Multiple Disabilities	53	36.6	58	40.0	23	15.9	< 5	---	7	4.8
I have staff whom I perceive as role models	834	26.2	989	31.0	1,006	31.6	270	8.5	89	2.8
Student status ^{cclxii}										
Undergraduate	501	24.8	658	32.5	621	30.7	188	9.3	55	2.7
Graduate	333	28.6	331	28.4	385	33.0	82	7.0	34	2.9
Citizenship status ^{cclxiii}										
U.S. Citizen-Birth	630	25.9	768	31.6	752	30.9	224	9.2	59	2.4
U.S. Citizen-Naturalized	62	22.7	82	30.0	98	35.9	17	6.2	14	5.1
Not-U.S. Citizen	139	29.6	135	28.7	152	32.3	29	6.2	15	3.2
Racial identity ^{cclxiv}										
Asian/Asian American/South Asian	218	26.0	279	33.3	271	32.3	51	6.1	19	2.3

Table 101. Student Respondents’ Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	258	26.8	272	28.2	314	32.6	104	10.8	16	1.7
Other Person of Color	223	27.1	262	31.8	240	29.1	67	8.1	32	3.9
Multiracial	126	23.9	167	31.7	170	32.3	44	8.3	20	3.8
Sexual identity ^{cclxv}										
LGBQ	147	22.4	171	26.1	254	38.7	56	8.5	28	4.3
Heterosexual	661	27.1	784	32.2	727	29.8	206	8.4	60	2.5
Income status ^{cclxvi}										
Low-Income	157	25.2	197	31.6	189	30.3	53	8.5	28	4.5
Middle-Income	343	26.7	417	32.5	384	29.9	111	8.6	30	2.3
High-Income	315	27.2	336	29.0	390	33.6	97	8.4	21	1.8
Religious/spiritual affiliation ^{cclxvii}										
Christian	344	26.0	446	33.8	390	29.5	100	7.6	41	3.1
Other Faith-Based Affiliation	114	32.6	103	29.4	103	29.4	20	5.7	10	2.9
No Affiliation	322	25.1	379	29.5	430	33.5	125	9.7	29	2.3
Multiple Affiliation	38	23.6	40	24.8	58	36.0	18	11.2	7	4.3

Note: Table reports only responses from Student respondents (*n* = 3,217).

Graduate Student Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Significant findings are presented in Table 102 and below.

Sixty-five percent (*n* = 768) of Graduate Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments/programs (Table 102). Eight percent (*n* = 28) of Men respondents and 13% (*n* = 103) of Women respondents “disagreed” that they were satisfied with the quality of advising they have received from their departments/programs. A larger percentage of Not-U.S. Citizen respondents (81%, *n* = 169) than U.S. Citizen-Birth respondents (62%, *n* = 523) “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments/programs, with U.S. Citizen-Naturalized respondents (62%, *n* = 75) not being statistically different. Additionally, a smaller percentage of Asian/Asian American/South Asian

respondents ($n < 5$) than Multiracial respondents (10%, $n = 14$) or White respondents (6%, $n = 27$) “strongly disagreed” that they were satisfied with the quality of advising they have received from their departments/programs (while Other Respondents of Color (5%, $n = 16$) did not differ). Twenty percent ($n = 20$) of Single Disability respondents “agreed” that they were satisfied with the quality of advising they have received from their departments/programs compared to 40% ($n = 21$) of Multiple Disabilities respondents, and 40% ($n = 403$) of No Disability respondents.

Seventy-two percent ($n = 846$) of Graduate Student respondents “strongly agreed” or “agreed” that they felt they had adequate access to advising. A smaller percentage of Not-U.S. Citizen respondents (4%, $n = 8$) than U.S. Citizen-Birth respondents (11%, $n = 94$) or U.S. Citizen-Naturalized respondents (12%, $n = 15$) “disagreed” that they felt they had adequate access to advising. A higher percentage of Multiracial respondents (6%, $n = 9$) than Asian/Asian American/South Asian respondents ($n < 5$) “strongly disagreed” with the statement (with White respondents (3%, $n = 13$) and Other Respondents of color (2%, $n = 8$) not differing statistically). Five percent ($n = 11$) of LGBTQ respondents and 3% ($n = 23$) of Heterosexual respondents “strongly disagreed” that they felt they had adequate access to advising. A larger percentage of No Disability respondents (44%, $n = 441$) than Single Disability respondents (23%, $n = 23$) “agreed” they felt they had adequate access to advising, with Multiple Disabilities respondents (34%, $n = 18$) not being statistically different.

Seventy-one percent ($n = 831$) of Graduate Student respondents “strongly agreed” or “agreed” that they felt they have adequate support from their advisor/chair to complete their program. A higher percentage of Not-U.S. Citizen respondents (44%, $n = 91$) than U.S. Citizen-Birth respondents (32%, $n = 272$) or U.S. Citizen-Naturalized respondents (26%, $n = 32$) “strongly agreed” that they have adequate support from their advisor/chair to complete their program. A lower percentage of White respondents (32%, $n = 138$) than Other Respondents of Color (42%, $n = 141$) “agreed” that they felt they have adequate support from their advisor/chair to complete their program, while a higher percentage of Multiracial respondents (20%, $n = 29$) than Asian/Asian American/South Asian respondents (6%, $n = 16$) “disagreed” or “strongly disagreed” with the statement (with other groups not being statistically different). A larger percentage of No Disability respondents (39%, $n = 399$) than Single Disability respondents

(20%, $n = 20$) “agreed” they felt they have adequate support from their advisor/chair to complete their program, with Multiple Disabilities respondents (30%, $n = 16$) not differing statistically.

Sixty-eight percent ($n = 800$) of Graduate Student respondents “strongly agreed” or “agreed” that their advisor/chair provided clear expectations. A larger percentage of Not-U.S. Citizen respondents (42%, $n = 88$) than U.S. Citizen-Birth respondents (29%, $n = 245$) or U.S. Citizen-Naturalized respondents (24%, $n = 29$) “strongly agreed” that their advisor/chair provided clear expectations. A small, but statistically higher percentage of Multiracial respondents (6%, $n = 9$) than Asian/Asian American/South Asian respondents ($n < 5$) “strongly disagreed” with the statement, while White respondents (3%, $n = 11$) and Other Respondents of Color (3%, $n = 10$) were not statistically different. Lastly, a larger percentage of No Disability respondents (39%, $n = 392$) than Single Disability respondents (23%, $n = 23$) “agreed” that their advisor/chair provided clear expectations, with Multiple Disabilities respondents (36%, $n = 19$) not differing statistically.

Three-quarters (75%, $n = 881$) of Graduate Student respondents “strongly agreed” or “agreed” that their advisor/chair responded to their emails, calls, or voicemails in a prompt manner. A higher percentage of Not-U.S. Citizen respondents (49%, $n = 100$) than U.S. Citizen-Birth respondents (34%, $n = 287$) or U.S. Citizen-Naturalized respondents (33%, $n = 39$) “strongly agreed” that their advisor/chair responded to their emails, calls, or voicemails in a prompt manner. Fourteen percent ($n = 19$) of Multiracial respondents “disagreed” with the statement, compared with 5% ($n = 22$) of White respondents, 5% ($n = 17$) of Other Respondents of Color, and Asian/Asian American/South Asian respondents ($n < 5$). A larger percentage of No Disability respondents (40%, $n = 402$) than Single Disability respondents (26%, $n = 26$) “agreed” that their advisor/chair responded to their emails, calls, or voicemails in a prompt manner, with Multiple Disabilities respondents (45%, $n = 24$) not differing statistically.

Table 102. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department/program.	324	27.5	444	37.7	210	17.8	136	11.5	64	5.4
Gender identity ^{cclxviii}										
Women	211	26.7	289	36.6	148	18.7	103	13.0	39	4.9
Men	104	29.7	143	40.9	53	15.1	28	8.0	22	6.3
Citizenship status ^{cclxix}										
U.S. Citizen-Birth	220	26.1	303	35.9	154	18.3	115	13.6	51	6.0
U.S. Citizen-Naturalized	29	23.8	46	37.7	24	19.7	14	11.5	9	7.4
Not-U.S. Citizen	74	35.4	95	45.5	30	14.4	6	2.9	< 5	---
Racial identity ^{cclxx}										
Asian/Asian American/South Asian	74	29.2	98	38.7	53	20.9	24	9.5	< 5	---
White	124	29.0	155	36.3	66	15.5	55	12.9	27	6.3
Other People of Color	86	25.7	141	42.2	61	18.3	30	9.0	16	4.8
Multiracial	38	26.4	43	29.9	26	18.1	23	16.0	14	9.7
Disability status ^{cclxxi}										
Single Disability	32	31.7	20	19.8	25	24.8	14	13.9	10	9.9
No Disability	275	27.0	403	39.6	173	17.0	117	11.5	49	4.8
Multiple Disabilities	14	26.9	21	40.4	7	13.5	5	9.6	5	9.6
I have adequate access to advising.	362	30.8	484	41.2	177	15.1	117	10.0	35	3.0
Citizenship status ^{cclxxii}										
U.S. Citizen-Birth	254	30.2	335	39.8	130	15.5	94	11.2	28	3.3
U.S. Citizen-Naturalized	30	24.6	52	42.6	20	16.4	15	12.3	5	4.1
Not-U.S. Citizen	77	37.0	95	45.7	26	12.5	8	3.8	< 5	---
Racial identity ^{cclxxiii}										
Asian/Asian American/South Asian	77	30.4	115	45.5	37	14.6	21	8.3	< 5	---
White	145	34.2	156	36.8	63	14.9	47	11.1	13	3.1
Other People of Color	97	29.0	154	46.0	45	13.4	31	9.3	8	2.4
Multiracial	41	28.7	50	35.0	28	19.6	15	10.5	9	6.3

Table 102. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sexual identity ^{cclxxiv}										
LGBQ	54	26.0	81	38.9	44	21.2	18	8.7	11	5.3
Heterosexual	293	31.8	385	41.8	129	14.0	91	9.9	23	2.5
Disability status ^{cclxxv}										
Single Disability	34	34.0	23	23.0	22	22.0	16	16.0	5	5.0
No Disability	306	30.2	441	43.5	149	14.7	92	9.1	26	2.6
Multiple Disabilities	18	34.0	18	34.0	5	9.4	8	15.1	< 5	---
I have adequate support from my advisor/chair to complete my program.	396	33.6	435	36.9	208	17.7	99	8.4	40	3.4
Citizenship status ^{cclxxvi}										
U.S. Citizen-Birth	272	32.3	304	36.1	152	18.0	84	10.0	31	3.7
U.S. Citizen-Naturalized	32	26.2	49	40.2	25	20.5	10	8.2	6	4.9
Not-U.S. Citizen	91	43.5	80	38.3	30	14.4	5	2.4	< 5	---
Racial identity ^{cclxxvii}										
Asian/Asian American/South Asian	83	32.8	105	41.5	49	19.4	13	5.1	< 5	---
White	157	36.9	138	32.4	75	17.6	40	9.4	16	3.8
Other People of Color	110	32.8	141	42.1	49	14.6	26	7.8	9	2.7
Multiracial	41	28.5	46	31.9	28	19.4	19	13.2	10	6.9
Disability status ^{cclxxviii}										
Single Disability	37	36.6	20	19.8	20	19.8	16	15.8	8	7.9
No Disability	335	33.0	399	39.3	174	17.1	79	7.8	29	2.9
Multiple Disabilities	20	37.7	16	30.2	11	20.8	< 5	---	< 5	---
My advisor/chair provides clear expectations.	363	30.9	437	37.2	233	19.8	106	9.0	36	3.1
Citizenship status ^{cclxxix}										
U.S. Citizen-Birth	245	29.2	309	36.8	171	20.4	85	10.1	30	3.6
U.S. Citizen-Naturalized	29	23.8	46	37.7	26	21.3	17	13.9	< 5	---
Not-U.S. Citizen	88	42.1	80	38.3	35	16.7	< 5	---	< 5	---
Racial identity ^{cclxxx}										
Asian/Asian American/South Asian	74	29.4	105	41.7	54	21.4	16	6.3	< 5	---
White	147	34.3	140	32.7	84	19.6	46	10.7	11	2.6

Table 102. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Other People of Color	98	29.5	139	41.9	59	17.8	26	7.8	10	3.0
Multiracial	39	27.3	47	32.9	32	22.4	16	11.2	9	6.3
Disability status ^{cclxxxix}										
Single Disability	33	32.7	23	22.8	23	22.8	16	15.8	6	5.9
No Disability	312	30.8	392	38.7	198	19.5	84	8.3	27	2.7
Multiple Disabilities	15	28.3	19	35.8	10	18.9	6	11.3	< 5	---
My advisor/chair responds to my emails, calls, or voicemails in a prompt manner.	427	36.5	454	38.8	200	17.1	63	5.4	26	2.2
Citizenship status ^{cclxxxix}										
U.S. Citizen-Birth	287	34.2	331	39.4	154	18.3	49	5.8	19	2.3
U.S. Citizen-Naturalized	39	32.5	44	36.7	23	19.2	9	7.5	5	4.2
Not-U.S. Citizen	100	48.5	76	36.9	23	11.2	5	2.4	< 5	---
Racial identity ^{cclxxxix}										
Asian/Asian American/South Asian	88	34.8	114	45.1	46	18.2	< 5	---	< 5	---
White	160	37.7	156	36.8	72	17.0	22	5.2	14	3.3
Other People of Color	127	38.3	129	38.9	54	16.3	17	5.1	5	1.5
Multiracial	48	34.0	47	33.3	23	16.3	19	13.5	< 5	---
Disability status ^{cclxxxix}										
Single Disability	37	37.4	26	26.3	21	21.2	9	9.1	6	6.1
No Disability	369	36.5	402	39.8	168	16.6	53	5.2	18	1.8
Multiple Disabilities	17	32.1	24	45.3	9	17.0	< 5	---	< 5	---

Note: Table reports only responses from Graduate/Professional respondents (*n* = 1,185).

Most Graduate Student respondents “strongly agreed” or “agreed” that their department/program faculty members (83%, *n* = 958) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 103). A higher percentage of Not-U.S. Citizen respondents (49%, *n* = 103) than U.S. Citizen-Birth respondents (37%, *n* = 309) “strongly agreed” that their department/program faculty members responded to their emails, calls, or voicemails in a prompt manner, with U.S. Citizen-Naturalized respondents (37%, *n* = 45) not differing statistically.

Most Graduate Student respondents “strongly agreed” or “agreed” that their department/program staff members (82%, $n = 958$). Similarly, a larger percentage of Not-U.S. Citizen respondents (49%, $n = 101$) than U.S. Citizen-Birth respondents (36%, $n = 300$) “strongly agreed” that their department/program staff members responded to their emails, calls, or voicemails in a prompt manner, with U.S. Citizen-Naturalized respondents (37%, $n = 45$) not differing statistically. A small, but statistically significantly higher percentage of Military respondents ($n < 5$) than Not-Military respondents (1%, $n = 13$) “strongly disagreed” that their department/program staff members responded to their emails, calls, or voicemails in a prompt manner.

Half (49%, $n = 579$) of Graduate Student respondents “strongly agreed” or “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their department. One-fourth (25%, $n = 88$) of Men respondents and 18% ($n = 144$) of Women respondents “strongly agreed” that there were adequate opportunities for them to interact with other university faculty outside of their department. Thirty-seven percent ($n = 77$) of LGBTQ respondents and 22% ($n = 199$) of Heterosexual respondents “disagreed” or “strongly disagreed” that there were adequate opportunities for them to interact with other university faculty outside of their department. A larger percentage of Low-Income respondents (11%, $n = 35$) than Middle-Income respondents (6%, $n = 27$) “strongly disagreed” that there were adequate opportunities for them to interact with other university faculty outside of their department, with High-Income respondents (6%, $n = 20$) not differing statistically. A lower percentage of Single Disability respondents (16%, $n = 16$) than No Disability respondents (30%, $n = 301$) or Multiple Disabilities respondents (36%, $n = 19$) “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their department.

Fifty-four percent ($n = 631$) of Graduate Student respondents “strongly agreed” or “agreed” they received support from their advisor to pursue personal research interests. Thirty-one percent ($n = 106$) of Men respondents and 23% ($n = 180$) of Women respondents “strongly agreed” that they received support from their advisor to pursue personal research interests. One-third (33%, $n = 69$) of Not-U.S. Citizen respondents compared with 24% ($n = 198$) of U.S. Citizen-Birth respondents or 21% ($n = 25$) of U.S. Citizen-Naturalized respondents “strongly agreed” that they received support from their advisor to pursue personal research interests. A larger percentage of White respondents (26%, $n = 108$) than Respondents of Color (33%, $n = 190$) “agreed” that they

received support from their advisor to pursue personal research interests, with Multiracial respondents (24%, $n = 34$) not differing statistically. A higher percentage of Military respondents (38%, $n = 24$) than Not-Military respondents (24%, $n = 268$) “strongly agreed” with the statement. In terms of religious/spiritual affiliation, 38% ($n = 172$) of No Affiliation respondents selected “neither agree nor disagree,” compared with 28% ($n = 134$) of Christian respondents and 24% ($n = 35$) of Other Faith-Based Affiliation respondents, with Multiple Affiliation respondents not differing statistically. A higher percentage of Single Disability respondents (12%, $n = 12$) than No Disability respondents (5%, $n = 45$) “strongly disagreed” with the statement, while Multiple Disabilities respondents (9%, $n = 5$) did not differ.

Fifty-four percent ($n = 631$) “strongly agreed” or “agreed” that their department/program faculty members encouraged them to produce publications and present research. Thirty-eight percent ($n = 78$) of Not-U.S. Citizen respondents and 29% ($n = 241$) of U.S. Citizen-Birth respondents “agreed” that their department/program faculty members encouraged them to produce publications and present research (U.S. Citizen-Naturalized respondents (31%, $n = 37$) did not differ). A higher percentage of Asian/Asian American/South Asian respondents (37%, $n = 92$) than Multiracial respondents (22%, $n = 32$) “agreed” with the statement, while White respondents (28%, $n = 117$) and Other Respondents of Color (33%, $n = 111$) were not statistically different.

Fifty-three percent ($n = 623$) of Graduate Student respondents “strongly agreed” or “agreed” that their department/program has provided them opportunities to serve the department or university in various capacities outside of teaching or research. Twenty-eight percent ($n = 98$) of Men respondents and 21% ($n = 163$) of Women respondents “strongly agreed” that their department/program has provided them opportunities to serve the department or university in various capacities outside of teaching or research. Thirty-nine percent ($n = 81$) of Not-U.S. Citizen respondents and 28% ($n = 239$) of U.S. Citizen-Birth respondents “agreed” that their department/program has provided them with such opportunities, while 12% ($n = 14$) of U.S. Citizen-Naturalized respondents and 6% ($n = 48$) of U.S. Citizen-Birth respondents “strongly disagreed” with the statement. A lower percentage of Asian/Asian American/South Asian respondents (7%, $n = 18$) than White respondents (15%, $n = 63$) or Other Respondents of Color (15%, $n = 49$) “disagreed” with the statement, while Multiracial respondents (13%, $n = 19$) were

not statistically different. Twenty percent ($n = 41$) of LGBTQ respondents and 12% ($n = 106$) of Heterosexual respondents “disagreed” that their department/program has provided them opportunities to serve the department or university in various capacities outside of teaching or research. A higher percentage of Military respondents (37%, $n = 23$) than Not-Military respondents (22%, $n = 246$) “strongly agreed” that their department/program has provided them opportunities to serve the department or university in various capacities outside of teaching or research, while a lower percentage of Military respondents (16%, $n = 10$) than Not-Military respondents (31%, $n = 342$) “agreed” that their department/program has provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Seventy-eight percent ($n = 913$) of Graduate Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisor. Forty-five percent ($n = 155$) of Men respondents and 36% ($n = 284$) of Women respondents “strongly agreed” that they felt comfortable sharing their professional goals with their advisor. A lower percentage of Low-Income respondents (33%, $n = 105$) than Middle-Income respondents (43%, $n = 198$) “strongly agreed” that they felt comfortable sharing their professional goals with their advisor, while High-Income respondents (40%, $n = 137$) did not differ statistically.

Table 103. Graduate Student Respondents’ Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	458	38.9	522	44.3	124	10.5	53	4.5	21	1.8
Citizenship status ^{cclxxxv}										
U.S. Citizen-Birth	309	36.6	387	45.9	90	10.7	45	5.3	13	1.5
U.S. Citizen-Naturalized	45	37.2	52	43.0	13	10.7	5	4.1	6	5.0
Not-U.S. Citizen	103	49.3	80	38.3	21	10.0	< 5	---	< 5	---

Table 103. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	447	38.1	511	43.6	143	12.2	55	4.7	17	1.4
Citizenship status ^{cclxxxvi}										
U.S. Citizen-Birth	300	35.7	378	44.9	108	12.8	44	5.2	11	1.3
U.S. Citizen-Naturalized	45	37.2	51	42.1	15	12.4	6	5.0	< 5	---
Not-U.S. Citizen	101	48.8	79	38.2	20	9.7	5	2.4	< 5	---
Military status ^{cclxxxvii}										
Military	26	41.3	21	33.3	7	11.1	5	7.9	< 5	---
Not-Military	420	38.0	487	44.1	136	12.3	49	4.4	13	1.2
There are adequate opportunities for me to interact with other university faculty outside of my department.	238	20.2	341	29.0	307	26.1	205	17.4	85	7.2
Gender identity ^{cclxxxviii}										
Women	144	18.2	228	28.9	215	27.2	151	19.1	52	6.6
Men	88	25.4	101	29.1	84	24.2	46	13.3	28	8.1
Sexual identity ^{cclxxxix}										
LGBQ	32	15.5	44	21.3	54	26.1	54	26.1	23	11.1
Heterosexual	198	21.5	283	30.7	243	26.3	141	15.3	58	6.3
Income status ^{ccxc}										
Low-Income	58	18.1	86	26.9	82	25.6	59	18.4	35	10.9
Middle-Income	103	22.0	130	27.8	115	24.6	93	19.9	27	5.8
High-Income	72	21.1	107	31.3	95	27.8	48	14.0	20	5.8
Disability status ^{ccxci}										
Single Disability	25	24.8	16	15.8	26	25.7	24	23.8	10	9.9
No Disability	203	20.0	301	29.7	269	26.5	173	17.1	68	6.7
Multiple Disabilities	8	15.1	19	35.8	11	20.8	8	15.1	7	13.2
I receive support from my advisor to pursue personal research interests.	293	25.1	338	28.9	372	31.8	104	8.9	62	5.3
Gender identity ^{ccxcii}										

Table 103. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Women	180	23.0	226	28.8	267	34.1	71	9.1	40	5.1
Men	106	30.5	102	29.4	95	27.4	25	7.2	19	5.5
Citizenship status ^{ccxciii}										
U.S. Citizen-Birth	198	23.7	226	27.1	280	33.6	86	10.3	44	5.3
U.S. Citizen-Naturalized	25	20.5	32	26.2	42	34.4	11	9.0	12	9.8
Not-U.S. Citizen	69	33.0	79	37.8	48	23.0	7	3.3	6	2.9
Racial identity ^{ccxciv}										
Person of Color	149	25.5	190	32.5	171	29.2	49	8.4	26	4.4
White	116	27.4	108	25.5	132	31.1	45	10.6	23	5.4
Multiracial	25	17.9	34	24.3	60	42.9	10	7.1	11	7.9
Military status ^{ccxcv}										
Military	24	38.1	17	27.0	13	20.6	< 5	---	6	9.5
Not-Military	268	24.3	320	29.1	357	32.4	101	9.2	55	5.0
Religious/spiritual affiliation ^{ccxcvi}										
Christian	126	26.7	138	29.2	134	28.4	50	10.6	24	5.1
Other Faith-Based Affiliation	42	28.6	53	36.1	35	23.8	12	8.2	5	3.4
No Affiliation	106	23.1	124	27.0	172	37.5	30	6.5	27	5.9
Multiple Affiliation	16	24.6	15	23.1	25	38.5	5	7.7	< 5	---
Disability status ^{ccxcvii}										
Single Disability	22	22.0	19	19.0	40	40.0	7	7.0	12	12.0
No Disability	255	25.3	303	30.1	314	31.2	91	9.0	45	4.5
Multiple Disabilities	12	22.6	15	28.3	16	30.2	5	9.4	5	9.4
My department faculty members encourage me to produce publications and present research.										
	274	23.4	357	30.5	332	28.4	139	11.9	67	5.7
Citizenship status ^{ccxcviii}										
U.S. Citizen-Birth	191	22.8	241	28.8	251	30.0	105	12.5	50	6.0
U.S. Citizen-Naturalized	23	19.0	37	30.6	36	29.8	15	12.4	10	8.3
Not-U.S. Citizen	59	28.6	78	37.9	44	21.4	18	8.7	7	3.4
Racial identity ^{ccxcix}										
Asian/Asian American/South Asian	63	25.3	92	36.9	57	22.9	24	9.6	13	5.2

Table 103. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	108	25.5	117	27.6	121	28.5	56	13.2	22	5.2
Other People of Color	72	21.7	111	33.4	87	26.2	46	13.9	16	4.8
Multiracial	28	19.4	32	22.2	59	41.0	11	7.6	14	9.7
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research	269	22.9	354	30.2	328	27.9	151	12.9	72	6.1
Gender identity ^{ccc}										
Women	163	20.7	230	29.2	237	30.1	109	13.9	48	6.1
Men	98	28.1	114	32.7	83	23.8	34	9.7	20	5.7
Citizenship status ^{ccci}										
U.S. Citizen-Birth	189	22.5	239	28.4	245	29.1	120	14.3	48	5.7
U.S. Citizen-Naturalized	23	18.9	33	27.0	38	31.1	14	11.5	14	11.5
Not-U.S. Citizen	56	27.1	81	39.1	43	20.8	17	8.2	10	4.8
Racial identity ^{ccci}										
Asian/Asian American/South Asian	63	25.0	93	36.9	63	25.0	18	7.1	15	6.0
White	101	23.7	120	28.1	121	28.3	63	14.8	22	5.2
Other People of Color	76	22.8	100	30.0	91	27.3	49	14.7	17	5.1
Multiracial	26	18.3	36	25.4	45	31.7	19	13.4	16	11.3
Sexual identity ^{ccci}										
LGBQ	44	21.3	55	26.6	51	24.6	41	19.8	16	7.7
Heterosexual	217	23.5	280	30.4	267	29.0	106	11.5	52	5.6
Military status ^{ccci}										
Military	23	36.5	10	15.9	17	27.0	8	12.7	5	7.9
Not-Military	246	22.2	342	30.9	309	27.9	142	12.8	67	6.1
I feel comfortable sharing my professional goals with my advisor.	454	38.8	459	39.2	193	16.5	35	3.0	29	2.5
Gender identity ^{ccv}										
Women	284	36.1	316	40.2	145	18.4	23	2.9	18	2.3
Men	155	44.8	131	37.9	42	12.1	9	2.6	9	2.6

Table 103. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Income status ^{ccvvi}										
Low-Income	105	33.0	126	39.6	67	21.1	8	2.5	12	3.8
Middle-Income	198	42.6	182	39.1	66	14.2	11	2.4	8	1.7
High-Income	137	40.2	132	38.7	52	15.2	14	4.1	6	1.8

Note: Table reports only responses from Graduate/Professional respondents (*n* = 1,185).

Two hundred and sixty-six (266) Graduate Student respondents elaborated on previous statements regarding advising, faculty support, development opportunities, and research. One theme emerged from the responses: absent/ill-prepared advisors.

Absent/Ill-Prepared Advisors- Respondents reported negative interactions they have had with their assigned advisor, including a lack of communication from their advisor. Respondents explained, “Although I feel supported by my adviser, I feel like she is much too busy and not knowledgeable enough about opportunities to properly support us” and “My advisor is not a very warm nor approachable person. I have never contacted them outside of a classroom setting as the classroom interactions were more than enough to gauge their (lack of) openness to communication.” Other respondents offered, “The advising structure needs serious revision at USF. I feel totally unsupported and totally lost most of the time with no clear direction or understanding of expectations,” “The advisors are out of touch and do not know enough about the classes to actually advise students on what to take,” and “Advising is deplorable. We are constantly informed of new, mandatory requirements needed to graduate. Advisors seem to have little care or interest regarding student work/life balance or mental health.” Respondents also described their advisors as “disorganized,” “stand-offish,” and “disinterested.” Other respondents remarked about the role of advising for law students. Specifically, one respondent wrote, “The law school does not use faculty advisors appropriately. There is not enough advising occurring at the law school. It is difficult to be a student without more academic advising. I don't even know who my faculty advisor is supposed to be. I'm sure most people have not talked to their faculty advisors since first year. The role of faculty advisors needs to be improved at the law school.”

Remarking on advising within the law school, respondents also noted, “I had one meeting with

my faculty adviser 1L year. My advisor was not interested in meeting with us at all” and “Have met with my adviser once since starting school here (currently a 3L). Advisory program and administration has a very "laissez faire" attitude towards the students, when supposed to be a resource.”

Students Who Have Seriously Considered Leaving USF

Thirty-eight percent ($n = 1,678$) of respondents had seriously considered leaving USF. With regard to student status, 37% ($n = 744$) of Undergraduate Student respondents and 22% ($n = 255$) of Graduate Student respondents had seriously considered leaving USF. Of the Student respondents who considered leaving, 81% ($n = 807$) considered leaving in their first year as a student, 36% ($n = 355$) in their second year, 12% ($n = 118$) in their third year, and 4% ($n = 35$) in their fourth year or later.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by student position status, gender identity, racial identity,⁷⁵ citizenship status, sexual identity, military status, disability status, religious affiliation, income status, first-generation status, employment status,⁷⁶ and housing status.

Significant results for Undergraduate Student respondents indicated that:

- By undergraduate student status, 40% ($n = 642$) of Not-Transfer Undergraduate Student respondents and 24% ($n = 102$) of Transfer Undergraduate Student respondents considered leaving USF.^{cccvii}
- By racial identity, 53% ($n = 46$) of Black/African American Undergraduate Student respondents and 31% ($n = 181$) of Asian/Asian American/South Asian Undergraduate Student respondents (Undergraduate Student Respondents of Color (42%, $n = 35$), Latin@/Chican@/Hispanic (40%, $n = 130$), White Undergraduate Student respondents (37%, $n = 203$), and Multiracial

⁷⁵Owing to low numbers in some of the response categories, this variable was further collapsed into Asian/Asian American/South Asian, Other People of Color, Multiracial, and White.

⁷⁶Owing to low numbers in some of the response categories, this variable was further collapsed into Employed (on-campus, off-campus, or both) and Not-Employed.

Undergraduate Student respondents (37%, $n = 142$) did not statistically differ from the other two groups).^{cccvi}

- By income status, 39% ($n = 325$) of Middle-Income Undergraduate Student respondents and 33% ($n = 270$) of High-Income Undergraduate Student respondents considered leaving USF (Low-Income Undergraduate Student respondents (40%, $n = 122$) did not statistically differ).^{cccix}
- By disability status, 52% ($n = 48$) of Undergraduate Student Respondents with Multiple Disabilities and 35% ($n = 595$) of Undergraduate Student Respondents with No Disability considered leaving USF (Undergraduate Student Respondents with a Single Disability (39%, $n = 92$) did not statistically differ).^{cccix}
- By employment status, 39% ($n = 451$) of Employed Undergraduate Student respondents and 33% ($n = 287$) of Not-Employed Undergraduate Student respondents considered leaving USF.^{cccxi}

Significant results for Graduate Student respondents indicated that:

- By graduate student status, 37% ($n = 44$) of Doctoral Student respondents and 31% ($n = 55$) of Law Student respondents considered leaving USF, compared to 17% ($n = 153$) of Masters Student respondents.^{cccxi}
- By gender identity, 40% ($n = 14$) of Transspectrum Graduate Student respondents considered leaving USF, compared to 21% ($n = 75$) of Men Graduate Student respondents and 21% ($n = 164$) of Women Graduate Student respondents.^{cccxi}
- By sexual identity, 33% ($n = 69$) of LGBTQ Graduate Student respondents and 19% ($n = 175$) of Heterosexual Graduate Student respondents considered leaving USF.^{cccxi}
- By first-generation status, 29% ($n = 72$) of First-Generation Graduate Student respondents and 20% ($n = 183$) of Not-First-Generation Graduate Student respondents considered leaving USF.^{cccxi}
- By income status, 28% ($n = 90$) of Low-Income Graduate Student respondents and 16% ($n = 56$) of High-Income Graduate Student respondents considered leaving USF (Middle-Income Graduate Student respondents (22%, $n = 101$) did not statistically differ).^{cccxi}

- By disability status, 36% ($n = 37$) of Graduate Student Respondents with a Single Disability and 20% ($n = 203$) of Graduate Student Respondents with No Disability considered leaving USF (Graduate Student Respondents with Multiple Disabilities (26%, $n = 14$) did not statistically differ).^{cccxvii}
- By employment status, 48% ($n = 10$) of Both On- and Off-Campus Employed Graduate Student Respondents and 19% ($n = 108$) of Off-Campus Employed Graduate Student Respondents considered leaving USF (On-Campus Employed Graduate Student Respondents (24%, $n = 27$) did not statistically differ).^{cccxviii}
- By housing status, 35% ($n = 17$) of Campus Housing Graduate Student Respondents and 21% ($n = 231$) of Off-Campus Housing Graduate Student Respondents considered leaving USF.^{cccxix}

Fifty-nine percent ($n = 438$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at USF (Table 104). Others considered leaving because they lacked a social life at USF (52%, $n = 390$) and/or for financial reasons (42%, $n = 312$).

Table 104. Top Reasons Why Undergraduate Student Respondents Considered Leaving USF

Reason	<i>n</i>	%
Lack of a sense of belonging	438	58.9
Lack of social life at USF	390	52.4
Financial reasons	312	41.9
Lack of support group	204	27.4
Climate was not welcoming	196	26.3
Personal reasons (e.g., medical, mental health, family emergencies)	183	24.6
Homesick	172	23.1
Lack of support services	108	14.5
Didn't like major	96	12.9
Coursework was not challenging enough	79	10.6
Coursework was too difficult	61	8.2
Didn't have my major	48	6.5
Don't connect with USF's Jesuit mission	37	5.0

Table 104. Top Reasons Why Undergraduate Student Respondents Considered Leaving USF

Reason	<i>n</i>	%
My marital/relationship status	30	4.0
Didn't meet the selection criteria for a major	22	3.0
A reason not listed above	112	15.1

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving USF ($n = 1,288$).

Thirty-seven percent ($n = 93$) of Graduate Student respondents who considered leaving suggested that it was because of financial reasons (Table 105). Others contemplated leaving because they lacked a sense of belonging at USF (32%, $n = 82$) and/or the climate was not welcoming (24%, $n = 62$).

Table 105. Reasons Why Graduate Student Respondents Considered Leaving USF

Reason	<i>n</i>	%
Financial reasons	93	36.5
Lack of a sense of belonging	82	32.2
Climate was not welcoming	62	24.3
Personal reasons (e.g., medical, mental health, family emergencies)	57	22.4
Lack of support services	52	20.4
Lack of support group	46	18.0
Coursework was not challenging enough	45	17.6
Lack of social life at USF	26	10.2
Didn't like major	22	8.6
Homesick	18	7.1
Coursework was too difficult	12	4.7
Don't connect with USF's Jesuit mission	10	3.9
Didn't meet the selection criteria for a major	8	3.1
My marital/relationship status	5	2.0
Didn't have my major	< 5	---
A reason not listed above	110	43.1

Note: Table reports only Graduate Student respondents who indicated that they considered leaving USF ($n = 929$).

Undergraduate Student respondents were asked two additional questions related to their intent to persist at USF. Responses were analyzed by student position status, gender identity, racial identity, citizenship status, sexual identity, military status, disability status, religious affiliation, income status, first-generation status, employment status, and housing status.

Table 106 illustrates that 74% ($n = 1,495$) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that, thinking ahead, it was likely that they would leave USF without meeting their academic goal. In terms of undergraduate student status, Transfer Undergraduate Student respondents and Not-Transfer Undergraduate Student respondents were statistically different for each category shown in Table 106 except for “agree.” A higher percentage of Transspectrum Undergraduate Student respondents (13%, $n = 11$) than Women Undergraduate Student respondents (4%, $n = 61$) or Men Undergraduate Student respondents (6%, $n = 29$) “strongly agreed” that it was likely they would leave USF without meeting their academic goal, while a higher percentage of Women Undergraduate Student respondents (50%, $n = 710$) than Men Undergraduate Student respondents (41%, $n = 212$) “strongly disagreed” that it was likely they would leave USF without meeting their academic goal. A lower percentage of U.S. Citizen-Birth Undergraduate Student respondents (4%, $n = 57$) than U.S. Citizen-Naturalized Undergraduate Student respondents (9%, $n = 13$) or Not-U.S. Citizen Undergraduate Student respondents (11%, $n = 30$) “strongly agreed” that it was likely they would leave USF without meeting their academic goal, while a lower percentage of Not-U.S. Citizen Undergraduate Student respondents (31%, $n = 81$) than U.S. Citizen-Birth Undergraduate Student respondents (50%, $n = 799$) or U.S. Citizen-Naturalized Undergraduate Student respondents (47%, $n = 71$) “strongly disagreed” that it was likely they would leave USF without meeting their academic goal. A higher percentage of Asian/Asian American/South Asian Undergraduate Student respondents (14%, $n = 82$) than White Undergraduate Student respondents (7%, $n = 37$) “strongly agreed” or “agreed” that it was likely they would leave USF without meeting their academic goal (Other Undergraduate Student Respondents of Color (12%, $n = 57$) and Multiracial Undergraduate Student respondents (9%, $n = 33$) were not statistically different from the other two groups). A higher percentage of Low-Income Undergraduate Student respondents (8%, $n = 25$) than Middle-Income Undergraduate Student respondents (4%, $n = 33$) “strongly agreed” that, thinking ahead, it was likely that they would leave USF without meeting their academic goal, while High-Income Undergraduate Student respondents (5%, $n = 38$) were not statistically different from the other two groups. A higher percentage of First-Generation Undergraduate Student respondents (14%, $n = 52$) than Not-First-Generation Undergraduate Student respondents (10%, $n = 160$) “strongly agreed” or “agreed” that it was likely they would leave USF without meeting their academic goal. A higher percentage of Other Faith-Based

Affiliation Undergraduate Student respondents (10%, $n = 21$) than Christian Undergraduate Student respondents (5%, $n = 42$) or No Affiliation Undergraduate Student respondents (4%, $n = 31$) “strongly agreed” that it was likely they would leave USF without meeting their academic goal, while a lower percentage of Other Faith-Based Affiliation Undergraduate Student respondents (22%, $n = 44$) “disagreed” that it was likely they would leave USF without meeting their academic goal, compared to Multiple Affiliation Undergraduate Student respondents (38%, $n = 36$) (the other groups did not statistically differ). Similarly, a higher percentage of No Disability Undergraduate Student respondents (6%, $n = 93$) than Single Disability Undergraduate Student respondents ($n < 5$) “strongly agreed” with the statement, while a lower percentage of No Disability Undergraduate Student respondents (26%, $n = 433$) “disagreed” with the statement, compared to Multiple Disabilities Undergraduate Student respondents (40%, $n = 37$) (the other groups did not statistically differ). A higher percentage of Not-Employed Undergraduate Student respondents (14%, $n = 121$) than Employed Undergraduate Student respondents (8%, $n = 92$) “strongly agreed” or “agreed” that it was likely they would leave USF without meeting their academic goal. Lastly, a higher percentage of Off-Campus Housing Undergraduate Student respondents (57%, $n = 599$) than Campus Housing Undergraduate Student respondents (37%, $n = 344$) “strongly disagreed” that, thinking ahead, it was likely that they would leave USF without meeting their academic goal.

Eighty-eight percent ($n = 1,780$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from USF. A lower percentage of Transfer Undergraduate Student respondents (21%, $n = 86$) than Not-Transfer Undergraduate Student respondents (29%, $n = 464$) “agreed” that they intended to graduate from USF. A higher percentage of Women Undergraduate Student respondents (63%, $n = 890$) than Men Undergraduate Student respondents (56%, $n = 289$) “strongly agreed” that they intended to graduate from USF, while a lower percentage of Women Undergraduate Student respondents (26%, $n = 360$) than Men Undergraduate Student respondents (31%, $n = 162$) “agreed” that they intended to graduate from USF. A smaller percentage of Low-Income Undergraduate Student respondents (19%, $n = 59$) than Middle-Income Undergraduate Student respondents (30%, $n = 249$) or High-Income Undergraduate Student respondents (27%, $n = 219$) “agreed” that they intended to graduate from USF. Also, Table 106 illustrates that Employed/Not-Employed

Undergraduate Student respondents and Campus Housing/Off-Campus Housing Undergraduate Student respondents statistically differed from each other in all five response categories.

Table 106. Undergraduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Thinking ahead, it is likely that I will leave USF without meeting my academic goal.	101	5.0	114	5.6	318	15.7	542	26.7	953	47.0
Undergraduate student status ^{cccxx}										
Not-Transfer	70	4.3	97	6.0	268	16.6	455	28.3	720	44.7
Transfer	31	7.4	17	4.1	50	12.0	87	20.8	233	55.7
Gender identity ^{cccxxi}										
Woman	61	4.3	69	4.9	207	14.6	370	26.1	710	50.1
Man	29	5.6	41	7.9	96	18.4	143	27.4	212	40.7
Transspectrum	11	13.3	< 5	---	13	15.7	28	33.7	28	33.7
Citizenship status ^{cccxxii}										
U.S. Citizen-Birth	57	3.6	75	4.7	230	14.4	440	27.5	799	49.9
U.S. Citizen-Naturalized	13	8.6	9	5.9	25	16.4	34	22.4	71	46.7
Not-U.S. Citizen	30	11.3	29	10.9	62	23.3	64	24.1	81	30.5
Racial identity ^{cccxxiii}										
Asian/Asian American/South Asian	41	7.0	41	7.0	90	15.4	138	23.6	275	47.0
White	18	3.3	19	3.5	82	15.0	150	27.4	278	50.8
Other People of Color	25	5.1	32	6.5	90	18.3	123	24.9	223	45.2
Multiracial	15	3.9	18	4.7	51	13.2	127	33.0	174	45.2
Income status ^{cccxxiv}										
Low-Income	25	8.1	25	8.1	46	14.9	70	22.7	142	46.1
Middle-Income	33	4.0	46	5.6	147	17.8	225	27.3	373	45.3
High-Income	38	4.6	41	5.0	107	13.0	228	27.7	408	49.6
First-generation status ^{cccxxv}										
First-Generation	25	6.8	27	7.3	69	18.6	85	23.0	164	44.3
Not- First-Generation	75	4.5	85	5.1	248	15.0	457	27.6	788	47.7

Table 106. Undergraduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious/spiritual affiliation ^{cccxxvi}										
Christian	42	4.9	47	5.5	113	13.3	217	25.5	431	50.7
Other Faith-Based Affiliation	21	10.3	9	4.4	40	19.6	44	21.6	90	44.1
No Affiliation	31	3.7	49	5.9	147	17.7	230	27.6	375	45.1
Multiple Affiliation	< 5	---	< 5	---	11	11.5	36	37.5	44	45.8
Disability status ^{cccxxvii}										
Single Disability	< 5	---	11	4.7	40	16.9	68	28.8	114	48.3
No Disability	93	5.5	99	5.9	260	15.5	433	25.8	792	47.2
Multiple Disabilities	< 5	---	< 5	---	13	14.1	37	40.2	36	39.1
Employment status ^{cccxxviii}										
Not-Employed	57	6.6	64	7.4	177	20.6	244	28.3	319	37.0
Employed	43	3.7	49	4.3	136	11.8	291	25.3	632	54.9
Housing status ^{cccxxix}										
Campus Housing	47	5.0	71	7.5	204	21.7	275	29.2	344	36.6
Off-Campus Housing	51	4.8	40	3.8	106	10.1	256	24.3	599	56.9
I intend to graduate from USF.	1,230	60.9	550	27.2	192	9.5	33	1.6	14	0.7
Undergraduate student status ^{cccxxx}										
Not-Transfer	929	57.9	464	28.9	169	10.5	30	1.9	12	0.7
Transfer	301	72.5	86	20.7	23	5.5	< 5	---	< 5	---
Gender identity ^{cccxxxi}										
Woman	890	63.2	360	25.6	123	8.7	25	1.8	10	0.7
Man	289	55.6	162	31.2	61	11.7	7	1.3	< 5	---
Income status ^{cccxxxii}										
Low-Income	201	65.5	59	19.2	36	11.7	9	2.9	< 5	---
Middle-Income	476	57.8	249	30.3	77	9.4	14	1.7	7	0.9
High-Income	515	63.2	219	26.9	69	8.5	10	1.2	< 5	---
Employment status ^{cccxxxiii}										
Not-Employed	463	54.1	262	30.6	100	11.7	20	2.3	11	1.3
Employed	761	66.3	281	24.5	90	7.8	13	1.1	< 5	---

Table 106. Undergraduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Housing status ^{ccccxxiv}										
Campus Housing	477	50.9	289	30.8	135	14.4	25	2.7	11	1.2
Off-Campus Housing	733	70.1	251	24.0	51	4.9	8	0.8	< 5	---

Note: Table reports only responses from Undergraduate Student respondents (*n* = 2,032).

Five hundred seventy-seven (577) respondents elaborated on why they had seriously considered leaving USF. Of those respondents, 174 were Graduate Student respondents and 403 were Undergraduate respondents. For Graduate Student respondents, two themes emerged from the responses: lack of value relative to cost and lack of institutional resources. Graduate Student respondents from Orange County also described disparities between the resources available at USF's Hilltop campus and the resources available at the branch campuses. Graduate Student respondents from Presidio identified poor faculty performance as a primary reason they had seriously considered leaving the institution. For Undergraduate Student respondents, three themes emerged: lack of community, lack of sense of belonging, and cost.

Graduate Students

Lack of Value Relative to Cost- Respondents described the lack of perceived value of their educational experience in relation to the expenses, including tuition, of their education. Respondents shared, "I don't feel as if the quality of education is equal to the amount paid" and "The price we are paying for this school compared to the education and service we are receiving is ridiculous." According to one respondent, "Seeing the high cost of attendance, I have high expectations for the education I will be receiving as a student and those high expectations were not met." Some respondents identified value to mean quality of instruction, available resources, and/or improvements in their individual employment prospects. Specifically, respondents indicated, "I did not feel that the quality of the professors, course content, and resources reflected the high cost of what I am paying" and "I felt like I was spending too much money on an education that was very passive, not challenging enough, and the faculty seems more interested in getting the day done and moving on than actually trying to have the students do more work

and learn something. They want to keep it easy.” Another respondent offered, “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.” According to one respondent, “I don’t feel my education at USF is useful or otherwise valuable, only expensive.” Another respondent wrote, “For the cost of attending this school, my education seems a joke, and the only value in attending USF is in the piece of paper I will receive at the end. In terms, of content and skills acquisition, I would be better served by pinterest and youtube.”

Lack of Institutional Resources- Graduate Student respondents also identified the lack of variety of institutional resources and/or support measures as a reason they had considered leaving USF. In regard to institutional resources, respondents wrote, “Lack of university support. No advisory support,” “Insufficient resources: staffing, study area, tutoring,” and “Lack of mental health resources in the law school. Lack of support/resources for people of color and those in low socioeconomic conditions.” Respondents also noted a lack of financial resources and support for immigrant and international students. Specifically, respondents wrote, “There are lack of resources for immigrant students like myself in terms of financial aid and mentorship” and “I feel there is not enough financial support for undocumented graduate student. I am tired of fighting for financial aid every semester.” One respondent suggested, “An international student who has spent almost \$20,000 cash on his master’s degree was thrown out and every office he went to for help gave him cold, calculated replies. USF does not care about people of color.” A respondent who self-identified as a veteran indicated, “I am a veteran and I feel this campus does not tailor to us and our needs. There is not many supports for us.” One respondent summarized their position when they stated, “I feel like I have been robbed of my money and education because this school does not have the resources to support students that may require tutoring, teaching assistants, 24-hour study rooms, easy access to the school library, unification among students of different ethnic backgrounds, etc.”

Orange County Campus: Disparities in Resources- Respondents from the Orange County campus described the perceived disparities in the resources available at Hilltop versus USF’s satellite campus as the reason they had seriously considered leaving USF. Each respondent who described frustrations regarding the disparities in the available resources between campuses also noted that all graduate students pay the same tuition, regardless of location. Specifically, one

respondent wrote, “Extension campuses do not have the same support and resources as the main campus, yet we pay the same amount of tuition for getting less. Instructors and faculty need more support, they are overworked. We do not have open lab hours either, or a technician to manage out lab. It is unacceptable, if I am being charged and paying for all these services.” Respondents also offered, “Students at the branch campus are paying tuition as students at Hilltop, but we have access to significantly fewer resources. There seems to be no commitment to equity for students at branch campuses. The program did not meet expectations” and “We pay the same price as the Hilltop campus and we never get job opportunities, info on local conferences, support services, etc. This USF OC campus is a huge money grabbing scam.”

Presidio Campus: Faculty Performance- Graduate Student respondents from Presidio identified subpar faculty performance as a reason they had considered leaving the institution. One respondent offered, “The professors were not worth what I was paying. They were not receptive to feedback about how they could be better or more helpful. It felt hopeless.” Another respondent explained, “I also have a professor who is never prepared, makes a lot of mistakes and is just all over the place. I felt like walking out of class at one point. 4 hours is a long time to sit and learn nothing. I didn’t know I was paying to teach myself via online searches and tutorials who do a much better job than my professor unfortunately.” Respondents added, “The faculty seems to take constructive criticism poorly. I haven’t ever felt supported by faculty within the program” and “I felt like faculty wasn’t taking my concerns seriously.”

Undergraduate Students

Four hundred and three (403) Undergraduate Student respondents provided additional information regarding why they had seriously considered leaving USF. Three themes emerged: lack of community, lack of sense of belonging, and cost.

Lack of Sense of Community- Respondents’ description of a lack of community extended from a broad lack of sense of community across the student body to a more intimate lack of sense of community within their immediate peer networks. In regard to the lack of community across USF, respondents shared, “There is a lack of school spirit and community on our campus,” “This university lacks a sense of cohesiveness and togetherness that most college campuses have,” “Not a real sense of a central community,” and “It was a very disconnected campus.”

Respondents also offered, “I have never felt any sort of connection to USF, whether that be educationally or socially or anything else,” “The climate at USF is different than what I expected. There is no real sense of community here for whatever reason,” and “Did not feel like there was a sense of community on campus.” According to one respondent, “The lack of social life and student community at USF (because so many students live off campus) makes it very easy to feel homesick, depressed, and makes an already difficult first semester at college harder.” Students specifically noted student housing as an environment that lacked a sense of community. Respondents explained, “Living on campus did not have the sense of community that I wanted,” “I considered transferring because of the isolation I felt living in Fromm freshman year... its placement on campus and stigma was very isolating,” and “I was put into Fromm first year and didn't feel I was as much a part of USF socially.” Respondents who self-identified as transfer students also identified lack of community as a reason they had considered leaving the institution. In particular, self-identified transfer students offered, “As a transfer student, it was very difficult to feel welcomed. It didn't feel like anything was catered specifically to my needs, and not many other people understood. People already had their set groups and were very standoffish if I tried to make conversation,” “I seriously considered reason because as a transfer student living off-campus, it was very difficult to make friends and connections with other students. It wasn't the most comforting environment to come into,” and “It is really hard to be a transfer student here, especially from a community college. In a CC, there is no sense of community, but here I feel like there is no help for transfer students to find that community.”

Lack of Sense of Belonging- Independent from respondents perceived lack of community, many respondents explained that they considered leaving the institution as the result of a lack of sense of belonging. Respondents described their sense of lack of belonging as “isolating,” “lonely,” and “cold.” Specifically, respondents wrote, “I was depressed and lonely and had no friends,” “I didn't find friends that I felt truly comfortable with. I was extremely lonely,” and “I didn't feel like I belonged. I still don't, but I'm also dedicated to my education and the financial aid provided here so I am pushing through the sense of not belonging.” One respondent simply stated, “I don't feel a sense of belonging at USF.” Respondents also offered, “I feel that while USF has provided me with a great education thus far, I don't have a sense of belonging” and “During my freshman year, there came a point where I felt like I was alone no matter how hard I tried to 'find people'. It would be difficult to find a sense of belonging at USF.” Also referring to their first year at USF,

another respondent offered, “I had a really hard time finding my place during my freshman year.” Some respondents attributed their struggle to feel a sense of belonging to either their status as a First-Generation Student, a Transfer Student or as an individual who self-identifies as a minority within at least one identity category. For example, one respondent wrote, “It's hard to feel like you belong at a private higher institution when you are a first generation, brown, low income, etc. etc. student.” Other respondents offered, “Feeling isolated in a place in where the education system is not inclusive of an English learner nor for a transfer student, who has even two jobs to support not just them, but the tuition that USF scholarship doesn't cover” and “I come from a low SES family of color and a majority of the students here come from white affluent families. I felt like USF didn't do a good job with letting people from this background feel included and a sense of belongingness.”

Cost- Undergraduate Student respondents repeatedly identified cost as a reason they had seriously considered leaving the university. Multiple respondents identified the “expensive” nature of being enrolled at USF and living in San Francisco. In particular, respondents wrote, “Mostly because everything is so expensive,” “It is becoming too expensive to live here,” and “It's crazy expensive.” Respondents also offered, “It's very expensive here. I considered transferring to LMU and I still may do so. The opportunities here are fantastic but they aren't exclusive at this school” and “It's just way too expensive and it has affected my family.” According to another respondent, “I am a first-year student and I have considered leaving USF because of the financial burden.” In describing the cost associated with their enrollment at USF, many respondents described their current financial aid as insufficient for addressing the various costs associated with attending USF. Specifically, respondents wrote, “School is too expensive. FAFSA doesn't give me enough financial aid despite me only having one parent who works and then other parent who has health issues that can no longer work,” “I could not obtain enough financial aid to support myself at one point during my third year,” and “The cost of this school is really steep and I wasn't awarded the financial aid needed to make attending USF plausible and reasonable for my family.” Respondents also offered, “I like the environment here at USF, the only reason I've seriously considered transferring is the tuition and lack of financial aid” and “Tuition increased this year and I was not given any additional financial aid for the year despite having an increase in my FAFSA need and a sibling entering college.” One respondent summarized the burdens associated with the cost of attending USF by stating, “The tuition is

extremely expensive in USF and it makes it very difficult for low-income family student to continue studying at USF. If USF can offer more university tuition grant for low-income family student, then it would make a huge difference in their student debt.” Another respondent shared, “I have loved my time here at USF but I cannot justify the cost of attendance. I attend an above average school for a prestigious school price.”

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by sexual identity, income, and disability status. LGBTQ Undergraduate Student respondents’ scores indicated lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. The same was found for Graduate Student respondents. Scores also indicated that High-Income Graduate Student respondents and Middle-Income Graduate Student respondents both had greater *Perceived Academic Success* than Low-Income Graduate Student respondents. Additionally, U.S. Citizen-Birth Graduate Student respondents had greater *Perceived Academic Success* than Not-U.S. Citizen Graduate Student respondents.

A majority of Student respondents indicated positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 80% ($n = 2,554$) of Student respondents felt valued by USF faculty, 74% ($n = 2,358$) felt valued by USF staff, and 53% ($n = 1,689$) felt valued by USF senior administrators. Significantly lower percentages of Undergraduate Student respondents, Women respondents, Multiracial respondents, LGBTQ respondents, Student Respondents with a Single Disability, Student Respondents with Multiple Disabilities, U.S. Citizen-Birth respondents, U.S. Citizen-Naturalized respondents, Low-Income respondents, First-Generation Student respondents, and Christian respondents, No Affiliation respondents, or Multiple Affiliation respondents noted feeling valued compared to their colleagues. Thirty-seven percent ($n = 1,182$) of Student respondents thought that faculty prejudged their abilities based on their perception of their identity/background. Seventy-one percent ($n = 2,272$) of Student respondents believed that the campus climate encourages free and open discussion of difficult topics. Seventy-five percent ($n = 2,381$) of Student respondents

indicated that they have faculty, and 57% ($n = 1,823$) have staff, whom they perceive as role models.

About two-thirds (65%, $n = 768$) of Graduate Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments. Seventy-two percent ($n = 846$) felt they had adequate access to advising. Sixty-eight percent ($n = 800$) of Graduate Student respondents believed that their advisor/chair provided clear expectations and 78% ($n = 913$) felt comfortable sharing their professional goals with their advisors.

Thirty-seven percent ($n = 744$) of Undergraduate Student respondents and 22% ($n = 255$) of Graduate Student respondents had seriously considered leaving USF. Of the Student respondents who considered leaving, 81% ($n = 807$) considered leaving in their first year as a student. Significant results for Undergraduate Student respondents indicated that Non-Transfer Student respondents, Black/African American respondents, Middle-Income Undergraduate Student respondents, Respondents with Multiple Disabilities, and Employed respondents considered leaving the institution at higher rates than their colleagues. Among Graduate Student respondents, a higher percentage of Doctoral Student respondents, Transspectrum respondents, LGBTQ respondents, First-Generation Student respondents, Graduate Student Respondents with a Single Disability, Graduate Student Respondents Employed Both On- and Off-Campus, and Campus Housing Graduate Student Respondents considered leaving compared with their counterparts. More than one-third (37%, $n = 248$) of Student respondents who considered leaving suggested it was because of financial reasons or they lacked a sense of belonging and/or social life at USF. The qualitative comments from Undergraduate Student respondents referenced lack of community, lack of sense of belonging, and cost, while Graduate Student respondents discussed lack of value in relation to cost, and lack of institutional resources.

^{cxcv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by student status: $\chi^2(4, N = 3,198) = 31.674, p < .001$.

^{cxcvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by gender identity: $\chi^2(8, N = 3,188) = 27.860, p < .01$.

^{cxcvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by citizenship status: $\chi^2(8, N = 3,186) = 21.563, p < .01$.

^{cxcviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by racial identity: $\chi^2(8, N = 3,163) = 22.710, p < .01$.

-
- ^{ccxcix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by sexual identity: $\chi^2(4, N = 3,104) = 17.814, p < .01$.
- ^{ccc}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by first-generation status: $\chi^2(4, N = 3,193) = 17.993, p < .01$.
- ^{ccci}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by income status: $\chi^2(8, N = 3,077) = 26.572, p < .01$.
- ^{ccci}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF faculty by disability status: $\chi^2(8, N = 3,168) = 28.946, p < .001$.
- ^{cciii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by student status: $\chi^2(4, N = 3,189) = 26.120, p < .001$.
- ^{cciv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by citizenship status: $\chi^2(8, N = 3,177) = 15.744, p < .05$.
- ^{ccv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by racial identity: $\chi^2(12, N = 3,154) = 29.102, p < .01$.
- ^{ccvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by sexual identity: $\chi^2(4, N = 3,095) = 24.823, p < .001$.
- ^{ccvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by first-generation status: $\chi^2(4, N = 3,184) = 15.560, p < .01$.
- ^{ccviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by income status: $\chi^2(8, N = 3,068) = 24.401, p < .01$.
- ^{ccix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by religious/spiritual affiliation: $\chi^2(12, N = 3,118) = 27.320, p < .01$.
- ^{ccx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF staff by disability status: $\chi^2(8, N = 3,158) = 15.806, p < .05$.
- ^{ccxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by student status: $\chi^2(4, N = 3,181) = 26.351, p < .001$.
- ^{ccxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by gender identity: $\chi^2(8, N = 3,172) = 38.170, p < .001$.
- ^{ccxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by citizenship status: $\chi^2(8, N = 3,169) = 56.591, p < .001$.
- ^{ccxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by racial identity: $\chi^2(12, N = 3,147) = 35.385, p < .001$.
- ^{ccxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by sexual identity: $\chi^2(4, N = 3,089) = 41.934, p < .001$.
- ^{ccxvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by income status: $\chi^2(8, N = 3,061) = 31.425, p < .001$.
- ^{ccxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by religious/spiritual affiliation: $\chi^2(12, N = 3,112) = 33.023, p < .01$.
- ^{ccxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by USF senior administrators by disability status: $\chi^2(8, N = 3,150) = 33.617, p < .001$.
- ^{ccxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 3,183) = 50.143, p < .001$.
- ^{ccxx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(8, N = 3,173) = 21.504, p < .01$.
- ^{ccxxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by citizenship status: $\chi^2(8, N = 3,171) = 20.931, p < .01$.
- ^{ccxxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2(8, N = 3,148) = 23.518, p < .01$.
- ^{ccxxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by income status: $\chi^2(8, N = 3,064) = 25.486, p < .01$.
- ^{ccxxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by religious/spiritual affiliation: $\chi^2(12, N = 3,115) = 21.869, p < .05$.
- ^{ccxxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(8, N = 3,153) = 21.103, p < .01$.

-
- ccxxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by student status: $\chi^2(4, N = 3,186) = 135.282, p < .001$.
- ccxxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(8, N = 3,176) = 33.483, p < .001$.
- ccxxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by citizenship status: $\chi^2(8, N = 3,175) = 25.437, p < .01$.
- ccxxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(12, N = 3,152) = 43.328, p < .001$.
- ccxxx A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(4, N = 3,095) = 14.063, p < .01$.
- ccxxxi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by income status: $\chi^2(8, N = 3,067) = 22.589, p < .01$.
- ccxxxii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious/spiritual affiliation: $\chi^2(12, N = 3,117) = 32.166, p < .001$.
- ccxxxiii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 3,155) = 44.971, p < .001$.
- ccxxxiv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by student status: $\chi^2(4, N = 3,159) = 34.466, p < .001$.
- ccxxxv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by gender identity: $\chi^2(8, N = 3,149) = 20.80133.483, p < .01$.
- ccxxxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by citizenship status: $\chi^2(8, N = 3,147) = 24.279, p < .01$.
- ccxxxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by racial identity: $\chi^2(12, N = 3,125) = 37.557, p < .001$.
- ccxxxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by sexual identity: $\chi^2(4, N = 3,066) = 15.415, p < .01$.
- ccxxxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by military status: $\chi^2(4, N = 3,147) = 10.647, p < .05$.
- ccxl A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by income status: $\chi^2(8, N = 3,040) = 26.769, p < .01$.
- ccxli A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by religious/spiritual affiliation: $\chi^2(12, N = 3,089) = 28.632, p < .01$.
- ccxlii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(8, N = 3,128) = 58.778, p < .001$.
- ccxliii A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by student status: $\chi^2(4, N = 3,169) = 30.640, p < .001$.
- ccxliv A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(8, N = 3,159) = 27.135, p < .01$.
- ccxlv A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(8, N = 3,157) = 60.959, p < .001$.
- ccxlvi A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(12, N = 3,134) = 61.641, p < .001$.
- ccxlvii A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by sexual identity: $\chi^2(4, N = 3,075) = 12.955, p < .05$.
- ccxlviii A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by income status: $\chi^2(8, N = 3,050) = 17.618, p < .05$.

^{cclxli}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by religious/spiritual affiliation: $\chi^2(12, N = 3,098) = 35.452, p < .001$.

^{ccli}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by student status: $\chi^2(4, N = 3,180) = 20.088, p < .001$.

^{cclii}A chi-square test was conducted to compare percentages of Student respondents who thought that the campus climate encouraged free and open discussion by gender identity: $\chi^2(8, N = 3,170) = 44.977, p < .001$.

^{ccliii}A chi-square test was conducted to compare percentages of Student respondents who thought that the campus climate encouraged free and open discussion by citizenship status: $\chi^2(8, N = 3,168) = 20.580, p < .01$.

^{ccliiii}A chi-square test was conducted to compare percentages of Student respondents who thought that the campus climate encouraged free and open discussion by racial identity: $\chi^2(12, N = 3,145) = 56.362, p < .001$.

^{ccliv}A chi-square test was conducted to compare percentages of Student respondents who thought that the campus climate encouraged free and open discussion by sexual identity: $\chi^2(4, N = 3,087) = 20.793, p < .001$.

^{cclv}A chi-square test was conducted to compare percentages of Student respondents who thought that the campus climate encouraged free and open discussion by first-generation status: $\chi^2(4, N = 3,175) = 16.225, p < .01$.

^{cclvi}A chi-square test was conducted to compare percentages of Student respondents who thought that the campus climate encouraged free and open discussion by income status: $\chi^2(8, N = 3,061) = 16.468, p < .05$.

^{cclvii}A chi-square test was conducted to compare percentages of Student respondents who thought that the campus climate encouraged free and open discussion by disability status: $\chi^2(8, N = 3,149) = 49.095, p < .001$.

^{cclviii}A chi-square test was conducted to compare percentages of Student respondents who believed that they have faculty whom they perceive as role models by student status: $\chi^2(4, N = 3,192) = 41.938, p < .001$.

^{cclix}A chi-square test was conducted to compare percentages of Student respondents who thought that they have faculty whom they perceive as role models by gender identity: $\chi^2(8, N = 3,182) = 19.148, p < .05$.

^{cclx}A chi-square test was conducted to compare percentages of Student respondents who thought that they have faculty whom they perceive as role models by racial identity: $\chi^2(12, N = 3,157) = 25.759, p < .05$.

^{cclxi}A chi-square test was conducted to compare percentages of Student respondents who thought that they have faculty whom they perceive as role models by disability status: $\chi^2(8, N = 3,161) = 18.803, p < .05$.

^{cclxii}A chi-square test was conducted to compare percentages of Student respondents who believed that they have staff whom they perceive as role models by student status: $\chi^2(4, N = 3,188) = 13.990, p < .01$.

^{cclxiii}A chi-square test was conducted to compare percentages of Student respondents who thought that they have staff whom they perceive as role models by citizenship status: $\chi^2(8, N = 3,176) = 19.481, p < .05$.

^{cclxiv}A chi-square test was conducted to compare percentages of Student respondents who thought that they have staff whom they perceive as role models by racial identity: $\chi^2(12, N = 3,153) = 30.272, p < .01$.

^{cclxv}A chi-square test was conducted to compare percentages of Student respondents who thought that they have staff whom they perceive as role models by sexual identity: $\chi^2(4, N = 3,094) = 29.446, p < .001$.

^{cclxvi}A chi-square test was conducted to compare percentages of Student respondents who thought that they have staff whom they perceive as role models by income status: $\chi^2(8, N = 3,068) = 17.964, p < .05$.

^{cclxvii}A chi-square test was conducted to compare percentages of Student respondents who thought that they have staff whom they perceive as role models by religious/spiritual affiliation: $\chi^2(12, N = 3,117) = 29.042, p < .01$.

^{cclxviii}A chi-square test was conducted to compare percentages of Graduate Student respondents who were satisfied with the quality of advising they had received from their department/program by gender identity: $\chi^2(4, N = 1,140) = 9.919, p < .05$.

^{cclxix}A chi-square test was conducted to compare percentages of Graduate Student respondents who were satisfied with the quality of advising they had received from their department/program by citizenship status: $\chi^2(8, N = 1,174) = 34.795, p < .001$.

^{cclxx}A chi-square test was conducted to compare percentages of Graduate Student respondents who were satisfied with the quality of advising they had received from their department/program by racial identity: $\chi^2(12, N = 1,158) = 27.240, p < .01$.

^{cclxxi}A chi-square test was conducted to compare percentages of Graduate Student respondents who were satisfied with the quality of advising they had received from their department/program by disability status: $\chi^2(8, N = 1,170) = 20.658, p < .01$.

^{cclxxii}A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate access to advising by citizenship status: $\chi^2(8, N = 1,171) = 20.206, p < .05$.

- cclxxiii A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate access to advising by racial identity: $\chi^2(12, N = 1,155) = 21.164, p < .05$.
- cclxxiv A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate access to advising by sexual identity: $\chi^2(4, N = 1,129) = 12.537, p < .05$.
- cclxxv A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate access to advising by disability status: $\chi^2(8, N = 1,167) = 26.510, p < .01$.
- cclxxvi A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate support from their advisor/chair to complete their program by citizenship status: $\chi^2(8, N = 1,174) = 25.869, p < .01$.
- cclxxvii A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate support from their advisor/chair to complete their program by racial identity: $\chi^2(12, N = 1,158) = 29.763, p < .01$.
- cclxxviii A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate support from their advisor/chair to complete their program by disability status: $\chi^2(8, N = 1,170) = 26.805, p < .01$.
- cclxxix A chi-square test was conducted to compare percentages of Graduate Student respondents who believed their advisor/chair provided clear expectations by citizenship status: $\chi^2(8, N = 1,171) = 32.452, p < .001$.
- cclxxx A chi-square test was conducted to compare percentages of Graduate Student respondents who believed their advisor/chair provided clear expectations by racial identity: $\chi^2(12, N = 1,155) = 23.659, p < .05$.
- cclxxxi A chi-square test was conducted to compare percentages of Graduate Student respondents who believed their advisor/chair provided clear expectations by disability status: $\chi^2(8, N = 1,167) = 17.474, p < .05$.
- cclxxxii A chi-square test was conducted to compare percentages of Graduate Student respondents who believed their advisor/chair responded to their emails, calls, or voicemails in a prompt manner by citizenship status: $\chi^2(8, N = 1,166) = 23.765, p < .01$.
- cclxxxiii A chi-square test was conducted to compare percentages of Graduate Student respondents who believed their advisor/chair responded to their emails, calls, or voicemails in a prompt manner by racial identity: $\chi^2(12, N = 1,150) = 36.665, p < .001$.
- cclxxxiv A chi-square test was conducted to compare percentages of Graduate Student respondents who believed their advisor/chair responded to their emails, calls, or voicemails in a prompt manner by disability status: $\chi^2(8, N = 1,162) = 17.941, p < .05$.
- cclxxxv A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that department/program faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by citizenship status: $\chi^2(8, N = 1,174) = 22.873, p < .01$.
- cclxxxvi A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that department/program staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by citizenship status: $\chi^2(8, N = 1,169) = 16.850, p < .05$.
- cclxxxvii A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that department/program staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by military status: $\chi^2(4, N = 1,168) = 14.354, p < .01$.
- cclxxxviii A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that there were adequate opportunities for them to interact with other university faculty outside of their department by gender identity: $\chi^2(4, N = 1,137) = 12.377, p < .05$.
- cclxxxix A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that there were adequate opportunities for them to interact with other university faculty outside of their department by sexual identity: $\chi^2(4, N = 1,130) = 25.103, p < .001$.
- ccxc A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that there were adequate opportunities for them to interact with other university faculty outside of their department by income status: $\chi^2(8, N = 1,130) = 15.813, p < .05$.
- ccxci A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that there were adequate opportunities for them to interact with other university faculty outside of their department by disability status: $\chi^2(8, N = 1,168) = 15.984, p < .05$.
- ccxcii A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by gender identity: $\chi^2(4, N = 1,131) = 9.892, p < .05$.
- ccxciii A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by citizenship status: $\chi^2(8, N = 1,165) = 36.164, p < .001$.

^{ccxciv} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by racial identity: $\chi^2(8, N = 1,149) = 20.396, p < .01$.

^{ccxcv} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by military status: $\chi^2(4, N = 1,164) = 10.818, p < .05$.

^{ccxcvi} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by religious/spiritual affiliation: $\chi^2(8, N = 1,143) = 21.991, p < .05$.

^{ccxcvii} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by disability status: $\chi^2(8, N = 1,161) = 18.497, p < .05$.

^{ccxcviii} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department faculty members encouraged them to produce publications and present research by citizenship status: $\chi^2(8, N = 1,165) = 17.832, p < .05$.

^{ccxcix} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department faculty members encouraged them to produce publications and present research by racial identity: $\chi^2(12, N = 1,149) = 32.303, p < .01$.

^{ccc} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by gender identity: $\chi^2(4, N = 1,135) = 13.396, p < .01$.

^{ccci} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by citizenship status: $\chi^2(8, N = 1,170) = 25.361, p < .01$.

^{ccci} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by racial identity: $\chi^2(12, N = 1,154) = 24.818, p < .05$.

^{ccci} A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by sexual identity: $\chi^2(4, N = 1,129) = 12.514, p < .05$.

^{ccci} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by military status: $\chi^2(4, N = 1,169) = 10.116, p < .05$.

^{cccv} A chi-square test was conducted to compare percentages of Graduate Student respondents who felt comfortable sharing their professional goals with their advisor by gender identity: $\chi^2(4, N = 1,132) = 10.962, p < .05$.

^{cccv} A chi-square test was conducted to compare percentages of Graduate Student respondents who felt comfortable sharing their professional goals with their advisor by income status: $\chi^2(8, N = 1,124) = 16.824, p < .05$.

^{cccvii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving USF by undergraduate student status: $\chi^2(1, N = 2,032) = 33.818, p < .001$.

^{cccviii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving USF by racial identity: $\chi^2(5, N = 2,013) = 21.252, p < .01$.

^{cccvix} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving USF by income status: $\chi^2(2, N = 1,958) = 8.892, p < .05$.

^{cccvx} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving USF by disability status: $\chi^2(2, N = 2,008) = 11.207, p < .01$.

^{cccx} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving USF by employment status: $\chi^2(1, N = 2,016) = 6.941, p < .01$.

^{cccxii} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by graduate student status: $\chi^2(2, N = 1,172) = 36.375, p < .001$.

^{cccxiii} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by gender identity: $\chi^2(2, N = 1,180) = 7.433, p < .05$.

^{cccxiv} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by sexual identity: $\chi^2(1, N = 1,137) = 21.168, p < .001$.

ccccv A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by first-generation status: $\chi^2(1, N = 1,182) = 9.018, p < .01$.

ccccvi A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by income status: $\chi^2(2, N = 1,136) = 13.345, p < .01$.

ccccvii A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by disability status: $\chi^2(2, N = 1,176) = 15.475, p < .01$.

ccccviii A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by employment status: $\chi^2(2, N = 713) = 11.685, p < .01$.

ccccix A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving USF by housing status: $\chi^2(2, N = 1,154) = 5.757, p < .05$.

ccccx A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by undergraduate student status: $\chi^2(4, N = 2,028) = 28.644, p < .001$.

ccccxi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by gender identity: $\chi^2(8, N = 2,021) = 35.554, p < .001$.

ccccxii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by citizenship status: $\chi^2(8, N = 2,019) = 79.662, p < .001$.

ccccxiii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by racial identity: $\chi^2(12, N = 2,010) = 31.338, p < .01$.

ccccxiv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by income status: $\chi^2(8, N = 1,954) = 22.135, p < .01$.

ccccxv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by first-generation status: $\chi^2(4, N = 2,028) = 13.217, p < .05$.

ccccxvi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by religious/spiritual affiliation: $\chi^2(12, N = 1,982) = 36.483, p < .001$.

ccccxvii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by disability status: $\chi^2(8, N = 2,005) = 19.097, p < .05$.

ccccxviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by employment status: $\chi^2(4, N = 2,012) = 76.252, p < .001$.

ccccxix A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave USF without meeting their academic goal by housing status: $\chi^2(4, N = 1,993) = 103.576, p < .001$.

ccccxx A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from USF by undergraduate student status: $\chi^2(4, N = 2,019) = 31.342, p < .001$.

ccccxxi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from USF by gender identity: $\chi^2(4, N = 1,928) = 13.771, p < .05$.

ccccxxii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from USF by income status: $\chi^2(8, N = 1,945) = 22.087, p < .01$.

ccccxxiii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from USF by employment status: $\chi^2(4, N = 2,003) = 40.027, p < .001$.

ccccxxiv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from USF by housing status: $\chi^2(4, N = 1,983) = 102.419, p < .001$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which USF does, and should, promote diversity, equity, and inclusion to shape campus climate.

The survey asked Faculty respondents ($n = 596$) to indicate how they thought that various initiatives influenced the climate at USF if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 107). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate or if they have no influence on the climate.

Seventy-two percent ($n = 338$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 28% ($n = 129$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Seventy-two percent ($n = 244$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 71% ($n = 91$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy percent ($n = 345$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 30% ($n = 145$) of Faculty respondents thought that they were not available. Seventy-eight percent ($n = 268$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 75% ($n = 109$) of Faculty respondents who thought that they were not available thought recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty-four percent ($n = 420$) of Faculty respondents thought that providing access to counseling for people who have experienced harassment or other discriminatory behavior was available and 16% ($n = 82$) of Faculty respondents thought that such access to counseling was not available.

Ninety-one percent ($n = 384$) of Faculty respondents who thought that providing access to counseling for people who have experienced harassment or other discriminatory behavior was available believed that it positively influenced the climate and 84% ($n = 69$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 397$) of Faculty respondents thought that providing due process for people who have experienced harassment or other discriminatory behavior was available and 20% ($n = 97$) of Faculty respondents thought that such due process was not available. Ninety-four percent ($n = 371$) of Faculty respondents who thought that providing due process for people who have experienced harassment or other discriminatory behavior was available believed that it positively influenced the climate and 88% ($n = 85$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy percent ($n = 346$) of Faculty respondents thought that equity and inclusion training for faculty was available and 30% ($n = 148$) of Faculty respondents thought that such training for faculty was not available. Eighty percent ($n = 275$) of Faculty respondents who thought that equity and inclusion training for faculty was available believed that it positively influenced the climate and 82% ($n = 121$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-one percent ($n = 304$) of Faculty respondents thought that tool kits for faculty to create an inclusive classroom environment were available and 39% ($n = 191$) of Faculty respondents thought that such tool kits were not available. Seventy-eight percent ($n = 237$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 82% ($n = 157$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-nine percent ($n = 287$) of Faculty respondents thought that supervisory training for faculty was available and 41% ($n = 199$) of Faculty respondents thought that it was not available. Sixty-two percent ($n = 179$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 87% ($n = 128$) of

Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Seventy percent ($n = 343$) of Faculty respondents thought that access to counseling for people accused of harassment or other discriminatory behavior was available and 30% ($n = 147$) of Faculty respondents thought that such counseling was not available. Eighty-nine percent ($n = 306$) of the Faculty respondents who thought that access to counseling for people accused of harassment was available believed that it positively influenced the climate and 87% ($n = 128$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 356$) of Faculty respondents thought that due process for people accused of harassment or other discriminatory behavior was available and 26% ($n = 123$) of Faculty respondents thought that such due process was not available. Ninety percent ($n = 319$) of the Faculty respondents who thought that due process for people accused of harassment was available believed that it positively influenced the climate and 85% ($n = 105$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 392$) of Faculty respondents thought that mentorship for new faculty was available and 21% ($n = 107$) of Faculty respondents thought that faculty mentorship was not available. Ninety-one percent ($n = 356$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 91% ($n = 97$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 317$) of Faculty respondents thought that a clear process to resolve conflicts was available and 34% ($n = 166$) of Faculty respondents thought that such a process was not available. Ninety-two percent ($n = 290$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 90% ($n = 150$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 320$) of Faculty respondents thought that a fair process to resolve conflicts was available and 34% ($n = 161$) of Faculty respondents thought that such a process was not available. Ninety-three percent ($n = 297$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 92% ($n = 148$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 313$) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 35% ($n = 165$) of Faculty respondents thought that it was not available at USF. Sixty-nine percent ($n = 216$) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 69% ($n = 113$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-seven percent ($n = 281$) of Faculty respondents thought that affordable child care was available at USF and 43% ($n = 210$) of Faculty respondents thought that it was not available. Eighty-one percent ($n = 228$) of the Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 90% ($n = 189$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-six percent ($n = 268$) of Faculty respondents thought that support/resources for spouse/partner employment were available and 44% ($n = 212$) of Faculty respondents thought that they were not available. Seventy-seven percent ($n = 205$) of Faculty respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 82% ($n = 174$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 107. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at USF							Initiative NOT available at USF						
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Providing flexibility for calculating the tenure clock	244	72.2	84	24.9	10	3.0	338 72.4	91	70.5	25	19.4	13	10.1	129 27.6
Providing recognition and rewards for including diversity issues in courses across the curriculum	268	77.7	59	17.1	18	5.2	345 70.4	109	75.2	25	17.2	11	7.6	145 29.6
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	384	91.4	34	8.1	< 5	---	420 83.7	69	84.1	6	7.3	7	8.5	82 16.3
Providing due process for people who have experienced harassment or other discriminatory behavior	371	93.5	22	5.5	< 5	---	397 80.4	85	87.6	7	7.2	5	5.2	97 19.6
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	275	79.5	57	16.5	14	4.0	346 70.0	121	81.8	21	14.2	6	4.1	148 30.0
Providing faculty with toolkits to create an inclusive classroom environment for various identities (e.g., gender identity, racial identity, spiritual identity)	237	78.0	51	16.8	16	5.3	304 61.4	157	82.2	24	12.6	10	5.2	191 38.6

Table 107. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at USF							Initiative NOT available at USF								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing faculty with supervisory training	179	62.4	86	30.0	22	7.7	287	59.1	143	71.9	43	21.6	13	6.5	199	40.9
Providing access to counseling for people accused of harassment or other discriminatory behavior	306	89.2	35	10.2	< 5	---	343	70.0	128	87.1	15	10.2	< 5	---	147	30.0
Providing due process for people accused of harassment or other discriminatory behavior	319	89.6	35	9.8	< 5	---	356	74.3	105	85.4	13	10.6	5	4.1	123	25.7
Providing mentorship for new faculty	356	90.8	33	8.4	< 5	---	392	78.6	97	90.7	5	4.7	5	4.7	107	21.4
Providing a clear process to resolve conflicts	290	91.5	24	7.6	< 5	---	317	65.6	150	90.4	10	6.0	6	3.6	166	34.4
Providing a fair process to resolve conflicts	297	92.8	22	6.9	< 5	---	320	66.5	148	91.9	9	5.6	< 5	---	161	33.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	216	69.0	68	21.7	29	9.3	313	65.5	113	68.5	34	20.6	18	10.9	165	34.5
Providing affordable child care	228	81.1	50	17.8	< 5	---	281	57.2	189	90.0	15	7.1	6	2.9	210	42.8

Table 107. Faculty Respondents' Perceptions of Institutional Initiatives

Table 10: Faculty Respondents' Perceptions of Institutional Initiatives																
	Initiative available at USF								Initiative NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing support/resources for spouse/partner employment	205	76.5	52	19.4	11	4.1	268	55.8	174	82.1	31	14.6	7	3.3	212	44.2

Note: Table reports only responses from Faculty respondents (*n* = 596).

Ninety-seven (97) Faculty respondents (including Adjunct Faculty, Tenured/Tenure-Track Faculty, and Term Faculty) elaborated on the impact of institutional initiatives on campus climate. Two themes emerged: unaware of initiatives and mixed views on trainings.

Unaware of Initiatives- Regarding their lack of awareness about specific campus initiatives, respondents wrote, “I am not sure which initiatives are available at USF,” “I am not sure which of the above initiatives are available or not available at USF,” “I do not know which of these are currently available,” and “I don't really know what is available or not.... Sorry.” Other respondents offered, “To be honest, I really have no idea if any of the above is offered at USF or not” and “I do not know which of these are currently available.” Two respondents identified their classification as Adjunct Faculty when stating, “I do not feel qualified to answer any of the above. I am an adjunct so I pretty much just zoom in, teach my courses and zoom back out. My interactions with staff and faculty have been helpful and positive, but I have not delved deeper into the resources of the university regarding many of the above-mentioned issues” and “As an adjunct professor, I haven't looked into whether all of these resources are available; however, in my assessment, all of them would positively influence the USF climate if added/offered.”

Mixed Views on Trainings- Respondents offered a variety of comments regarding trainings and discussions related to diversity, equity, and inclusion. Whereas some respondents noted the benefit of trainings, others depicted the trainings as being too basic or unnecessary. Respondents who requested additional training and discussion opportunities specifically stated, “I would appreciate more faculty workshops on helping students to understand privilege on the basis of race, class, gender, sexual orientation, religion, age, ability status, nation of origin, etc.,” and “I would appreciate more required, facilitated, small-group discussions about diversity issues among my coworkers.” Another respondent offered, “I think that effective training that addresses all of the above categories is a great idea and perhaps could be done effectively so that our campus would better understand these issues. I would look forward to such an addition.” According to one respondent, “The School of Nursing and Health Professions has had no mandatory trainings on sexual and gender minorities and many of the faculty are incompetent especially with regard to transgender issues - this is not acceptable for a school of nursing anywhere in the country but especially in San Francisco.” Respondents also critiqued current trainings as either too basic or as ineffective as non-mandatory trainings. Remarking on the lack

of depth in current trainings, one respondent offered, “[T]hese trainings--issued from the top-down--offer a very uncomplicated view of identity, one where there is a clear right and wrong in every case. While this is aimed at preventing injury, it denigrates the rich spectrum of human experience that we call identity and creates a culture of blaming and accusation. We need to do better.” Respondents also wrote, “Please no more online 'training' initiatives. Sends the message that if you click boxes for a few hours, you're good. If it's not important enough to do face to face for real, then make it optional reading” and “I believe that the faculty who participate in equity and inclusion training have already bought into the idea of equity and inclusion. The faculty who need it most typically do not participate.”

The survey asked Staff respondents ($n = 673$) to respond regarding similar initiatives, which are listed in Table 108. Seventy percent ($n = 428$) of the Staff respondents thought that equity and inclusion training for faculty was available at USF and 30% ($n = 185$) of Staff respondents thought that it was not available. Eighty-six percent ($n = 370$) of the Staff respondents who thought that equity and inclusion training for faculty was available believed that it positively influenced the climate and 82% ($n = 152$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 462$) of Staff respondents thought that supervisory training for supervisors/managers was available and 25% ($n = 155$) of Staff respondents thought that such training was not available. Eighty-nine percent ($n = 413$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 88% ($n = 136$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 389$) of Staff respondents thought that supervisory training for faculty supervisors was available and 36% ($n = 214$) of Staff respondents thought that such training was not available. Eighty-seven percent ($n = 337$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 88% ($n = 188$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 503$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at USF and 18% ($n = 108$) of Staff respondents thought that such access to counseling was not available. Ninety-three percent ($n = 426$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 84% ($n = 91$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 460$) of Staff respondents thought that access to counseling for people accused of harassment was available at USF and 25% ($n = 152$) of Staff respondents thought that such access to counseling was not available. Ninety-three percent ($n = 426$) of Staff respondents who thought that access to counseling for people accused of harassment was available believed that it positively influenced the climate and 82% ($n = 125$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 486$) of Staff respondents thought that due process for people who had experienced harassment was available at USF and 20% ($n = 124$) of Staff respondents thought that such due process was not available. Ninety-four percent ($n = 455$) of Staff respondents who thought that due process for people who had experienced harassment was available believed that it positively influenced the climate and 86% ($n = 106$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 471$) of Staff respondents thought that due process for people accused of harassment was available at USF and 23% ($n = 138$) of Staff respondents thought that such due process was not available. Ninety-two percent ($n = 433$) of Staff respondents who thought that due process for people accused of harassment was available believed that it positively influenced the climate and 81% ($n = 112$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 365$) of Staff respondents thought that mentorship for new staff was available and 41% ($n = 250$) of Staff respondents thought that staff mentorship was not available. Ninety-four percent ($n = 344$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 91% ($n = 228$) of Staff

respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 393$) of Staff respondents thought that a clear process to resolve conflicts was available at USF and 35% ($n = 215$) of Staff respondents thought that such a process was not available. Ninety-four percent ($n = 368$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 88% ($n = 189$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 396$) of Staff respondents thought that a fair process to resolve conflicts was available at USF and 35% ($n = 213$) of Staff respondents thought that such a process was not available. Ninety-four percent ($n = 371$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 90% ($n = 191$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 397$) of Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 34% ($n = 206$) of Staff respondents thought that it was not available. Seventy-nine percent ($n = 312$) of Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 74% ($n = 152$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 473$) of Staff respondents thought that career development opportunities for staff were available and 23% ($n = 143$) of Staff respondents thought that they were not available. Ninety-five percent ($n = 448$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 86% ($n = 123$) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-five percent ($n = 395$) of Staff respondents thought that affordable child care was available at USF and 35% ($n = 211$) of Staff respondents thought that it was not available. Ninety-one percent ($n = 361$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 86% ($n = 181$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 360$) of Staff respondents thought that support/resources for spouse/partner employment were available and 40% ($n = 244$) of Staff respondents thought that they were not available. Eighty-two percent ($n = 296$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 71% ($n = 174$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 108. Staff Respondents' Perceptions of Institutional Initiatives

Initiative available at USF										Initiative NOT available at USF											
								Total Staff respondents who believe initiative is available										Total Staff respondents who believe initiative is not available			
Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate				Would have no influence on climate		Would negatively influence climate									
										<i>n</i>		<i>%</i>		<i>n</i>		<i>%</i>		<i>n</i>		<i>%</i>	
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	370	86.4	56	13.1	< 5	---	428	69.8	152	82.2	16	8.6	17	9.2	185	30.2					
Providing supervisors/managers with supervisory training	413	89.4	49	10.6	0	0.0	462	74.9	136	87.7	6	3.9	13	8.4	155	25.1					
Providing faculty supervisors with supervisory training	337	86.6	49	12.6	< 5	---	389	64.5	188	87.9	14	6.5	12	5.6	214	35.5					
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	470	93.4	32	6.4	< 5	---	503	82.3	91	84.3	6	5.6	11	10.2	108	17.7					
Providing access to counseling for people accused of harassment or other discriminatory behavior	426	92.6	31	6.7	< 5	---	460	75.2	125	82.2	13	8.6	14	9.2	152	24.8					
Providing due process for people who have experienced harassment or other discriminatory behavior	455	93.6	30	6.2	< 5	---	486	79.7	106	85.5	6	4.8	12	9.7	124	20.3					
Providing due process for people accused of harassment or other discriminatory behavior	433	91.9	34	7.2	< 5	---	471	77.3	112	81.2	11	8.0	15	10.9	138	22.7					

Table 108. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at USF							Initiative NOT available at USF								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing mentorship for new staff	344	94.2	21	5.8	0	0.0	365	59.3	228	91.2	13	5.2	9	3.6	250	40.7
Providing a clear process to resolve conflicts	368	93.6	25	6.4	0	0.0	393	64.6	189	87.9	11	5.1	15	7.0	215	35.4
Providing a fair process to resolve conflicts	371	93.7	24	6.1	< 5	---	396	65.0	191	89.7	9	4.2	13	6.1	213	35.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	312	78.6	71	17.9	14	3.5	397	65.8	152	73.8	38	18.4	16	7.8	206	34.2
Providing career development opportunities for staff	448	94.7	24	5.1	< 5	---	473	76.8	123	86.0	10	7.0	10	7.0	143	23.2
Providing affordable child care	361	91.4	34	8.6	0	0.0	395	65.2	181	85.8	19	9.0	11	5.2	211	34.8
Providing support/resources for spouse/partner employment	296	82.2	60	16.7	< 5	---	360	59.6	174	71.3	58	23.8	12	4.9	244	40.4

Note: Table reports only responses from Staff respondents (*n* = 673).

Seventy-four (74) Staff respondents chose to elaborate on their responses regarding their opinion of institutional initiatives at USF. Three themes emerged: lack of affordable child care, importance of training, and unaware of resources.

Lack of Affordable Child Care- In the first theme, respondents discussed the positive impact child care would have on their work at USF. Respondents shared, “Providing affordable childcare would be an enormous boon to staff/faculty at USF,” “Providing child care would be huge,” and “Child care is critical for couples who are both working. Whatever we can do to bridge the expense and availability of child care would boost our overall productivity.” Respondents also offered, “While the child care stipend is an AWESOME benefit, on-site child care would be life changing for many employees and would promote a more positive, productive work environment” and “Affordable child care would be great.”

Importance of Training- In the second theme, respondents discussed institutional training efforts. Respondents provided feedback that indicated support for an increased focus on diversity training. One respondent wrote, “There can never be enough education around discrimination and harassment, regardless of the form it takes.” Other respondents expressed, “More training on diversity/inclusion for all - students, staff, faculty - would be great. Activities such as Step Forward/Step Back, not just talks,” “I think there needs to be more requirements and initiatives for sensitivity training especially training around race and gender bias,” and “I believe that everyone, at all levels, needs on-going anti-bias training.” Another respondent shared, “Diversity and supervisory training should not be an option. And should happen more than once.” Respondents also expressed a perception that the individuals who would most benefit from trainings “never go.” Specifically, respondents explained, “Many of the diversity and cultural sensitivity offerings are great, however they are optional and most often those who need them most are not participating in this type of development opportunities” and “In the programming that exists, it always seems to be the same people attending which is great but those who really need to attend such trainings are not showing up and affecting the campus climate negatively.”

Respondents also discussed university efforts focused on training for supervisors. According to respondents, “Providing senior administrators with supervisory training and executive coaching (Deans, Associate Deans, Vice Provosts) would positively impact climate” and “I believe

Providing supervisors/managers with supervisory training is very important because the number one reason people leave their positions is because of their direct supervisor.” Other respondents commented, “Regular (at least annual) training sessions for supervisors (faculty and staff) would be beneficial, especially to all those reporting to them,” “Supervisors (especially faculty who just happened to end up in a supervisor role) can use a lot more manager training, including communication strategies,” and “All supervisors, managers, and administrators would benefit from on-going, progressive management training. It would be helpful if USF could create safe spaces where managers and those that they supervise could train together to create more fruitful and open work relationships.” According to one respondent, “We should not just provide but require all managers to prove competency in supervising and managing staff.”

Unaware of Resources- In the third theme, respondents stated that they were unaware of the institutional initiatives listed in Question 111. Specifically, respondents wrote, “If some of these resources/initiatives were already at USF, I am currently not aware of them,” “I didn’t address some of the above because I’m not sure whether the initiative is available at USF,” and “Honestly, I cannot speak to whether all of these things are available or not available at USF. But they would all be useful.” Other respondents replied, “I am not sure if all of these already exist at USF. If they do - great! I would like to know more about them. I think our HR department could improve... Would like to see an investment in staff particularly those in leadership positions” and “I do not know if these initiatives are available.”

Student respondents ($n = 3,217$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 109. Seventy-eight percent ($n = 2,325$) of the Student respondents thought that equity and inclusion training for students was available at USF and 22% ($n = 641$) of Student respondents thought that it was not available. Eighty-six percent ($n = 1,996$) of the Student respondents who thought that equity and inclusion training for students was available believed that it positively influenced the climate and 83% ($n = 532$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 2,299$) of Student respondents thought that equity and inclusion training for staff was available at USF and 22% ($n = 633$) of Student respondents thought that it

was not available. Eighty-six percent ($n = 1,987$) of Student respondents who thought that equity and inclusion training for staff was available believed that it positively influenced the climate and 86% ($n = 543$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 2,286$) of Student respondents thought that equity and inclusion training for faculty was available at USF and 21% ($n = 621$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 1,986$) of Student respondents who thought that equity and inclusion training for faculty was available believed that it positively influenced the climate and 86% ($n = 536$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 2,585$) of Student respondents thought that access to counseling for people who had experienced harassment was available at USF and 11% ($n = 334$) of Student respondents thought that such access to counseling was not available. Ninety-three percent ($n = 2,390$) of Student respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 86% ($n = 286$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 2,426$) of Student respondents thought that access to counseling for people accused of harassment was available at USF and 16% ($n = 476$) of Student respondents thought that such access to counseling was not available. Ninety percent ($n = 2,183$) of Student respondents who thought that access to counseling for people accused of harassment was available believed that it positively influenced the climate and 83% ($n = 396$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 2,433$) of Student respondents thought that due process for people who had experienced harassment was available at USF and 16% ($n = 450$) of Student respondents thought that such due process was not available. Ninety percent ($n = 2,194$) of Student respondents who thought that due process for people who had experienced harassment was available believed that it positively influenced the climate and 85% ($n = 384$) of Student

respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 2,361$) of Student respondents thought that due process for people accused of harassment was available at USF and 18% ($n = 509$) of Student respondents thought that such due process was not available. Eighty-seven percent ($n = 2,058$) of Student respondents who thought that due process for people accused of harassment was available believed that it positively influenced the climate and 81% ($n = 412$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 2,214$) of Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 23% ($n = 669$) of Student respondents thought that such a person was not available. Eighty-seven percent ($n = 1,917$) of Student respondents who thought that a person to address student complaints of bias by *faculty/staff* in learning environments was available believed such a resource positively influenced the climate and 86% ($n = 575$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-seven percent ($n = 2,219$) of Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 23% ($n = 652$) of Student respondents thought that such a resource was not available. Eighty-six percent ($n = 1,901$) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that resource positively influenced the climate and 83% ($n = 542$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-nine percent ($n = 2,259$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 22% ($n = 617$) of Student respondents thought that increasing opportunities for dialogue were not available. Eighty-nine percent ($n = 2,002$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed that they positively influenced the climate and

89% ($n = 548$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-six percent ($n = 2,192$) of Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available at USF and 24% ($n = 676$) of Student respondents thought that increasing opportunities for dialogue were not available. Eighty-eight percent ($n = 1,918$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available believed that they positively influenced the climate and 89% ($n = 598$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Eighty percent ($n = 2,305$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at USF and 20% ($n = 562$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 2,007$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 87% ($n = 488$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 2,276$) of Student respondents thought that effective faculty mentorship of students was available and 21% ($n = 587$) of Student respondents thought that it was not available. Ninety percent ($n = 2,040$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 91% ($n = 531$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-four percent ($n = 2,408$) of Student respondents thought that effective faculty academic advising was available at USF and 16% ($n = 454$) of Student respondents thought that it was not available. Ninety percent ($n = 2,159$) of Student respondents who thought that effective faculty academic advising was available believed that it positively influenced the climate and 89% ($n = 406$) of Student respondents who did not think it was available thought effective faculty academic advising would positively influence the climate if it were available.

Eighty-two percent ($n = 2,334$) of Student respondents thought that immediate access for students to CASA was available at USF and 18% ($n = 498$) of Student respondents thought that it was not available. Eighty-five percent ($n = 1,984$) of Student respondents who thought that immediate access for students to CASA was available believed that it positively influenced the climate and 82% ($n = 410$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-one percent ($n = 2,311$) of Student respondents thought that diversity training for student staff (e.g., resident advisors, orientation leaders) was available and 19% ($n = 552$) of Student respondents thought that it was not available. Eighty-eight percent ($n = 2,029$) of Student respondents who thought that diversity training for student staff was available believed that it positively influenced the climate and 86% ($n = 477$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 1,814$) of Student respondents thought that affordable child care was available and 37% ($n = 1,048$) of Student respondents thought that it was not available. Eighty-one percent ($n = 1,475$) of Student respondents who thought that affordable child care was available believed that it positively influenced the climate and 87% ($n = 911$) of Student respondents who did not think it was available thought that it would positively influence the climate at USF if it were available.

Sixty-six percent ($n = 1,861$) of Student respondents thought that support/resources for spouse/partner employment were available and 34% ($n = 975$) of Student respondents thought that they were not available. Eighty-two percent ($n = 1,522$) of Student respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 84% ($n = 819$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 109. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at USF							Initiative NOT available at USF								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing equity and inclusion training for students (e.g., gender identity, racial identity, spiritual identity)	1,996	85.8	290	12.5	39	1.7	2,325	78.4	532	83.0	96	15.0	13	2.0	641	21.6
Providing equity and inclusion training for staff (e.g., gender identity, racial identity, spiritual identity)	1,987	86.4	276	12.0	36	1.6	2,299	78.4	543	85.8	72	11.4	18	2.8	633	21.6
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	1,986	86.9	272	11.9	28	1.2	2,286	78.6	536	86.3	67	10.8	18	2.9	621	21.4
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	2,390	92.5	175	6.8	20	0.8	2,585	88.6	286	85.6	28	8.4	20	6.0	334	11.4
Providing access to counseling for people accused of harassment or other discriminatory behavior	2,183	90.0	219	9.0	24	1.0	2,426	83.6	396	83.2	53	11.1	27	5.7	476	16.4
Providing due process for people who have experienced harassment or other discriminatory behavior	2,194	90.2	214	8.8	25	1.0	2,433	84.4	384	85.3	38	8.4	28	6.2	450	15.6

Table 109. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at USF							Initiative NOT available at USF							Total Student respondents who believe initiative is not available	
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate				
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Providing due process for people accused of harassment or other discriminatory behavior	2,058	87.2	257	10.9	46	1.9	2,361	82.3	412	80.9	60	11.8	37	7.3	509	17.7
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	1,917	86.6	261	11.8	36	1.6	2,214	76.8	575	85.9	70	10.5	24	3.6	669	23.2
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	1,901	85.7	272	12.3	46	2.1	2,219	77.3	542	83.1	83	12.7	27	4.1	652	22.7
Increasing opportunities for cross-cultural dialogue among students	2,002	88.6	232	10.3	25	1.1	2,259	78.5	548	88.8	55	8.9	14	2.3	617	21.5
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	1,918	87.5	250	11.4	24	1.1	2,192	76.4	598	88.5	61	9.0	17	2.5	676	23.6
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,007	87.1	268	11.6	30	1.3	2,305	80.4	488	86.8	60	10.7	14	2.5	562	19.6

Table 109. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at USF								Initiative NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing effective faculty mentorship of students	2,040	89.6	211	9.3	25	1.1	2,276	79.5	531	90.5	41	7.0	15	2.6	587	20.5
Providing effective faculty academic advising	2,159	89.7	225	9.3	24	1.0	2,408	84.1	406	89.4	34	7.5	14	3.1	454	15.9
Providing immediate access for students to CASA	1,984	85.0	323	13.8	27	1.2	2,334	82.4	410	82.3	70	14.1	18	3.6	498	17.6
Providing diversity training for student staff (e.g., resident advisors, orientation leaders)	2,029	87.8	256	11.1	26	1.1	2,311	80.7	477	86.4	54	9.8	21	3.8	552	19.3
Providing affordable child care	1,475	81.3	312	17.2	27	1.5	1,814	63.4	911	86.9	109	10.4	28	2.7	1,048	36.6
Providing support/resources for spouse/partner employment	1,522	81.8	322	17.3	17	0.9	1,861	65.6	819	84.0	134	13.7	22	2.3	975	34.4

Note: Table reports only responses from Student respondents (*n* = 3,217).

Three hundred fifty-one (351) Student respondents chose to elaborate on responses regarding the impact of institutional initiatives on campus climate. Four themes emerged, need for child care, No, need for mandatory diversity/inclusion trainings, and unaware if initiatives are available.

Need for Child Care- In the first theme, respondents discussed child care and the positive impact it would provide. Respondents noted, “Child care please” and “Onsite child care for student and staff is needed.” According to one respondent, “Providing affordable child care- This is huge. And is an EXTREME failing that our school does not provide this sort of care (particularly on the law school campus).” Other respondents offered, “child care is always challenging for those who are attempting to get an education and often is the reason for not completing a program” and “We need child care at USF. Having children is preventing members of our community from obtaining a higher education. Having this resource available would create a more diverse student body, increase admissions, and lead to a healthier campus climate.”

No- In the second theme, respondents noted they had nothing to share in addition to what they already reported. Respondents simply stated, “No”, “N/A, “none,” and “No additional comments at this time.”

Need for Mandatory Diversity/Inclusion Trainings- In the third theme, respondents discussed institutional actions regarding diversity and inclusion training for Administrators, Faculty, Staff, and Students. Respondents offered, “Providing equity and inclusion training for students, faculty, and staff is a great idea” and “Providing diversity training for faculty, staff, administration AND ESPECIALLY students is so fundamentally important.” Respondents also wrote, “I feel as if giving the staff and faculty mandatory training in how to take care of sensitive matters is really important” and “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.” According to respondents, “There NEEDS to be mandatory training of faculty and staff regarding race, ethnicity and religious affiliations” and “Diversity training for socioeconomic classes should be highlighted.” One respondent explained why, from their perspective, participation in diversity-related trainings should be mandatory, not voluntary. According to the respondent, “There are a lot of social inclusive events that take place on campus. but the people who show up to these voluntary events usually already know about the

issue and aren't the ones we need to target to get the message out there. Having more events or talks or whatever is not helping. These institutional initiatives must be mandatory and provide a way to hold people accountable for completing the training.”

Unaware of Initiatives- In the fourth theme, respondents discussed not knowing if the initiatives offered in the survey were available at USF. One respondent wrote, “I am not really sure what is offered here but this would all be more helpful on campus.” Other respondents advised, “I don't know what is offered and what isn't,” and “I'm not sure whether or not these initiatives exists on campus.” One respondent stated, “All of this stuff sounds positive but i don't know if it exists. If it does maybe it need better advertisement.”

Summary

Perceptions of USF's actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on USF's campus. If, in fact, these initiatives are available, USF would benefit from better publicizing all that the USF offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of USF's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within USF, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the USF community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by USF community members at the outset of this project. Also, as recommended by USF's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

References

- Aguirre, A., & Messineo, M. (1997). Racially motivated incidents in higher education: What do they say about the campus climate for minority students? *Equity & Excellence in Education*, 30(2), 26–30.
- Association of American Colleges and Universities (AAC&U). (1995). *The drama of diversity and democracy*. Washington, DC: Association of American Colleges and Universities.
- Barnhardt, C. L., Phillips, C. W., Young, R. L., & Sheets, J. E. (2017). The administration of diversity and equity on campuses and its relationships to serving undocumented immigrant students. *Journal of Diversity in Higher Education*, 10(1), 1–10.
<https://doi.org/10.1037/a0040025>
- Bartz, A. E. (1988). *Basic statistical concepts*. New York: Macmillan.
- Bilimoria, D., & Stewart, A. J. (2009). “Dont ask, don’t tell”: The academic climate for lesbian, gay, bisexual, and transgender faculty in science and engineering. *National Women’s Studies Association Journal*, 21(2), 85–103.
- Blackwell, L. V., Snyder, L. A., & Mavriplis, C. (2009). Diverse faculty in STEM fields: Attitudes, performance, and fair treatment. *Journal of Diversity in Higher Education*, 2(4), 195–205. <https://doi.org/10.1037/a0016974>
- Booker, K. (2016). Connection and commitment: How sense of belonging and classroom community influence degree persistence for African American undergraduate women. *International Journal of Teaching & Learning in Higher Education*, 28(2), 218–229.
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Brookfield, S. D. (2005). *The power of critical theory: Liberating adult learning and teaching*. San Diego, CA: Jossey-Bass.
- Chang, M. J. (2003). Racial differences in viewpoints about contemporary issues among entering

college students: Fact or fiction? *NASPA Journal*, 40(5), 55–71.

Chang, M. J., Denson, N., Sáenz, V. B., & Misa, K. (2006). The educational benefits of sustaining cross-racial interaction among undergraduates. *Journal of Higher Education*, 77(3), 430–455.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Costello, C. A. (2012). Women in the Academy: The Impact of Culture, Climate and Policies on Female Classified Staff. *NASPA Journal About Women in Higher Education*, 5(2), 99–114. <https://doi.org/10.1515/njawhe-2012-1118>

Cuellar, M., & Johnson-Ahorlu, R. N. (2016). Examining the Complexity of the Campus Racial Climate at a Hispanic Serving Community College. *Community College Review*, 44(2), 135–152. <https://doi.org/10.1177/0091552116632584>

Dade, K., Tartakov, C., Hargrave, C., & Leigh, P. (2015). Assessing the impact of racism on Black faculty in White academe: A collective case study of African American female faculty. *Western Journal of Black Studies*, 39(2), 134–146.

DaDeppo, L. W. (2009). Integration factors related to the academic success and intent to persist of college students with learning disabilities. *Learning Disabilities Research & Practice (Wiley-Blackwell)*, 24(3), 122–1331.

Dugan, J. P., Kusel, M. L., & Simounet, D. M. (2012). Transgender college students: An exploratory study of perceptions, engagement, and educational outcomes. *Journal of College Student Development*, 53(5), 719–736.

Eagan, M. K., & Garvey, J. C. (2015). Stressing out: Connecting race, gender, and stress with faculty productivity. *Journal of Higher Education*, 86(6), 923–954.

Engle, J., & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students. *The Pell Institute for the Study of Opportunity in Higher Education*, 1–38.

- Fleming, A. R., Oertle, K. M., Hakun, A. J., & Hakun, J. G. (2017). Influence of social factors on student satisfaction among college students with disabilities. *Journal of College Student Development, 58*(2), 215–228.
- Flowers, L., & Pascarella, E. T. (1999). Cognitive effects of college racial composition on African American students after 3 years of college. *Journal of College Student Development, 40*, 669–677.
- Garcia, G. A. (2016). Exploring student affairs professionals' experiences with the campus racial climate at a Hispanic Serving Institution (HSI). *Journal of Diversity in Higher Education, 9*(1), 20–33. <https://doi.org/10.1037/a0039199>
- Gardner, S. K. (2013). Women and faculty departures from a striving institution: Between a rock and a hard place. *The Review of Higher Education, 36*(3), 349–370.
- Garvey, J. C., & Rankin, S. (2016). The influence of campus climate and urbanization on queer-spectrum and trans-spectrum faculty intent to leave. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000035>
- Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice, 39*(6), 527–541. <https://doi.org/10.1080/10668926.2013.861374>
- Grant, C. M., & Ghee, S. (2015). Mentoring 101: Advancing African-American women faculty and doctoral student success in predominantly White institutions. *International Journal of Qualitative Studies in Education, 28*(7), 759–785. <https://doi.org/10.1080/09518398.2015.1036951>
- Griffin, K. A., Bennett, J. C., & Harris, J. (2011). *Analyzing gender differences in Black faculty marginalization through a sequential mixed methods design. New Directions for Institutional Research* (Vol. 151). San Francisco, CA: Jossey-Bass.
- Griffin, K. A., Cunningham, E. L., & George Mwangi, C. A. (2016). Defining diversity: Ethnic differences in Black students' perceptions of racial climate. *Journal of Diversity in Higher*

Education, 9(1), 34–49. <https://doi.org/10.1037/a0039255>

Guiffrida, D., Gouveia, A., Wall, A., & Seward, D. (2002). Development and validation of the Need for Relatedness at College Questionnaire (nRC-Q). *Harvard Educational Review*, 1(2), 330–365.

Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72, 330–365.

Hale, F. W. (2004). *What makes racial diversity work in higher education: Academic leaders present successful policies and strategies*. Stylus Publishing, LLC.

Harackiewicz, J. M., Canning, E. A., Tibbetts, Y., Giffen, C. J., Blair, S. S., Rouse, D. I., & Hyde, J. S. (2014). Closing the social gap for first-generation students in undergraduate biology. *Journal of Educational Psychology*, 106(2), 375–389.

Harper, C. E., & Yeung, F. (2013). Perceptions of institutional commitment to diversity as a predictor of college students' openness to diverse perspectives. *Review of Higher Education*, 37(1), 25–44.

Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 2007(120), 7–24.

Harper, S. R., & Quaye, S. J. (2004). Taking seriously the evidence regarding the effects of diversity on student learning in the college classroom: A call for faculty accountability. *UrbanEd*, 2(2), 43–47.

Hart, J. L., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, 1(4), 222–234.

Hausmann, L. R., Schofield, J. W., & Woods, R. L. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first-year college students. *Research in Higher Education*, 48(7), 803–839.

Hoffman, J. L., Rankin, S., & Loya, K. I. (2016). Climate as a mediating influence on the

- perceived academic success of women student-athletes. *Journal for the Study of Sports and Athletes in Education*, 10(3), 164.
- Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, 63(5), 539–569.
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. R. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. (Vol. 26, no. 8). Washington D.C.: ASHE-ERIC Higher Education Report.
- Hurtado, S., & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education*, 4(3), 235–251.
- Ingle, G. (2005). Will your campus diversity initiative work? *Academe*, 91(5), 6–10.
- Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *Journal of Higher Education*, 80(5), 538–563.
- Johnson, A. (2005). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw-Hill.
- Johnson, D. R., Soldner, M., Leonard, J., Alvarez, P., Inkelas, K. K., Rowan, K. H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates from different racial/ethnic groups. *Journal of College Student Development*, 48(5), 525–542.
- Jones, S. J., & Taylor, C. M. (2012). Effects of Institutional Climate and Culture on the Perceptions of the Working Environments of Public Community Colleges. *NASPA Journal About Women in Higher Education*, 5(1), 1–21. <https://doi.org/10.1515/njawhe-2012-1106>
- Jones, W. W. (2013). The relationship between student body racial composition and the normative environment toward diversity at community colleges. *Community College Review*, 41(3), 249–265.
- Jury, M., Smeding, A., Stephens, N. M., Nelson, J. E., Aelenei, C., & Darnon, C. (2017). The

- experience of low-SES students in higher education: Psychological barriers to success and interventions to reduce social-class inequality. *Journal of Social Issues*, 73(1), 23–41.
- Kezar, A. J. (2011). *Recognizing and serving low-income students in higher education: An examination of institutional policies, practices, and culture*. New York: Routledge.
- Lefever, R. (2012). Exploring student understandings of belonging on campus. *Journal of Applied Research in Higher Education*, 4(2), 126–141.
<https://doi.org/10.1108/17581181811873075>
- Levin, J. S., Haberler, Z., Walker, L., & Jackson-Boothby, A. (2014). Community College Culture and Faculty of Color. *Community College Review*, 42(1), 55–74.
<https://doi.org/10.1177/0091552113512864>
- Levin, J. S., Jackson-Boothby, A., Haberler, Z., & Walker, L. (2015). “Dangerous work”: Improving conditions for faculty of color in the community college. *Community College Journal of Research and Practice*, 39(9), 852–864.
- Maramba, D. C., & Museus, S. D. (2011). *The utility of using mixed-methods and intersectionality approaches in conducting research on Filipino American students’ experiences with the campus climate and on sense of belonging*. *New Directions for Institutional Research* (Vol. 151). San Francisco, CA: Jossey-Bass.
<https://doi.org/10.1002/ir>
- Maranto, C. L., & Griffin, A. E. (2011). The antecedents of a “chilly climate” for women faculty in higher education. *Human Relations*, 64(2), 139–159.
- Mayhew, M., Grunwald, H., & Dey, E. (2006). Breaking the silence: Achieving a positive campus climate for diversity from the staff perspective. *Research in Higher Education*, 47(10), 63–88.
- Milem, J., Chang, M. J., & Antonio, A. (2005). *Making diversity work on campus: A research based perspective*. Washington, DC: Association of American Colleges and Universities.
- Navarro, R. L., Worthington, R. L., Hart, J. L., & Khairallah, T. (2009). Liberal and conservative

- ideology, experiences of harassment, and perceptions of campus climate. *Journal of Diversity in Higher Education*, 2(2), 78–90.
- Negron-Gonzales, M. M. (2015). Lift every voice: Institutional climate and the experience of undocumented students at Jesuit universities. *Jesuit Higher Education: A Journal*, 4(1), 49–60.
- Nelson-Laird, T., & Niskodé-Dossett, A. S. (2010). How gender and race moderate the effect of interaction across difference on student perceptions of the campus environment. *The Review of Higher Education*, 33(3), 333–356.
- Nicolazzo, Z. (2016). *Trans* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion*. Herndon, Virginia: Stylus Publishing, LLC.
- Oseguera, L., Merson, D., Harrison, C. K., & Rankin, S. (2017). Beyond the Black/White binary: A multi-institutional study of campus climate and the academic success of college athletes of different racial backgrounds. *Sociology of Sport Journal*, 1–43.
- Oseguera, L., & Rhee, B. S. (2009). The influence of institutional retention climates on student persistence to degree completion: A multilevel approach. *Research in Higher Education*, 50(6), 546–569.
- Ostrove, J. M., & Long, S. M. (2007). Social class and belonging: Implications for college adjustment. *The Review of Higher Education*, 30(4), 363–398.
- Park, J., Denson, N., & Bowman, N. (2013). Does socioeconomic diversity make a difference? Examining the effects of racial and socioeconomic diversity on the campus climate for diversity. *American Educational Research Journal*, 50(3), 466–496.
- Pascarella, E. T., & Terenzini, P. T. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *The Journal of Higher Education*, 51(1), 60–75.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Diego, CA: Jossey-Bass.

- Patton, L. D. (2011). Perspectives on identity, disclosure, and the campus environment among African American gay and bisexual men at one historically Black college. *Journal of College Student Development*, 52(1), 77–100.
- Patton, L. D., & Catching, C. (2009). Teaching while black: Narratives of African American student affairs faculty. *International Journal of Qualitative Studies in Education*, 22(6), 713–728.
- Pike, G. R., & Kuh, G. D. (2006). Relationships among structural diversity, informal peer interactions, and perceptions of the campus environment. *Review of Higher Education*, 29(4), 425–450.
- Pittman, C. T. (2010). Race and gender oppression in the classroom: The experiences of women faculty of color with whites male students. *Teaching Sociology*, 38(3), 183–196.
- Rankin, S. (2003). *Campus Climate for Gay, Lesbian, Bisexual, and Transgendered People: A National Perspective*. New York, NY: National Gay and Lesbian Task Force Policy Institute.
- Rankin, S., Merson, D., Garvey, J. C., Sorgen, C. H., Menon, I., Loya, K. I., & Oseguera, L. (2016). The influence of climate on the academic and athletic success of student-athletes: Results from a multi-institutional national study. *Journal of Higher Education*, 87(5), 701–730.
- Rankin, S., & Reason, R. (2005). Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups. *Journal of Student College Development*, 46(1), 43–61.
- Rankin, S., & Reason, R. (2008). Transformational tapestry model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1(4), 262–274.
- Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *2010 state of higher education for lesbian, gay, bisexual, and transgender people*. Charlotte, NC: Campus Pride.
- Rankin & Associates Consulting. (2016). Recent Clients. Retrieved January 5, 2016, from

<http://www.rankin-consulting.com/clients>

- Sáenz, V. B., Nagi, H. N., & Hurtado, S. (2007). Factors influencing positive interactions across race for African American, Asian American, Latino, and White college students. *Research in Higher Education*, 48(1), 1–38.
- Sears, J. T. (2002). The institutional climate for lesbian, gay and bisexual education faculty. *Journal of Homosexuality*, 43(1), 11–37.
- Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The Climate for Women in Academic Science: The Good, the Bad, and the Changeable. *Psychology of Women Quarterly*, 30(1), 47–58. <https://doi.org/10.1111/j.1471-6402.2006.00261.x>
- Sharpe, D. (2015). Your chi-square test is statistically significant: Now what? *Practical Assessment, Research & Evaluation*, 20(8).
- Silverschanz, P., Cortina, L. M., Konik, J., & Magley, V. (2008). Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. *Sex Roles*, 58(3–4), 179–191.
- Smith, D. G. (2009). *Diversity's promise for higher education: Making it work*. Baltimore, MD: Johns Hopkins Press.
- Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., & Figueroa, B. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Solórzano, D. G., Ceja, M., & Yosso, T. J. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of african american college students. *Journal of Negro Education*, 69(1), 60–73.
- Stebbleton, M. J., Soria, K. M., Huesman, R. J., & Torres, V. (2014). Recent immigrant students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development*, 55(2), 196–202.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for*

all students. New York; London: Routledge.

Strayhorn, T. L. (2013). Measuring race and gender difference in undergraduate perceptions of campus climate and intentions to leave college: An analysis in black and white. *Journal of Student Affairs Research and Practice*, 50(2), 115–132.

Sue, D. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.

Trochim, W. (2000). *The research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog.

Turner, C. S. (2002). Women of color in academe: Living with multiple marginality. *The Journal of Higher Education*, 73(1), 74–93.

Tynes, B. M., Rose, C. A., & Markoe, S. L. (2013). Extending campus life to the internet: Social media, discrimination, and perceptions of racial climate. *Journal of Diversity in Higher Education*, 6(2), 102–114.

Urrieta, L., Mendez, L., & Rodriguez, E. (2015). “A moving target”: A critical race analysis of Latino/a faculty experiences, perspectives, and reflections on the tenure and promotion process. *International Journal of Qualitative Studies in Education (QSE)*, 28(10), 1149–1168. <https://doi.org/10.1080/09518398.2014.974715>.

Vaccaro, A. (2015). “It’s Not One Size Fits All”: Diversity Among Student Veterans. *Journal of Student Affairs Research and Practice*, 52(4), 347–358. <https://doi.org/10.1080/19496591.2015.1067224>

Vaccaro, A., Daly-Cano, M., & Newman, B. M. (2015). A sense of belonging among college students with disabilities: An emergent theoretical model. *Journal of College Student Development*, 56(7), 670–686.

Vaccaro, A., & Newman, B. M. (2017). A sense of belonging through the eyes of first-year LGBQ students. *Journal of Student Affairs Research and Practice*, 54(2), 137–149.

- Waldo, C. R. (1998). Out on Campus: Sexual Orientation and Academic Climate in a University Context. *American Journal of Community Psychology*, 26(5), 745–774.
<https://doi.org/10.1023/A:1022110031745>
- Walpole, M., Chambers, C. R., & Goss, K. (2014). Race, Class, Gender and Community College Persistence Among African American Women. *NASPA Journal about Women in Higher Education*, 7(2). <https://doi.org/10.1515/njawhe-2014-0012>
- Whitt, E. J., Edison, M. I., Pascarella, E. T., & Terenzini, P. T. (2011). Influences on students' openness to diversity and challenge in the second and third years of college. *The Journal of Higher Education*, 72(2), 172–204.
- Whittaker, J. A., Montgomery, B. L., & Martinez Acosta, V. G. (2015). Retention of underrepresented minority faculty: Strategic initiatives for institutional value proposition based on perspectives from a range of academic institutions. *Journal of Undergraduate Neuroscience Education*, 13(3), A136–A145.
- Worthington, R. L., Navarro, R. L., Loewy, M., & Hart, J. L. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. *Journal of Diversity in Higher Education*, 1(1), 8–19.
- Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659–690, 781, 785–786.

Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #115, #116, #117, and #118)

Appendix D – Survey: *USF Assessment of Climate for Learning, Living, and Working*

Appendix A – Cross Tabulation Table

Table 1. Cross tabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Unknown/Missing	7	0.3	4	0.3	16	2.7	7	1.0	34	0.8
	Woman	1,419	69.8	793	66.9	353	59.2	411	61.1	2,976	66.3
	Man	522	25.7	353	29.8	212	35.6	242	36.0	1,329	29.6
	Transspectrum/ Multiple/Other	84	4.1	35	3.0	15	2.5	13	1.9	147	3.3
Racial identity	Other Person of Color	83	4.1	54	4.6	27	4.5	21	3.1	185	4.1
	Asian/Asian American/South Asian	587	28.9	254	21.4	66	11.1	114	16.9	1,021	22.8
	Latin@/Chican@/ Hispanic	324	15.9	186	15.7	25	4.2	48	7.1	583	13.0
	Black/African American	87	4.3	97	8.2	27	4.5	49	7.3	260	5.8
	White	547	26.9	428	36.1	372	62.4	325	48.3	1,672	37.3
	Multiracial	385	18.9	146	12.3	49	8.2	96	14.3	676	15.1
	Unknown/Missing	19	0.9	20	1.7	30	5.0	20	3.0	89	2.0
Sexual identity	LGBQ	455	22.4	208	17.6	91	15.3	108	16.0	862	19.2
	Heterosexual	1,528	75.2	930	78.5	459	77.0	531	78.9	3,448	76.9
	Missing/Unknown/ Asexual	49	2.4	47	4.0	46	7.7	34	5.1	176	3.9

Table 1. Cross tabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Professional Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Citizenship status	U.S. Citizen-Birth	1,604	78.9	849	71.6	472	79.2	549	81.6	3,474	77.4
	U.S. Citizen-Naturalized	153	7.5	122	10.3	67	11.2	93	13.8	435	9.7
	Not U.S. Citizen/ Multiple Citizenships	266	13.1	210	17.7	48	8.1	27	4.0	551	12.3
	Unknown/Missing	9	0.4	4	0.3	9	1.5	4	0.6	26	0.6
Disability status	Single Disability	236	11.6	102	8.6	35	5.9	39	5.8	412	9.2
	No Disability	1,680	82.7	1,022	86.2	532	89.3	609	90.5	3,843	85.7
	Multiple Disabilities	92	4.5	53	4.5	13	2.2	17	2.5	175	3.9
	Unknown/Missing/ Other	24	1.2	8	0.7	16	2.7	8	1.2	56	1.2
Religious/spiritual affiliation	Christian Affiliation	852	41.9	478	40.3	169	28.4	294	43.7	1,793	40.0
	Other Religious/ Spiritual Affiliation	204	10.0	150	12.7	72	12.1	35	5.2	461	10.3
	No Religious/Spiritual Affiliation including Not Listed	833	41.0	462	39.0	269	45.1	269	40.0	1,833	40.9
	Multiple Religious/ Spiritual Affiliations	96	4.7	66	5.6	54	9.1	48	7.1	264	5.9
	Unknown/Missing	47	2.3	29	2.4	32	5.4	27	4.0	135	3.0

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who are men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your *primary* USF campus affiliation (If you spend time at more than one location, where do you spend the majority of your time)? (Question 1)

Affiliation	<i>n</i>	%
Hilltop Campus (2130 Fulton)	3,728	83.1
Downtown San Francisco (101 Howard)	245	5.5
Orange County	106	2.4
Pleasanton	63	1.4
Presidio	74	1.6
Sacramento	113	2.5
San Jose	70	1.6
Santa Rosa	29	0.6
On-line	58	1.3

Note: No missing data exist for this question.

Table B2. What is your *primary* position at USF? (Question 2)

Position	<i>n</i>	%
Undergraduate student	2,032	45.3
Started at USF as a first-year student	1,614	79.4
Transferred to USF from another institution	418	20.6
Graduate student	1,185	26.4
Doctoral student (e.g., PsyD, EdD, DNP)	118	10.0
Law student	176	14.9
Master's degree student	879	74.2
Graduate certificate	12	1.0
Faculty tenured/tenure-track	273	6.1
Assistant professor	62	22.7
Associate professor	85	31.1
Professor	107	39.2
Librarian	19	7.0
Term faculty	90	2.0
Assistant professor	61	67.8
Associate professor	20	22.2
Professor	8	8.9
Fellow/scholar	1	1.1
Adjunct faculty	233	5.2
Staff	673	15.0
Hourly (unionized)	131	19.5
Hourly (non-unionized)	36	5.3
Salary (unionized)	69	10.3
Salary (non-unionized)	437	64.9
Pre/Post-Doctoral	0	0.0
Law Librarian	0	0.0

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B3. Are you full-time or part-time in that *primary* position? (Question 3)

Status	<i>n</i>	%
Full-time	3,988	88.9
Part-time	490	10.9
Missing	8	0.2

Table B4. Students Only: What percentage of your classes have you taken exclusively on-line? (Question 4)

Taken online	<i>n</i>	%
100%	24	0.6
76%-99%	27	0.7
51%-75%	17	0.4
26%-50%	31	0.8
0%-25%	2,680	67.5
Missing	2	0.1

Table B5. What is your birth sex (assigned)? (Question 47)

Birth sex	<i>n</i>	%
Female	3,080	68.7
Male	1,380	30.8
Intersex	3	0.1
Missing	23	0.5

Table B6. What is your gender/gender identity? (Mark all that apply.) (Question 48)

Gender identity	<i>n</i>	%
Woman	3,011	67.1
Man	1,354	30.2
Gender non-conforming/ gender non-binary	71	1.6
Genderqueer	68	1.5
Transgender	30	0.7
A gender not listed here	22	0.5

Table B7. What is your current gender expression? (Mark all that apply.) (Question 49)

Gender expression	<i>n</i>	%
Feminine	2,983	66.5
Masculine	1,356	30.2
Androgynous	162	3.6
A gender expression not listed here	51	1.1

Table B8. What is your citizenship/immigration status in U.S.? (Mark all that apply.) (Question 50)

Citizenship/immigration status	<i>n</i>	%
U.S. citizen, birth	3,520	78.5
U.S. citizen, naturalized	455	10.1
A visa holder (such as F-1, J-1, H1-B, or U)	315	7.0
Permanent Resident	180	4.0
DACA (Deferred Action for Childhood Arrival)	24	0.5
Other legally documented status	12	0.3
Undocumented resident	7	0.2
Refugee status	3	0.1
DAPA (Deferred Action for Parental Accountability)	2	0.0
Currently under a withholding of removal status	1	0.0

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

Table B9. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 51)

Racial/ethnic identity	<i>n</i>	%
White/European American	2,161	48.2
Asian/Asian American/South Asian	1,275	28.4
Hispanic/Latin@/Chican@	898	20.0
Black/African American	383	8.5
Pacific Islander	155	3.5
Middle Eastern/North African	147	3.3
American Indian/Native American/Indigenous	97	2.2
Native Hawaiian	24	0.5
Alaska Native	7	0.2
A racial/ethnic identity not listed here	65	1.4

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

Table B10. What is your age? (Question 52)

Age	<i>n</i>	%
19 or younger	895	20.0
20-21	703	15.7
22-24	480	10.7
25-34	908	20.2
35-44	451	10.1
45-54	306	6.8
55-64	203	4.5
65-74	77	1.7
75 and older	10	0.2
Missing	453	10.1

Table B11. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 53)

Sexual identity	<i>n</i>	%
Heterosexual	3,448	76.9
Bisexual	321	7.2
Gay	205	4.6
Queer	102	2.3
Questioning	86	1.9
Lesbian	73	1.6
Pansexual	69	1.5
A sexual identity not listed here	41	0.9
Demisexual	14	0.3
Asexual	6	0.1
Missing	121	2.7

Table B12. Do you have substantial parenting or caregiving responsibility? (Question 54)

Parenting or caregiving responsibility	<i>n</i>	%
No	3,639	81.1
Yes	806	18.0
Children 5 years or under	272	33.7
Children 6-18 years	419	52.0
Children over 18 years of age but still legally dependent (e.g., in college, disabled)	107	13.3
Independent adult children over 18 years of age	51	6.3
Sick or disabled partner	27	3.3
Senior or other family member	203	25.2
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	33	4.1
Missing	41	0.9

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

Table B13. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? (Question 55)

Military status	<i>n</i>	%
Never served in the military	4,281	95.4
On active duty in the past but not now	125	2.8
Now on active duty (including Reserves or National Guard)	26	0.6
ROTC	24	0.5
Missing	30	0.7

**Table B14. What is the highest level of education achieved by your primary parent(s)/guardian(s)?
(Question 56)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	283	6.3	261	5.8
Some high school	238	5.3	235	5.2
Completed high school/GED	632	14.1	687	15.3
Some college	583	13.0	585	13.0
Business/technical certificate/degree	101	2.3	150	3.3
Associate's degree	208	4.6	211	4.7
Bachelor's degree	1,069	23.8	1,113	24.8
Some graduate work	80	1.8	88	2.0
Master's degree (e.g., MA, MS, MBA)	719	16.0	559	12.5
Specialist degree (e.g., EdS)	24	0.5	22	0.5
Doctoral degree (e.g., PhD, EdD)	225	5.0	117	2.6
Professional degree (e.g., MD, JD)	222	4.9	136	3.0
Unknown	34	0.8	102	2.3
Not applicable	43	1.0	177	3.9
Missing	25	0.6	43	1.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B15. Faculty/Staff only: What is your highest level of education? (Question 57)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	4	0.3
Completed high school/GED	13	1.0
Some college	33	2.6
Business/technical certificate/degree	7	0.6
Associate's degree	16	1.3
Bachelor's degree	194	15.3
Some graduate work	80	6.3
Master's degree (e.g., MA, MS, MBA, MLS)	399	31.4
Specialist degree (e.g., EdS)	4	0.3
Doctoral degree (e.g., PhD, EdD)	437	34.4
Professional degree (e.g., MD, JD)	67	5.3
Missing	15	1.2

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 2 (*n* = 1,269).

Table B16. Faculty/Staff only: How long have you been employed at USF? (Question 58)

Length of employment	<i>n</i>	%
Less than 1 year	141	11.1
1-5 years	456	35.9
6-10 years	249	19.6
11-15 years	169	13.3
16-20 years	94	7.4
More than 20 years	146	11.5
Missing	14	1.1

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 2 (*n* = 1,269).

Table B17. Undergraduate and Graduate Students only: What year did you begin at USF? (Question 59)

Years began at USF	<i>n</i>	%
2009 or before	12	0.4
2010	8	0.2
2011	11	0.3
2012	25	0.8
2013	53	1.6
2014	382	11.9
2015	493	15.3
2016	954	29.7
2017	1,276	39.7
Missing	3	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B18. Undergraduate Students only: Where are you in your college career at USF? (Question 60)

Year at USF	<i>n</i>	%
First year	591	29.1
Second year	522	25.7
Third year	456	22.4
Fourth year	413	20.3
Fifth year	37	1.8
Sixth year (or more)	8	0.4
Missing	5	0.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate students in Question 2 (*n* = 2,032).

Table B19. Graduate Students only: Where are you in your graduate studies program? (Question 61)

Year in program	<i>n</i>	%
Certificate student	10	0.8
Master degree student	883	74.5
First year	460	54.9
Second year	337	40.2
Third year	35	4.2
Fourth year or more	6	0.7
Doctoral degree student	117	9.9
First year	32	28.1
Second year	25	21.9
Third year	32	28.1
Fourth year or more	25	21.9
Law student	174	14.7
First year J.D.	55	33.5
Second year J.D.	44	26.8
Third year J.D.	54	32.9
Fourth year J.D or more	6	3.7
LLM	5	3.0
Missing	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Graduate students in Question 2 (*n* = 1,185).

Table B20. Faculty only: With which academic division/ are you *primarily affiliated* with at this time?
(Question 62)

Academic division	<i>n</i>	%
School of Law	32	5.4
School of Education	55	9.2
School of Nursing and Health Professions	94	15.8
School of Management	52	8.7
College of Arts and Sciences - Arts	70	11.7
College of Arts and Sciences - Humanities	117	19.6
College of Arts and Sciences - Sciences	66	11.1
College of Arts and Sciences - Social Sciences	72	12.1
Gleeson Library	17	2.9
Missing	21	3.5

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 2 (*n* = 596).

Table B21. Staff only: With which academic division/work unit are you *primarily affiliated* with at this time? (Question 63)

Academic division/work unit	<i>n</i>	%
Schools and Colleges		
College of Arts and Sciences	82	12.2
School of Education	21	3.1
School of Law	46	6.8
School of Management	28	4.2
School of Nursing and Health Professions	23	3.4
Office of the Provost		
Academic Affairs (including McCarthy Center)	13	1.9
Branch Campuses	11	1.6
Diversity Engagement and Community Outreach	2	0.3
Gleeson Library/Geschke Center	15	2.2
Institutional Planning, Budget, and Effectiveness	15	2.2
Office of the Provost	10	1.5
Strategic Enrollment Management	58	8.6
Student Life	87	12.9
Office of the President		
Business and Finance (including facilities, athletics)	56	8.3
Development	38	5.6
General Counsel (including Human Resources)	25	3.7
Information Technology Services	54	8.0
Marketing and Communications	30	4.5
Office of the President	6	0.9
University Ministry	7	1.0
Missing	46	6.8

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 2 (*n* = 673).

Table B22. Undergraduate Students only: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 64)

Academic major	<i>n</i>	%
College of Arts and Sciences		
Undeclared Arts	36	1.8
Undeclared Sciences	38	1.9
Advertising	28	1.4
Architecture and Community Design	23	1.1
Art History/Arts Management	12	0.6
Asian Studies	4	0.2
Biology	146	7.2
Chemistry	23	1.1
Chemistry with Medicinal/Synthetic Chemistry Concentration	8	0.4
Communication Studies	82	4.0
Comparative Literature and Culture	11	0.5
Computer Science	84	4.1
Critical Diversity Studies	27	1.3
Data Science	17	0.8
Design	33	1.6
Economics	43	2.1
Education, Dual Degree in Teaching	33	1.6
English with Literature Emphasis	19	0.9
English with Writing Emphasis	28	1.4
Environmental Science	26	1.3
Environmental Studies	37	1.8
Fine Arts	8	0.4
French Studies	3	0.1
History	24	1.2
International Studies	86	4.2
Japanese Studies	8	0.4
Kinesiology	48	2.4
Latin American Studies	7	0.3
Mathematics	17	0.8
Media Studies	66	3.2
Performing Arts and Social Justice	18	0.9
Philosophy	12	0.6

Academic major	<i>n</i>	%
Physics and Astronomy	8	0.4
Politics	85	4.2
Psychology	169	8.3
Sociology	88	4.3
Spanish Studies	14	0.7
Theology and Religious Studies	5	0.2
Urban Studies	5	0.2
School of Management		
Undeclared Business	30	1.5
Bachelor of Science in Business Administration (BSBA) - Accounting	47	2.3
Bachelor of Science in Business Administration (BSBA) - Entrepreneurship and Innovation	42	2.1
Bachelor of Science in Business Administration (BSBA) - Business Administration	75	3.7
Bachelor of Science in Business Administration (BSBA) - Finance	62	3.1
Bachelor of Science in Business Administration (BSBA) - Hospitality Management	29	1.4
Bachelor of Science in Business Administration (BSBA) - International Business	47	2.3
Bachelor of Science in Business Administration (BSBA) - Management	33	1.6
Bachelor of Science in Business Administration (BSBA) - Marketing	70	3.4
Bachelor of Science in Business Administration (BSBA) - Organizational Behavior and Leadership	5	0.2
Bachelor of Science in Management (BSM)	26	1.3
School of Nursing and Health Professions		
Nursing	321	15.8

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 2 (*n* = 2,032). Percentages may not sum to 100% as a result of multiple response choices.

Table B23. Graduate/Professional Students only: What is your college or school? (Mark all that apply.)
(Question 65)

College or school	<i>n</i>	%
School of Law	178	15.0
School of Education	325	27.4
School of Nursing and Health Professions	257	21.7
School of Management	151	12.7
College of Arts and Sciences – Arts & Humanities	166	14.0
College of Arts and Sciences – Mathematics & Sciences	71	6.0
College of Arts and Sciences – Social Sciences	59	5.0

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 2 (*n* = 1,185). Percentages may not sum to 100% as a result of multiple response choices.

Table B24. Do you have a condition/disability that influences your learning, working, or living activities?
(Question 66)

Condition	<i>n</i>	%
No	3,843	85.7
Yes	629	14.0
Missing	14	0.3

Table B25. Which, if any, of the physical and/or mental impairments listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 67)

Condition	<i>n</i>	%
Mental Health/Psychological Condition (e.g., anxiety, depression)	337	53.6
Learning Difference/Disability (e.g., Asperger's/Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)	176	28.0
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	134	21.3
Hard of Hearing or Deaf	36	5.7
Physical/Mobility condition that does not affect walking	35	5.6
Physical/Mobility condition that affects walking	31	4.9
Acquired/Traumatic Brain Injury	20	3.2
Low Vision or Blind	17	2.7
Speech/Communication Condition	4	0.6
A disability/condition not listed here	18	2.9

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 66 (*n* = 629). Percentages may not sum to 100% as a result of multiple response choices.

Table B26. Is English your primary language? (Question 68)

English primary language	<i>n</i>	%
Yes	3,723	83.0
No	651	14.5
Missing	112	2.5

Table B27. What is your religious or spiritual identity? (Mark all that apply.) (Question 69)

Religious/Spiritual identity	<i>n</i>	%		<i>n</i>	%
Agnostic	551	12.3	United Church of Christ	7	0.4
Atheist	376	8.4	Christian affiliation not listed	31	1.8
Baha'i	9	0.2	Confucianist	3	0.1
Buddhist	199	4.4	Druid	6	0.1
Christian	1,946	43.4	Hindu	82	1.8
African Methodist Episcopal (AME)	4	0.2	Jain	7	0.2
AME Zion	2	0.1	Jehovah's Witness	15	0.3
Assembly of God	6	0.4	Jewish	162	3.6
Baptist	68	4.0	Conservative	13	8.0
Catholic/Roman Catholic	1,197	62.2	Orthodox	3	1.9
Church of Christ	17	1.0	Reform	89	54.9
Church of God in Christ	10	0.6	Jewish affiliation not listed here	23	14.2
Christian Orthodox	22	1.3	Muslim	92	2.1
Christian Methodist Episcopal	5	0.3	Shi'ite	8	8.7
Christian Reformed Church (CRC)	1	0.1	Sufi	1	1.1
Episcopalian	37	2.2	Sunni	58	63.0
Evangelical	32	1.9	Muslim affiliation not listed here	5	5.4
Greek Orthodox	13	0.8	Native American Traditional Practitioner or Ceremonial	19	0.4
Lutheran	31	1.8	Pagan	20	0.4
Mennonite	1	0.1	Rastafarian	7	0.2
Moravian	0	0.0	Scientologist	1	0.0
Nondenominational Christian	140	8.2	Secular Humanist	35	0.8
Pentecostal	36	2.1	Shinto	5	0.1
Presbyterian	50	2.9	Sikh	17	0.4
Protestant	45	2.6	Taoist	16	0.4
Protestant Reformed Church (PR)	1	0.1	Tenrikyo	2	0.0
Quaker	6	0.3	Unitarian Universalist	23	0.5
Reformed Church of America (RCA)	1	0.1	Wiccan	11	0.2
Russian Orthodox	9	0.5	Spiritual, but no religious affiliation	493	11.0
Seventh Day Adventist	8	0.5	No affiliation	695	15.5
The Church of Jesus Christ of Latter-day Saints	8	0.5	A religious affiliation or spiritual identity not listed above	66	1.5
United Methodist	18	1.0			

Note: Percentages may not sum to 100% due to multiple responses.

Table B28. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 70)

Receive financial support	<i>n</i>	%
I receive no support for living/educational expenses from family/guardian (independent).	970	30.2
I receive support for living/educational expenses from family/guardian (dependent).	2,065	64.2
Missing	182	5.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B29. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 71)

Income	<i>n</i>	%
Below \$30,000	631	19.6
\$30,000 - \$49,999	434	13.5
\$50,000 - \$69,999	404	12.6
\$70,000 - \$99,999	458	14.2
\$100,000 - \$149,999	529	16.4
\$150,000 - \$199,999	241	7.5
\$200,000 - \$249,999	161	5.0
\$250,000 - \$499,999	155	4.8
\$500,000 or more	82	2.5
Missing	122	3.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B30. Students only: Where do you live? (Question 72)

Residence	<i>n</i>	%
Campus housing	989	30.7
Toler	184	23.8
Hayes-Healy	131	16.9
Gillson	123	15.9
Loyola Village	108	14.0
Lone Mountain	98	12.7
Fromm	64	8.3
Pedro Arrupe	33	4.3
St. Anne	21	2.7
Pacific Wing	12	1.6
Non-campus housing	2,161	67.2
Independently in an apartment/house	1,556	75.6
Living with family member/guardian	490	23.8
College-owned housing	13	0.6
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	21	0.7
Missing	46	1.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B31. Students only: Since having been a student at USF, have you been a member or participated in any of the following? (Mark all that apply.) (Question 73)

Clubs/organizations	<i>n</i>	%
I do not participate in any clubs or organizations at USF.	1,284	39.9
Cultural/Multicultural/International organization (e.g., Black Student Union, Kasamahan, Latinas Unidas, Asian Pacific American Law Students Association)	548	17.0
Academic/Honorary organization (e.g., Women in Computer Science, Philosophy Club, Beta Alpha Psi, McAuliffe Honor Society)	526	16.4
Intramural and Club Sports teams (e.g., soccer, rugby, volleyball)	301	9.4
Departmental/Cohort/Program Involvement	296	9.2
Special Interest organization (e.g., TransferNation; Animation, Comics, and Video Game club, Criminal Law Society)	284	8.8
Social Fraternity/Sorority (e.g., Alpha Phi Alpha, Kappa Alpha Theta, Lambda Theta Nu)	277	8.6
Activism-based organization	227	7.1
Service/Philanthropy organization (e.g., Best Buddies, Chi Upsilon Zeta, PILF)	220	6.8
Professional organization	215	6.7
Council/Governance organization (e.g., ASUSF Senate, CFCC, Greek Council, SBA)	198	6.2
Performing Arts/Programming organization (e.g., Campus Activities Board, USF Voices, Word)	197	6.1
Religious/Spiritual organization (e.g., Muslim Student Association, Jewish Student Organization)	111	3.5
Media organization (e.g., Foghorn, USF TV)	98	3.0
Intercollegiate Athletics Team	59	1.8
Political organization (e.g., Model UN, Young Americans for Liberty, USF Law Democrats)	58	1.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217). Percentages may not sum to 100% as a result of multiple response choices.

Table B32. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 74)

GPA	<i>n</i>	%
No GPA as of yet, I am in my first semester at USF	954	29.7
3.75 - 4.00	941	29.3
3.25 - 3.74	754	23.4
3.00 - 3.24	298	9.3
2.50 - 2.99	188	5.8
2.00 - 2.49	44	1.4
Below 2.00	16	0.5
Missing	22	0.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B33. Students only: Have you experienced financial hardship while attending USF? (Question 75)

Financial hardship	<i>n</i>	%
No	1,426	44.3
Yes	1,762	54.8
Missing	29	0.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

**Table B34. Students only: How have you experienced the financial hardship? (Mark all that apply.)
(Question 76)**

Experience	<i>n</i>	%
Difficulty affording tuition	1,351	76.7
Difficulty purchasing my books/course materials	1,010	57.3
Difficulty in affording housing	934	53.0
Difficulty affording food	656	37.2
Difficulty participating in social events	644	36.5
Difficulty affording travel to and from USF	523	29.7
Difficulty in affording unpaid internships/research opportunities	467	26.5
Difficulty in affording other campus fees	405	23.0
Difficulty in affording health care	382	21.7
Difficulty affording co-curricular events or activities	372	21.1
Difficulty in affording alternative spring breaks	372	21.1
Difficulty affording commuting to campus	325	18.4
Difficulty in affording childcare	72	4.1
Other	67	3.8

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 75 (*n* = 1,762). Percentages may not sum to 100% as a result of multiple response choices.

Table B35. Students only: How are you currently paying for your education at USF? (Mark all that apply.) (Question 77)

Source of funding	<i>n</i>	%
Loans	1,796	55.8
Family contribution	1,584	49.2
Non-need based scholarship (e.g., merit, ROTC)	894	27.8
Personal contribution /job	887	27.6
Grant (e.g., Pell)	823	25.6
Need-based scholarship (e.g., Gates)	634	19.7
Campus employment	425	13.2
Credit card	378	11.8
GI Bill	88	2.7
Graduate/research/teaching assistantship	51	1.6
Resident advisor	37	1.2
A method of payment not listed here	164	5.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217). Percentages may not sum to 100% as a result of multiple response choices.

Table B36. Students only: Are you employed either on campus or off campus during the academic year? (Question 78)

Employed	<i>n</i>	%
No	1,324	41.2
Yes, I work on campus	771	24.0
1-10 hours/week	317	42.3
11-20 hours/week	324	43.3
21-30 hours/week	89	11.9
31-40 hours/week	11	1.5
More than 40 hours/week	8	1.1
Yes, I work off campus	1,248	38.8
1-10 hours/week	246	20.5
11-20 hours/week	365	30.4
21-30 hours/week	193	16.1
31-40 hours/week	207	17.3
More than 40 hours/week	188	15.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B37. Staff/Faculty only: Are you currently taking classes at USF? (Question 80)

Taking classes	<i>n</i>	%
Yes	90	7.1
No	1,172	92.4
Missing	7	0.6

Note: Table includes answers only from those respondents who indicated that they were Staff or Faculty in Question 2 (*n* = 1,269).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B38. Overall, how comfortable are you with the climate at USF? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	1,119	24.9
Comfortable	2,325	51.8
Neither comfortable nor uncomfortable	697	15.5
Uncomfortable	286	6.4
Very uncomfortable	58	1.3

Table B39. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/program or work unit at USF? (Question 6)

Comfort	<i>n</i>	%
Very comfortable	372	29.5
Comfortable	514	40.7
Neither comfortable nor uncomfortable	177	14.0
Uncomfortable	159	12.6
Very uncomfortable	40	3.2

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 2 (*n* = 1,269).

Table B40. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at USF? (Question 7)

Comfort	<i>n</i>	%
Very comfortable	1,142	30.1
Comfortable	1,988	52.3
Neither comfortable nor uncomfortable	478	12.6
Uncomfortable	165	4.3
Very uncomfortable	26	0.7

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 2 (*n* = 3,813).

Table B41. Have you ever seriously considered leaving USF? (Question 8)

Considered leaving	<i>n</i>	%
No	2,801	62.5
Yes	1,678	37.5

Table B42. Students only: When did you seriously consider leaving USF? (Mark all that apply.) (Question 9)

Year	<i>n</i>	%
During my first year as a student	807	80.8
During my second year as a student	355	35.5
During my third year as a student	118	11.8
During my fourth year as a student	23	2.3
During my fifth year as a student	8	0.8
After my fifth year as a student	4	0.4

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 8 (*n* = 999). Percentages may not sum to 100% as a result of multiple response choices.

Table B43. Students only: Why did you seriously consider leaving USF? (Mark all that apply). (Question 10)

Reasons	<i>n</i>	%
Lack of a sense of belonging	520	52.1
Lack of social life at USF	416	41.6
Financial reasons	405	40.5
Climate was not welcoming	258	25.8
Lack of support group	250	25.0
Personal reasons (e.g., medical, mental health, family emergencies)	240	24.0
Homesick	190	19.0
Lack of support services	160	16.0
Coursework was not challenging enough	124	12.4
Didn't like major	118	11.8
Coursework was too difficult	73	7.3
Didn't have my major	50	5.0
Don't connect with USF's Jesuit mission	47	4.7
My marital/relationship status	35	3.5
Didn't meet the selection criteria for a major	30	3.0
A reason not listed above	222	22.2

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 8 (*n* = 999). Percentages may not sum to 100% as a result of multiple response choices.

Table B44. Faculty/Staff only: Why did you seriously consider leaving USF? (Mark all that apply.) (Question 11)

Reasons	<i>n</i>	%
Limited opportunities for advancement	307	45.2
Cost of living in the bay area (e.g., transportation, parking, housing)	278	40.9
Low salary/pay rate	254	37.4
Increased workload	221	32.5
Interested in a position at another institution	192	28.3
Tension with supervisor/manager	179	26.4
Campus climate was unwelcoming	166	24.4
Tension with coworkers	150	22.1
Lack of professional development opportunities	134	19.7
Recruited or offered a position at another institution/organization	117	17.2
Financial instability of the institution	107	15.8
Institutional support (e.g., tech support, lab space/equipment)	104	15.3
Family responsibilities	91	13.4
Lack of benefits	60	8.8
Personal reasons (e.g., medical, mental health, family emergencies)	50	7.4
Relocation	34	5.0
Local community did not meet my (my family) needs	20	2.9
Local community climate was not welcoming	17	2.5
Spouse or partner unable to find suitable employment	14	2.1
Spouse or partner relocated	7	1.0
A reason not listed above	167	24.6

Note: Table includes answers only from Faculty and Staff who indicated that they considered leaving in Question 8 (*n* = 679). Percentages may not sum to 100% as a result of multiple response choices.

Table B45. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at USF. (Question 13)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	921	28.7	1,610	50.1	372	11.6	278	8.7	31	1.0
Few of my courses this year have been intellectually stimulating.	530	16.6	1,012	31.7	464	14.5	845	26.4	345	10.8
I am satisfied with my academic experience at USF.	832	26.1	1,686	52.8	464	14.5	167	5.2	44	1.4
I am satisfied with the extent of my intellectual development since enrolling at USF.	973	30.5	1,628	51.0	423	13.2	143	4.5	28	0.9
I have performed academically as well as I anticipated I would.	834	26.1	1,426	44.6	575	18.0	305	9.5	57	1.8
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,167	36.6	1,538	48.3	361	11.3	95	3.0	25	0.8
My interest in ideas and intellectual matters has increased since coming to USF.	1,236	38.6	1,423	44.5	399	12.5	122	3.8	21	0.7
I intend to graduate from USF.	2,107	65.9	800	25.0	237	7.4	36	1.1	16	0.5
Thinking ahead, it is likely that I will leave USF before graduation.	136	4.2	157	4.9	402	12.5	811	25.3	1,702	53.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B46. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at USF? (Question 14)

Experienced conduct	<i>n</i>	%
No	3,614	80.7
Yes	865	19.3

Table B47. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 15)

Basis	<i>n</i>	%
Ethnicity	227	26.2
Gender/gender identity	207	23.9
Position (e.g., staff, faculty, student)	185	21.4
Racial identity	169	18.4
Age	147	17.0
Do not know	136	15.7
Political views	114	13.2
Academic performance	77	8.9
Mental health/psychological disability/condition	73	8.4
Socioeconomic status	73	8.4
Philosophical views	66	7.6
Educational credentials (e.g., BS, MS, PhD, MD)	65	7.5
Length of service at USF	65	7.5
Physical characteristics	62	7.2
English language proficiency/accent	60	6.9
Sexual identity	53	6.1
International status/national origin	52	6.0
Religious/spiritual views	49	5.7
Immigrant/citizen status	48	5.5
Major field of study	45	5.2
Gender expression	44	5.1
Participation in an organization/team	41	4.7
Learning disability/condition	34	3.9
Military/veteran status	23	2.7
Parental status (e.g., having children)	23	2.7
Medical disability/condition	17	2.0
Physical disability/condition	16	1.8
Marital status (e.g., single, married, partnered)	15	1.7
Pregnancy	5	0.6
A reason not listed above	141	16.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 865). Percentages may not sum to 100% as a result of multiple response choices.

Table B48. How would you describe what happened? (Mark all that apply.) (Question 16)

Form	<i>n</i>	%
I was ignored or excluded.	405	46.8
I was isolated or left out.	354	40.9
I was intimidated/bullied.	283	32.7
I was the target of derogatory verbal remarks.	184	21.3
I experienced a hostile work environment.	173	20.0
I experienced a hostile classroom environment.	153	17.7
I felt others staring at me.	148	17.1
I was the target of workplace incivility.	137	15.8
I was singled out as the spokesperson for my identity group.	107	12.4
The conduct made me fear that I would get a poor grade.	104	12.0
I received a low or unfair performance evaluation.	81	9.4
I received derogatory written comments.	68	7.9
I was the target of racial/ethnic profiling.	67	7.7
I received derogatory phone calls/text messages/email.	57	6.6
Someone assumed I was admitted/hired/promoted due to my identity group.	53	6.1
I was not fairly evaluated in the promotion and tenure process.	43	5.0
The conduct threatened my physical safety.	31	3.6
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	20	2.3
Someone assumed I was not admitted/hired/promoted due to my identity group.	13	1.5
I was the target of stalking.	12	1.4
I was the target of physical violence.	10	1.2
The conduct threatened my family's safety.	6	0.7
I received threats of physical violence.	6	0.7
I was the target of graffiti/vandalism.	3	0.3
An experience not listed above	171	19.8

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 865). Percentages may not sum to 100% as a result of multiple response choices.

Table B49. Where did the conduct occur? (Mark all that apply.) (Question 17)

Location	<i>n</i>	%
In a class/lab	255	29.5
In a meeting with a group of people	213	24.6
While working at a USF job	148	17.1
In a meeting with one other person	129	14.9
In other public spaces at USF	118	13.6
At a USF event/program	117	13.5
In a USF administrative office	115	13.3
In campus housing	106	12.3
On phone calls/text messages/email	96	11.1
Off campus	81	9.4
In a faculty office	68	7.9
While walking on campus	63	7.3
On social media sites (e.g., Facebook, Twitter, Snapchat)	29	3.4
In a USF library	25	2.9
In a USF dining facility	24	2.8
In an experiential learning environment (e.g., community-engaged learning/service learning, externship, internship, clinical/practicum)	22	2.5
In off-campus housing	15	1.7
In athletic facilities	10	1.2
In Counseling and Psychological Services (CAPS)	6	0.7
In the USF Clinic at St. Mary's	3	0.3
On a campus shuttle	3	0.3
In a religious center	2	0.2
A venue not listed above	66	7.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 865). Percentages may not sum to 100% as a result of multiple response choices.

Table B50. Who/what was the source of the conduct? (Mark all that apply.) (Question 18)

Source	<i>n</i>	%
Student	336	38.8
Faculty member/other instructional staff	211	24.4
Coworker/colleague	163	18.8
Staff member	112	12.9
Senior administrator (e.g., dean, vice president, provost)	100	11.6
Supervisor or manager	91	10.5
Department chair/program director	79	9.1
Friend	76	8.8
Stranger	47	5.4
Academic advisor	34	3.9
Student staff	33	3.8
Student organization	30	3.5
Off-campus community member	13	1.5
Alumnus/a	10	1.2
USF Public Safety	10	1.2
USF media (e.g., posters, brochures, flyers, handouts, websites)	8	0.9
Social networking site (e.g., Facebook, Twitter, Snapchat)	7	0.8
Student teaching assistant/student lab assistant/student tutor	7	0.8
Direct report (e.g., person who reports to me)	6	0.7
Donor	6	0.7
Athletic coach/trainer	5	0.6
Do not know source	16	1.8
A source not listed above	63	7.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 865). Percentages may not sum to 100% as a result of multiple response choices.

Table B51. How did you feel after you experienced the conduct? (Mark all that apply.) (Question 19)

Feeling	<i>n</i>	%
I was angry.	545	63.0
I felt embarrassed.	363	42.0
I was afraid.	212	24.5
I ignored it.	198	22.9
I felt somehow responsible.	162	18.7
A feeling not listed above	242	28.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 865). Percentages may not sum to 100% as a result of multiple response choices.

Table B52. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 20)

Response	<i>n</i>	%
I told a friend.	412	47.6
I avoided the person/venue.	323	37.3
I did not do anything.	313	36.2
I told a family member.	283	32.7
I contacted an USF resource	161	18.6
<i>Faculty member</i>	53	32.9
<i>Senior administrator (e.g., dean, vice president, provost)</i>	45	28.0
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	36	22.4
<i>USF Counseling and Psychological Services (CAPS)</i>	26	16.1
<i>USF Diversity Engagement and Community Outreach (DECO)</i>	11	6.8
<i>USF Public Safety</i>	8	5.0
<i>Office of Student Conduct Rights and Responsibilities (OSCRR)</i>	6	3.7
<i>USF Title IX Office/Coordinator</i>	5	3.1
<i>Student teaching assistant (e.g. tutor, graduate teaching assistant)</i>	3	1.9
<i>Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)</i>	1	0.6
<i>USF Employee Assistance Program (EAP - Concern)</i>	0	0.0
I did not know who to go to.	146	16.9
I confronted the person(s) at the time.	126	14.6
I confronted the person(s) later.	105	12.1
I sought information online.	49	5.7
I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).	27	3.1
I sought support from off campus hotline/advocacy services.	25	2.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	19	2.2
I contacted a local law enforcement official.	4	0.5
A response not listed above	159	18.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 865). Percentages may not sum to 100% as a result of multiple response choices.

Table B53. Did you report the conduct? (Question 21)

Reported conduct	<i>n</i>	%
No, I did not report it.	674	79.2
Yes, I reported it.	177	20.8
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	26	23.2
<i>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.</i>	27	24.1
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	59	52.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 865).

Table B54. While a member of the USF community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy) (Question 23).

Experience	<i>n</i>	%
No	4,133	92.1
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	48	1.1
Yes – stalking (e.g., following me, on social media, texting, phone calls)	71	1.6
Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	254	5.7
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	106	2.4

Percentages may not sum to 100% as a result of multiple response choices.

Table B55. Students only: Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 24rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	23	54.8
Yes	19	45.2
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 42). Percentages may not sum to 100% as a result of multiple response choices.

Table B56. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 25rv)

Semester	<i>n</i>	%
Less than 6 months ago	11	22.9
6 - 12 months ago	18	37.5
13 - 23 months ago	13	27.1
2 - 4 years ago	5	10.4
5 - 10 years ago	0	0.0
11 - 20 years ago	1	2.1
More than 20 years ago	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 48). Percentages may not sum to 100% as a result of multiple response choices.

Table B57. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 26rv)

Year/semester	<i>n</i>	%
During my time as a graduate/law student at USF	7	16.7
Undergraduate first year	18	42.9
<i>Fall semester</i>	11	61.1
<i>Spring semester</i>	10	55.6
<i>Summer semester</i>	1	5.6
Undergraduate second year	13	31.0
<i>Fall semester</i>	10	76.9
<i>Spring semester</i>	11	84.6
<i>Summer semester</i>	1	7.7
Undergraduate third year	8	19.0
<i>Fall semester</i>	4	50.0
<i>Spring semester</i>	6	75.0
<i>Summer semester</i>	1	12.5
Undergraduate fourth year	2	4.8
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	1	50.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 42). Percentages may not sum to 100 as a result of multiple responses.

Table B58. Who did this to you? (Mark all that apply.) (Question 27rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	31	64.6
Acquaintance/friend	12	25.0
USF student	11	22.9
USF faculty member	2	4.2
USF staff member	2	4.2
Stranger	2	4.2
Family member	1	2.1
Other role/relationship not listed above	2	4.2

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 48). Percentages may not sum to 100% as a result of multiple response choices.

Table B59. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 28rv)

Occurred	<i>n</i>	%
Off-campus	35	72.9
On-campus	19	39.6

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 48). Percentages may not sum to 100% as a result of multiple response choices.

Table B60. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 29rv)

Occurred	<i>n</i>	%
I felt embarrassed.	32	66.7
I felt angry.	30	62.5
I felt afraid.	29	60.4
I felt somehow responsible.	27	56.3
I ignored it.	20	41.7
A feeling not listed above	11	22.9

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 48). Percentages may not sum to 100% as a result of multiple response choices.

Table B61. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)

Response	<i>n</i>	%
I told a friend.	24	50.0
I did not do anything.	18	37.5
I confronted the person(s) later.	17	35.4
I avoided the person/venue.	15	31.3
I confronted the person(s) at the time.	14	29.2
I told a family member.	14	29.2
I did not know who to go to.	10	20.8
I sought information online.	7	14.6
I contacted a USF resource.	7	14.6
<i>USF Counseling and Psychological Services (CAPS)</i>	4	57.1
<i>Faculty member</i>	3	42.9
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	3	42.9
<i>Senior administrator (e.g., dean, vice president, provost)</i>	1	14.3
<i>Office of Student Conduct Rights and Responsibilities (OSCR)</i>	0	0.0
<i>USF Public Safety</i>	0	0.0
<i>USF University Ministry</i>	0	0.0
<i>USF Employee Assistance Program (EAP - Concern)</i>	0	0.0
<i>USF Title IX Office/Coordinator</i>	0	0.0
<i>USF Diversity Engagement and Community Outreach (DECO)</i>	0	0.0
<i>Student teaching assistant (e.g. tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)</i>	0	0.0
I contacted a local law enforcement official.	3	6.3
I sought support from off campus hotline/advocacy services.	3	6.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0

Response	<i>n</i>	%
I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).	0	0.0
A response not listed above.	4	8.3

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 48). Percentages may not sum to 100% as a result of multiple response choices.

Table B62. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 31rv)

Reported conduct	<i>n</i>	%
No	43	89.6
Yes	5	10.4
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	3	60.0
<i>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.</i>	1	20.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	1	20.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 48). Percentages may not sum to 100% as a result of multiple response choices

Table B63. Students only: Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 24stlk)

Alcohol and/or drugs involved	<i>n</i>	%
No	54	85.7
Yes	9	14.3
<i>Alcohol only</i>	6	66.7
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	3	33.3

Note: Table includes answers only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 63). Percentages may not sum to 100% as a result of multiple response choices.

Table B64. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 25stlk)

Semester	<i>n</i>	%
Less than 6 months ago	27	38.0
6 - 12 months ago	25	35.2
13 - 23 months ago	11	15.5
2 - 4 years ago	7	9.9
5 - 10 years ago	1	1.4
11 - 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 71). Percentages may not sum to 100% as a result of multiple response choices.

Table B65. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 26stlk)

Year/semester	<i>n</i>	%
During my time as a graduate/law student at USF	8	12.7
Undergraduate first year	34	54.0
<i>Fall semester</i>	22	64.7
<i>Spring semester</i>	13	38.2
<i>Summer semester</i>	3	8.8
Undergraduate second year	22	34.9
<i>Fall semester</i>	15	68.2
<i>Spring semester</i>	10	45.5
<i>Summer semester</i>	4	18.2
Undergraduate third year	13	20.6
<i>Fall semester</i>	11	84.6
<i>Spring semester</i>	3	23.1
<i>Summer semester</i>	1	7.7
Undergraduate fourth year	2	3.2
<i>Fall semester</i>	1	50.0
<i>Spring semester</i>	1	50.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 63). Percentages may not sum to 100 as a result of multiple responses.

Table B66. Who did this to you? (Mark all that apply.) (Question 27stlk)

Source	<i>n</i>	%
USF student	33	46.5
Stranger	18	25.4
Acquaintance/friend	15	21.1
Current or former dating/intimate partner	8	11.3
USF staff member	3	4.2
USF faculty member	2	2.8
Family member	1	1.4
Other role/relationship not listed above	10	14.1

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 71). Percentages may not sum to 100% as a result of multiple response choices.

Table B67. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 28stlk)

Occurred	<i>n</i>	%
Off-campus	42	59.2
On-campus	40	56.3

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 71). Percentages may not sum to 100% as a result of multiple response choices.

Table B68. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Question 29stlk)

Occurred	<i>n</i>	%
I felt afraid.	43	60.6
I felt angry.	31	43.7
I ignored it.	24	33.8
I felt somehow responsible.	22	31.0
I felt embarrassed.	20	28.2
A feeling not listed above	12	16.9

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 71). Percentages may not sum to 100% as a result of multiple response choices.

Table B69. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)

Response	<i>n</i>	%
I avoided the person/venue.	41	57.7
I told a friend.	39	54.9
I told a family member.	21	29.6
I did not do anything.	17	23.9
I contacted a USF resource.	16	22.5
<i>Faculty member</i>	6	37.5
<i>USF Counseling and Psychological Services (CAPS)</i>	5	31.3
<i>Senior administrator (e.g., dean, vice president, provost)</i>	2	12.5
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	2	12.5
<i>USF Public Safety</i>	2	12.5
<i>Office of Student Conduct Rights and Responsibilities (OSCRR)</i>	1	6.3
<i>Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)</i>	1	6.3
<i>USF University Ministry</i>	0	0.0
<i>USF Employee Assistance Program (EAP - Concern)</i>	0	0.0
<i>USF Title IX Office/Coordinator</i>	0	0.0
<i>USF Diversity Engagement and Community Outreach (DECO)</i>	0	0.0
<i>Student teaching assistant (e.g. tutor, graduate teaching assistant)</i>	0	0.0
I confronted the person(s) at the time.	9	12.7
I did not know who to go to.	9	12.7
I confronted the person(s) later.	7	9.9
I sought information online.	7	9.9
I contacted a local law enforcement official.	5	7.0
I sought support from off campus hotline/advocacy services.	2	2.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	1.4

Response	<i>n</i>	%
I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).	1	1.4
A response not listed above.	6	8.5

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 71). Percentages may not sum to 100% as a result of multiple response choices.

Table B70. Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 31stlk)

Reported conduct	<i>n</i>	%
No	54	76.1
Yes	17	23.9
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	8	53.3
<i>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.</i>	4	26.7
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	3	20.0

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (n = 71). Percentages may not sum to 100% as a result of multiple response choice

Table B71. Students only: Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 24si)

Alcohol and/or drugs involved	<i>n</i>	%
No	146	67.9
Yes	69	32.1
<i>Alcohol only</i>	47	73.4
<i>Drugs only</i>	2	3.1
<i>Both alcohol and drugs</i>	15	23.4

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 216). Percentages may not sum to 100% as a result of multiple response choices.

Table B72. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 25si)

Semester	<i>n</i>	%
Less than 6 months ago	128	50.4
6 - 12 months ago	60	23.6
13 - 23 months ago	31	12.2
2 - 4 years ago	23	9.1
5 - 10 years ago	8	3.1
11 - 20 years ago	3	1.2
More than 20 years ago	1	0.4

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 254). Percentages may not sum to 100% as a result of multiple response choices.

Table B73. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 26si)

Year/semester	<i>n</i>	%
During my time as a graduate/law student at USF	32	14.8
Undergraduate first year	122	56.5
<i>Fall semester</i>	90	73.8
<i>Spring semester</i>	52	42.6
<i>Summer semester</i>	3	2.5
Undergraduate second year	73	33.8
<i>Fall semester</i>	48	65.8
<i>Spring semester</i>	36	49.3
<i>Summer semester</i>	6	8.2
Undergraduate third year	20	9.3
<i>Fall semester</i>	38	71.7
<i>Spring semester</i>	14	26.4
<i>Summer semester</i>	4	7.5
Undergraduate fourth year	20	9.3
<i>Fall semester</i>	13	65.0
<i>Spring semester</i>	2	10.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	1	0.5

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 216). Percentages may not sum to 100 as a result of multiple responses.

Table B74. Who did this to you? (Mark all that apply.) (Question 27si)

Source	<i>n</i>	%
USF student	117	46.1
Stranger	106	41.7
Acquaintance/friend	50	19.7
USF staff member	19	7.5
USF faculty member	16	6.3
Current or former dating/intimate partner	9	3.5
Family member	0	0.0
Other role/relationship not listed above	13	5.1

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 254). Percentages may not sum to 100% as a result of multiple response choices.

Table B75. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 28si)

Occurred	<i>n</i>	%
Off-campus	158	62.2
On-campus	121	47.6

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 254). Percentages may not sum to 100% as a result of multiple response choices.

Table B76. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 29si)

Occurred	<i>n</i>	%
I felt angry.	146	57.5
I felt embarrassed.	135	53.1
I ignored it.	105	41.3
I felt afraid.	92	36.2
I felt somehow responsible.	71	28.0
A feeling not listed above	36	14.2

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 254). Percentages may not sum to 100% as a result of multiple response choices.

Table B77. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)

Response	<i>n</i>	%
I told a friend.	137	53.9
I avoided the person/venue.	123	48.4
I did not do anything.	96	37.8
I told a family member.	44	17.3
I confronted the person(s) at the time.	38	15.0
I contacted a USF resource.	26	10.2
<i>USF Counseling and Psychological Services (CAPS)</i>	9	34.6
<i>USF Title IX Office/Coordinator</i>	9	34.6
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	5	19.2
<i>USF Public Safety</i>	5	19.2
<i>Senior administrator (e.g., dean, vice president, provost)</i>	4	15.4
<i>Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)</i>	4	15.4
<i>Faculty member</i>	3	11.5
<i>Office of Student Conduct Rights and Responsibilities (OSCRR)</i>	1	3.8
<i>USF Employee Assistance Program (EAP - Concern)</i>	1	3.8
<i>USF University Ministry</i>	0	0.0
<i>USF Diversity Engagement and Community Outreach (DECO)</i>	0	0.0
<i>Student teaching assistant (e.g. tutor, graduate teaching assistant)</i>	0	0.0
I did not know who to go to.	23	9.1
I confronted the person(s) later.	21	8.3
I sought information online.	10	3.9
I sought support from off campus hotline/advocacy services.	7	2.8
I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).	7	2.8
I contacted a local law enforcement official.	6	2.4

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	1.2
A response not listed above.	18	7.1

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 254). Percentages may not sum to 100% as a result of multiple response choices.

Table B78. Did you report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 31si)

Reported conduct	<i>n</i>	%
No	222	87.7
Yes	31	12.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	9	32.1
<i>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.</i>	8	28.6
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	11	39.3

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 254). Percentages may not sum to 100% as a result of multiple response choice

Table B79. Students only: Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 24sc)

Alcohol and/or drugs involved	<i>n</i>	%
No	32	32.3
Yes	67	67.7
<i>Alcohol only</i>	42	66.7
<i>Drugs only</i>	6	9.5
<i>Both alcohol and drugs</i>	15	23.8

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 99). Percentages may not sum to 100% as a result of multiple response choices.

Table B80. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 25sc)

Semester	<i>n</i>	%
Less than 6 months ago	31	29.5
6 - 12 months ago	30	28.6
13 - 23 months ago	21	20.0
2 - 4 years ago	21	20.0
5 - 10 years ago	1	1.0
11 - 20 years ago	1	1.0
More than 20 years ago	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B81. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)

Year/semester	<i>n</i>	%
During my time as a graduate/law student at USF	10	10.1
Undergraduate first year	44	44.4
<i>Fall semester</i>	14	31.8
<i>Spring semester</i>	18	40.9
<i>Summer semester</i>	1	2.3
Undergraduate second year	29	29.3
<i>Fall semester</i>	17	58.6
<i>Spring semester</i>	10	34.5
<i>Summer semester</i>	4	13.8
Undergraduate third year	17	17.2
<i>Fall semester</i>	14	82.4
<i>Spring semester</i>	2	11.8
<i>Summer semester</i>	1	5.9
Undergraduate fourth year	4	4.0
<i>Fall semester</i>	3	75.0
<i>Spring semester</i>	1	25.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	1	1.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 99). Percentages may not sum to 100 as a result of multiple responses.

Table B82. Who did this to you? (Mark all that apply.) (Question 27sc)

Source	<i>n</i>	%
Acquaintance/friend	47	44.3
USF student	44	41.5
Stranger	24	22.6
Current or former dating/intimate partner	14	13.2
USF faculty member	2	1.9
USF staff member	2	1.9
Family member	1	0.9
Other role/relationship not listed above	2	1.9

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B83. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 28sc)

Occurred	<i>n</i>	%
Off-campus	69	65.1
On-campus	33	31.1

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B84. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 29sc)

Occurred	<i>n</i>	%
I felt embarrassed.	62	58.5
I felt somehow responsible.	61	57.5
I felt angry.	56	52.8
I felt afraid.	54	50.9
I ignored it.	35	33.0
A feeling not listed above	18	17.0

Note: Table includes answers only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B85. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)

Response	<i>n</i>	%
I told a friend.	62	58.5
I avoided the person/venue.	46	43.4
I did not do anything.	41	38.7
I told a family member.	22	20.8
I contacted a USF resource.	18	17.0
<i>USF Counseling and Psychological Services (CAPS)</i>	<i>11</i>	<i>61.1</i>
<i>USF Title IX Office/Coordinator</i>	<i>8</i>	<i>44.4</i>
<i>Faculty member</i>	<i>2</i>	<i>11.1</i>
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	<i>2</i>	<i>11.1</i>
<i>USF Public Safety</i>	<i>2</i>	<i>11.1</i>
<i>Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)</i>	<i>2</i>	<i>11.1</i>
<i>Office of Student Conduct Rights and Responsibilities (OSCRR)</i>	<i>1</i>	<i>5.6</i>
<i>USF Diversity Engagement and Community Outreach (DECO)</i>	<i>1</i>	<i>5.6</i>
<i>Senior administrator (e.g., dean, vice president, provost)</i>	<i>0</i>	<i>0.0</i>
<i>USF University Ministry</i>	<i>0</i>	<i>0.0</i>
<i>USF Employee Assistance Program (EAP - Concern)</i>	<i>0</i>	<i>0.0</i>
<i>Student teaching assistant (e.g. tutor, graduate teaching assistant)</i>	<i>0</i>	<i>0.0</i>
I did not know who to go to.	14	13.2
I sought information online.	13	12.3
I confronted the person(s) later.	12	11.3
I confronted the person(s) at the time.	11	10.4
I sought support from off campus hotline/advocacy services.	8	7.5
I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).	3	2.8
I contacted a local law enforcement official.	1	0.9

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	0.9
A response not listed above.	8	7.5

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B86. Did you report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 31sc)

Reported conduct	<i>n</i>	%
No	88	88.0
Yes	12	12.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	4	36.4
<i>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.</i>	3	27.3
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	4	36.4

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 106). Percentages may not sum to 100% as a result of multiple response choice

Table B87. Please indicate how much you agree or disagree with each of the following statements. (Question 34)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	2,484	55.5	1,584	35.4	219	4.9	157	3.5	28	0.6
I am generally aware of the role of USF Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	1,791	40.2	1,919	43.1	375	8.4	311	7.0	61	1.4
I am aware of prevention programs offered at USF (e.g., First 6 Weeks, Sexual Assault Awareness Month).	1,314	29.4	1,707	38.2	632	14.1	707	15.8	110	2.5
I know how and where to report such incidents.	1,295	29.0	1,719	38.6	664	14.9	687	15.4	93	2.1
I am familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking.	1,455	32.7	1,876	42.1	535	12.0	511	11.5	79	1.8
I am generally aware of the campus resources listed on the USF Title IX website.	1,305	29.4	1,866	42.0	613	13.8	580	13.0	82	1.8
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	2,462	55.3	1,631	36.6	294	6.6	43	1.0	21	0.5
I understand that USF code of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,673	37.6	1,841	41.4	584	13.1	290	6.5	58	1.3
I know that information about the prevalence of sex offenses (including relationship violence) are available in the USF Annual Security and Fire Safety Report.	1,298	29.2	1,519	34.2	696	15.7	789	17.8	140	3.2
I know that USF sends a Public Safety Crime Bulletin to the campus community when such an incident occurs.	2,169	48.7	1,654	37.1	329	7.4	250	5.5	55	1.2

Table B88. Tenured and Tenure-Track Faculty only: As a faculty member at USF, I feel (or felt)... (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure and promotion are clear.	58	21.4	134	49.4	33	12.2	37	13.7	9	3.3
The tenure standards/promotion standards are applied equally to faculty in my school/college.	50	18.4	92	33.8	76	27.9	31	11.4	23	8.5
Supported and mentored during the tenure-track years.	62	22.8	102	37.5	57	21.0	37	13.6	14	5.1
USF policies for delay of the tenure-clock are used by all faculty.	12	4.5	31	11.6	160	59.7	46	17.2	19	7.1
Research is valued by USF.	49	18.0	121	44.5	45	16.5	38	14.0	19	7.0
Teaching is valued by USF.	129	47.4	109	40.1	21	7.7	12	4.4	1	0.4
Service contributions are valued by USF.	84	31.6	120	45.1	30	11.3	26	9.8	6	2.3
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	12	4.5	23	8.6	55	20.6	104	39.0	73	27.3
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	77	28.4	71	26.2	46	17.0	59	21.8	18	6.6
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).	62	23.0	82	30.4	71	26.3	47	17.4	8	3.0
USF is supportive of taking extended leave (e.g., FMLA, parental).	41	15.2	69	25.6	135	50.0	16	5.9	9	3.3

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	6	2.3	11	4.2	135	50.9	67	25.3	46	17.4
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	6	2.2	58	21.6	70	26.1	74	27.6	60	22.4
Faculty opinions are valued within USF committees.	14	5.2	106	39.4	73	27.1	50	18.6	26	9.7
I would like more opportunities to participate in substantive committee assignments.	10	3.7	51	18.9	109	40.4	65	24.1	35	13.0
I have opportunities to participate in substantive committee assignments.	45	16.7	110	40.7	75	27.8	30	11.1	10	3.7

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 2 (*n* = 273).

Table B89. Non-Tenure-Track Academic Appointments only: As an employee with a non-tenure-track appointment at USF, I feel (or felt)...
(Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	31	9.8	87	27.4	78	24.6	79	24.9	42	13.2
The criteria used for contract renewal are applied equally to all positions.	21	6.6	50	15.7	143	45.0	64	20.1	40	12.6
There are clear expectations of my responsibilities.	63	19.7	143	44.7	42	13.1	52	16.3	20	6.3
Research is valued by USF.	63	19.8	129	40.6	85	26.7	25	7.9	16	5.0
Teaching is valued by USF.	129	40.3	114	35.6	41	12.8	22	6.9	14	4.4
Service is valued by USF.	114	36.3	113	36.0	51	16.2	24	7.6	12	3.8
Burdened by service expectations beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	32	10.3	30	9.6	116	37.3	95	30.5	38	12.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	47	14.8	64	20.1	127	39.9	67	21.1	13	4.1
Pressured to do extra work that is uncompensated.	46	14.5	60	18.9	106	33.4	75	23.7	30	9.5
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, VP, provost).	20	6.3	73	22.8	106	33.1	66	20.6	55	17.2
Non-tenure-track faculty opinions are taken seriously by tenured/tenure-track faculty.	21	6.6	83	26.0	98	30.7	78	24.5	39	12.2
I have job security.	10	3.2	48	15.1	74	23.3	89	28.1	96	30.3

Note: Table includes answers only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 2 ($n = 317$).

Table B90. All Faculty: As a faculty member at USF, I feel... (Question 39)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	53	9.1	173	29.6	276	47.2	59	10.1	24	4.1
Salaries for adjunct professors are competitive.	48	8.3	173	29.9	208	36.0	101	17.5	48	8.3
Health insurance benefits are competitive.	85	14.6	253	43.5	169	29.1	46	7.9	28	4.8
Child care subsidy is competitive.	19	3.3	93	16.2	364	63.5	53	9.2	44	7.7
Retirement/supplemental benefits are competitive.	47	8.2	171	29.8	242	42.2	74	12.9	39	6.8
USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	23	3.9	124	21.2	248	42.3	117	20.0	74	12.6
My colleagues include me in opportunities that will help my career as much as they do others in my position.	67	11.5	220	37.6	198	33.8	62	10.6	38	6.5
The performance evaluation process is clear.	38	6.5	188	32.2	161	27.6	136	23.3	60	10.3
USF provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, travel).	162	27.6	257	43.9	84	14.3	48	8.2	35	6.0
Positively about my career opportunities at USF.	86	14.8	206	35.4	178	30.6	62	10.7	50	8.6
I would recommend USF as a good place to work.	115	19.6	276	47.0	125	21.3	43	7.3	28	4.8
I have job security.	102	17.5	173	29.7	110	18.9	101	17.3	97	16.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 2 (*n* = 596).

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
My direct supervisor provides me with job/career advice or guidance when I need it.	188	28.1	228	34.0	132	19.7	86	12.8	36	5.4
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	180	27.1	300	45.1	118	17.7	48	7.2	19	2.9
I am included in opportunities that will help my career as much as others in similar positions.	143	21.4	241	36.1	158	23.7	98	14.7	28	4.2
The performance appraisal process is clear.	121	18.2	286	43.0	129	19.4	78	11.7	51	7.7
The performance appraisal process is productive.	78	11.7	169	25.5	176	26.5	144	21.7	97	14.6
My direct supervisor provides adequate support for me to manage work-life balance.	241	36.5	244	36.9	110	16.6	46	7.0	20	3.0
I am able to complete my assigned duties during scheduled hours.	142	21.4	260	39.2	99	14.9	115	17.3	48	7.2
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	141	21.2	165	24.8	151	22.7	159	23.9	50	7.5
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	57	8.7	130	19.8	162	24.7	228	34.8	78	11.9
I am given a reasonable time frame to complete assigned responsibilities.	130	19.7	340	51.4	121	18.3	57	8.6	13	2.0
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	49	7.4	122	18.5	221	33.4	204	30.9	65	9.8

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups, and activities, providing other support).	94	14.2	163	24.7	216	32.7	156	23.6	32	4.8
There is a hierarchy within staff positions that allows some voices to be valued more than others.	171	25.7	258	38.7	130	19.5	84	12.6	23	3.5
USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	109	16.3	293	43.9	184	27.5	66	9.9	16	2.4

Note: Table includes answers only from those respondents who indicated that they were Employees in Question 2 (*n* = 673).

Table B92. Staff only: As a staff member at USF I feel... (Question 43)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
USF provides me with resources to pursue training/professional development opportunities.	153	22.8	347	51.7	112	16.7	49	7.3	10	1.5
My direct supervisor provides me with resources to pursue training/professional development opportunities.	157	23.6	291	43.7	127	19.1	69	10.4	22	3.3
USF is supportive of taking extended leave (e.g., FMLA, parental).	160	24.1	243	36.5	234	35.2	21	3.2	7	1.1
My direct supervisor is supportive of me taking leaves (e.g., vacation, parental, personal, short-term disability).	258	38.7	281	42.1	93	13.9	26	3.9	9	1.3
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	16	2.4	38	5.7	344	51.5	168	25.1	102	15.3
USF policies (e.g., FMLA) are fairly applied across USF.	78	11.7	182	27.3	366	54.9	31	4.6	10	1.5
USF's policies support flexible work schedules.	80	12.0	273	40.8	174	26.0	103	15.4	39	5.8
My direct supervisor allows me to change my work schedule if needed.	201	30.1	280	41.9	123	18.4	47	7.0	17	2.5
Staff salaries are competitive.	48	7.2	194	29.0	169	25.3	175	26.2	83	12.4
Vacation and personal time benefits are competitive.	106	15.8	297	44.3	142	21.2	79	11.8	46	6.9
Health insurance benefits are competitive.	198	29.6	338	50.5	98	14.6	26	3.9	9	1.3
Child care benefits are competitive.	83	12.5	181	27.3	357	53.8	27	4.1	16	2.4
Retirement benefits are competitive.	153	23.0	296	44.5	168	25.3	34	5.1	14	2.1

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on USF committees.	61	9.2	208	31.2	254	38.1	107	16.1	36	5.4
Staff opinions are valued by USF faculty.	36	5.4	135	20.3	262	39.4	151	22.7	81	12.2
Staff opinions are valued by USF administration.	47	7.1	196	29.7	227	34.3	129	19.5	62	9.4
There are clear expectations of my responsibilities.	106	15.9	352	52.8	109	16.3	75	11.2	25	3.7
There are clear procedures on how I can advance at USF.	32	4.8	103	15.4	211	31.6	205	30.7	117	17.5
Positively about my career opportunities at USF.	67	10.1	184	27.8	223	33.7	129	19.5	59	8.9
I would recommend USF as a good place to work.	144	21.6	333	49.9	149	22.3	32	4.8	10	1.5
I have job security.	111	16.6	304	45.5	156	23.4	77	11.5	20	3.0

Note: Table includes answers only from those respondents who indicated that they were Employees in Question 2 (*n* = 673).

Table B93. Graduate/Law Students only: As a graduate/law student, I feel... (Question 45)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department/program.	324	27.5	444	37.7	210	17.8	136	11.5	64	5.4
I have adequate access to advising.	362	30.8	484	41.2	177	15.1	117	10.0	35	3.0
I have adequate support from my advisor/chair to complete my program.	396	33.6	435	36.9	208	17.7	99	8.4	40	3.4
My advisor/chair provides clear expectations.	363	30.9	437	37.2	233	19.8	106	9.0	36	3.1
My advisor/chair responds to my emails, calls, or voicemails in a prompt manner.	427	36.5	454	38.8	200	17.1	63	5.4	26	2.2
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	458	38.9	522	44.3	124	10.5	53	4.5	21	1.8
Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	447	38.1	511	43.6	143	12.2	55	4.7	17	1.4
There are adequate opportunities for me to interact with other university faculty outside of my department.	238	20.2	341	29.0	307	26.1	205	17.4	85	7.2
I receive support from my advisor to pursue personal research interests.	293	25.1	338	28.9	372	31.8	104	8.9	62	5.3
My department/program faculty members encourage me to produce publications and present research.	274	23.4	357	30.5	332	28.4	139	11.9	67	5.7
My department/program has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	269	22.9	354	30.2	328	27.9	151	12.9	72	6.1
I feel comfortable sharing my professional goals with my advisor.	454	38.8	459	39.2	193	16.5	35	3.0	29	2.5

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 2 ($n = 1,185$).

Table B94. Within the past year, have you *OBSERVED* any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (e.g., bullying, harassing) working or learning environment at USF? (Question 82)

Observed conduct	<i>n</i>	%
No	3,465	77.6
Yes	1,002	22.4

Table B95. Who/what was the target of the conduct? (Mark all that apply.) (Question 83)

Target	<i>n</i>	%
Student	621	62.0
Friend	185	18.5
Coworker/colleague	148	14.8
Staff member	130	13.0
Faculty member/other instructional staff	124	12.4
Student staff	55	5.5
Student organization	48	4.8
Stranger	47	4.7
Department chair/program director	25	2.5
Off-campus community member	16	1.6
USF media (e.g., posters, brochures, flyers, handouts, websites)	13	1.3
Senior administrator (e.g., dean, vice president, provost)	13	1.3
Academic advisor	12	1.2
USF Public Safety	10	1.0
Direct report (e.g., person who reports to me)	8	0.8
Social networking site (e.g., Facebook, Twitter, Snapchat)	6	0.6
Student teaching assistant/student lab assistant/student tutor	6	0.6
Alumnus/a	5	0.5
Athletic coach/trainer	3	0.3
Donor	0	0.0
Do not know target	40	4.0
A target not listed above	38	3.8

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,002). Percentages may not sum to 100% as a result of multiple response choices.

Table B96. Who/what was the source of the conduct? (Mark all that apply.) (Question 84)

Source	<i>n</i>	%
Student	477	47.6
Faculty member/other instructional staff	219	21.9
Staff member	143	14.3
Senior administrator (e.g., dean, vice president, provost)	105	10.5
Coworker/colleague	100	10.0
Stranger	64	6.4
Department chair/program director	57	5.7
Friend	49	4.9
Academic advisor	36	3.6
Student staff	32	3.2
Student organization	32	3.2
USF media (e.g., posters, brochures, flyers, handouts, websites)	19	1.9
USF Public Safety	19	1.9
Off-campus community member	12	1.2
Alumnus/a	8	0.8
Social networking site (e.g., Facebook, Twitter, Snapchat)	7	0.7
Athletic coach/trainer	3	0.3
Student teaching assistant/student lab assistant/student tutor	3	0.3
Direct report (e.g., person who reports to me)	2	0.2
Donor	2	0.2
Do not know source	55	5.5
A source not listed above	46	4.6

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,002). Percentages may not sum to 100% as a result of multiple response choices.

**Table B97. Which of the target’s characteristics do you believe was/were the basis for the conduct?
(Mark all that apply.) (Question 85)**

Characteristic	<i>n</i>	%
Ethnicity	298	29.7
Racial identity	255	25.4
Gender/gender identity	242	24.2
Political views	140	14.0
Gender expression	112	11.2
Position (e.g., staff, faculty, student)	110	11.0
Sexual identity	98	9.8
Academic performance	92	9.2
Age	91	9.1
English language proficiency/accent	87	8.7
Immigrant/citizen status	80	8.0
Socioeconomic status	70	7.0
Physical characteristics	69	6.9
Mental health/psychological disability/condition	68	6.8
International status/national origin	62	6.2
Philosophical views	62	6.2
Learning disability/condition	55	5.5
Religious/spiritual views	48	4.8
Educational credentials (e.g., BS, MS, PhD, MD)	42	4.2
Medical disability/condition	33	3.3
Participation in an organization/team	32	3.2
Length of service at USF	29	2.9
Major field of study	25	2.5
Physical disability/condition	24	2.4
Pregnancy	15	1.5
Military/veteran status	13	1.3
Parental status (e.g., having children)	13	1.3
Marital status (e.g., single, married, partnered)	7	0.7
Do not know	159	15.9
A characteristic not listed above	72	7.2

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,002). Percentages may not sum to 100% as a result of multiple response choices.

Table B98. Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 86)

Form of observed conduct	<i>n</i>	%
Derogatory verbal remarks	423	42.2
Person ignored or excluded	362	36.1
Person isolated or left out	312	31.1
Person intimidated/bullied	274	27.3
Person experienced a hostile classroom environment	197	19.7
Racial/ethnic profiling	177	17.7
Person experienced a hostile work environment	169	16.9
Person being stared at	130	13.0
Person was the target of workplace incivility	111	11.1
Singled out as the spokesperson for their identity group	106	10.6
Assumption that someone was admitted/hired/promoted based on his/her/their identity	88	8.8
Person received a low or unfair performance evaluation	73	7.3
Derogatory phone calls/text messages/email	61	6.1
Derogatory written comments	61	6.1
Derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat)	50	5.0
Person received a poor grade	45	4.5
Assumption that someone was not admitted/hired/promoted based on his/their identity	39	3.9
Graffiti/vandalism	30	3.0
Person was unfairly evaluated in the promotion and tenure process	26	2.6
Threats of physical violence	19	1.9
Person was stalked	15	1.5
Derogatory phone calls	14	1.4
Physical violence	14	1.4
Something not listed above	88	8.8

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,002). Percentages may not sum to 100% as a result of multiple response choices.

Table B99. Where did this conduct occur? (Mark all that apply.) (Question 87)

Location	<i>n</i>	%
In a class/lab	308	30.7
In other public spaces at USF	181	18.1
In a meeting with a group of people	180	18.0
At a USF event/program	143	14.3
In campus housing	137	13.7
In a USF administrative office	104	10.4
While walking on campus	87	8.7
While working at a USF job	87	8.7
Off campus	83	8.3
In a meeting with one other person	73	7.3
On phone calls/text messages/email	61	6.1
On social media sites (e.g., Facebook, Twitter, Snapchat)	55	5.5
In a USF dining facility	53	5.3
In a faculty office	49	4.9
In a USF library	34	3.4
In an experiential learning environment (e.g., community-engaged learning/service learning, externship, internship, clinical/practicum)	18	1.8
In off-campus housing	15	1.5
In athletic facilities	11	1.1
In Counseling and Psychological Services (CAPS)	3	0.3
On a campus shuttle	3	0.3
In the USF Clinic at St. Mary's	2	0.2
In a religious center	1	0.1
A venue not listed above	62	6.2

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,002). Percentages may not sum to 100% as a result of multiple response choices.

**Table B100. What was your response to observing this conduct? (Mark all that apply.)
(Question 88)**

Response	<i>n</i>	%
I told a friend.	319	31.8
I did not do anything.	318	31.7
I told a family member.	151	15.1
I confronted the person(s) at the time.	146	14.6
I avoided the person/venue.	145	14.5
I did not know who to go to.	130	13.0
I confronted the person(s) later.	129	12.9
I contacted a USF resource.	123	12.3
<i>Senior administrator (e.g., dean, vice president, provost)</i>	44	35.8
<i>Faculty member</i>	38	30.9
<i>Staff member (e.g., Resident Director, Academic Success Coach)</i>	27	22.0
<i>USF Diversity Engagement and Community Outreach (DECO)</i>	12	9.8
<i>USF Public Safety</i>	10	8.1
<i>Office of Student Conduct Rights and Responsibilities (OSCR)</i>	7	5.7
<i>USF Counseling and Psychological Services (CAPS)</i>	6	4.9
<i>Student teaching assistant (e.g. tutor, graduate teaching assistant)</i>	4	3.3
<i>Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)</i>	2	1.6
<i>USF Employee Assistance Program (EAP - Concern)</i>	1	0.8
<i>USF Title IX Office/Coordinator</i>	1	0.8
I sought information online.	41	4.1
I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Education and Resource Team, Title IX, Callisto).	19	1.9
I sought support from off campus hotline/advocacy services.	13	1.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	9	0.9
I contacted a local law enforcement official.	2	0.2
A response not listed above.	191	19.1

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,002). Percentages may not sum to 100% as a result of multiple response choices.

Table B101. Did you report the conduct? (Question 89)

Reported conduct	<i>n</i>	%
No, I didn't report it.	874	89.5
Yes, I reported it.	102	10.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>16</i>	<i>26.2</i>
<i>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.</i>	<i>15</i>	<i>24.6</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>30</i>	<i>49.2</i>

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,002). Percentages may not sum to 100% as a result of multiple response choices.

Table B102. Faculty/Staff only: Have you observed hiring practices at USF (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 91)

Observed	<i>n</i>	%
No	946	75.2
Yes	312	24.8

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 2 (*n* = 1,269).

**Table B103. Faculty/Staff only: I believe that the unjust hiring practices were based upon...
(Mark all that apply.) (Question 92)**

Characteristic	<i>n</i>	%
Nepotism/cronyism	98	31.4
Ethnicity	74	23.7
Age	67	21.5
Gender/gender identity	64	20.5
Racial identity	49	15.7
Educational credentials (e.g., BS, MS, PhD, MD)	40	12.8
Length of service at USF	29	9.3
Position (e.g., staff, faculty, student)	29	9.3
Sexual identity	19	6.1
Gender expression	14	4.5
English language proficiency/accent	13	4.2
Philosophical views	12	3.8
Political views	12	3.8
Socioeconomic status	10	3.2
Immigrant/citizen status	8	2.6
Religious/spiritual views	8	2.6
International status	7	2.2
Parental status (e.g., having children)	6	1.9
Major field of study	5	1.6
Marital status (e.g., single, married, partnered)	5	1.6
Physical characteristics	4	1.3
Pregnancy	3	1.0
Participation in an organization/team	2	0.6
Learning disability/condition	1	0.3
Mental health/psychological disability/condition	1	0.3
Medical disability/condition	1	0.3
Physical disability/condition	1	0.3
Military/veteran status	0	0.0
Do not know	24	7.7
A reason not listed above	44	14.1

Note: Table includes answers only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 312). Percentages may not sum to 100% as a result of multiple response choices.

Table B104. Faculty/Staff only: Have you observed promotion/tenure/reappointment/reclassification practices at USF that you perceive to be unjust? (Question 94)

Observed	<i>n</i>	%
No	947	76.1
Yes	297	23.9

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 2 (*n* = 1,269).

Table B105. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.) (Question 95)

Characteristic	<i>n</i>	%
Nepotism/cronyism	83	27.9
Gender/gender identity	53	17.8
Position (e.g., staff, faculty, student)	47	15.8
Ethnicity	46	15.5
Age	42	14.1
Length of service at USF	39	13.1
Racial identity	32	10.8
Educational credentials (e.g., BS, MS, PhD, MD)	24	8.1
Sexual identity	14	4.7
Political views	12	4.0
Immigrant/citizen status	10	3.4
Major field of study	9	3.0
English language proficiency/accent	8	2.7
International status	8	2.7
Philosophical views	8	2.7
Gender expression	6	2.0
Participation in an organization/team	5	1.7
Parental status (e.g., having children)	4	1.3
Religious/spiritual views	3	1.0
Socioeconomic status	3	1.0
Mental health/psychological disability/condition	2	0.7
Medical disability/condition	2	0.7
Learning disability/condition	1	0.3
Marital status (e.g., single, married, partnered)	1	0.3
Physical characteristics	1	0.3
Physical disability/condition	1	0.3
Pregnancy	1	0.3
Military/veteran status	0	0.0
Do not know	33	11.1
A reason not listed above	50	16.8

Note: Table includes answers only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (*n* = 297). Percentages may not sum to 100% as a result of multiple response choices.

Table B106. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at USF that you perceive to be unjust? (Question 97)

Observed	<i>n</i>	%
No	1,030	82.9
Yes	212	17.1

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 2 (*n* = 1,269).

Table B107. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 98)

Characteristic	<i>n</i>	%
Job duties	42	19.8
Age	31	14.6
Position (e.g., staff, faculty, student)	29	13.7
Gender/gender identity	25	11.8
Length of service at USF	23	10.8
Nepotism/cronyism	21	9.9
Racial identity	21	9.9
Ethnicity	18	8.5
Philosophical views	14	6.6
Sexual identity	9	4.2
Political views	8	3.8
Educational credentials (e.g., BS, MS, PhD, MD)	6	2.8
Parental status (e.g., having children)	6	2.8
English language proficiency/accent	5	2.4
Gender expression	5	2.4
Medical disability/condition	5	2.4
Socioeconomic status	5	2.4
International status	4	1.9
Physical disability/condition	4	1.9
Immigrant/citizen status	3	1.4
Major field of study	3	1.4
Mental health/psychological disability/condition	3	1.4
Participation in an organization/team	2	0.9
Pregnancy	2	0.9
Learning disability/condition	1	0.5
Religious/spiritual views	1	0.5
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Physical characteristics	0	0.0
Do not know	46	21.7
A reason not listed above	49	23.1

Note: Table includes answers only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 212). Percentages may not sum to 100% as a result of multiple response choices.

Table B108. Using a scale of 1-5, please rate the overall campus climate at USF on the following dimensions: (Question 100)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	1,861	41.8	1,681	37.7	731	16.4	150	3.4	32	0.7	1.8	0.9
Inclusive/Exclusive	1,528	34.5	1,587	35.8	913	20.6	328	7.4	77	1.7	2.1	1.0
Improving/Regressing	1,311	29.7	1,654	37.5	1,146	26.0	210	4.8	86	2.0	2.1	1.0
Positive for persons with disabilities/Negative	1,428	32.4	1,388	31.5	1,183	26.9	308	7.0	94	2.1	2.1	1.0
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	2,231	50.5	1,414	32.0	645	14.6	96	2.2	29	0.7	1.7	0.8
Positive for people of various spiritual/religious backgrounds/Negative	1,928	43.6	1,509	34.1	782	17.7	150	3.4	52	1.2	1.8	0.9
Positive for People of Color/Negative	1,828	41.3	1,411	31.9	824	18.6	291	6.6	74	1.7	2.0	1.0
Positive for men/Negative	2,210	50.0	1,346	30.4	706	16.0	110	2.5	49	1.1	1.7	0.9
Positive for women/Negative	1,954	44.1	1,502	33.9	725	16.4	198	4.5	49	1.1	1.8	0.9
Positive for non-native English speakers/Negative	1,370	31.1	1,364	31.0	1,192	27.1	377	8.6	99	2.2	2.2	1.0
Positive for people who are not U.S. citizens/Negative	1,780	40.5	1,353	30.8	956	21.7	225	5.1	86	2.0	2.0	1.0
Welcoming/Not welcoming	1,927	43.5	1,679	37.9	586	13.2	186	4.2	52	1.2	1.8	0.9
Respectful/Disrespectful	1,876	42.5	1,639	37.1	656	14.9	176	4.0	69	1.6	1.9	0.9
Positive for people of high socioeconomic status/Negative	2,522	57.1	1,104	25.0	661	15.0	78	1.8	53	1.2	1.7	0.9
Positive for people of low socioeconomic status/Negative	1,131	25.6	1,047	23.7	1,192	27.0	690	15.6	355	8.0	2.6	1.2
Positive for people of various political affiliations/Negative	1,023	23.2	1,012	23.0	1,388	31.5	664	15.1	322	7.3	2.6	1.2
Positive for people in active military/veterans status/Negative	1,530	34.8	1,216	27.7	1,470	33.5	128	2.9	50	1.1	2.1	0.9

Table B109. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 101)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	1,644	37.1	1,547	34.9	870	19.6	302	6.8	72	1.6	2.0	1.0
Not sexist/Sexist	1,598	36.2	1,475	33.4	925	20.9	332	7.5	88	2.0	2.1	1.0
Not homophobic/Homophobic	1,990	45.2	1,521	34.6	739	16.8	123	2.8	27	0.6	1.8	0.9
Not biphobic/Biphobic	1,948	44.6	1,451	33.2	827	18.9	116	2.7	29	0.7	1.8	0.9
Not transphobic/Transphobic	1,863	42.7	1,413	32.4	837	19.2	206	4.7	45	1.0	1.9	0.9
Not ageist/Ageist	1,747	39.8	1,325	30.2	944	21.5	301	6.9	73	1.7	2.0	1.0
Not classist (socioeconomic status)/Classist	1,306	29.8	1,192	27.2	1,050	24.0	593	13.5	239	5.5	2.4	1.2
Not classist (position: faculty, staff, student)/Classist	1,486	33.9	1,193	27.2	1,002	22.9	478	10.9	220	5.0	2.3	1.2
Disability-friendly/Not disability-friendly	1,651	37.7	1,375	31.4	949	21.7	288	6.6	117	2.7	2.1	1.0
Not xenophobic/Xenophobic	1,867	42.6	1,429	32.6	898	20.5	157	3.6	34	0.8	1.9	0.9
Not ethnocentric/Ethnocentric	1,744	39.7	1,405	32.0	927	21.1	247	5.6	70	1.6	2.0	1.0

Table B110. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 102)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by USF faculty .	1,062	33.2	1,492	46.7	460	14.4	146	4.6	38	1.2
I feel valued by USF staff .	947	29.7	1,411	44.2	608	19.1	172	5.4	51	1.6
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	685	21.5	1,004	31.6	1,005	31.6	350	11.0	137	4.3
I feel valued by faculty in the classroom.	1,099	34.5	1,578	49.6	393	12.3	92	2.9	21	0.7
I feel valued by other students in the classroom.	888	27.9	1,462	45.9	645	20.2	155	4.9	36	1.1
I feel valued by other students outside of the classroom.	771	24.4	1,306	41.3	839	26.6	192	6.1	51	1.6
I think that faculty prejudge my abilities based on their perception of my identity/background.	485	15.3	697	22.0	839	26.5	768	24.2	380	12.0
I believe that the campus climate encourages free and open discussion of difficult topics.	914	28.7	1,358	42.7	583	18.3	219	6.9	106	3.3
I have faculty whom I perceive as role models.	1,174	36.8	1,207	37.8	600	18.8	151	4.7	60	1.9
I have staff whom I perceive as role models.	834	26.2	989	31.0	1,006	31.6	270	8.5	89	2.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Table B111. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 103)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	188	31.8	239	40.4	82	13.9	52	8.8	30	5.1
I feel valued by my department chair/program director.	233	39.6	195	33.1	85	14.4	47	8.0	29	4.9
I feel valued by other faculty at USF.	144	24.4	242	41.0	142	24.1	40	6.8	22	3.7
I feel valued by students in the classroom.	259	44.6	247	42.5	51	8.8	16	2.8	8	1.4
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	84	14.5	127	21.9	173	29.9	105	18.1	90	15.5
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	45	7.7	81	13.8	159	27.1	174	29.6	128	21.8
I think that my department chair/program director prejudices my abilities based on their perception of my identity/background.	38	6.6	54	9.3	138	23.8	185	31.9	165	28.4
I believe that USF encourages free and open discussion of difficult topics.	104	17.7	212	36.1	145	24.7	90	15.3	37	6.3
I feel that my research/scholarship is valued.	89	15.3	181	31.2	191	32.9	74	12.7	46	7.9
I feel that my teaching is valued.	184	31.3	250	42.5	86	14.6	44	7.5	24	4.1
I feel that my service contributions are valued.	141	24.1	198	33.8	139	23.7	73	12.5	35	6.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 2 (*n* = 596).

Table B112. Staff only: Please indicate the extent to which you agree with the following statements. (Question 104)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	236	35.3	331	49.5	66	9.9	30	4.5	6	0.9
I feel valued by coworkers outside my department.	162	24.3	346	51.9	119	17.8	36	5.4	4	0.6
I feel valued by my direct supervisor.	271	40.7	253	38.0	73	11.0	51	7.7	18	2.7
I feel valued by USF students.	144	21.8	263	39.7	227	34.3	22	3.3	6	0.9
I feel valued by USF faculty.	81	12.2	260	39.1	238	35.8	65	9.8	21	3.2
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	94	14.2	214	32.4	208	31.5	109	16.5	35	5.3
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	27	4.1	88	13.3	157	23.6	248	37.3	144	21.7
I think that my direct supervisor prejudices my abilities based on their perception of my identity/background.	29	4.4	68	10.3	139	21.0	242	36.6	184	27.8
I think that faculty prejudice my abilities based on their perception of my identity/background.	34	5.1	106	16.0	233	35.2	184	27.8	104	15.7
I believe that my department/program encourages free and open discussion of difficult topics.	110	16.6	232	34.9	168	25.3	108	16.3	46	6.9
I feel that my skills are valued.	146	21.9	355	53.1	77	11.5	75	11.2	15	2.2
I feel that my work is valued.	150	22.5	343	51.5	98	14.7	62	9.3	13	2.0

Note: Table includes answers only from those respondents who indicated that they were Employees in Question 2 (*n* = 673).

Table B113. 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? (Question 105)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	38	6.5	259	44.1	290	49.4
Classroom buildings	79	13.5	285	48.8	220	37.7
Classrooms, labs (including computer labs)	70	12.0	283	48.7	228	39.2
Dining facilities	56	9.9	284	48.9	241	41.5
Doors	36	6.2	310	53.4	235	40.4
Elevators/lifts	49	8.4	293	50.5	238	41.0
Emergency preparedness	36	6.2	299	51.7	243	42.0
Office furniture (e.g., chair, desk)	63	10.9	295	51.1	219	38.0
Campus transportation/parking	79	13.7	271	46.9	228	39.4
Other campus buildings	41	7.1	289	50.3	244	42.5
On-campus housing	47	8.2	242	42.1	286	49.7
Podium	27	4.7	280	48.6	269	46.7
Restrooms	46	8.0	303	52.6	227	39.4
Signage	27	4.7	306	53.1	243	42.2
Studios/performing arts spaces	22	3.8	258	45.0	293	51.1
Temporary barriers due to construction or maintenance	39	6.8	275	47.9	260	45.3
USF Clinic at St. Mary's	23	4.0	246	42.9	304	53.1
Walkways, pedestrian paths, crosswalks	44	7.7	292	51.2	234	41.1
Technology/Online Environment						
Accessible electronic format	42	7.4	324	56.8	204	35.8
Canvas/TWEN	43	7.6	323	57.3	198	35.1
Clickers	15	2.7	293	52.2	253	45.1
Computer equipment (e.g., screens, mouse, keyboard)	32	5.7	319	56.9	210	37.4
Electronic forms	30	5.3	328	58.3	205	36.4
Electronic signage	22	3.9	334	59.4	206	36.7
Electronic surveys (including this one)	23	4.1	348	62.0	190	33.9
Library resources	33	5.9	336	59.7	194	34.5
Phone/phone equipment	20	3.6	330	59.1	208	37.3
Software (e.g., voice recognition/audiobooks)	28	5.0	311	55.7	219	39.2
Video /video audio description	24	4.3	323	57.9	211	37.8

Website	27	4.8	340	60.8	192	34.3
Identity						
Electronic databases (e.g., Banner, MyUSF)	31	5.5	352	62.4	181	32.1
Email account	26	4.6	356	63.5	179	31.9
Intake forms (e.g., USF Clinic at St. Mary's, employment paperwork)	29	5.2	316	56.4	215	38.4
Learning technology	35	6.2	342	60.7	86	33.0
Surveys	33	5.9	353	63.6	169	30.5
Instructional/Campus Materials						
Brochures	21	3.7	357	63.2	187	33.1
Faculty required resources (e.g., blog, social media)	26	4.6	341	60.9	193	34.5
Food menus	42	7.5	324	58.0	193	34.5
Forms	27	4.8	356	63.3	179	31.9
Library resources	25	4.5	352	62.7	184	32.8
Other publications	19	3.4	357	63.8	184	32.9
Syllabi	36	6.4	342	61.1	182	32.5
Textbooks	52	9.3	332	59.2	177	31.6
Video-closed captioning and text description	23	4.2	334	60.3	197	35.6

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 66 ($n = 629$).

Table B114. As a person who identifies as Genderqueer, Gender non-conforming/gender non-binary, or Transgender, have you experienced a barrier in any of the following areas at USF in the past year? (Question 107)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	29	22.7	53	41.4	46	35.9
Changing rooms/locker rooms	32	25.0	51	39.8	45	35.2
On-campus housing	29	22.7	49	38.3	50	39.1
Restrooms	40	31.3	64	50.0	24	18.8
Signage	38	29.9	64	50.4	25	19.7
Identity accuracy						
USF ID Card	27	21.1	83	64.8	18	14.1
Electronic databases (e.g., Banner, MyUSF)	27	21.1	83	64.8	18	14.1
Email account	28	21.9	82	64.1	18	14.1
Intake forms (e.g., USF Clinic at St. Mary's, employment paperwork)	26	20.3	67	52.3	35	27.3
Learning technology	20	16.0	81	64.8	24	19.2
Marketing/Public Relations	30	23.6	73	57.5	24	18.9
Surveys	36	28.1	76	59.4	16	12.5

Note: Table includes answers only from those respondents who indicated that they were genderqueer, non-binary, transgender, or a gender not listed in Question and did not indicate that they have a disability (*n* = 129).

Table B115. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF. (Question 109)

USF initiatives	If this initiative IS available at USF								If this initiative IS NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	244	72.2	84	24.9	10	3.0	338	72.4	91	70.5	25	19.4	13	10.1	129	27.6
Providing recognition and rewards for including diversity issues in courses across the curriculum	268	77.7	59	17.1	18	5.2	345	70.4	109	75.2	25	17.2	11	7.6	145	29.6
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	384	91.4	34	8.1	2	0.5	420	83.7	69	84.1	6	7.3	7	8.5	82	16.3
Providing due process for people who have experienced harassment or other discriminatory behavior	371	93.5	22	5.5	4	1.0	397	80.4	85	87.6	7	7.2	5	5.2	97	19.6
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	275	79.5	57	16.5	14	4.0	346	70.0	121	81.8	21	14.2	6	4.1	148	30.0
Providing faculty with toolkits to create an inclusive classroom environment for various identities (e.g., gender identity, racial identity, spiritual identity)	237	78.0	51	16.8	16	5.3	304	61.4	157	82.2	24	12.6	10	5.2	191	38.6
Providing faculty with supervisory training	179	62.4	86	30.0	22	7.7	287	59.1	143	71.9	43	21.6	13	6.5	199	40.9

USF initiatives	If this initiative IS available at USF								If this initiative IS NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing access to counseling for people accused of harassment or other discriminatory behavior	306	89.2	35	10.2	2	0.6	343	70.0	128	87.1	15	10.2	4	2.7	147	30.0
Providing due process for people accused of harassment or other discriminatory behavior	319	89.6	35	9.8	2	0.6	356	74.3	105	85.4	13	10.6	5	4.1	123	25.7
Providing mentorship for new faculty	356	90.8	33	8.4	3	0.8	392	78.6	97	90.7	5	4.7	5	4.7	107	21.4
Providing a clear process to resolve conflicts	290	91.5	24	7.6	3	0.9	317	65.6	150	90.4	10	6.0	6	3.6	166	34.4
Providing a fair process to resolve conflicts	297	92.8	22	6.9	1	0.3	320	66.5	148	91.9	9	5.6	4	2.5	161	33.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	216	69.0	68	21.7	29	9.3	313	65.5	113	68.5	34	20.6	18	10.9	165	34.5
Providing affordable child care	228	81.1	50	17.8	3	1.1	281	57.2	189	90.0	15	7.1	6	2.9	210	42.8
Providing support/resources for spouse/partner employment	205	76.5	52	19.4	11	4.1	268	55.8	174	82.1	31	14.6	7	3.3	212	44.2

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 2 (*n* = 596).

Table B116. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF. (Question 111)

USF initiatives	If this initiative IS available at USF								If this initiative IS NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Employee respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Employee respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	370	86.4	56	13.1	2	0.5	428	69.8	152	82.2	16	8.6	17	9.2	185	30.2
Providing supervisors/managers with supervisory training	413	89.4	49	10.6	0	0.0	462	74.9	136	87.7	6	3.9	13	8.4	155	25.1
Providing faculty supervisors with supervisory training	337	86.6	49	12.6	3	0.8	389	64.5	188	87.9	14	6.5	12	5.6	214	35.5
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	470	93.4	32	6.4	1	0.2	503	82.3	91	84.3	6	5.6	11	10.2	108	17.7
Providing access to counseling for people accused of harassment or other discriminatory behavior	426	92.6	31	6.7	3	0.7	460	75.2	125	82.2	13	8.6	14	9.2	152	24.8
Providing due process for people who have experienced harassment or other discriminatory behavior	455	93.6	30	6.2	1	0.2	486	79.7	106	85.5	6	4.8	12	9.7	124	20.3
Providing due process for people accused of harassment or other discriminatory behavior	433	91.9	34	7.2	4	0.8	471	77.3	112	81.2	11	8.0	15	10.9	138	22.7
Providing mentorship for new staff	344	94.2	21	5.8	0	0.0	365	59.3	228	91.2	13	5.2	9	3.6	250	40.7
Providing a clear process to resolve conflicts	368	93.6	25	6.4	0	0.0	393	64.6	189	87.9	11	5.1	15	7.0	215	35.4

USF initiatives	If this initiative IS available at USF								If this initiative IS NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Employee respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Employee respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a fair process to resolve conflicts	371	93.7	24	6.1	1	0.3	396	65.0	191	89.7	9	4.2	13	6.1	213	35.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	312	78.6	71	17.9	14	3.5	397	65.8	152	73.8	38	18.4	16	7.8	206	34.2
Providing career development opportunities for staff	448	94.7	24	5.1	1	0.2	473	76.8	123	86.0	10	7.0	10	7.0	143	23.2
Providing affordable child care	361	91.4	34	8.6	0	0.0	395	65.2	181	85.8	19	9.0	11	5.2	211	34.8
Providing support/resources for spouse/partner employment	296	82.2	60	16.7	4	1.1	360	59.6	174	71.3	58	23.8	12	4.9	244	40.4

Note: Table includes answers only from those respondents who indicated that they were staff in Question 2 (*n* = 673).

Table B117. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF. (Question 113)

USF initiatives	If this initiative IS available at USF								If this initiative IS NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing equity and inclusion training for students (e.g., gender identity, racial identity, spiritual identity)	1,996	85.8	290	12.5	39	1.7	2,325	78.4	532	83.0	96	15.0	13	2.0	641	21.6
Providing equity and inclusion training for staff (e.g., gender identity, racial identity, spiritual identity)	1,987	86.4	276	12.0	36	1.6	2,299	78.4	543	85.8	72	11.4	18	2.8	633	21.6
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	1,986	86.9	272	11.9	28	1.2	2,286	78.6	536	86.3	67	10.8	18	2.9	621	21.4
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	2,390	92.5	175	6.8	20	0.8	2,585	88.6	286	85.6	28	8.4	20	6.0	334	11.4
Providing access to counseling for people accused of harassment or other discriminatory behavior	2,183	90.0	219	9.0	24	1.0	2,426	83.6	396	83.2	53	11.1	27	5.7	476	16.4
Providing due process for people who have experienced harassment or other discriminatory behavior	2,194	90.2	214	8.8	25	1.0	2,433	84.4	384	85.3	38	8.4	28	6.2	450	15.6
Providing due process for people accused of harassment or other discriminatory behavior	2,058	87.2	257	10.9	46	1.9	2,361	82.3	412	80.9	60	11.8	37	7.3	509	17.7
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	1,917	86.6	261	11.8	36	1.6	2,214	76.8	575	85.9	70	10.5	24	3.6	669	23.2

USF initiatives	If this initiative IS available at USF								If this initiative IS NOT available at USF							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	1,901	85.7	272	12.3	46	2.1	2,219	77.3	542	83.1	83	12.7	27	4.1	652	22.7
Increasing opportunities for cross-cultural dialogue among students	2,002	88.6	232	10.3	25	1.1	2,259	78.5	548	88.8	55	8.9	14	2.3	617	21.5
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	1,918	87.5	250	11.4	24	1.1	2,192	76.4	598	88.5	61	9.0	17	2.5	676	23.6
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,007	87.1	268	11.6	30	1.3	2,305	80.4	488	86.8	60	10.7	14	2.5	562	19.6
Providing effective faculty mentorship of students	2,040	89.6	211	9.3	25	1.1	2,276	79.5	531	90.5	41	7.0	15	2.6	587	20.5
Providing effective faculty academic advising	2,159	89.7	225	9.3	24	1.0	2,408	84.1	406	89.4	34	7.5	14	3.1	454	15.9
Providing immediate access for students to CASA	1,984	85.0	323	13.8	27	1.2	2,334	82.4	410	82.3	70	14.1	18	3.6	498	17.6
Providing diversity training for student staff (e.g., resident advisors, orientation leaders)	2,029	87.8	256	11.1	26	1.1	2,311	80.7	477	86.4	54	9.8	21	3.8	552	19.3
Providing affordable child care	1,475	81.3	312	17.2	27	1.5	1,814	63.4	911	86.9	109	10.4	28	2.7	1,048	36.6
Providing support/resources for spouse/partner employment	1,522	81.8	322	17.3	17	0.9	1,861	65.6	819	84.0	134	13.7	22	2.3	975	34.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 2 (*n* = 3,217).

Appendix C

Comment Analyses (Questions #115, #116, #117, and #118)

Among the 4,486 surveys submitted for the USF climate assessment, 2,876 contained respondents' remarks to at least one open-ended question throughout the survey. The follow-up questions which allowed respondents to provide more detail in relation to their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments submitted for the final four open-ended survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous follow-up questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Campus Compared to the Community

One thousand six hundred thirteen (1,613) respondents discussed how their experiences on campus are different from those they experienced in the community surrounding campus. Five themes emerged: campus is safer, better experiences on-campus, unsure, no difference, and better experiences off-campus.

Campus is Safe- In the first theme, respondents described the USF campus as safer than the surrounding areas. Respondents offered, "USF feels like a safer spot than the outside community," "I feel safer on-campus than off-campus," and "I feel safe on campus, but not very safe in the community out of campus." In describing the degree of safety they felt on and off-campus, respondents noted, "There is a significant lack of safety once you leave the confines of the school" and "I feel safer on campus than I do elsewhere in San Francisco." One respondent simply stated, "Outside of campus doesn't feel safe."

Better Experiences On-Campus- In the second theme, respondents described their experiences on-campus as being better than in the surrounding community. Respondents who stated their campus experiences are better, used words like "friendly," "inclusive," and "welcoming," to describe the campus community. One respondent offered, "My experiences on campus are different from those that I experience in the community

because the campus environment is very inclusive. I never feel like the last person picked on the baseball team.” Other respondents explained, “It is much more positive than the local community” and “Yes, as the climate at school is conducive to a healthier, friendlier, and free of prejudice atmosphere.” Respondents also wrote, “I find the campus is very inclusive and supportive,” “The campus is smaller but more accepting of diversity,” and “I think USF is a much more welcoming, friendly and inclusive place than the broader public.”

Unsure- In the third theme, respondents discussed not knowing enough about the surrounding community to make a judgement. Respondents shared, “I honestly do not have many experiences in the surrounding community” and “Most of my experiences are on campus.” Other respondents remarked, “don’t leave campus much” and “I am not a part of the community on or around campus. I am only there for class. I live in another community and commute.”

No Difference- In the fourth theme, respondents shared that their experiences on-campus were no different than in the community. Respondents simply stated “No,” “Not really,” “It’s honestly not that different,” and “It’s about the same.” Other respondents offered, “No, both are welcoming and accepting” and “No, everything is similar to me. There is a good mix of people and everybody is nice and mindful.”

Better Experiences Off-Campus- In the fifth theme, respondents described their off-campus experiences as better than the ones on-campus. One respondent shared, “I feel as though the surrounding community is much more welcoming and open than the students at USF.” Respondents offered, “I often feel more respected when off campus” and “I feel that I be myself more in the community surrounding campus, than when I am at work on campus.” According to one respondent, “Outside experiences are a bit different. I can be myself and no one bothers me and I don’t feel marginalized outside my classroom because there is a diverse community of people in California where I don’t even have to explain my difference.” Another respondent explained, “I feel that USF is a bubble within SF. The poverty that lines the surrounding area is apparent as students make their way off campus. I believe that SF has a much more realistic and diverse community that

many USF students do not take time to be a part of. Yes, it is difficult to get everyone to take note of the surrounding community but, I believe USF can do more to provide students with information on how to help surrounding communities or possibly have service requirements for all USF students.”

Campus Culture Rooted in USF’s Jesuit, Catholic Mission

One thousand eight hundred seventy-one (1,871) respondents offered a response regarding how effectively USF cultivates a campus culture rooted in the values of their Jesuit, Catholic mission. Four themes emerged across all respondent types: effectively, not effectively, USF could do more, and very effectively. There were two themes specific to Student (Graduate and Undergraduate) respondents: balanced approach and do not know. There were two themes specific to Employee (Adjunct Faculty, Staff, Tenured/Tenured Faculty, and Term Faculty) respondents: words/no action and senior leadership.

All respondents

Effectively- In the first theme, respondents replied to the question with affirmatives remarks including, “Well,” “Pretty well overall,” and “I think it does a good job.” Respondents also responded with, “Effectively,” “I believe it does a good job,” and “Positively.” Other respondents offered, “Good” and “Effectively. I feel the influence.”

Not Effectively- In the second theme, respondents asserted that USF does not effectively cultivate a campus culture rooted in the values of the Jesuit, Catholic mission. In response to the question, respondents offered, “Not very effectively; few people really understand the mission, and some people seem to be hostile to it” and “Not very. Many professors are critical of Jesuit, Catholic beliefs.” Respondents also replied, “Not effective at all,” “Not well at all,” “It doesn’t,” and “It does NOT.” One respondent noted, “We don’t talk about Catholic/Jesuit values in class. It is strictly school/education.” Other respondents shared, “There isn’t much/any sense of the Catholic mission on campus” and “Not very well. The values of the mission are rarely spoken of.”

USF Could Do More- In the third theme, respondents asserted that although the Jesuit, Catholic mission is present within USF's campus climate, USF "could do better" or "could improve." One respondent explained, "I think overall, USF does a good job at cultivating a campus culture rooted in the values of our Jesuit, Catholic mission, but could most definitely improve." Respondents also shared, "I think the university should do more to enhance the catholic history" and "Compared to other Jesuit, Catholic institutions with which I am familiar we could be doing more." Another respondent offered, "Could be better. I wonder if there are ways that the Jesuit and Catholic mission could be more clearly defined as to how it translates to student life in the interest of being more applicable. Right now, I understand it to be a mission statement and ideal way of life and work." Respondents also wrote, "We still can do more," "this area needs improvement," and "I think the culture is pretty rooted in the values although I think there could be a greater emphasis."

Very Effectively- In the fourth theme, respondents offered that USF is "very effective" at cultivating a campus culture rooted in the values of the Jesuit, Catholic mission. Respondents shared, "Very effectively," "Highly effective," "I think it does it very well," and "I believe that USF does cultivate the Jesuit, Catholic mission very well." Other respondents shared, "I think it does a great job in incorporating the mission's values in the classroom and overall community" and "I strongly agree. They offer great classes and the fact that we have a church that hosts mass makes everything so much easier." Respondents also offered, "I think USF does a very good job of this," "Really well," and "Very good. The Jesuit cores influence me even though I am not Catholic."

Student respondents

Balanced Approach- In the first theme specific to Student respondents, they discussed the balance they believe USF has achieved between being a Jesuit, Catholic institution while being respectful of individuals' opinions and identities. Respondents shared, "I think it's effectively cultivated and it's also respectful of other views" and "I think it captures a campus climate rooted in Jesuit values without overly stressing them. We have a Jesuit community, but students at USF are able to act as they please." Other respondents wrote,

“I feel it is there as means of support, but the religion is not forced, just positive values are being encouraged” and “I think they do a good job sharing information about it, but without pushing it on people who aren't religious” One respondent offered, “Students are not overwhelmed by this but it is definitely shown through all forms of correspondence, posters on campus and staff and faculty attitudes. Often in class materials through reference or example of biblical texts.” Another respondent noted, “USF does not force the values, but the values are there for those to willingly follow.”

Do Not Know- In the second theme, respondents replied with comments such as “I don't know” and “Not sure.” Respondents also offered, “Don't know anything about the mission” and “I can't say because I don't know anything about the values of the Jesuits.” Other respondents wrote, “Not familiar with Jesuit values,” “I don't really notice that were Jesuit,” and “Not sure. I am not Catholic, so I don't know much about Jesuit values.” Respondents' replies also included, “Unsure,” “idk,” and “I'm not sure because I don't affiliate with that religion.”

Employee respondents

Word/No Actions- In the first theme that emerged from Employee respondents, they explained that USF's Jesuit, Catholic mission is discussed by the institution but that the institution's mission rarely prompts action that is in keeping with Jesuit, Catholic principles. Respondents stated, “It does, but sometimes it seems it is more words than action,” “They talk about it a lot, but fail to practice many of the values they speak of,” and “USF preaches but it does not practice what it preaches. You have really dropped the ball.” Other respondents shared, “On paper yes, in practice no. The Jesuit mission has virtually no impact and relevance for international students,” and “those values are spoken/mentioned often but less often seen/applied throughout the campus.” Respondents explained that USF uses its Jesuit, Catholic mission as a “marketing tool.” Specifically, respondents wrote, “The Jesuit Catholic mission and social justice approach looks good on brochures, but is absolutely not exemplified by the university staff” and “this seems like all marketing, less practice.”

Lack of Faith in Senior Leadership- In the second theme, Employee respondents remarked on USF's senior administration. Specifically, respondents wrote, "Leadership is lacking" and "USF used to focus on our Jesuit mission across campus, but all that disappeared with the new administration. It is not a priority for the new leadership team." One respondent offered, "I feel that the USF community does an excellent job of embodying these values and doing our best to be a welcoming, pluralistic community based on mutual respect. Of course, there are challenges and conflicts, but I don't feel that they are systemic. My concern lies at the leadership level, where I see troubling patterns around treatment and inclusion of women, and a style of interaction that could be interpreted as bullying or disrespectful." Another respondent shared, "I do not feel the current top-level admin leadership of USF lives the values, and we are starting to see this trickle down and affect morale and campus climate." In addition to offering broad comments about the current university administration, respondents also contrasted the current administration to the actions and intentions of USF's prior administration. Respondents explained, "I think USF works really hard at cultivating such an environment and can do even more to 'walk the walk' in terms of fulfilling its Jesuit, Catholic values" and "I feel that we [used to] put service and community needs first; in the past few years, the focus of the campus leadership has moved to a business model, concerned primarily with cash coming in." Other respondents offered, "Past president and provosts were far more connected to students and faculty and seemed to share vision of USF as place of learning and social justice. New administration has been slower to show us they value what we do and who we are" and "We have severely regressed here under our new president and provost. during the past 2.5 years, I would say that USF has moved towards a more neoliberal model of the university, and away from delivering on its promise of an education rooted in the values of our Jesuit, Catholic mission." Another respondent wrote, "In contrast to past ... administrations, we are losing our sense of mission and it's because of their poor leadership and lack of credibility." Respondents described the current administration as being business oriented. One respondent explained, "I feel our current administration - provost, vice provosts, vice presidents, and president - are moving away from our Jesuit mission and focusing more on money and cost." Other respondents shared, "dollar decisions seem to be the new norm. Jesuit

Values fading” and “The new administration has taken the university in a more ‘corporate’ direction and has devalued faculty contributions, expecting faculty to give more but be paid and valued less.”

Recommendations for Improving the Climate at USF

One thousand seven hundred eighty-one (1,781) respondents provided recommendations for improving the climate at USF. Four themes emerged across all respondent categories: diversity, no recommendations, trainings, and the political environment. Student (Graduate and Undergraduate) respondents presented one theme: food prices. Responses from Employee (Adjunct Faculty, Staff, Tenured/Tenure-Track, and Term Faculty) respondents yielded two themes: USF administration and transparency.

All Respondents

Diversity- In the first theme, respondents offered recommendations that USF increase diversity within the student body and amongst Staff and Faculty populations. In regard to increasing diversity amongst USF’s Student population, one respondent wrote, “Get a more diverse student body.” Respondents specifically recommended that USF increase racial diversity within USF’s Student population by recruiting Black and African American Students. Respondents offered, “Recruit more African American students,” “I think we can improve our recruiting of a more racially diverse student body, in particular African American students,” and “Please allow more Black people to come into the University so the Black population can grow a bit more.” One respondent offered, “Recruit more Black students and stop using us as the cover for advertising when there’s one of me in my classroom. Hire more faculty of color.” Other respondents echoed the recommendation that USF also focus on hiring diverse Faculty and Staff candidates. Respondents offered, “Hiring more diverse faculty,” “Hire more Black and person of color professors in all departments,” and “Hiring more women in various positions.” One respondent recommended, “Continuing to push for more tenure-track hires with diverse backgrounds. Diversity is disproportionately heavy in the adjunct pool rather than full-time TT.” Another respondent shared, “As a student of color, we need have more faculty

and staff who reflect my identities. I deserve to be taught and supported by someone who looks like me and I don't have that.”

No Recommendations- In the second theme, respondents stated that they had no recommendations for improving the climate at USF. Respondents shared, “No,” “Not at this time” “Not really,” and “Nothing specific,” with qualifiers such as “It all seems great,” “Y’all are doing a really good job,” and “I really enjoy it here.”

Trainings- In the third theme, respondents recommended that USF offer trainings to Students, Staff, Faculty, and Administrators on a variety of topics including: “diversity and inclusion,” “management skills,” “teaching/pedagogy,” and “bias-free communication.” In reference to diversity-related trainings, respondents shared, “Offer staff/faculty and student trainings, specifically focused on diversity, equity and inclusion,” “Staff/faculty training on diversity and inclusion and Safe Space training,” and “I believe that a mandatory sensitivity training/diversity training for all students would be helpful.” One respondent offered, “USF is the first place I have worked in many years that did not have mandatory diversity training. For a school that stresses how much diversity is valued, and whose primary business is education, this is a shocking failure.” Other respondents wrote, “There must be mandated trainings on LGBT culturally competence for ALL faculty members,” “Anti-ableist training for all staff, faculty, and students. How to be actively inclusive for disabled students, as well as other minority groups,” and “Provide faculty with training on how to facilitate dialogues of discourse on race related topics.” For many respondents, diversity/anti-bias trainings should be mandatory for individuals in leadership and/or supervisory positions. Other respondents offered, “Require anti-oppression training for all administration/trustees/faculty/staff,” “It would be a good idea that it is mandatory for all Supervisor/management to attend the bias hiring workshop and supervision training,” and “Make cultural competency training a requirement for all faculty, staff, and students.”

Political Environment- In the fourth theme, respondents identified USF as a hostile political environment for individuals who hold conservative political views. Respondents described a lack of freedom to express political views that are not liberal or left-leaning.

According to one respondent, “The school is very left-leaning politically, so it seems like students who identify as moderate to conservative are not given a space to share their ideas.” Other respondents wrote, “Allow conservatives to have a voice on campus without being socially destroyed by the overwhelming climate” and “More acceptance for people with differing political views. I know some republicans here that don't like to talk about what they think at all, since else people will get worked up and lash out at them, labeling them as bigots or something.” Respondents recommended that USF create a space where various political perspectives can be expressed freely. Specifically, respondents wrote, “Having more opportunities on campus or around campus for people to express their opinions about the current political climate in terms of the presidency,” “Maintain freedom of speech particularly with regard to political stance,” and “Promoting dialogue that is not just ‘left-side only.’” Respondents also recommended that the classroom is not an appropriate forum for faculty to express their political perspectives. Respondents noted, “Keep the politics out of the classroom,” “Hire people that will leave political belief outside and do their job the correct way,” and “I think it's a bit unprofessional for faculty to share their political views in class.” One respondent offered, “The climate would improve if teachers and staff didn't impose/advocate their political opinions in the classroom setting. It makes students feel uncomfortable and I don't think professors should just assume that everyone holds the same political beliefs. There should be more open-mindedness and respectful discussions so that everyone can feel comfortable with their political identity even if it may not be the majority opinion. This especially applies to classes where politics is irrelevant and political discussions take away from valuable learning time.”

Student Respondents

Food Services- In the Student-specific theme, respondents recommended that USF “make cafeteria food cheaper.” Respondents wrote, “Lower the prices of food so that it does not discriminate against students with financial hardships,” “The food in the cafeteria is too expensive, and the quality is poor. Rethink how the cafeteria is done,” and “Making food more affordable for students.” Other respondents simply offered, “cheaper food,” “Lowering the prices of meals in the cafeteria,” and “cheaper food options.” Respondent

also shared, “Bon Appetite is a rip off. The quality of the food provided is low and the food is WAY overpriced” and “People are going hungry at school because Bon Appetit overcharges for practically everything.” Respondents recommended that USF terminate its contract with Bon Appetite. Specifically, respondents wrote, “Get rid of Bon Appetit: students are not happy with the food on campus, nor are we pleased with the prices and service” and “Get rid of Bon Appetit.”

Employee Respondents

Administration- In the first Employee theme, respondents recommended an evaluation of the administration’s current leadership practices. One respondent explained, “The administration needs to connect with faculty--see what happens in our classrooms, service learning placements, and research conferences--and understand the student-faculty interactions that make USF unique.” According to another respondent, “I think that [the administration needs] to show faculty more respect and to recognize the real challenges faculty face in terms of the cost of living in the Bay Area and long commutes to and from campus.” Respondents also recommended, “More leadership from top administration, with concrete initiatives, that are mission driven,” “Campus leadership should be more welcoming to their adjunct professors,” and “The [senior] leadership must show a willingness to listen, be less defensive, and make serious effort to know their faculty who are fellow/key stakeholders in making USF a distinct and special university.”

In addition to offering recommendations about current administrators, respondents also noted the lack of diversity amongst USF’s senior leadership and offered recommendations for addressing the current insufficiency. According to one respondent, “There should be more people of color, more gender diversity, more over 40, and more disabled persons in both administration and faculty.” Other respondents offered, “More representation for women in senior administration positions,” “There needs to be more people of color in leadership positions: provost, president, deans,” and “Promote more women! There seems to be a lack of higher level women in leadership.” Respondents also remarked, “We need more diverse leadership and administrators in terms of race and

ethnicity,” “I would like to see more women in senior management positions, especially at the VP level on the President's cabinet,” and “Diversify leadership in administration and the Board of Trustees and faculty to mimic our student population, our state population. People of color are not seen in leadership, with the exception of a few members.” Noting the impact of the lack of diversity amongst campus administration, one respondent offered, “When you look up at the leadership and see white men overrepresented, that has an impact on the climate. Recruiting at the highest levels with diversity as a criteria would be a boon to a place like USF.”

Transparency- In the second Employee theme, respondents recommended an increase in transparency across different institutional activities. Respondents offered, “More accountability, more transparency,” “More transparency,” “Transparency!” Respondents also recommended, “More open conversation and transparency on institutional finance and staff salary/benefit” and “Transparency and honesty with more opportunities.” Respondents asserted that additional transparency is needed from USF administration, specifically the provost and president. Respondents remarked, “Far greater transparency on the part of upper administration. Lots of posturing but no appreciable effort to communicate directly, clearly, and openly about impending decisions,” “Need to have more transparent decision-making process by leadership,” and “More transparency in upper administration.” Other respondents offered, “more transparency from Leadership” and “There needs to be more transparency from top administrators and members of the leadership team and meaningful conversations without the fear of losing one's job about why the climate on campus is so bad at the moment.”

Additional Elaboration on Survey Responses

Five hundred sixty-one respondents (561) elaborated on their experiences related to campus climate. Two themes emerged: N/A and survey effort. There was one theme specific to Faculty (Adjunct, Tenured/Tenure-Track, and Term) and Staff respondents: senior administration.

All Respondents

N/A- In the first theme, respondents noted they had nothing to share in addition to what they had already reported. Respondents simply stated, “no,” “N/A,” “none,” and “no comments.”

Survey Effort- In the second theme, respondents provided feedback related to the survey structure and hope for action resulting from undertaking the survey. Regarding the survey structure respondents shared, “In the future, please provide an option for respondents to opt out of an answer (e.g., “I do not have enough information to respond to this question”). I found myself sometimes providing a middling response or just leaving a question blank, but really it was just an issue I don't feel qualified to respond to (e.g., issues about child care because I don't have any children)” and “I think this survey would be more useful with these boxes interspersed throughout rather than holding it for the end.” Other respondents commented on the length of the survey noting, “This survey was way too long,” “It's too long... shorter surveys are more accurate,” and “too long.” Other respondents shared their appreciation for the survey effort, “I am glad this survey was created and I appreciate this avenue of providing feedback” and “Thank you for taking the time to create this survey. It's long overdue and I hope that something actually comes out of it and that you'll let the USF community know what exactly comes out of it.” Respondents also reported hope and skepticism that the survey effort would lead to positive impact on campus. One respondent shared, “I hope that good changes emerge as a result of this survey, but I am skeptical (which should tell you something about the climate here for faculty). Still, I appreciate the chance to participate. Thank you.”

Faculty and Staff Respondents

Lack of Trust in the Senior Administration- In this theme, Faculty and Staff respondents commented on USF's current administration, particularly in the context of prior USF administrators. According to respondents, “Faculty and staff do not necessarily trust the president and provost of the university. The general perception is that in the provost office they do not even like each other. There is no inspiring leadership at this moment”

and “There's a rift that's forming between the senior administration and the faculty and students. Senior administration is losing the trust, confidence, and collegiality of the people over whom it presides. No one wants to see that.” Another respondent offered, “We all used to be burned out because we were “fighting the good fight” and now I feel burned out because we're fighting our administration and sometimes each other. I'm sure our students suffer because of it.” This sentiment was echoed by a respondent who wrote, “My responses would have been far different had I taken this 5 years ago. The recent shifts in upper administration have been to our detriment as a university community. Now, conditions have devolved to a point where people who had never done so before are seriously contemplating leaving. Faculty morale is at an all time low for the 15 years I've been here.”

Remarking on current campus leadership, one respondent shared, “I would like to see more leadership and vision from the [senior leadership]. As a faculty member, I sometimes feel like I am viewed as a burden to be managed rather than an asset to be activated. I feel a strong shift toward corporate language and values that feels in contradiction with Jesuit Catholic language and values. I would like to have a stronger understanding of what values the [senior leadership] stand for, not just how financially successful or efficient our students or our institution are.”

University of San Francisco
Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

campusclimate@usfca.edu

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

campusclimate@usfca.edu

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at USF. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at USF and provide us with specific information about how the environment for learning, living and working at USF can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone please copy and paste the link below into a new browser to contact a resource:

<https://myusf.usfca.edu/campus-climate/resources>

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at USF is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the USF Institutional Review Board.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Daniel Merson, PhD
Senior Research Associate
Rankin & Associates Consulting
dan@rankin-consulting.com
(814) 625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
(814) 625-2780

Questions regarding the survey process may also be directed to:

Mary J Wardell
Vice Provost for Diversity and Community Engagement (Co-Chair)
mjwardell@usfca.edu

Grace Hum
Assistant Dean for Student Affairs, School of Law (Co-Chair)
ghum@usfca.edu

For my information about this project:

Please visit: <https://myusf.usfca.edu/campus-climate> or contact campusclimate@usfca.edu

Questions concerning the rights of participants:

Research at USF that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Jeff Hamrick
Vice Provost for Institutional Budget, Planning, and Analytics
(415) 422-6810
jhamrick@usfca.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

A note from R&A regarding definitions:

Language is continuously changing. All the terms offered here are intended as flexible, working definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Assigned Birth Sex: The biological sex assigned (named) as that of an individual baby at birth.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Biphobia: An irrational dislike or fear of bisexual people.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due situations such as the following: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational dislike or fear of homosexual people.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Mission: The core mission of the university is to promote learning in the Jesuit Catholic tradition. The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others. The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The university will draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender

Position: The status one holds by virtue of their role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Irrational fear or hostility toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** USF campus affiliation (If you spend time at more than one location, where do you spend the majority of your time)?
 - ☐ Hilltop Campus (2130 Fulton)
 - ☐ Downtown San Francisco (101 Howard)
 - ☐ Orange County
 - ☐ Pleasanton
 - ☐ Presidio
 - ☐ Sacramento
 - ☐ San Jose
 - ☐ Santa Rosa
 - ☐ On-line
2. What is your **primary** position at USF?
 - ☐ Undergraduate Student
 - ☐ Started at USF as a first-year student
 - ☐ Transferred to USF from another institution
 - ☐ Graduate Student
 - ☐ Doctoral student (e.g., PsyD, EdD, DNP)
 - ☐ Law student
 - ☐ Master's degree student
 - ☐ Graduate certificate
 - ☐ Faculty Tenured/Tenure-Track
 - ☐ Assistant Professor
 - ☐ Associate Professor
 - ☐ Professor
 - ☐ Librarian
 - ☐ Term Faculty
 - ☐ Assistant Professor
 - ☐ Associate Professor
 - ☐ Professor
 - ☐ Fellow/Scholar
 - ☐ Adjunct Faculty
 - ☐ Staff
 - ☐ Hourly (Unionized)
 - ☐ Hourly (Non-Unionized)
 - ☐ Salary (Unionized)
 - ☐ Salary (Non-Unionized)
 - ☐ Pre/Post-Doctoral
 - ☐ Law Librarian
3. Are you full-time or part-time in that **primary** position?
 - ☐ Full-time
 - ☐ Part-time
4. **Students Only:** What percentage of your classes have you taken exclusively on-line?
 - ☐ 100%
 - ☐ 76%-99%
 - ☐ 51%-75%
 - ☐ 26%- 50%
 - ☐ 0%-25%

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at USF.

5. Overall, how comfortable are you with the climate at USF?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
6. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at USF?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
7. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at USF?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
8. Have you ever **seriously considered** leaving USF?
- ☐ No
 - ☐ Yes
9. **Students only:** When did you seriously consider leaving USF? **(Mark all that apply.)**
- ☐ During my first year as a student
 - ☐ During my second year as a student
 - ☐ During my third year as a student
 - ☐ During my fourth year as a student
 - ☐ During my fifth year as a student
 - ☐ After my fifth year as a student
10. **Students only:** Why did you seriously consider leaving USF? **(Mark all that apply.)**
- ☐ Climate was not welcoming
 - ☐ Coursework was too difficult
 - ☐ Coursework not challenging enough
 - ☐ Didn't like major
 - ☐ Didn't have my major
 - ☐ Didn't meet the selection criteria for a major
 - ☐ Financial reasons
 - ☐ Homesick
 - ☐ Lack of a sense of belonging
 - ☐ Lack of social life at USF
 - ☐ Lack of support group
 - ☐ Lack of support services
 - ☐ My marital/relationship status
 - ☐ Personal reasons (e.g., medical, mental health, family emergencies)
 - ☐ Don't connect with USF's Jesuit mission
 - ☐ A reason not listed above (Please specify.) _____

11. Faculty/Staff only: Why did you seriously consider leaving USF? (Mark all that apply.)

- ☐ Campus climate was unwelcoming
- ☐ Cost of living in the bay area (e.g., transportation, parking, housing)
- ☐ Family responsibilities
- ☐ Financial instability of the institution
- ☐ Institutional support (e.g., tech support, lab space/equipment)
- ☐ Increased workload
- ☐ Interested in a position at another institution
- ☐ Lack of benefits
- ☐ Lack of professional development opportunities
- ☐ Limited opportunities for advancement
- ☐ Local community did not meet my (my family) needs
- ☐ Local community climate was not welcoming
- ☐ Low salary/pay rate
- ☐ Personal reasons (e.g., medical, mental health, family emergencies)
- ☐ Recruited or offered a position at another institution/organization
- ☐ Relocation
- ☐ Spouse or partner relocated
- ☐ Spouse or partner unable to find suitable employment
- ☐ Tension with supervisor/manager
- ☐ Tension with coworkers
- ☐ A reason not listed above (Please specify.) _____

12. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

13. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at USF.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave USF before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at USF?
- ☐ No **[SKIP TO QUESTION #23]**
- ☐ Yes
15. What do you believe was the basis of the conduct? **(Mark all that apply.)**
- ☐ Academic performance
 - ☐ Age
 - ☐ Educational credentials (e.g., BS, MS, PhD, MD)
 - ☐ English language proficiency/accent
 - ☐ Ethnicity
 - ☐ Gender/gender identity
 - ☐ Gender expression
 - ☐ Immigrant/citizen status
 - ☐ International status/national origin
 - ☐ Learning disability/condition
 - ☐ Length of service at USF
 - ☐ Major field of study
 - ☐ Marital status (e.g., single, married, partnered)
 - ☐ Mental health/psychological disability/condition
 - ☐ Medical disability/condition
 - ☐ Military/veteran status
 - ☐ Parental status (e.g., having children)
 - ☐ Participation in an organization/team (Please specify.) _____
 - ☐ Physical characteristics
 - ☐ Physical disability/condition
 - ☐ Philosophical views
 - ☐ Political views
 - ☐ Position (e.g., staff, faculty, student)
 - ☐ Pregnancy
 - ☐ Racial identity
 - ☐ Religious/spiritual views
 - ☐ Sexual identity
 - ☐ Socioeconomic status
 - ☐ Do not know
 - ☐ A reason not listed above (Please specify.) _____

16. How would you describe what happened? **(Mark all that apply.)**

- ☐ I was ignored or excluded.
- ☐ I was intimidated/bullied.
- ☐ I was isolated or left out.
- ☐ I felt others staring at me.
- ☐ I experienced a hostile classroom environment.
- ☐ The conduct made me fear that I would get a poor grade.
- ☐ I experienced a hostile work environment.
- ☐ I was the target of workplace incivility.
- ☐ I was the target of derogatory verbal remarks.
- ☐ I received derogatory written comments.
- ☐ I received derogatory phone calls/text messages/email.
- ☐ I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
- ☐ I was singled out as the spokesperson for my identity group.
- ☐ I received a low or unfair performance evaluation.
- ☐ I was not fairly evaluated in the promotion and tenure process.
- ☐ Someone assumed I was admitted/hired/promoted due to my identity group.
- ☐ Someone assumed I was not admitted/hired/promoted due to my identity group.
- ☐ I was the target of graffiti/vandalism.
- ☐ I was the target of racial/ethnic profiling.
- ☐ I was the target of stalking.
- ☐ The conduct threatened my physical safety.
- ☐ The conduct threatened my family's safety.
- ☐ I received threats of physical violence.
- ☐ I was the target of physical violence.
- ☐ An experience not listed above (Please specify.) _____

17. Where did the conduct occur? **(Mark all that apply.)**

- ☐ At a USF event/program
- ☐ In a class/lab
- ☐ In a faculty office
- ☐ In a religious center
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a USF administrative office
- ☐ In a USF dining facility
- ☐ In a USF library
- ☐ In an experiential learning environment (e.g., community-engaged learning/service learning, externship, internship, clinical/practicum)
- ☐ In athletic facilities
- ☐ In other public spaces at USF
- ☐ In campus housing
- ☐ In Counseling and Psychological Services (CAPS)
- ☐ In off-campus housing
- ☐ In the USF Clinic at St. Mary's
- ☐ Off campus
- ☐ On a campus shuttle
- ☐ On phone calls/text messages/email
- ☐ On social media sites (e.g., Facebook, Twitter, Snapchat)
- ☐ While walking on campus
- ☐ While working at a USF job
- ☐ A venue not listed above (Please specify.) _____

18. Who/what was the source of the conduct? **(Mark all that apply.)**

- ☐ Academic advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ USF media (e.g., posters, brochures, flyers, handouts, websites)
- ☐ USF Public Safety
- ☐ Coworker/colleague
- ☐ Department chair/program director
- ☐ Direct report (e.g., person who reports to me)
- ☐ Donor
- ☐ Faculty member/other instructional staff
- ☐ Friend
- ☐ Off-campus community member
- ☐ Senior administrator (e.g., dean, vice president, provost)
- ☐ Social networking site (e.g., Facebook, Twitter, Snapchat)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student organization (Please specify.) _____
- ☐ Supervisor or manager
- ☐ Student teaching assistant/student lab assistant/student tutor
- ☐ Do not know source
- ☐ A source not listed above (Please specify.) _____

19. How did you feel after you experienced the conduct? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I was afraid.
- ☐ I was angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

20. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a USF resource.
 - ☐ Faculty member
 - ☐ Office of Student Conduct Rights and Responsibilities (OSCRR)
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff member (e.g., Resident Director, Academic Success Coach)
 - ☐ USF Public Safety
 - ☐ USF Counseling and Psychological Services (CAPS)
 - ☐ USF Employee Assistance Program (EAP - Concern)
 - ☐ USF Title IX Office/Coordinator
 - ☐ USF Diversity Engagement and Community Outreach (DECO)
 - ☐ Student teaching assistant (e.g. tutor, graduate teaching assistant)
 - ☐ Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).
- ☐ A response not listed above (Please specify.) _____

21. Did you report the conduct?

- ☐ No, I did not report it.
- ☐ Yes, I reported it.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

22. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://myusf.usfca.edu/campus-climate/resources>

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources offered below.

23. While a member of the USF community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?

- ☐ No **[SKIP TO QUESTION #33]**
- ☐ Yes – relationship violence (e.g., ridiculed, controlling, hitting)
[Please complete questions 24rv – 32rv]
- ☐ Yes – stalking (e.g., following me, on social media, texting, phone calls)
[Please complete questions 24stlk – 32stlk]
- ☐ Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
[Please complete questions 24si – 32i]
- ☐ Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
[Please complete questions 24sc – 32sc]

24rv. Students only. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

25rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

26rv. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ During my time as a graduate/law student at USF
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

27rv. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ USF faculty member
- ☐ USF staff member
- ☐ Stranger
- ☐ USF student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

28rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

29rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

30rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a USF resource.
 - ☐ Faculty member
 - ☐ Office of Student Conduct Rights and Responsibilities (OSCRR)
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff member (e.g., Resident Director, Academic Success Coach)
 - ☐ USF Public Safety
 - ☐ USF Counseling and Psychological Services (CAPS)
 - ☐ USF University Ministry
 - ☐ USF Employee Assistance Program (EAP - Concern)
 - ☐ USF Title IX Office/Coordinator
 - ☐ USF Diversity Engagement and Community Outreach (DECO)
 - ☐ Student teaching assistant (e.g. tutor, graduate teaching assistant)
 - ☐ Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).
- ☐ A response not listed above (Please specify.) _____

31rv. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

32rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

33rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting)], but that it was not responded to appropriately. Please explain why you felt that it was not.

24stlk. **Students only.** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

25stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

26stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ During my time as a graduate/law student at USF
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

27stlk. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ USF faculty member
- ☐ USF staff member
- ☐ Stranger
- ☐ USF student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

28stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

29stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

30stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a USF resource.
 - ☐ Faculty member
 - ☐ Office of Student Conduct Rights and Responsibilities (OSCRR)
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff member (e.g., Resident Director, Academic Success Coach)
 - ☐ USF Public Safety
 - ☐ USF Counseling and Psychological Services (CAPS)
 - ☐ USF University Ministry
 - ☐ USF Employee Assistance Program (EAP - Concern)
 - ☐ USF Title IX Office/Coordinator
 - ☐ USF Diversity Engagement and Community Outreach (DECO)
 - ☐ Student teaching assistant (e.g. tutor, graduate teaching assistant)
 - ☐ Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).
- ☐ A response not listed above (Please specify.) _____

31stlk. Did you report the stalking (e.g., following me, on social media, texting, phone calls)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

32stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

33stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls), but that it was not responded to appropriately. Please explain why you felt that it was not.

24si. **Students only.** Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

25si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

26si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ During my time as a graduate/law student at USF
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

27si. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ USF faculty member
- ☐ USF staff member
- ☐ Stranger
- ☐ USF student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

28si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

29si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

30si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a USF resource.
 - ☐ Faculty member
 - ☐ Office of Student Conduct Rights and Responsibilities (OSCRR)
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff member (e.g., Resident Director, Academic Success Coach)
 - ☐ USF Public Safety
 - ☐ USF Counseling and Psychological Services (CAPS)
 - ☐ USF University Ministry
 - ☐ USF Employee Assistance Program (EAP - Concern)
 - ☐ USF Title IX Office/Coordinator
 - ☐ USF Diversity Engagement and Community Outreach (DECO)
 - ☐ Student teaching assistant (e.g. tutor, graduate teaching assistant)
 - ☐ Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).
- ☐ A response not listed above (Please specify.) _____

31si. Did you report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

32si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

33si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), but that it was not responded to appropriately. Please explain why you felt that it was not.

24sc. **Students only.** Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

25sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

26sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ During my time as a graduate/law student at USF
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

27sc. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ USF faculty member
- ☐ USF staff member
- ☐ Stranger
- ☐ USF student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

28sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

29sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

30sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a USF resource.
 - ☐ Faculty member
 - ☐ Office of Student Conduct Rights and Responsibilities (OSCRR)
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff member (e.g., Resident Director, Academic Success Coach)
 - ☐ USF Public Safety
 - ☐ USF Counseling and Psychological Services (CAPS)
 - ☐ USF University Ministry
 - ☐ USF Employee Assistance Program (EAP - Concern)
 - ☐ USF Title IX Office/Coordinator
 - ☐ USF Diversity Engagement and Community Outreach (DECO)
 - ☐ Student teaching assistant (e.g. tutor, graduate teaching assistant)
 - ☐ Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Bias Education and Resource Team, Title IX, Callisto).
- ☐ A response not listed above (Please specify.) _____

31sc. Did you report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

32sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

33sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent), but that it was not responded to appropriately. Please explain why you felt that it was not.

34. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of USF Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of prevention programs offered at USF (e.g., First 6 Weeks, Sexual Assault Awareness Month).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed on the USF Title IX website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that USF code of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including relationship violence) are available in the USF Annual Security and Fire Safety Report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that USF sends a Public Safety Crime Bulletin to the campus community when such an incident occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://myusf.usfca.edu/campus-climate/resources>

Part 2: Workplace Climate

35. Tenured and Tenure-Track Faculty only: As a faculty member at USF, I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my school/college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF policies for delay of the tenure-clock are used by all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within USF committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Tenured and Tenure-Track Faculty only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

37. Non-Tenure-Track Academic Appointment only: As an employee with a non-tenure-track appointment at USF I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service is valued by USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by tenured/tenure-track faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Non-Tenure-Track Academic Appointment only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

39. **All Faculty:** As a faculty member at USF, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for adjunct professors are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care subsidy is competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively about my career opportunities at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend USF as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

41. **Staff only:** As a staff member at USF, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My direct supervisor provides me with job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance appraisal process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance appraisal process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My direct supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups, and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a hierarchy within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

43. **Staff only:** As a staff member at USF I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
USF provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My direct supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My direct supervisor is supportive of me taking leaves (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF policies (e.g., FMLA) are fairly applied across USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF's policies support flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My direct supervisor allows me to change my work schedule if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on USF committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by USF faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by USF administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear procedures on how I can advance at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively about my career opportunities at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend USF as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

45. **Graduate /Law Students only:** As a graduate/law student I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate support from my advisor/chair to complete my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor/chair provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor/chair responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adequate opportunities for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department/program faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department/program has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. **Graduate Student only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

47. What is your birth sex (assigned)?

- ☐ Female
- ☐ Intersex
- ☐ Male

48. What is your gender/gender identity? **(Mark all that apply.)**

- ☐ Genderqueer
- ☐ Gender non-conforming/gender non-binary
- ☐ Man
- ☐ Transgender
- ☐ Woman
- ☐ A gender not listed here (Please specify.) _____

49. What is your current gender expression?

- ☐ Androgynous
- ☐ Feminine
- ☐ Masculine
- ☐ A gender expression not listed here (Please specify.) _____

50. What is your citizenship/immigration status in U.S.? **(Mark all that apply.)**

Note: We recognize that this may be a sensitive question. This survey is confidential. Your responses will be combined with others to be certain that no individual person can be identified.

- ☐ A visa holder (such as F-1, J-1, H1-B, or U)
- ☐ Currently under a withholding of removal status
- ☐ DACA (Deferred Action for Childhood Arrival)
- ☐ DAPA (Deferred Action for Parental Accountability)
- ☐ Other legally documented status
- ☐ Permanent Resident
- ☐ Refugee status
- ☐ Undocumented resident
- ☐ U.S. citizen, birth
- ☐ U.S. citizen, naturalized

51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)**

- ☐ Alaska Native (If you wish please specify your enrolled or principal corporation.) _____
- ☐ American Indian/Native American/Indigenous (If you wish please specify your enrolled or principal tribe/nation.) _____
- ☐ Asian/Asian American/South Asian (If you wish please specify.) _____
- ☐ Black/African American (If you wish please specify.) _____
- ☐ Hispanic/Latin@/Chican@ (If you wish please specify.) _____
- ☐ Middle Eastern/North African (If you wish please specify.) _____
- ☐ Native Hawaiian (If you wish please specify.) _____
- ☐ Pacific Islander (If you wish please specify.) _____
- ☐ White/European American (If you wish please specify.) _____
- ☐ A racial/ethnic identity not listed here (Please specify.) _____

52. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 | |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 | |

53. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Pansexual
- ☐ Queer
- ☐ Questioning
- ☐ A sexual identity not listed here (Please specify.) _____

54. Do you have substantial parenting or caregiving responsibility?

- ☐ No
- ☐ Yes (Mark all that apply)
 - ☐ Children 5 years or under
 - ☐ Children 6-18 years
 - ☐ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
 - ☐ Independent adult children over 18 years of age
 - ☐ Sick or disabled partner
 - ☐ Senior or other family member
 - ☐ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.) _____

55. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- ☐ Never served in the military
- ☐ Now on active duty (including Reserves or National Guard)
- ☐ On active duty in the past, but not now
- ☐ ROTC

56. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD)
- ☐ Unknown
- ☐ Not applicable

Parent/Guardian 2:

- ☐ Not applicable
- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD)
- ☐ Unknown

57. **Faculty/Staff only:** What is your highest level of education?

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA MS, MBA, MLS)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD)

58. **Faculty/Staff only:** How long have you been employed at USF?

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

59. **Undergraduate and Graduate Students only:** What year did you begin at USF?

- ☐ 2009 or before
- ☐ 2010
- ☐ 2011
- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017

60. **Undergraduate Students only:** Where are you in your **college career** at USF?

- ☐ First year
- ☐ Second year
- ☐ Third year
- ☐ Fourth year
- ☐ Fifth year
- ☐ Sixth year (or more)

61. **Graduate Students only:** Where are you in your graduate studies program?

- ☐ Certificate student
- ☐ Master degree student
 - ☐ First year
 - ☐ Second year
 - ☐ Third year
 - ☐ Fourth year or more
- ☐ Doctoral degree student
 - ☐ First year
 - ☐ Second year
 - ☐ Third year
 - ☐ Fourth year or more
- ☐ Law student
 - ☐ First year J.D.
 - ☐ Second year J.D.
 - ☐ Third year J.D.
 - ☐ Fourth year J.D or more
 - ☐ LLM

62. **Faculty only:** With which academic division are you **primarily affiliated** at this time?

- ☐ School of Law
- ☐ School of Education
- ☐ School of Nursing and Health Professions
- ☐ School of Management
- ☐ College of Arts and Sciences - Arts
- ☐ College of Arts and Sciences - Humanities
- ☐ College of Arts and Sciences - Sciences
- ☐ College of Arts and Sciences - Social Sciences
- ☐ Gleeson Library

63. **Staff only:** With which academic division/work unit are you **primarily affiliated** at this time?

Schools and Colleges

- ☐ College of Arts and Sciences
- ☐ School of Education
- ☐ School of Law
- ☐ School of Management
- ☐ School of Nursing and Health Professions

Office of the Provost

- ☐ Academic Affairs (including McCarthy Center)
- ☐ Branch Campuses
- ☐ Diversity Engagement and Community Outreach
- ☐ Gleeson Library/Geschke Center
- ☐ Institutional Planning, Budget, and Effectiveness
- ☐ Office of the Provost
- ☐ Strategic Enrollment Management
- ☐ Student Life

Office of the President

- ☐ Business and Finance (including facilities, athletics)
- ☐ Development
- ☐ General Counsel (including Human Resources)
- ☐ Information Technology Services
- ☐ Marketing and Communications
- ☐ Office of the President
- ☐ University Ministry

64. **Undergraduate Students only:** What is your major (if modified choose the primary department/program, excluding minors)? **(Mark all that apply.)**

College of Arts and Sciences

- ☐ Undeclared Arts
- ☐ Undeclared Sciences
- ☐ Advertising
- ☐ Architecture and Community Design
- ☐ Art History/Arts Management
- ☐ Asian Studies
- ☐ Biology
- ☐ Chemistry
- ☐ Chemistry with Medicinal/Synthetic Chemistry Concentration
- ☐ Communication Studies
- ☐ Comparative Literature and Culture
- ☐ Computer Science
- ☐ Critical Diversity Studies
- ☐ Data Science
- ☐ Design
- ☐ Economics
- ☐ Education, Dual Degree in Teaching
- ☐ English with Literature Emphasis
- ☐ English with Writing Emphasis
- ☐ Environmental Science
- ☐ Environmental Studies
- ☐ Fine Arts
- ☐ French Studies
- ☐ History
- ☐ International Studies
- ☐ Japanese Studies
- ☐ Kinesiology
- ☐ Latin American Studies
- ☐ Mathematics
- ☐ Media Studies
- ☐ Performing Arts and Social Justice
- ☐ Philosophy
- ☐ Physics and Astronomy
- ☐ Politics
- ☐ Psychology
- ☐ Sociology
- ☐ Spanish Studies
- ☐ Theology and Religious Studies
- ☐ Urban Studies

School of Management

- ☐ Undeclared Business
- ☐ Bachelor of Science in Business Administration (BSBA) - Accounting
- ☐ Bachelor of Science in Business Administration (BSBA) - Entrepreneurship and Innovation
- ☐ Bachelor of Science in Business Administration (BSBA) - Business Administration
- ☐ Bachelor of Science in Business Administration (BSBA) - Finance
- ☐ Bachelor of Science in Business Administration (BSBA) - Hospitality Management
- ☐ Bachelor of Science in Business Administration (BSBA) - International Business
- ☐ Bachelor of Science in Business Administration (BSBA) - Management
- ☐ Bachelor of Science in Business Administration (BSBA) - Marketing
- ☐ Bachelor of Science in Business Administration (BSBA) - Organizational Behavior and Leadership
- ☐ Bachelor of Science in Management (BSM)

School of Nursing and Health Professions

- ☐ Nursing

65. **Graduate/Professional Students only:** What is your college or school? **(Mark all that apply.)**

- ☐ School of Law
- ☐ School of Education
- ☐ School of Nursing and Health Professions
- ☐ School of Management
- ☐ College of Arts and Sciences – Arts & Humanities
- ☐ College of Arts and Sciences – Mathematics & Sciences
- ☐ College of Arts and Sciences - Social Sciences

66. Do you have a condition/disability that influences your learning, working, or living activities?

- ☐ No **[SKIP TO QUESTION #68]**
- ☐ Yes

67. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply.)**

- ☐ Acquired/Traumatic Brain Injury
- ☐ Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
- ☐ Hard of Hearing or Deaf
- ☐ Learning Difference/Disability (e.g., Asperger's/Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)
- ☐ Low Vision or Blind
- ☐ Mental Health/Psychological Condition (e.g., anxiety, depression)
- ☐ Physical/Mobility condition that affects walking
- ☐ Physical/Mobility condition that does not affect walking
- ☐ Speech/Communication Condition
- ☐ A disability/condition not listed here (Please specify.) _____

68. Is English your primary language?

- ☐ Yes
- ☐ No (Please specify your primary language.) _____

69. What is your religious or spiritual identity? **(Mark all that apply.)**

- ☐ Agnostic
- ☐ Atheist
- ☐ Baha'i
- ☐ Buddhist
- ☐ Christian
 - ☐ African Methodist Episcopal
 - ☐ African Methodist Episcopal Zion
 - ☐ Assembly of God
 - ☐ Baptist
 - ☐ Catholic/Roman Catholic
 - ☐ Church of Christ
 - ☐ Church of God in Christ
 - ☐ Christian Orthodox
 - ☐ Christian Methodist Episcopal
 - ☐ Christian Reformed Church (CRC)
 - ☐ Episcopalian
 - ☐ Evangelical
 - ☐ Greek Orthodox
 - ☐ Lutheran
 - ☐ Mennonite
 - ☐ Moravian
 - ☐ Nondenominational Christian
 - ☐ Pentecostal
 - ☐ Presbyterian
 - ☐ Protestant
 - ☐ Protestant Reformed Church (PR)
 - ☐ Quaker
 - ☐ Reformed Church of America (RCA)
 - ☐ Russian Orthodox

- ☐ Seventh Day Adventist
- ☐ The Church of Jesus Christ of Latter-day Saints
- ☐ United Methodist
- ☐ United Church of Christ
- ☐ A Christian affiliation not listed here (Please specify.) _____
- ☐ Confucianist
- ☐ Druid
- ☐ Hindu
- ☐ Jain
- ☐ Jehovah's Witness
- ☐ Jewish
 - ☐ Conservative
 - ☐ Orthodox
 - ☐ Reform
 - ☐ A Jewish affiliation not listed here (Please specify.) _____
- ☐ Muslim
 - ☐ Shi'ite
 - ☐ Sufi
 - ☐ Sunni
 - ☐ A Muslim affiliation not listed here (Please specify.) _____
- ☐ Native American Traditional Practitioner or Ceremonial
- ☐ Pagan
- ☐ Rastafarian
- ☐ Scientologist
- ☐ Secular Humanist
- ☐ Shinto
- ☐ Sikh
- ☐ Taoist
- ☐ Tenrikyo
- ☐ Unitarian Universalist
- ☐ Wiccan
- ☐ Spiritual, but no religious affiliation
- ☐ No affiliation
- ☐ A religious affiliation or spiritual identity not listed above (Please specify.) _____

70. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- ☐ I receive no support for living/educational expenses from family/guardian.
- ☐ I receive support for living/educational expenses from family/guardian.

71. **Students only:** What is your **best estimate** of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- ☐ Below \$30,000
- ☐ \$30,000 - \$49,999
- ☐ \$50,000 - \$69,999
- ☐ \$70,000 - \$99,999
- ☐ \$100,000 - \$149,999
- ☐ \$150,000 - \$199,999
- ☐ \$200,000 - \$249,999
- ☐ \$250,000 - \$499,999
- ☐ \$500,000 or more

72. **Students only:** Where do you live?

- ☐ Campus housing
 - ☐ Fromm
 - ☐ Gillson
 - ☐ Hayes-Healy
 - ☐ Pacific Wing
 - ☐ Pedro Arrupe
 - ☐ Lone Mountain
 - ☐ Loyola Village
 - ☐ St. Anne
 - ☐ Toler
- ☐ Non-campus housing
 - ☐ College-owned housing
 - ☐ Independently in an apartment/house
 - ☐ Living with family member/guardian
- ☐ Transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

73. **Students only:** Since having been a student at USF, have you been a member or participating in any of the following? **(Mark all that apply.)**

- ☐ I do not participate in any clubs or organizations at USF
- ☐ Academic/Honorary organization (e.g., Women in Computer Science, Philosophy Club, Beta Alpha Psi, McAuliffe Honor Society)
- ☐ Activism-based organization
- ☐ Council/Governance organization (e.g., ASUSF Senate, CFCC, Greek Council, SBA)
- ☐ Cultural/Multicultural/International organization (e.g., Black Student Union, Kasamahan, Latinas Unidas, Asian Pacific American Law Students Association)
- ☐ Departmental/Cohort/Program Involvement
- ☐ Intercollegiate Athletics Team
- ☐ Intramural and Club Sports teams (e.g., soccer, rugby, volleyball)
- ☐ Media organization (e.g., Foghorn, USF TV)
- ☐ Performing Arts/Programming organization (e.g., Campus Activities Board, USF Voices, Word)
- ☐ Political organization (e.g., Model UN, Young Americans for Liberty, USF Law Democrats)
- ☐ Professional organization
- ☐ Religious/Spiritual organization (e.g., Muslim Student Association, Jewish Student Organization)
- ☐ Service/Philanthropy organization (e.g., Best Buddies, Chi Upsilon Zeta, PILF)
- ☐ Social Fraternity/Sorority (e.g., Alpha Phi Alpha, Kappa Alpha Theta, Lambda Theta Nu)
- ☐ Special Interest organization (e.g., TransferNation; Animation, Comics, and Video Game club, Criminal Law Society)

74. **Students only:** At the end of your last semester, what was your cumulative grade point average?

- ☐ No GPA as of yet, I am in my first semester at USF
- ☐ 3.75 – 4.00
- ☐ 3.25 – 3.74
- ☐ 3.00 – 3.24
- ☐ 2.50 – 2.99
- ☐ 2.00 – 2.49
- ☐ Below 2.00

75. **Students only:** Have you experienced financial hardship while attending USF?

- ☐ No **[SKIP TO QUESTION #77]**
- ☐ Yes

76. **Students only:** How have you experienced the financial hardship? **(Mark all that apply.)**

- ☐ Difficulty affording tuition
- ☐ Difficulty purchasing my books/course materials
- ☐ Difficulty participating in social events
- ☐ Difficulty affording food
- ☐ Difficulty affording co-curricular events or activities
- ☐ Difficulty in affording unpaid internships/research opportunities
- ☐ Difficulty in affording alternative spring breaks
- ☐ Difficulty affording travel to and from USF
- ☐ Difficulty affording commuting to campus
- ☐ Difficulty in affording housing
- ☐ Difficulty in affording health care
- ☐ Difficulty in affording childcare
- ☐ Difficulty in affording other campus fees
- ☐ Other (Please specify.) _____

77. **Students only:** How are you currently paying for your education at USF? **(Mark all that apply.)**

- ☐ Campus employment
- ☐ Credit card
- ☐ Family contribution
- ☐ GI Bill
- ☐ Graduate/research/teaching assistantship
- ☐ Loans
- ☐ Need-based scholarship (e.g., Gates)
- ☐ Non-need based scholarship (e.g., merit, ROTC)
- ☐ Grant (e.g., Pell)
- ☐ Personal contribution /job
- ☐ Resident advisor
- ☐ A method of payment not listed here (Please specify.) _____

78. **Students only:** Are you employed either on campus or off campus during the academic year?

- ☐ No
- ☐ Yes, I work on campus – (Please indicate total number of hours you work)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week
- ☐ Yes, I work off campus – (Please indicate total number of hours you work)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week

79. **Student only:** Please comment on your experiences in your workplace environment(s) at USF?

80. **Staff/Faculty only: Are you currently taking classes at USF?**

- ☐ Yes
- ☐ No [**SKIP TO QUESTION #82**]

81. **Staff/Faculty only:** As a current USF employee, please comment on your academic experiences at USF (e.g., advising, classroom).

Part 4: Perceptions of Campus Climate

82. Within the past year, have you **OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working or learning environment at USF?

- ☐ No **[SKIP TO QUESTION 91]**
- ☐ Yes

83. Who/what was the **target** of the conduct? (Mark all that apply.)

- ☐ Academic advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ USF media (e.g., posters, brochures, flyers, handouts, websites)
- ☐ USF Public Safety
- ☐ Coworker/colleague
- ☐ Department chair/program director
- ☐ Direct report (e.g., person who reports to me)
- ☐ Donor
- ☐ Faculty member/other instructional staff
- ☐ Friend
- ☐ Off-campus community member
- ☐ Senior administrator (e.g., dean, vice president, provost)
- ☐ Social networking site (e.g., Facebook, Twitter, Snapchat)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student organization (Please specify.) _____
- ☐ Student teaching assistant/student lab assistant/student tutor
- ☐ Do not know target
- ☐ A source not listed above (Please specify.) _____

84. Who/what was the **source** of the conduct? **(Mark all that apply.)**

- ☐ Academic advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ USF media (e.g., posters, brochures, flyers, handouts, websites)
- ☐ USF Public Safety
- ☐ Coworker/colleague
- ☐ Department chair/program director
- ☐ Direct report (e.g., person who reports to me)
- ☐ Donor
- ☐ Faculty member/other instructional staff
- ☐ Friend
- ☐ Off-campus community member
- ☐ Senior administrator (e.g., dean, vice president, provost)
- ☐ Social networking site (e.g., Facebook, Twitter, Snapchat)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student organization (Please specify.) _____
- ☐ Student teaching assistant/student lab assistant/student tutor
- ☐ Do not know source
- ☐ A source not listed above (Please specify.) _____

85. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**

- ☐ Academic performance
- ☐ Age
- ☐ Educational credentials (e.g., BS, MS, PhD, MD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status/national origin
- ☐ Learning disability/condition
- ☐ Length of service at USF
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

86. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

- ☐ Assumption that someone was admitted/hired/promoted based on his/her/their identity
- ☐ Assumption that someone was not admitted/hired/promoted based on his/their identity
- ☐ Derogatory verbal remarks
- ☐ Derogatory phone calls/text messages/email
- ☐ Derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat)
- ☐ Derogatory written comments
- ☐ Derogatory phone calls
- ☐ Graffiti/vandalism
- ☐ Person intimidated/bullied
- ☐ Person ignored or excluded
- ☐ Person isolated or left out
- ☐ Person experienced a hostile classroom environment
- ☐ Person experienced a hostile work environment
- ☐ Person was the target of workplace incivility
- ☐ Person being stared at
- ☐ Racial/ethnic profiling
- ☐ Person received a low or unfair performance evaluation
- ☐ Person received a poor grade
- ☐ Person was unfairly evaluated in the promotion and tenure process
- ☐ Person was stalked
- ☐ Physical violence
- ☐ Singled out as the spokesperson for their identity group
- ☐ Threats of physical violence
- ☐ Something not listed above (Please specify.) _____

87. Where did this conduct occur? **(Mark all that apply.)**

- ☐ At a USF event/program
- ☐ In a class/lab
- ☐ In a faculty office
- ☐ In a religious center
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a USF administrative office
- ☐ In a USF dining facility
- ☐ In a USF library
- ☐ In an experiential learning environment (e.g., community-engaged learning/service learning, externship, internship, clinical/practicum)
- ☐ In athletic facilities
- ☐ In other public spaces at USF
- ☐ In campus housing
- ☐ In Counseling and Psychological Services (CAPS)
- ☐ In off-campus housing
- ☐ In the USF Clinic at St. Mary's
- ☐ Off campus
- ☐ On a campus shuttle
- ☐ On phone calls/text messages/email
- ☐ On social media sites (e.g., Facebook, Twitter, Snapchat)
- ☐ While walking on campus
- ☐ While working at a USF job
- ☐ A venue not listed above (Please specify.) _____

88. What was your response to observing this conduct? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a USF resource.
 - ☐ Faculty member
 - ☐ Office of Student Conduct Rights and Responsibilities (OSCRR)
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff member (e.g., Resident Director, Academic Success Coach)
 - ☐ USF Public Safety
 - ☐ USF Counseling and Psychological Services (CAPS)
 - ☐ USF Employee Assistance Program (EAP - Concern)
 - ☐ USF Title IX Office/Coordinator
 - ☐ USF Diversity Engagement and Community Outreach (DECO)
 - ☐ Student teaching assistant (e.g. tutor, graduate teaching assistant)
 - ☐ Student staff member (e.g., resident advisor, orientation leader, community assistant, event staff)
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I sought support by submitting a report through a USF reporting system (e.g., Whistleblower hotline, Education and Resource Team, Title IX, Callisto).
- ☐ A response not listed above (Please specify.): _____

89. Did you officially report the conduct?

- ☐ No, I did not report it.
- ☐ Yes, I reported it.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

90. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

91. **Faculty/Staff only:** Have you observed hiring practices at USF (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?

- ☐ No [SKIP TO QUESTION #94]
- ☐ Yes

92. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon...(Mark all that apply.).

- ☐ Age
- ☐ Educational credentials (e.g., BS, MS, PhD, MD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Length of service at USF
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Nepotism/cronyism
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

93. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

94. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at USF that you perceive to be unjust?

- ☐ No [**SKIP TO QUESTION #97**]
- ☐ Yes

95. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon... **(Mark all that apply.)**

- ☐ Age
- ☐ Educational credentials (e.g., BS, MS, PhD, MD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Length of service at USF
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Nepotism/cronyism
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

96. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

97. **Faculty/ Staff only:** Have you observed employment-related discipline or action, up to and including dismissal, at USF that you perceive to be unjust?

- ☐ No [SKIP TO QUESTION #100]
- ☐ Yes

98. **Faculty/Staff only:** I believe that the unjust employment-related disciplinary actions were based upon...
(Mark all that apply.)

- ☐ Age
- ☐ Educational credentials (e.g., BS, MS, PhD, MD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Job duties
- ☐ Learning disability/condition
- ☐ Length of service at USF
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Nepotism/cronyism
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

99. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

100. Using a scale of 1–5, please rate the overall campus climate at USF on the following dimensions:

(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer, or transgender
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not respectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status

101. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: **(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)**

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric

102. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by USF faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by USF staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

103. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department chair/program director.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department chair/program director prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that USF encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

104. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my direct supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by USF students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by USF faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by USF senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my direct supervisor prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my department/program encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

105. 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?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF Clinic at St. Mary's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canvas/TWEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity			
Electronic databases (e.g., Banner, MyUSF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., USF Clinic at St. Mary's, employment paperwork)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty required resources (e.g., blog, social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

107. As a person who identifies as Genderqueer, Gender non-conforming/gender non-binary, or Transgender, have you experienced a barrier in any of the following areas at USF in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
USF ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Banner, MyUSF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., USF Clinic at St. Mary's, employment paperwork)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing/Public Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

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

	If This Initiative IS Available at USF			If This Initiative IS NOT Available at USF		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing due process for people who have experienced harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with toolkits to create an inclusive classroom environment for various identities (e.g., gender identity, racial identity, spiritual identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people accused of harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing due process for people accused of harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

110. We are interested in knowing more about your opinions on institutional initiatives. If you would like to elaborate on your responses regarding the impact of institutional initiatives on campus climate, please do so here.

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

	If This Initiative IS Available at USF			If This Initiative IS NOT Available at USF		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people accused of harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing due process for people who have experienced harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing due process for people accused of harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

112. We are interested in knowing more about your opinions on institutional initiatives. If you would like to elaborate on your responses regarding the impact of institutional initiatives on campus climate, please do so here.

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

	If This Initiative IS Available at USF			If This Initiative IS NOT Available at USF		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing equity and inclusion training for students (e.g., gender identity, racial identity, spiritual identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and inclusion training for staff (e.g., gender identity, racial identity, spiritual identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and inclusion training for faculty (e.g., gender identity, racial identity, spiritual identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people accused of harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing due process for people who have experienced harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing due process for people accused of harassment or other discriminatory behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing immediate access for students to CASA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., resident advisors, orientation leaders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

114. We are interested in knowing more about your opinions on institutional initiatives. If you would like to elaborate on your responses regarding the impact of institutional initiatives on campus climate, please do so here.

Part 6: Your Additional Comments

115. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

116. How effectively does USF cultivate a campus culture rooted in the values of our Jesuit, Catholic mission?

117. Do you have any specific recommendations for improving the climate at USF?

118. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

**THANK YOU FOR TAKING THE SURVEY.
NOW ENTER TO WIN A GIFT CARD.**

Thank you for taking the Campus Climate Survey. We appreciate your input.

Now, if you choose, you may enter a drawing to win one of six \$100 gift cards from your choice of the USF bookstore or Amazon. NOTE: If you enter the drawing, your contact information is kept separate from your survey responses, so your survey feedback remains anonymous.

To be eligible to win a survey award, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses.

One of SIX gift cards valued at \$100.00 each (three for the USF bookstore and three for Amazon)

- ☐ Faculty
- ☐ Staff
- ☐ Student

Name: _____

E-mail address: _____

Prizewinners will be notified via email after Oct. 20 when the survey concludes.

For more information about the USF Campus Climate project, please visit myusf.usfca.edu/campus-climate.

If you have experienced any discomfort in responding to the survey questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

myusf.usfca.edu/campus-climate/resources

Thank you.