

Campus Climate Assessment Report School of Law Summary Report

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

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**UNIVERSITY OF
SAN FRANCISCO**

Center for Institutional
Planning and Effectiveness

Executive Summary	3
Results	8
<i>Demographics</i>	<i>8</i>
<i>Climate Results.....</i>	<i>40</i>
<i>Exclusionary, Intimidating, Offensive, and/or Hostile Conduct</i>	<i>60</i>
<i>Unwanted Sexual Experiences</i>	<i>90</i>
<i>Perceived Environment</i>	<i>103</i>
<i>Qualitative Response Analysis</i>	<i>144</i>
Conclusion	151

Executive Summary

BACKGROUND

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

PURPOSE OF REPORT

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

METHODOLOGY

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

SAMPLE SIZE

In total, 256 members of the School of Law completed the survey. 178 (70%) were graduate students, 19 (7%) were tenured or tenure-track faculty, 13 (5%) were adjunct or term faculty, and 46 (18%) were staff.

	Sample Total	Population Total	Response Rate
<i>Graduate Students</i>	178	564	32%
<i>Tenured/Tenure-Track Faculty</i>	19	19	100%
<i>Adjunct/Term Faculty</i>	13	57	23%
<i>Staff</i>	46	46	100%
Total	256	686	37%

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

HIGHLIGHTS

Demographics:

- 70% of respondents were students
- 61% of respondents were women
- 44% of respondents were white
- 82% of respondents were heterosexual
- 85% of respondents were U.S. citizens
- 83% of respondents had no disability
- 41% of respondents had no religious/spiritual affiliation
- 97% of respondents never served in the military

Employees Only:

- 45% of respondents had worked at USF for greater than ten years
- 94% of Faculty respondents had a Professional degree (e.g., MD, JD)
- 52% of Staff respondents had a Master's degree or higher

Students Only:

- 64% of respondents reported that they do not work
- 49% of respondents experienced financial hardship while attending USF
- 75% of respondents paid for tuition using loans
- 85% of respondents reported living in non-campus housing
- 27% did not participate in any clubs or organizations at USF

USF Climate Comfort: 84% of School of Law respondents communicated that they were “comfortable” or “very comfortable” with the climate at USF.

School of Law Workplace Climate Comfort: 89% of School of Law Employee respondents communicated that they were “comfortable” or “very comfortable” with the workplace climate within the School of Law.

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

Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct: 16% of School of Law respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

Reporting of Experienced Conduct: 87% of the School of Law respondents that stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, did not report the conduct.

Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct: 24% of School of Law respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF within the past year.

Reporting of Observed Conduct: 93% of the School of Law respondents that observed conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment at USF within the past year, did not report the conduct.

Experienced Unwanted Sexual Contact/Conduct: Within the School of Law overall population, 7% of respondents experienced unwanted sexual contact/conduct. Of those 7% of School of Law respondents that experienced unwanted sexual contact/conduct, 67% experienced Unwanted Sexual Interaction.

Reporting of Unwanted Sexual Interaction: 92% of the School of Law respondents that experienced unwanted sexual interaction, did not report the conduct.

Students Only

Student Perception of Classroom Experience:

Strength: 80% of Graduate School of Law student respondents “agreed” or “strongly agreed” with the statement “I have faculty whom I perceive as role models.”

Weakness: 30% of Graduate School of Law student respondents “agreed” or “strongly agreed” with the statement “I think that faculty prejudge my ability based on their perception of my identity/background.”

Student Feeling of Value:

Strength: 83% of Graduate School of Law student respondents “agreed” or “strongly agreed with the statement “I feel valued by faculty in the classroom.”

Weakness: 18% of Graduate School of Law student respondents “disagreed” or “strongly disagreed with the statement “I feel valued by USF senior administrators.”

Student Academic Experience:

Strength: 93% of Graduate School of Law student respondents “agreed” or “strongly agreed with the statement, “I intend to graduate from USF.”

Weakness: 36% of Graduate School of Law student respondents “agreed” or “strongly agreed with the statement, “Few of my courses this year have been intellectually stimulating.”

Graduate Student Perception of Advising:

Strength: 68% of Graduate School of Law student respondents “agreed” or “strongly agreed with the statement “I have adequate access to advising.”

Weakness: 22% of Graduate School of Law student respondents “disagreed” or “strongly disagreed with the statement, “I am satisfied with the quality of advising I have received from my department/program.”

Graduate Student Perception of Department/Program:

Strength: 76% of Graduate School of Law student respondents “agreed” or “strongly agreed with the statement, “Department/program staff members respond to my emails, calls, or voicemails in a prompt manner.”

Weakness: 19% of Graduate School of Law student respondents “disagreed” or “strongly disagreed with the statement, “My department/program faculty members encourage me to produce publications and present research.”

Considered Leaving USF:

- 30% of Graduate School of Law student respondents indicated that they had seriously considered leaving in the last year.

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

Strength: 56% of School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement, “I think that my department chair/program director prejudices my abilities based on their perception of my identity/background.”

Weakness: 25% of School of Law Faculty respondents “agreed” or “strongly agreed” with the statement, “I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.”

Staff Perception of the Workplace:

Strength: 76% of School of Law Staff respondents “agreed” or “strongly agreed” with the statement, “I have colleagues/coworkers who give me job/career advice or guidance when I need it.”

Weaknesses: 41% of School of Law Staff respondents “disagreed” or “strongly disagreed” with the statement, “There are clear procedures on how I can advance at USF.”

Faculty Feeling of Value:

Strength: 88% of School of Law Faculty respondents “agreed” or “strongly agreed” with the statement, “I feel valued by students in the classroom.”

Weakness: 19% of School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement, “I feel valued by USF senior administrators.”

Staff Feeling of Value:

Strength: 91% of School of Law Staff respondents “agreed” or “strongly agreed” with the statement, “I feel valued by coworkers in my department.”

Weakness: 43% of School of Law Staff respondents “disagreed” or “strongly disagreed” with the statement, “Staff opinions are valued by USF faculty.”

Faculty Perception of the Performance Evaluation Process: 28% of School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is clear.”

Staff Perception of the Performance Evaluation Process: 24% of School of Law Staff respondents “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is productive.”

Faculty Perception of Work-Life Balance: 44% of School of Law Faculty respondents “agreed” or “strongly agreed” with the statement “USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).”

Staff Perception of Work-Life Balance:

Strength: 67% of School of Law Staff respondents “agreed” or “strongly agreed” with the statement “My direct supervisor provides adequate support for me to manage work-life balance.”

Weakness: 37% of School of Law Staff respondents “agreed” or “strongly agreed” with the statement “I perform more work than colleagues with similar performance expectations.”

Staff Perception of Workload and Support:

Strength: 80% of School of Law Staff respondents “agreed” or “strongly agreed” with the statement “USF provides me with resources to pursue training/professional development opportunities.”

Weakness: 72% of School of Law Staff respondents “agreed” or “strongly agreed” with the statement “There is a hierarchy within staff positions that allows some voices to be valued more than others.”

Faculty Perception of Salary and Benefits:

Strength: 72% of School of Law Faculty respondents “agreed” or “strongly agreed” with the statement “Health insurance benefits are competitive.”

Weakness: 25% of School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement “Salaries for tenure-track faculty positions are competitive.”

Staff Perception of Salary and Benefits:

Strength: 83% of School of Law Staff respondents “agreed” or “strongly agreed” with the statement, “Health insurance benefits are competitive.”

Weakness: 33% of School of Law Staff “disagreed” or “strongly disagreed” with the statement, “Staff salaries are competitive.”

Considered Leaving USF:

- 38% of School of Law Faculty respondents stated that they had seriously considered leaving USF in the past year.
- 57% of School of Law Staff respondents stated that they had seriously considered leaving USF in the past year.

Results*Demographics*

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

Position Status Comparison:

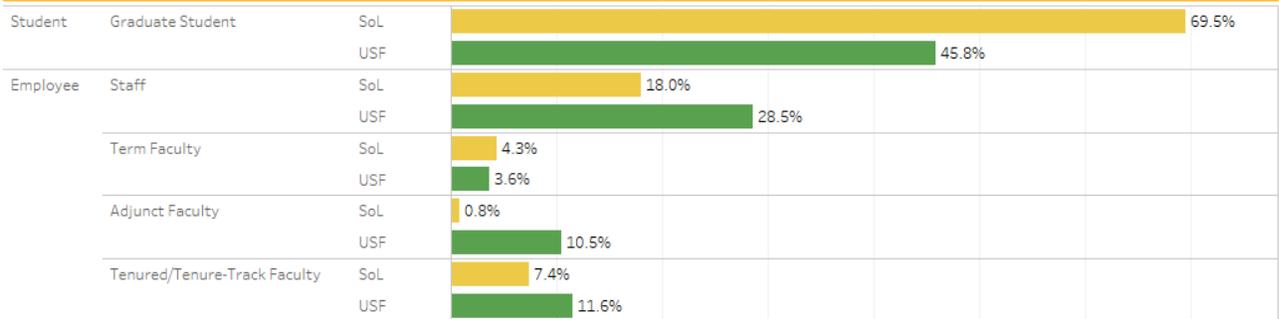
The School of Law had a higher percentage of Graduate student respondents, compared to the USF Graduate respondent population. They also had a much lower percentage of Adjunct Faculty respondents compared to the USF Faculty respondent population.

USF Demographics School of Law

Position Status Students, Faculty & Staff

		SoL		USF	
		n	%	n	%
Student	Graduate Student	178	69.5%	1,007	45.8%
	Total	178	69.5%	1,007	45.8%
Employee	Staff	46	18.0%	627	28.5%
	Tenured/Tenure-Track Faculty	19	7.4%	254	11.6%
	Term Faculty	11	4.3%	79	3.6%
	Adjunct Faculty	2	0.8%	231	10.5%
	Total	78	30.5%	1,191	54.2%
Grand Total		256	100.0%	2,198	100.0%

Position Status Students, Faculty & Staff



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

Gender Identity Comparison:

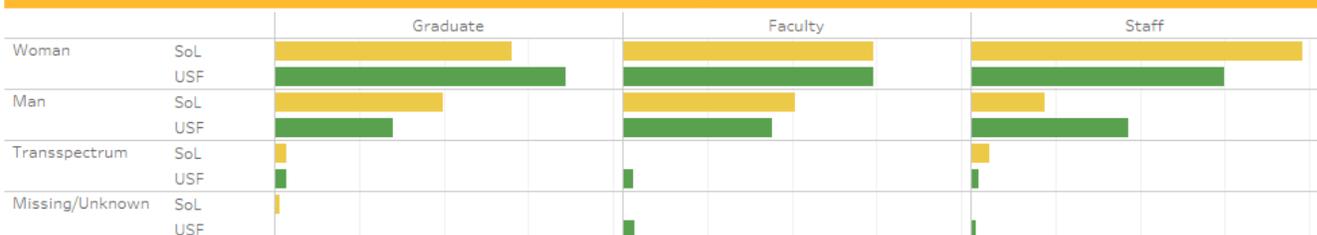
The School of Law had a higher percentage of women staff respondents, and a lower percentage of women student respondents, relative to the corresponding USF respondent populations.

USF Demographics School of Law

Gender Identity Students, Faculty & Staff

		SoL	USF
Graduate	Woman	100	693
	Man	71	282
	Transspectrum	5	30
	Missing/Unknown	<5	<5
Faculty	Woman	19	334
	Man	13	199
	Transspectrum		15
	Missing/Unknown		16
Staff	Woman	36	375
	Man	8	234
	Transspectrum	<5	11
	Missing/Unknown		7

Gender Identity Students, Faculty & Staff



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

Racial Identity Comparison:

The School of Law Graduate student respondent population had a slightly higher percentage of White respondents, a lower percentage of Asian/Asian American/South Asian respondents, and higher percentages of Latin@/Chican@/Hispanic and Multiracial respondents, compared to the USF Graduate student respondent populations. The School of Law Faculty respondent population had a higher percentage of Asian/Asian American/South Asian, Multiracial and Other People of Color respondents, compared to the USF Faculty respondent population. The School of Law Staff respondent population had a much higher percentage of White student respondents, and a lower percentage of Multiracial and Black/African American student respondents, compared to the USF Graduate student population.

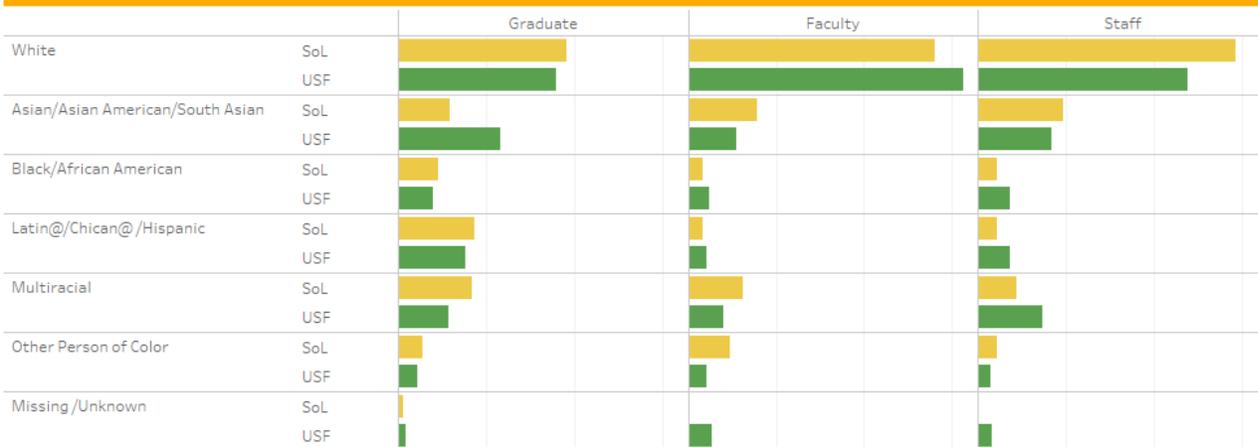
USF Demographics School of Law

Racial Identity Students, Faculty & Staff

		SoL	USF
Graduate	White	68	360
	Asian/Asian American/South Asian	21	233
	Latin@/Chican@/Hispanic	31	155
	Black/African American	16	81
	Multiracial	30	116
	Other Person of Color	10	44
	Missing /Unknown	<5	18
	Total	178	1007
Faculty	White	18	354
	Asian/Asian American/South Asian	5	61
	Latin@/Chican@/Hispanic	<5	24
	Black/African American	<5	26
	Multiracial	<5	45
	Other Person of Color	<5	24
	Missing /Unknown		30
	Total	32	564
Staff	White	27	298
	Asian/Asian American/South Asian	9	105
	Latin@/Chican@/Hispanic	<5	46
	Black/African American	<5	47
	Multiracial	<5	92
	Other Person of Color	<5	19
	Missing /Unknown		20
	Total	46	627

USF Demographics School of Law

Racial Identity Students, Faculty & Staff



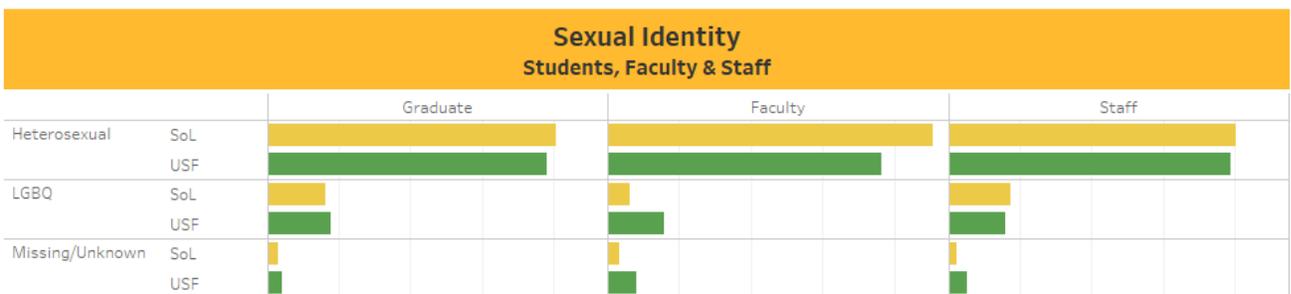
The above visual shows the SoL vs USF percentage totals by Racial Identity, separated out by position. The bar lengths illustrate the percentage differences.

Sexual Identity Comparison:

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

The School of Law had a higher percentage of heterosexual Graduate student, Faculty and Staff respondents, when compared to their corresponding USF respondent populations.

USF Demographics				
School of Law				
Sexual Identity				
Students, Faculty & Staff				
			SoL	USF
Graduate	Heterosexual		144	786
	LGBQ		29	179
	Missing/Unknown		5	42
Faculty	Heterosexual		29	430
	LGBQ		<5	89
	Missing/Unknown		<5	45
Staff	Heterosexual		37	494
	LGBQ		8	100
	Missing/Unknown		<5	33



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

Citizenship Status Comparison:

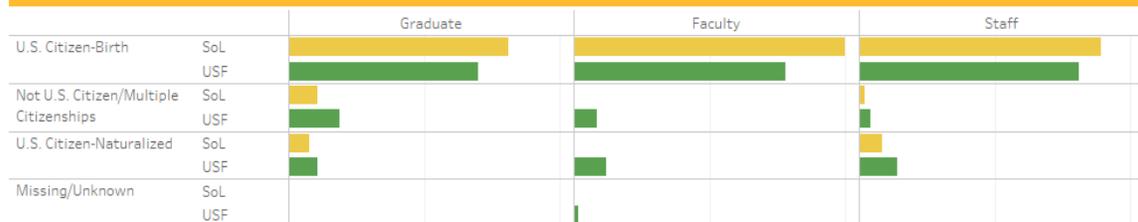
The School of Law had a higher percentage of U.S. Citizen Graduate student, Faculty and Staff respondents, compared to the USF respondent populations. The percentage of U.S. Citizens in the School of Law Faculty respondents, in particular, were much higher than the USF Faculty respondent population.

USF Demographics School of Law

Citizenship Status Students, Faculty & Staff

		SoL	USF
Graduate	U.S. Citizen-Birth	144	705
	U.S. Citizen-Naturalized	14	108
	Not U.S. Citizen/Multiple Citizenships	19	191
	Missing/Unknown	<5	<5
Faculty	U.S. Citizen-Birth	32	440
	U.S. Citizen-Naturalized		67
	Not U.S. Citizen/Multiple Citizenships		48
	Missing/Unknown		9
Staff	U.S. Citizen-Birth	41	508
	U.S. Citizen-Naturalized	<5	89
	Not U.S. Citizen/Multiple Citizenships	<5	26
	Missing/Unknown		<5

Citizenship Status Students, Faculty & Staff



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

Disability Identity Comparison:

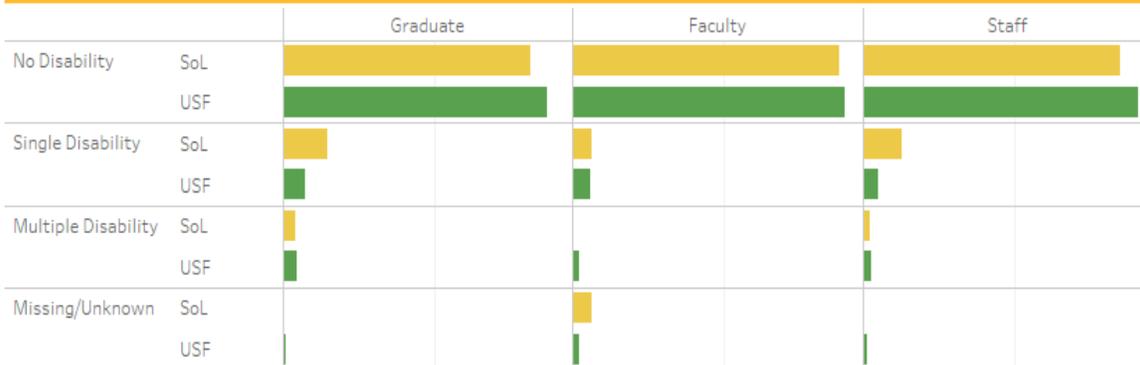
The School of Law respondent disability percentages fell fairly in line with that of the USF respondent populations. However, the School of Law Graduate student and Staff respondents had higher percentages of respondents with a Single Disability, compared to their corresponding USF respondent populations.

USF Demographics School of Law

Disability Status Students, Faculty & Staff

		SoL	USF
Graduate	No Disability	145	877
	Single Disability	26	76
	Multiple Disability	7	46
	Missing/Unknown		8
Faculty	No Disability	28	504
	Single Disability	<5	33
	Multiple Disability		13
	Missing/Unknown	<5	14
Staff	No Disability	39	570
	Single Disability	6	33
	Multiple Disability	<5	16
	Missing/Unknown		8

Disability Status Students, Faculty & Staff



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

Of the 16.4% of School of Law respondents who reported having a disability, the most common were mental health/psychological condition (46%), learning difference/disability (30%), and chronic diagnosis or medical condition (18%). These were also the top three disabilities reported for the USF Overall respondent population.

Respondents' Conditions that Affect Learning, Working, Living Activities

School of Law

Disability Status Students, Faculty & Staff

	SoL		USF	
	n	%	n	%
No Disability	212	82.8%	3631	85.8%
Single Disability	34	13.3%	378	8.9%
Multiple Disability	8	3.1%	167	3.9%
Missing/Unknown	<5	0.8%	54	1.3%
Grand Total	256	100.0%	4230	100.0%

Conditions Affecting Living Students, Faculty & Staff

Condition	SoL	USF
Mental Health/Psychological Condition	45.5%	52.6%
Learning Difference/Disability	29.5%	25.8%
Chronic Diagnosis or Medical Condition	18.2%	18.1%
Physical/Mobility condition that does not affect walking	2.3%	5.1%
Physical/Mobility condition that affects walking	2.3%	6.3%
Hard of Hearing or Deaf	4.5%	5.8%
Acquired/Traumatic Brain Injury	2.3%	3.2%
Low Vision or Blind	4.5%	2.6%
Speech/Communication Condition	0.0%	0.7%
A disability/condition not listed here	4.5%	13.3%

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

These top three conditions affecting living remained true for Graduate student respondents in the School of Law. The results varied a bit for both the Faculty and Staff populations. For School of Law Faculty respondents the top conditions affecting living were chronic diagnosis or medical condition (25.0%) and physical/mobility condition that affects walking (25.0%). For School of Law Staff respondents, the conditions affecting living were mental health/psychological condition (57.1%), and chronic diagnosis or medical condition (28.6%).

Respondents' Conditions that Affect Learning, Working, Living Activities

School of Law

Conditions Affecting Living

By Sub-Population

Students, Faculty & Staff

		Graduate		Faculty		Staff	
Mental Health/Psychological Condition	SoL	48.5%	0.0%	0.0%	57.1%		
	USF	49.2%	21.1%	35.8%			
Learning Difference/Disability	SoL	36.4%	0.0%	14.3%			
	USF	29.2%	15.8%	15.1%			
Physical/Mobility condition that does not affect walking	SoL	3.0%	0.0%	0.0%			
	USF	3.8%	5.3%	13.2%			
Physical/Mobility condition that affects walking	SoL	0.0%	25.0%	0.0%			
	USF	10.0%	10.5%	9.4%			
Chronic Diagnosis or Medical Condition	SoL	15.2%	25.0%	28.6%			
	USF	23.1%	33.3%	35.8%			
Hard of Hearing or Deaf	SoL	3.0%	0.0%	14.3%			
	USF	6.9%	10.5%	1.9%			
Acquired/Traumatic Brain Injury	SoL	3.0%	0.0%	0.0%			
	USF	4.6%	0.0%	0.0%			
Low Vision or Blind	SoL	6.1%	0.0%	0.0%			
	USF	4.6%	0.0%	3.8%			
Speech/Communication Condition	SoL	0.0%	0.0%	0.0%			
	USF	3.1%	0.0%	0.0%			
A disability/condition not listed here	SoL	6.1%	0.0%	0.0%			
	USF	17.7%	10.5%	9.4%			

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

Disabled respondents were asked to identify any general barriers they encountered at USF. In the School of Law, there weren't any specific barriers in any of these areas. The top general barrier faced by disabled USF Overall respondents was campus transportation/parking (14%).

Facilities Barriers Experienced by Respondents With Disabilities

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

School of Law
Students, Faculty & Staff

Athletic & Recreational Facilities			Classroom Buildings			Classrooms/Labs		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	11	Yes	<5	37	Yes	<5	26
No	17	93	No	17	109	No	17	104
Not applicable	23	111	Not applicable	23	69	Not applicable	23	82
Dining Facilities			Doors			Elevators/Lifts		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	22	Yes		24	Yes	<5	22
No	17	107	No	19	118	No	17	115
Not applicable	23	85	Not applicable	23	72	Not applicable	23	77
Emergency Preparedness			Office Furniture			Campus Transportation/Parking		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	17	Yes	5	37	Yes	<5	39
No	17	115	No	15	111	No	14	105
Not applicable	22	80	Not applicable	21	65	Not applicable	23	70
Other Campus Buildings			On-campus Housing			Podium		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	22	Yes	<5	9	Yes	<5	15
No	15	106	No	10	83	No	14	99
Not applicable	24	85	Not applicable	26	119	Not applicable	24	98
Signage			Studios/Performing Arts Spaces			Temporary Barriers due to Construction or Maintenance		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	16	Yes		7	Yes	<5	21
No	16	122	No	15	81	No	16	96
Not applicable	23	75	Not applicable	25	124	Not applicable	23	95
USF Clinic at St. Mary's			Walkways/Pedestrian Paths/Crosswalks					
	SoL	USF		SoL	USF			
Yes		8	Yes	<5	23			
No	14	77	No	16	110			
Not applicable	26	127	Not applicable	23	76			

Additionally, respondents with Disabilities were asked if they had experienced barriers in technology/online environment, identity, or instructional/campus materials at USF within the past year. Respondents with Disabilities in the School of Law did not specify barriers in any of these areas.

Technology/Online Barriers Experienced by Respondents With Disabilities

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

School of Law
Students, Faculty & Staff

Accessible Electronic Format			Canvas/TWEN			Clickers		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	20	Yes	<5	17	Yes	<5	6
No	20	124	No	19	124	No	19	103
Not applicable	19	69	Not applicable	18	69	Not applicable	18	101
Computer Equipment			Electronic Forms			Electronic Signage		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	15	Yes	<5	11	Yes	<5	7
No	19	123	No	19	129	No	20	134
Not applicable	17	72	Not applicable	17	69	Not applicable	17	68
Electronic Surveys			Library Resources			Phone/Phone Equipment		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	11	Yes	<5	13	Yes	<5	10
No	20	139	No	19	134	No	18	124
Not applicable	18	59	Not applicable	18	64	Not applicable	19	73
Software			Video/Video Audio Description			Website		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	9	Yes	<5	12	Yes	<5	13
No	16	116	No	19	120	No	21	132
Not applicable	19	81	Not applicable	18	74	Not applicable	18	62

Barriers in Identity Experienced by Respondents With Disabilities

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

School of Law
Students, Faculty & Staff

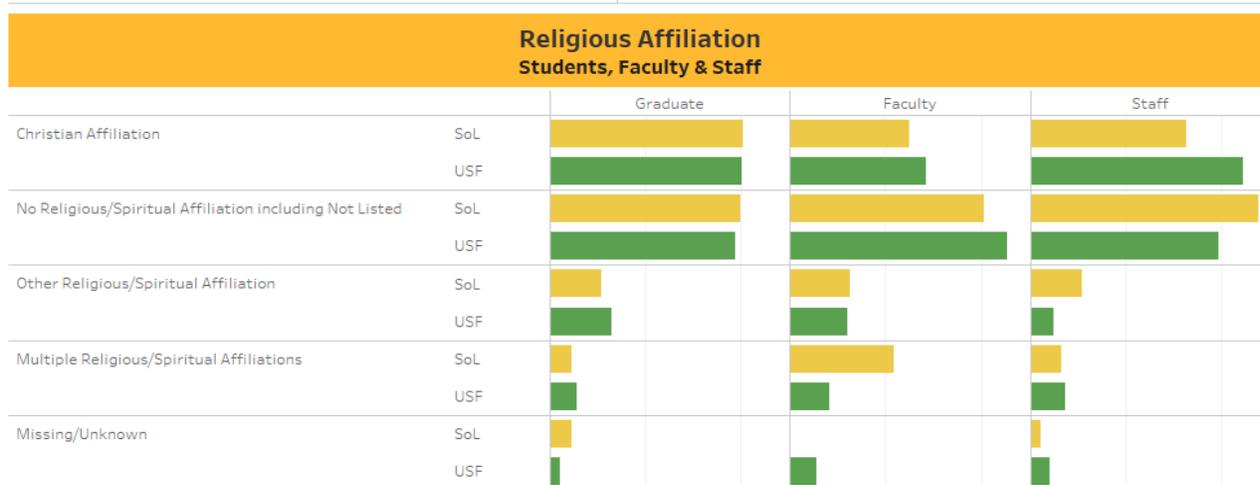
Electronic Databases			Email Account			Intake Forms		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	15	Yes	<5	16	Yes		9
No	22	139	No	21	139	No	18	122
Not applicable	18	54	Not applicable	17	54	Not applicable	21	77
Learning Technology				Surveys				
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	17	Yes	<5	14			
No	19	134	No	21	140			
Not applicable	18	58	Not applicable	17	49			

Barriers in Instructional/Campus Materials Experienced by Respondents with Disabilities								
As a person who identifies with a disability, have you experienced a barrier in any of the following areas at USF in the past year?								
School of Law								
Students, Faculty & Staff								
Brochures			Faculty Required Resources			Food Menus		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	9	Yes	<5	11	Yes	<5	15
No	20	141	No	21	128	No	21	121
Not applicable	18	59	Not applicable	16	68	Not applicable	16	71
Forms			Library Resources			Other Publications		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	13	Yes	<5	11	Yes	<5	8
No	20	143	No	21	139	No	22	143
Not applicable	17	53	Not applicable	16	58	Not applicable	16	57
Syllabi			Textbooks			Video-Closed Captioning and Text Description		
	SoL	USF		SoL	USF		SoL	USF
Yes	<5	16	Yes	<5	17	Yes		10
No	22	130	No	20	128	No	22	122
Not applicable	16	62	Not applicable	16	61	Not applicable	17	72

Religious Affiliation Comparison:

The School of Law Graduate student population fell closely in line with that of the USF Graduate student respondent population. The School of Law Faculty respondent population had a higher percentage of individuals with Multiple Religious/Spiritual Affiliations, and lower percentages with No Religious/Spiritual Affiliation or Christian Affiliation, compared to the USF Faculty respondent population. The School of Law Staff respondent population had higher percentages of No Religious/Spiritual Affiliation or Other Religious/Spiritual Affiliation, and a lower percentage of Christian Affiliation, compared to the USF Staff respondent population.

USF Demographics School of Law			
Religious Affiliation Students, Faculty & Staff			
		SoL	USF
Graduate	No Religious/Spiritual Affiliation including Not Listed	71	391
	Christian Affiliation	72	406
	Other Religious/Spiritual Affiliation	19	131
	Multiple Religious/Spiritual Affiliations	8	58
	Missing/Unknown	8	21
Faculty	No Religious/Spiritual Affiliation including Not Listed	13	256
	Christian Affiliation	8	161
	Other Religious/Spiritual Affiliation	<5	68
	Multiple Religious/Spiritual Affiliations	7	47
	Missing/Unknown		32
Staff	No Religious/Spiritual Affiliation including Not Listed	22	247
	Christian Affiliation	15	279
	Other Religious/Spiritual Affiliation	5	30
	Multiple Religious/Spiritual Affiliations	<5	45
	Missing/Unknown	<5	26



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

Age Range Comparison:

The School of Law Graduate student respondent population had higher percentages of respondents in age categories 22-24, and 25-34, compared to the USF Graduate student respondent population. The School of Law Faculty respondents had lower percentages of respondents in age categories 25-54, and higher percentages of respondents in age categories 55-74, compared to the USF Faculty respondent population. The School of Law Staff respondents had higher percentages of respondents in age categories 22-24 and 45-74, and lower percentages of respondents in age categories 25-34, compared to the USF Staff respondent population.

USF Demographics School of Law

Age Range Students, Faculty & Staff

		SoL	USF
Graduate	20-21	<5	11
	22-24	56	216
	25-34	97	504
	35-44	8	115
	45-54	5	46
	55-64	<5	18
	65-74	<5	<5
	75 and older	<5	<5
	Missing/Unknown	8	94
Faculty	18-19	<5	<5
	22-24	<5	<5
	25-34	<5	40
	35-44	5	127
	45-54	7	128
	55-64	8	98
	65-74	<5	53
	75 and older	<5	6
	Missing/Unknown	6	110
Staff	20-21	<5	<5
	22-24	5	26
	25-34	<5	171
	35-44	11	150
	45-54	10	107
	55-64	7	65
	65-74	<5	15
	75 and older	<5	<5
	Missing/Unknown	5	88

Age Range Students, Faculty & Staff



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

Caregiving Responsibilities Comparison:

Students, Faculty and Staff were asked whether or not they had caregiving responsibilities, and then were asked to indicate what the responsibility was. A lower percentage of the School of Law Graduate student respondents indicated having substantial caregiving responsibilities, compared to the USF Graduate student respondent population. A much higher percentage of the School of Law Faculty respondents indicated having substantial caregiving responsibilities, compared to the USF Faculty respondent population. The School of Law Staff respondent population fell in line with the caregiving responsibilities indicated by the USF Staff respondent population. Of the 21% of the overall School of Law respondents that indicated having substantial caregiving responsibilities, the top responsibilities were for children 6-18 years (63%), children 5 years or under (31%), and children over 18 years of age, but still legally dependent (20%). This was in line with that of the USF Overall respondent population, in which the top responsibilities reported were for children 6-18 years (53%), children 5 years or under (35%), and senior or other family member (24%).

The School of Law Graduate student respondent population had a higher percentage of respondents responsible for children 5 years or under, a lower percentage of respondents responsible for children 6-18 years, and a higher percentage of respondents responsible for dependent and independent children 18 years or older, compared to the USF Student respondent population. The School of Law Faculty respondents had a higher percentage of respondents responsible for children 6-18 years, a higher percentage of respondents responsible for independent children 18 years or older, and a lower percentage of respondents responsible for senior or other family member, compared to the USF Faculty respondent population. The School of Law Staff respondents had a lower percentage responsible for children 5 years or under, a higher percentage of respondents responsible for children 6-18 years, a much higher percentage of respondents responsible for independent children 18 years or older, and a lower percentage of respondents responsible for senior or other family members, compared to the USF Staff respondent population.

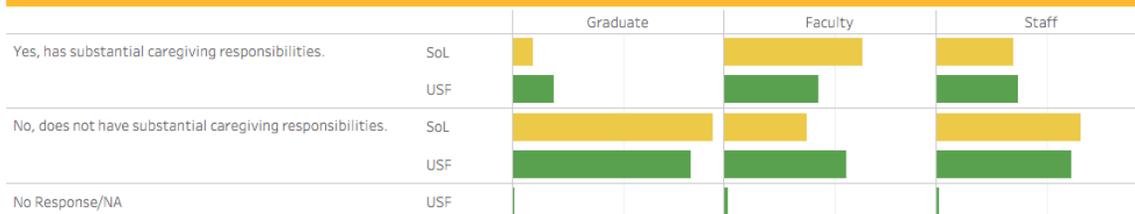
Respondents' Caregiving Responsibilities

Respondents who have substantial parenting or caregiving responsibilities
School of Law

Caregiving Responsibility Students, Faculty & Staff

		SoL	USF
Graduate	Yes, has substantial caregiving responsibilities.	17	191
	No, does not have substantial caregiving responsibilities.	161	807
	No Response/NA		9
Faculty	Yes, has substantial caregiving responsibilities.	20	240
	No, does not have substantial caregiving responsibilities.	12	311
	No Response/NA		13
Staff	Yes, has substantial caregiving responsibilities.	16	233
	No, does not have substantial caregiving responsibilities.	30	383
	No Response/NA		11

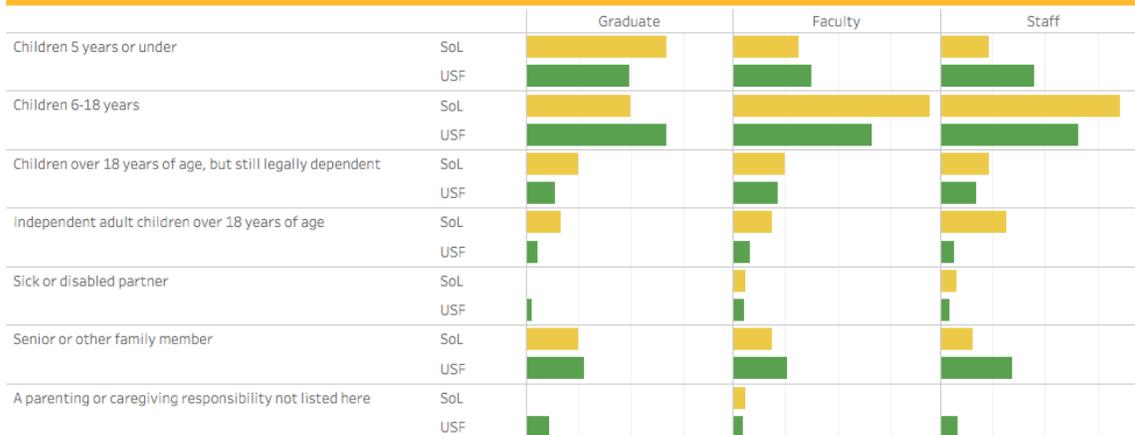
Caregiving Responsibility Students, Faculty & Staff



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

21% of respondents stated that they have substantial parenting or caregiving responsibilities. 21% of those respondents then indicated that their caregiving responsibilities fell into the following categories.

Caregiving Responsibility Students, Faculty & Staff



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

Military Service Comparison:

The School of Law respondent population was in line with the USF Overall respondent population in regards to military service representation.

USF Demographics School of Law

Military Service Students, Faculty & Staff

		SoL	USF
Graduate	Never served in the military	171	944
	Now on active duty (including Reserves or National Guard)	<5	10
	On active duty in the past, but not now	5	47
	ROTC		<5
	Missing/Unknown		5
Faculty	Never served in the military	30	528
	Now on active duty (including Reserves or National Guard)		<5
	On active duty in the past, but not now	<5	20
	ROTC	<5	<5
	Missing/Unknown		10
Staff	Never served in the military	46	599
	Now on active duty (including Reserves or National Guard)		<5
	On active duty in the past, but not now		21
	ROTC		<5
	Missing/Unknown		5

Military Service Students, Faculty & Staff

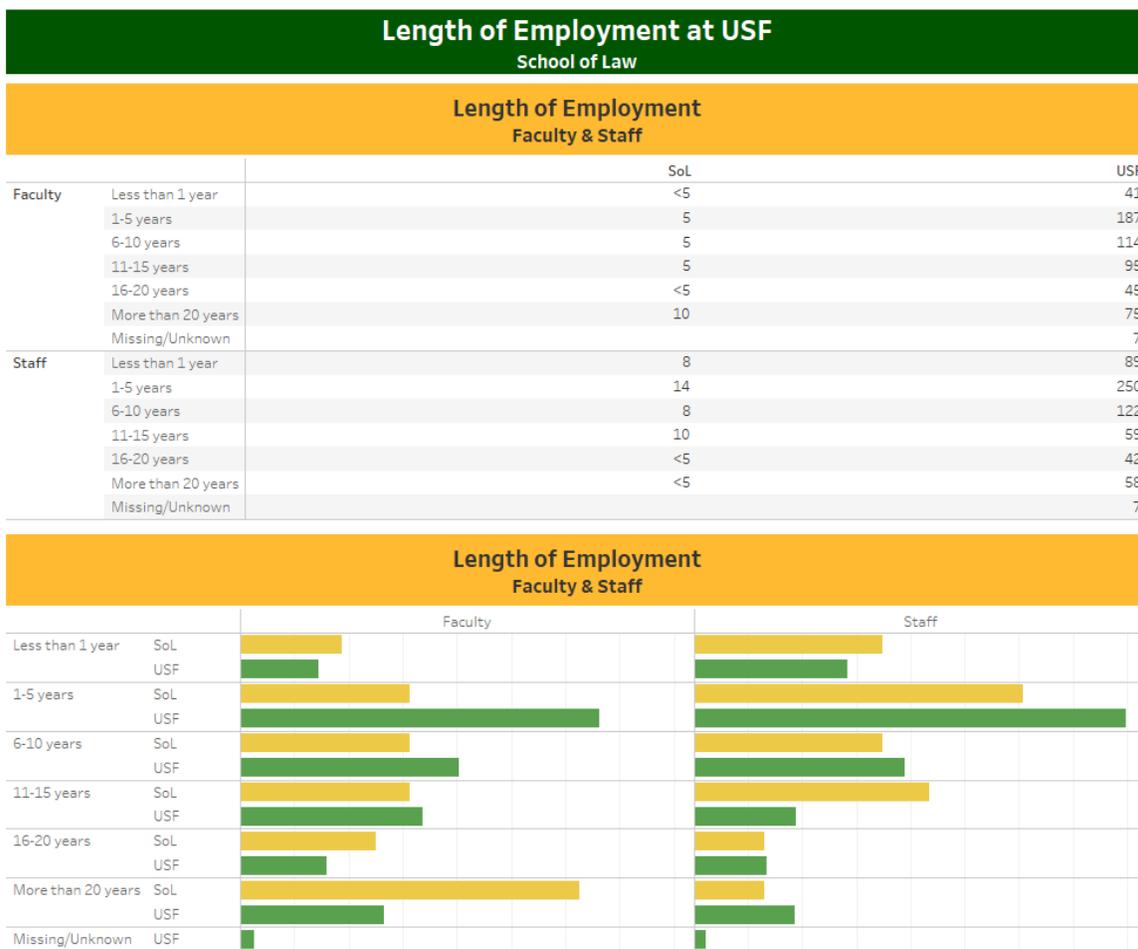
		Graduate	Faculty	Staff
Never served in the military	SoL			
	USF			
Now on active duty (including Reserves or National Guard)	SoL			
	USF			
On active duty in the past, but not now	SoL			
	USF			
ROTC	SoL			
	USF			
Missing/Unknown	SoL			
	USF			

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

Faculty/Staff Population Only

Length of Employment Comparison:

The School of Law Faculty respondents had a much higher percentage of respondents that had been at USF for more than 20 years, and a much lower percentage of Staff respondents that had been at USF for 1-5 years, compared to the USF Faculty respondent population. The School of Law Staff respondents had a much higher percentage of respondents that had been at USF for 11-15 years, and a lower percentage of respondents that had been at USF for 1-5 years, compared to the USF Staff respondent population.



Highest Level of Education Comparison:

The School of Law expectedly had a much higher percentage of Faculty respondents with Professional degrees, compared to the USF Faculty respondent population. The School of Law

also had a much higher percentage of Staff respondents with Professional degrees, compared to the USF Staff respondent population.

Employee Highest Degree School of Law			
Employee Highest Degree Faculty & Staff			
		SoL	USF
Faculty	Doctoral degree (e.g., PhD, EdD)	<5	386
	Master's degree (e.g., MA, MS, MBA)	<5	134
	Bachelor's degree		10
	Some graduate work		<5
	Professional degree (e.g., MD, JD)	30	19
	Some college		<5
	Associate's degree		<5
	Business/Technical certificate/degree		<5
	Specialist degree (e.g., EdS)		<5
	Missing/Unknown		5
	Staff	Doctoral degree (e.g., PhD, EdD)	<5
Master's degree (e.g., MA, MS, MBA)		13	251
Bachelor's degree		11	173
Some graduate work		7	69
Professional degree (e.g., MD, JD)		9	9
Some college			32
Associate's degree		<5	13
Business/Technical certificate/degree		<5	5
Completed high school/GED			13
Some high school			<5
Specialist degree (e.g., EdS)		<5	
Missing/Unknown			10



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

Student Population Only

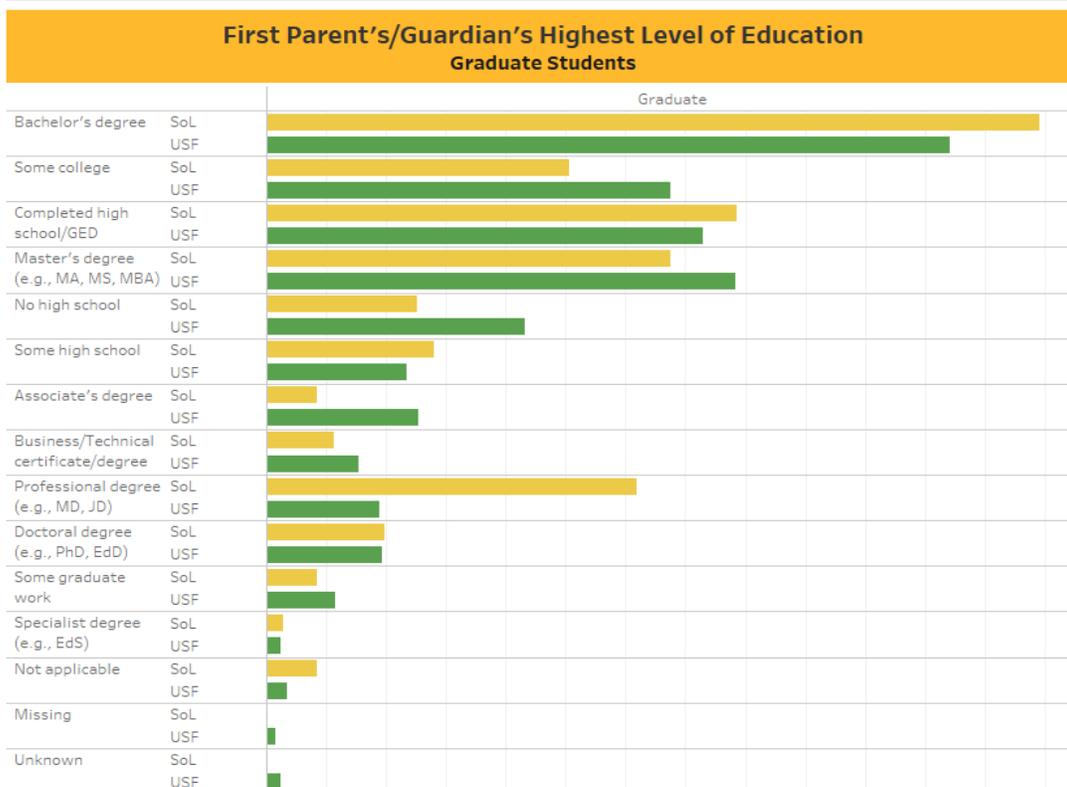
Students were asked to indicate the highest level of education achieved by their parent(s)/guardian(s).

Parent/Guardian #1 Education Level Comparison:

The School of Law Graduate student respondents had a much higher percentage of respondents that had a parent/guardian #1 with a Professional degree or a Bachelor's degree, and a lower

percentage with no high school or Associate’s degree, compared to the USF Graduate student respondent population.

USF Demographics School of Law			
First Parent’s/Guardian’s Highest Level of Education Graduate Students			
Graduate		SoL	USF
Bachelor’s degree		46	230
Some college		18	136
Completed high school/GED		28	147
Master’s degree (e.g., MA, MS, MBA)		24	158
No high school		9	87
Some high school		10	47
Associate’s degree		<5	51
Business/Technical certificate/degree		<5	31
Professional degree (e.g., MD, JD)		22	38
Doctoral degree (e.g., PhD, EdD)		7	39
Some graduate work		<5	23
Specialist degree (e.g., EdS)		<5	5
Not applicable		<5	7
Missing			<5
Unknown			5

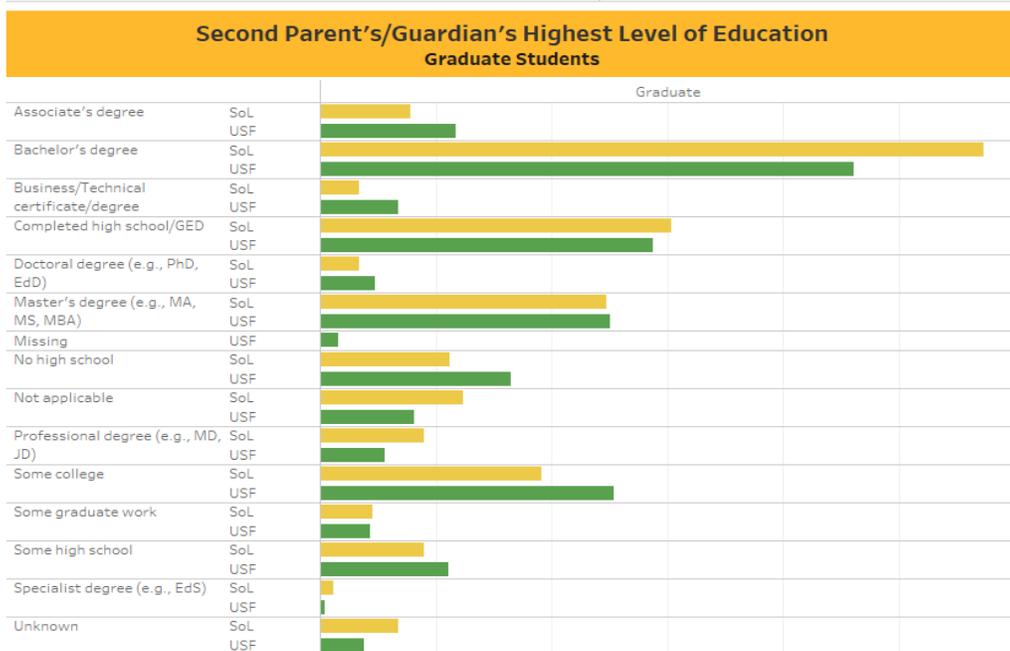


The above visual shows the SoL vs USF percentage totals by First Parent’s/Guardian’s Highest Level of Education, separated out by position. The bar lengths illustrate the percentage differences.

Parent/Guardian #2 Education Level Comparison:

The School of Law Graduate student respondents had a much higher percentage of respondents in which parent/guardian #2 had a Bachelor’s degree, compared to the corresponding USF Graduate student respondent population.

USF Demographics School of Law		
Second Parent's/Guardian's Highest Level of Education Graduate Students		
	SoL	USF
Graduate Bachelor's degree	51	232
Completed high school/GED	27	145
Some college	17	128
Master's degree (e.g., MA, MS, MBA)	22	126
Associate's degree	7	59
No high school	10	83
Some high school	8	56
Business/Technical certificate/degree	<5	34
Professional degree (e.g., MD, JD)	8	28
Doctoral degree (e.g., PhD, EdD)	<5	24
Some graduate work	<5	22
Specialist degree (e.g., EdS)	<5	<5
Not applicable	11	41
Unknown	6	19
Missing		8

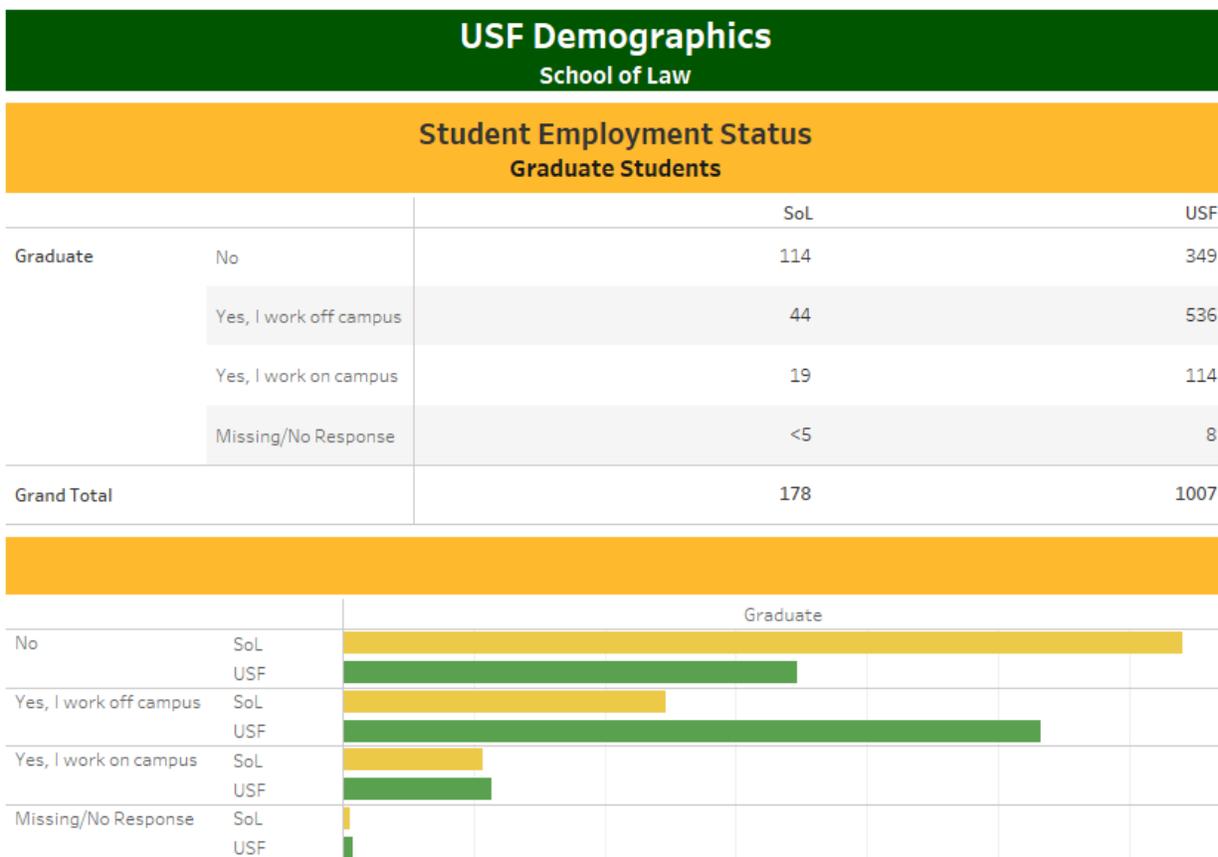


The above visual shows the SoL vs USF percentage totals by Second Parent's/Guardian's Highest Level of Education, separated out by position. The bar lengths illustrate the percentage differences.

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

Student Employment Comparison:

Within the School of Law, 35% of Graduate student respondents indicated that they worked, compared to 65% of the USF Graduate student respondent population.



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

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

The School of Law Graduate student respondents had a higher percentage of respondents that worked on campus for 1-10 hours/week, and a much higher percentage of respondents that worked on campus for 11-20 hours/week, compared to the USF Graduate student respondent population. No School of Law Graduate student respondents reported working on campus for more than 20 hours/week. The School of Law Graduate student respondents had a much higher percentage for respondents that worked off campus for 1-20 hours/week, and a much lower

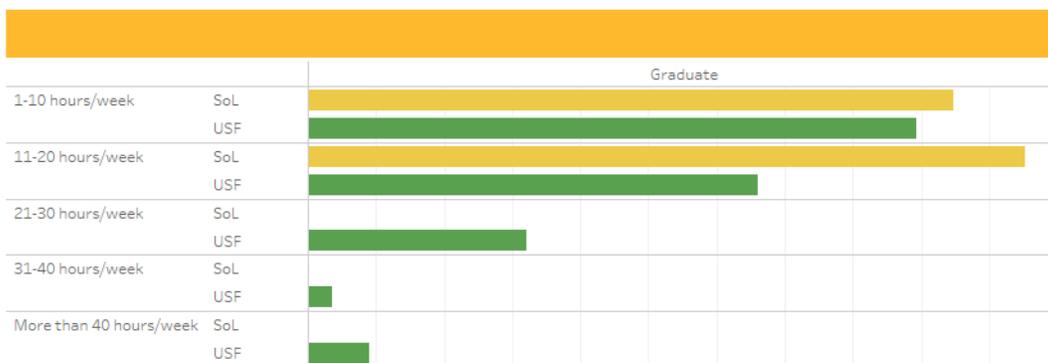
percentage of respondents that indicated working off campus more than 30 hours/week, compared to the USF Graduate student respondent population.

USF Demographics School of Law

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

On Campus Employment Hours Graduate Students

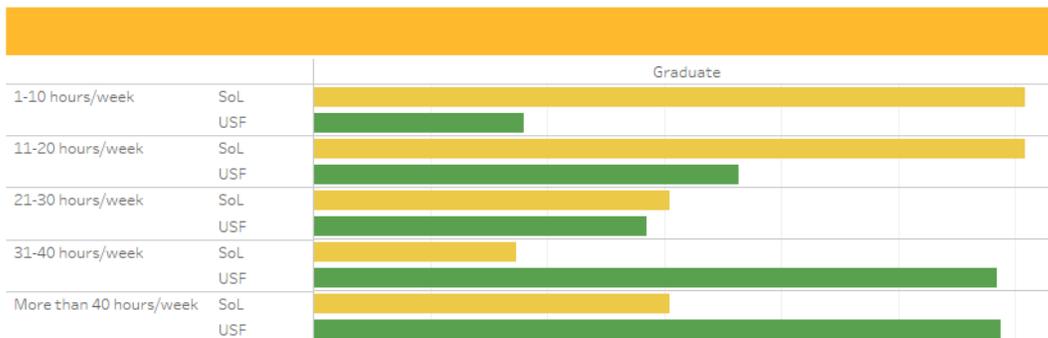
		SoL	USF
Graduate	1-10 hours/week	9	50
	11-20 hours/week	10	37
	21-30 hours/week		18
	31-40 hours/week		<5
	More than 40 hours/week		5



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

Off Campus Employment Hours Graduate Students

		SoL	USF
Graduate	1-10 hours/week	14	48
	11-20 hours/week	14	97
	21-30 hours/week	7	76
	31-40 hours/week	<5	156
	More than 40 hours/week	7	157



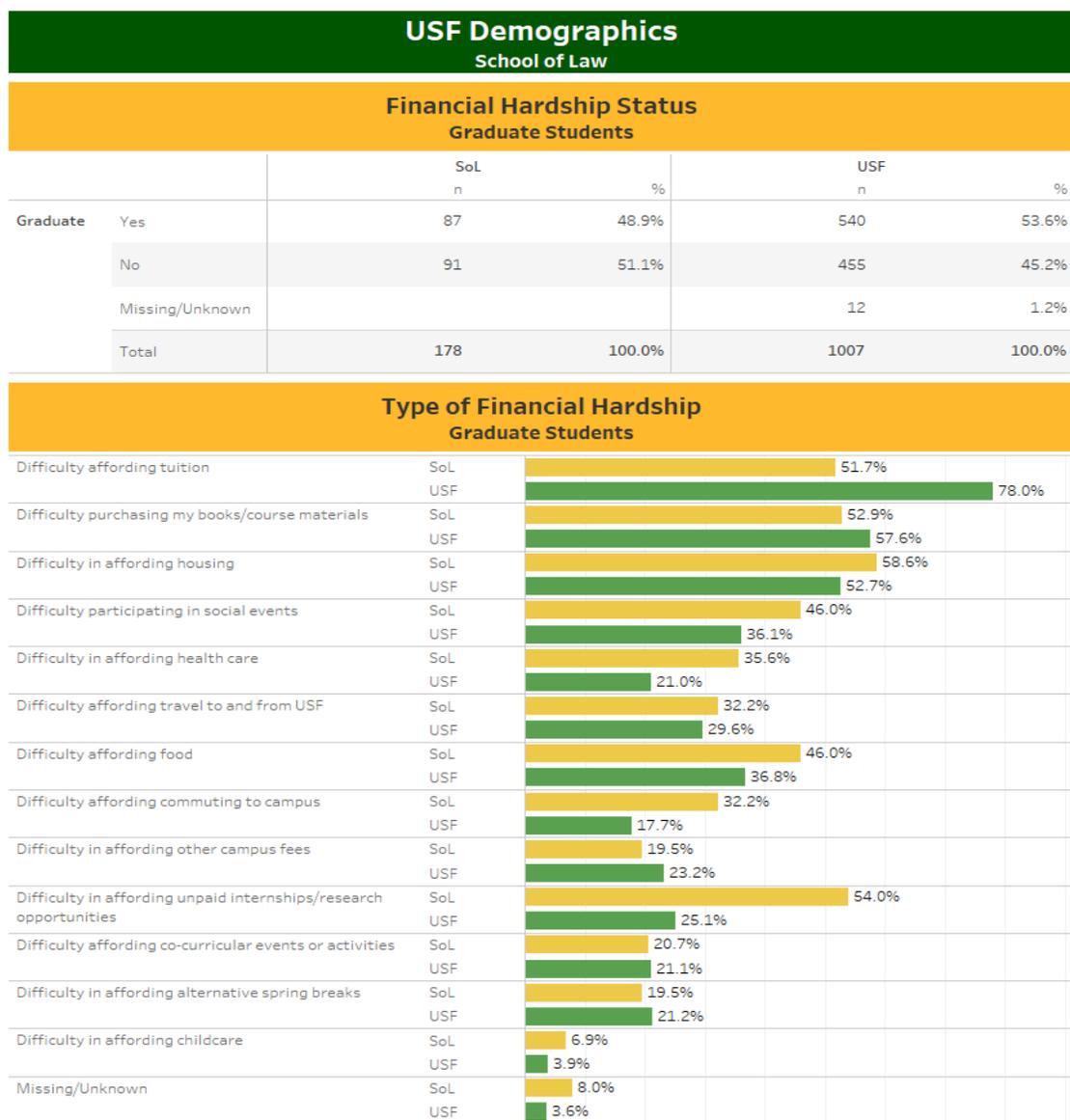
The above visual shows the SoL vs USF percentage totals by Off Campus Employment Hours, separated out by position. The bar lengths illustrate the percentage differences.

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

Student Financial Hardship Comparison:

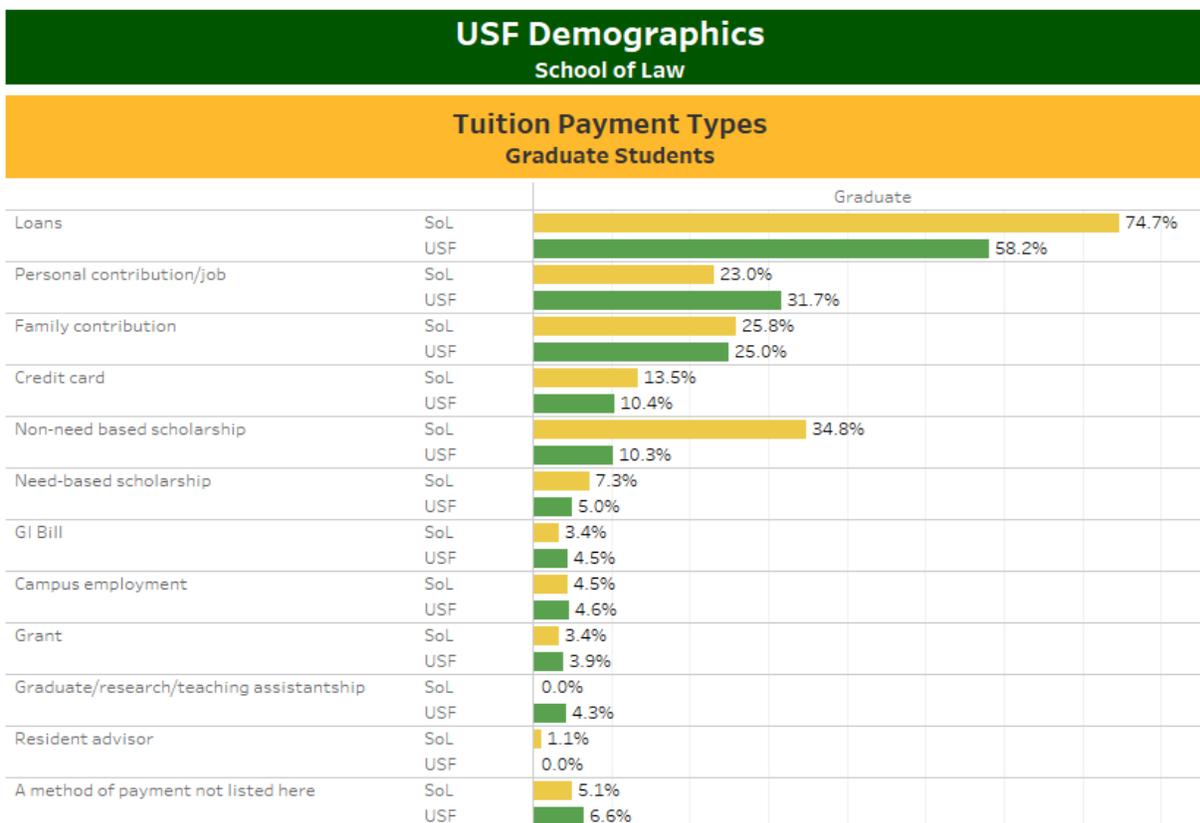
Forty-nine percent of the School of Law student population indicated that they experienced financial hardship, compared to the fifty-five percent of USF Graduate student respondents that experienced financial hardship

Students were then asked how they experienced financial hardship. Of the 49% of the School of Law Graduate student respondents that indicated they experienced financial hardship, the top types of hardship were difficulty in affording housing (59%), difficulty in affording unpaid internships/research opportunities (54%), and difficulty purchasing books/course materials (53%). These top three types of hardship differed from that of the USF Graduate student respondent population. They were: difficulty affording tuition (78%), difficulty purchasing books/course materials (58%), and difficulty affording housing (53%).



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

Students were asked how they were paying for their tuition at USF. Students could select multiple payment types. In the School of Law, the top payment type for Graduate student respondents, was loans (75%). The top payment types indicated by the USF Graduate student respondent population, was also loans (58%).



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

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

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

Student Financial Support Comparison:

The School of Law Graduate student respondents had a higher percentage indicate that they received support for living/educational expenses from family/guardian (51%), compared to the USF Graduate student respondent population (41%).

Within the School of Law student respondent population that indicated receiving financial support from their family/guardian, 56% had annual incomes greater than or equal to \$70,000. In contrast, within the School of Law student respondent population that indicated receiving No financial support from their family/guardian, 65% had annual incomes less than \$70,000. Within the USF Graduate student respondent population that indicated receiving financial support from their family/guardian, 62% had annual incomes greater than or equal to \$70,000. The School of Law was in line with the USF Graduate student population that indicated receiving No financial

support from family/guardian, with 65% of the USF Graduate student respondents having annual incomes less than \$70,000.

USF Demographics
School of Law

Financial Support Status
Graduate Students

		Graduate	
I receive support for living/educational expenses from family/guardian	SoL	50.6%	
	USF	41.1%	
I receive no support for living/education expenses from family/guardian	SoL	49.4%	
	USF	58.9%	

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

Yearly Income (Dependent & Independent)
Graduate Students

			SoL	USF
Graduate	I receive support for living/educational expenses from family/guardian	Below \$30,000	19	78
		\$30,000-\$49,999	10	53
		\$50,000-\$69,999	7	62
		\$70,000-\$99,999	11	44
		\$100,000-\$149,999	13	63
		\$150,000-\$199,999	10	35
		\$200,000-\$249,999	5	17
		\$250,000-\$499,99	6	12
		\$500,000 or more	<5	9
			I receive no support for living/education expenses from family/guardian	Below \$30,000
\$30,000-\$49,999	10			89
\$50,000-\$69,999	<5			71
\$70,000-\$99,999	11			67
\$100,000-\$149,999	8			62
\$150,000-\$199,999	<5			43
\$200,000-\$249,999	<5			17
\$250,000-\$499,99	<5			17
\$500,000 or more	<5			

Yearly Income (Dependent & Independent)
Graduate Students

			Graduate	
I receive support for living/educational expenses from family/guardian	Below \$30,000	SoL	50.6%	
		USF	41.1%	
	\$30,000-\$49,999	SoL	49.4%	
		USF	58.9%	
	\$50,000-\$69,999	SoL	49.4%	
		USF	58.9%	
	\$70,000-\$99,999	SoL	49.4%	
		USF	58.9%	
	\$100,000-\$149,999	SoL	49.4%	
		USF	58.9%	
\$150,000-\$199,999	SoL	49.4%		
	USF	58.9%		
\$200,000-\$249,999	SoL	49.4%		
	USF	58.9%		
\$250,000-\$499,99	SoL	49.4%		
	USF	58.9%		
\$500,000 or more	SoL	49.4%		
	USF	58.9%		
I receive no support for living/education expenses from family/guardian	Below \$30,000	SoL	49.4%	
		USF	58.9%	
	\$30,000-\$49,999	SoL	49.4%	
		USF	58.9%	
	\$50,000-\$69,999	SoL	49.4%	
		USF	58.9%	
	\$70,000-\$99,999	SoL	49.4%	
		USF	58.9%	
	\$100,000-\$149,999	SoL	49.4%	
		USF	58.9%	
\$150,000-\$199,999	SoL	49.4%		
	USF	58.9%		
\$200,000-\$249,999	SoL	49.4%		
	USF	58.9%		
\$250,000-\$499,99	SoL	49.4%		
	USF	58.9%		
\$500,000 or more	SoL	49.4%		
	USF	58.9%		

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

Student Residency Status Comparison:

The School of Law Graduate student respondents had a higher percentage of respondents indicate they resided in campus housing (14%), compared to the USF Graduate student respondent population (2%).

USF Demographics
School of Law

Student Residency Status
Undergraduate & Graduate Students

		SoL		USF	
		n	%	n	%
Graduate	Non-campus housing	152	85.4%	955	94.8%
	Campus housing	24	13.5%	24	2.4%
	Transient			10	1.0%
	Missing/Unknown	<5	1.1%	18	1.8%
	Total	178	100.0%	1007	100.0%

Student Residency Status
Graduate Students

		Graduate	
Non-campus housing	SoL	85.4%	
Non-campus housing	USF		94.8%
Campus housing	SoL	13.5%	
Campus housing	USF		2.4%
Transient	SoL		
Transient	USF		1.0%
Missing/Unknown	SoL	1.1%	
Missing/Unknown	USF		1.8%

On Campus Residency Location
Undergraduate & Graduate Students

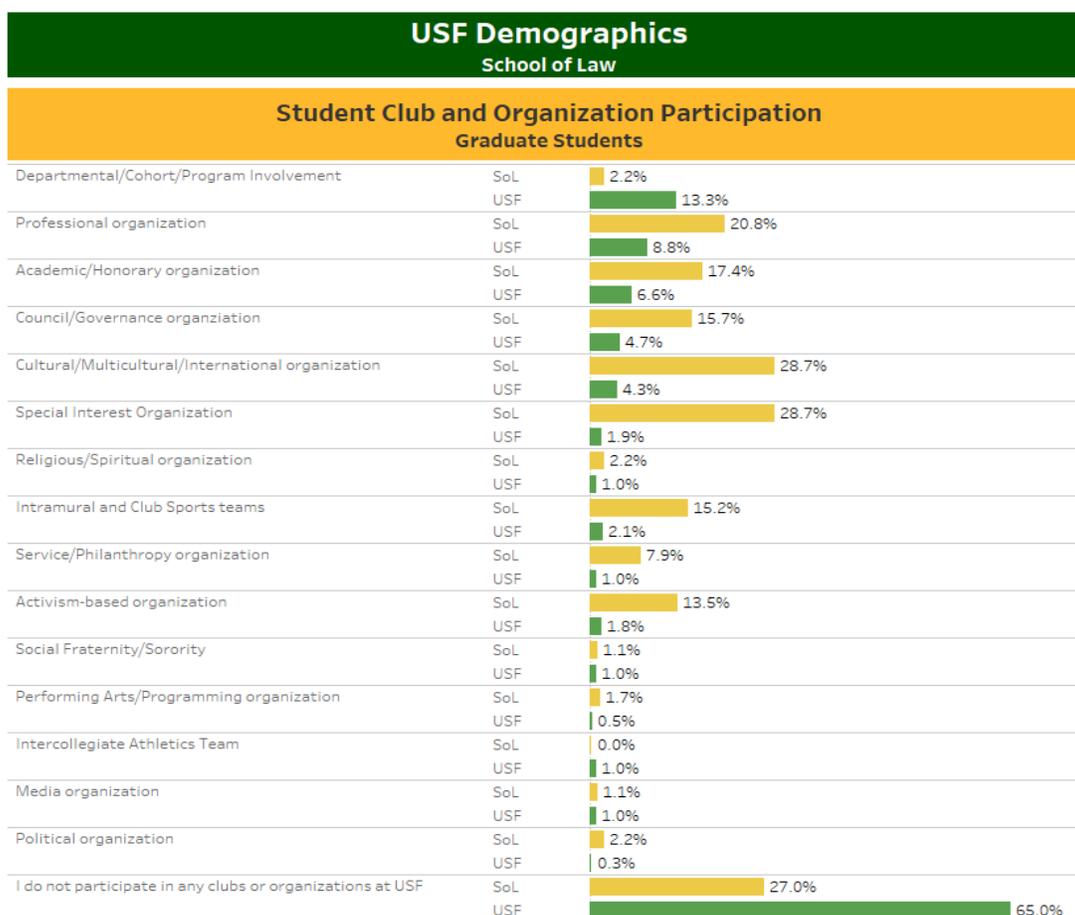
			SoL	USF
Campus housing	Graduate	Toler		<5
		Hayes-Healy		<5
		Gillson		<5
		Loyola Village	<5	11
		Lone Mountain		<5
		St. Anne	20	<5
		Missing/Unknown	<5	<5
		Total		24

Off Campus Residency Location
Undergraduate & Graduate Students

			SoL	USF
Non-campus housing	Graduate	Independently in an apartment/house	118	685
		Living with family member/guardian	27	205
		College-owned housing	<5	<5
		Missing/Unknown	<5	62
		Total		152

Student Club Experience:

Students were asked if they were a member of, or have participated in, any of the following clubs/organizations since having been at USF. Twenty-seven percent of the School of Law student respondent population indicated that they do not participate in any clubs or organizations at USF. This is a difference from the USF Graduate student respondent population, in which sixty-five percent indicated that they do not participate in any clubs or organizations at USF. Within the population of School of Law students that did indicate participating in a club or organization, the top ones were special interest organization (29%), and cultural/multicultural/international organization (29%). Within the population of USF Graduate student respondents that did indicate participating in a club or organization, the top one was a departmental/cohort/program involvement (13%).



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

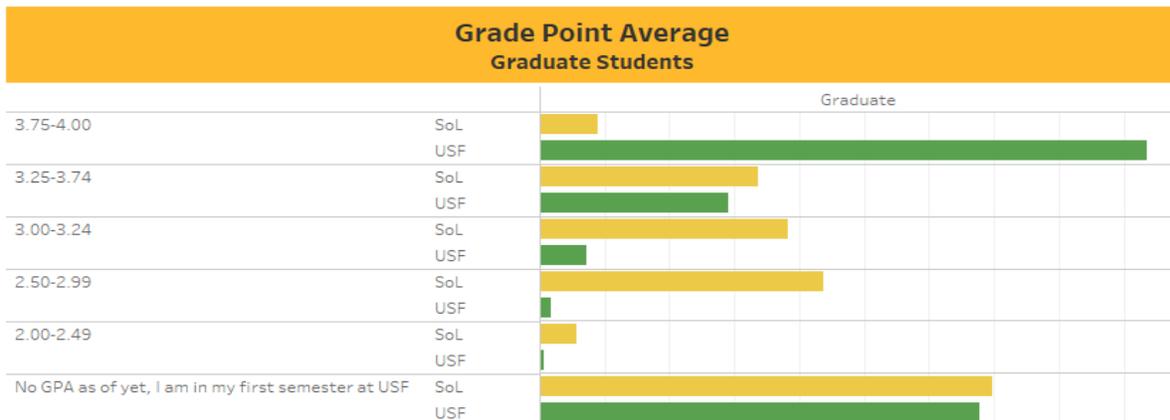
The above visual shows the SoL vs USF percentage totals by Clubs/Organizations, separated out by position. The bar lengths illustrate the percentage differences.

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

Student Self-Reported GPA Comparison:

The School of Law Graduate student respondents also had a lower percentage of respondents indicate that they had a GPA of 3.75-4.00, as well as much higher percentages of students with GPA's between 2.50-2.99 and 3.00-3.24, when compared to the USF Graduate student respondent population.

USF Demographics School of Law			
Grade Point Average Graduate Students			
		SoL	USF
Graduate	3.75-4.00	8	467
	3.25-3.74	30	145
	3.00-3.24	34	36
	2.50-2.99	39	9
	2.00-2.49	5	<5
	No GPA as of yet, I am in my first semester at USF	62	339
	Total	178	999



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

Climate Results

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

Comfort with Overall Campus Climate at USF:

Eighty-four percent of the School of Law respondent population stated that they were either "comfortable" or "very comfortable" with the climate at USF. In comparison, seventy-six percent of the USF Overall respondent population said they were either "comfortable" or "very comfortable" with the climate at USF.

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

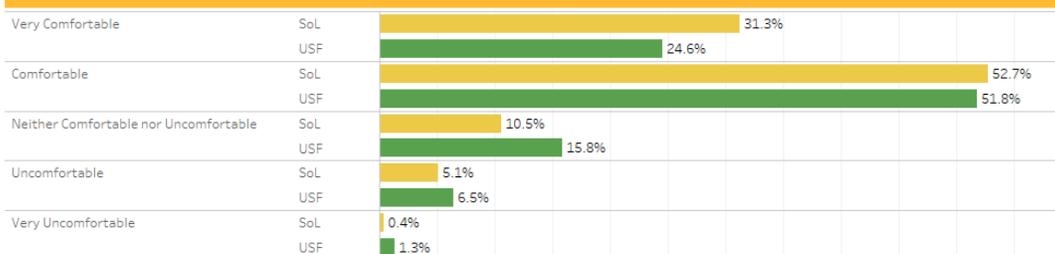
Eighty-nine percent of the School of Law Faculty and Staff respondent population stated that they were either "comfortable" or "very comfortable" with the climate in their department/program or work unit. In comparison, sixty-nine percent of the USF Faculty and Staff respondent population stated that they were either "comfortable" or "very comfortable" with the climate in their department/program or work unit.

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

Overall Climate at USF Students, Faculty & Staff

	SoL n	%	USF n	%
Very Comfortable	80	31.3%	1039	24.6%
Comfortable	135	52.7%	2190	51.8%
Neither Comfortable nor Uncomfortable	27	10.5%	670	15.8%
Uncomfortable	13	5.1%	273	6.5%
Very Uncomfortable	<5	0.4%	57	1.3%
Grand Total	256	100.0%	4229	100.0%

Overall Climate at USF Students, Faculty & Staff

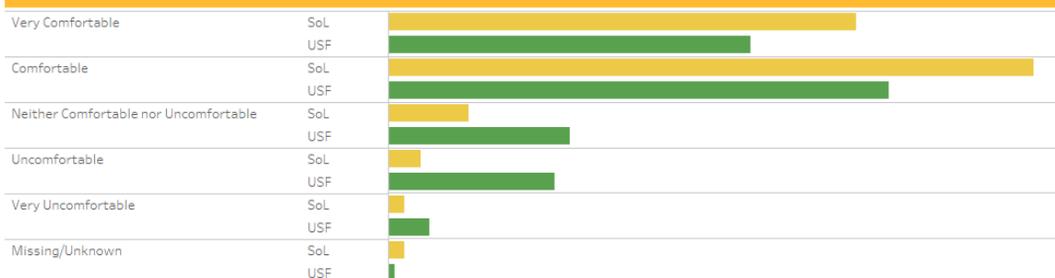


The above visual shows the SoL vs USF percentage totals by Overall Climate Comfort at USF. The bar lengths illustrate the percentage differences.

Comfort with Climate in Department/Work Unit Faculty & Staff

	SoL	USF
Very Comfortable	29	343
Comfortable	40	474
Neither Comfortable nor Uncomfortable	5	172
Uncomfortable	<5	157
Very Uncomfortable	<5	39
Missing/Unknown	<5	6

Comfort with Climate in Department/Work Unit Faculty & Staff



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

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

Comfort with Climate in Workplace by Position Status:

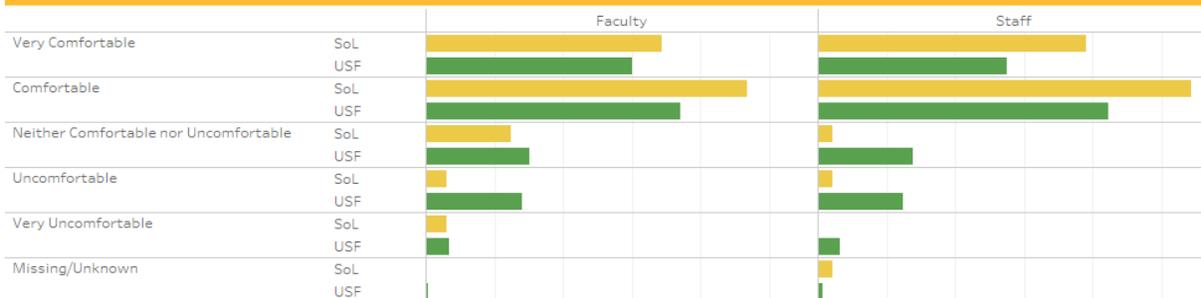
Eighty-one percent of Faculty respondents and ninety-three percent of Staff respondents in the School of Law respondent population stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, sixty-seven percent of Faculty and seventy percent of Staff in the USF Faculty and Staff respondent populations stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents’ Comfort with the Climate in Workplace by Position Status
School of Law

Comfort with Workplace Climate by Position Status
Faculty & Staff

		SoL	USF
Faculty	Very Comfortable	11	170
	Comfortable	15	209
	Neither Comfortable nor Uncomfortable	<5	85
	Uncomfortable	<5	79
	Very Uncomfortable	<5	19
	Missing/Unknown	<5	<5
Staff	Very Comfortable	18	173
	Comfortable	25	265
	Neither Comfortable nor Uncomfortable	<5	87
	Uncomfortable	<5	78
	Very Uncomfortable	<5	20
	Missing/Unknown	<5	<5

Comfort with Workplace Climate by Position Status
Faculty & Staff



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

Comfort with Climate in the Classroom by Position Status:

Eighty percent of the School of Law Graduate student respondents, and one-hundred percent of the School of Law Faculty respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, eighty-five percent of the USF Graduate student respondent population, and eighty-five percent of the USF Faculty respondent population stated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

Respondents' Comfort with the Climate in Classroom by Position Status

School of Law

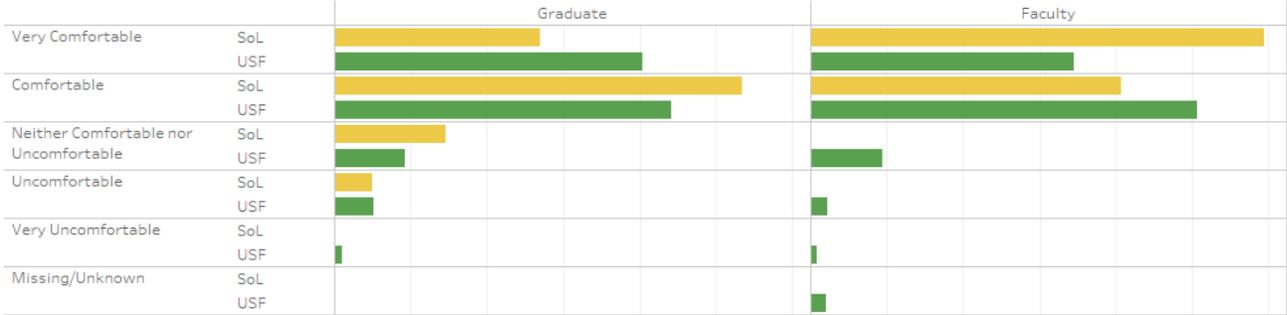
Comfort with Climate in Classroom by Position Status

Students & Faculty

		SoL	USF
Graduate	Very Comfortable	48	407
	Comfortable	95	444
	Neither Comfortable nor Uncomfortable	26	93
	Uncomfortable	9	52
	Very Uncomfortable		10
	Missing/Unknown		<5
Faculty	Very Comfortable	19	195
	Comfortable	13	286
	Neither Comfortable nor Uncomfortable		53
	Uncomfortable		13
	Very Uncomfortable		5
	Missing/Unknown		12

Comfort with Climate in Classroom by Position Status

Students & Faculty



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

Comfort with Overall Campus Climate at USF by Gender Identity:

Within the School of Law respondent population, 86% of Transspectrum, 85% of Men, and 85% of Women respondents, reported feeling “comfortable” or “very comfortable” with overall campus climate at USF. In comparison, within the USF Overall respondent population, 57% of Transspectrum, 80% of Men, and 73% of Women, reported feeling “comfortable” or “very comfortable” with overall campus climate at USF.

Respondents' Comfort with Overall Climate by Gender Identity School of Law

Overall Climate by Gender Identity Students, Faculty & Staff

		SoL	USF
Transspectrum	Very Comfortable	<5	9
	Comfortable	5	23
	Neither Comfortable nor Uncomfortable		14
	Uncomfortable	<5	8
	Very Uncomfortable		<5
Men	Very Comfortable	31	243
	Comfortable	47	327
	Neither Comfortable nor Uncomfortable	11	83
	Uncomfortable	<5	49
	Very Uncomfortable		13
Women	Very Comfortable	48	366
	Comfortable	83	661
	Neither Comfortable nor Uncomfortable	15	240
	Uncomfortable	8	110
	Very Uncomfortable	<5	24
Missing/Unknown	Very Comfortable		<5
	Comfortable		12
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable	<5	5
	Very Uncomfortable		<5

Overall Climate by Gender Identity Students, Faculty & Staff



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

Comfort with Climate in Workplace by Gender Identity:

In the School of Law Faculty and Staff respondent population, 50% of Transspectrum respondents, and 91% of Men respondents, and 89% of Women respondents, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In the USF Faculty and Staff respondent population, 69% of Transspectrum respondents, 79% of Men respondents, and 63% of Women respondents, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

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

School of Law

Workplace Climate by Gender Identity

Faculty & Staff

		SoL	USF
Transspectrum	Very Comfortable		5
	Comfortable	<5	13
	Neither Comfortable nor Uncomfortable		6
	Uncomfortable		<5
	Missing/Unknown	<5	
Men	Very Comfortable	8	158
	Comfortable	11	182
	Neither Comfortable nor Uncomfortable	<5	39
	Uncomfortable	<5	40
	Very Uncomfortable		11
Women	Very Comfortable	21	176
	Comfortable	28	272
	Neither Comfortable nor Uncomfortable	<5	122
	Uncomfortable	<5	109
	Very Uncomfortable	<5	27
Missing/Unknown	Very Comfortable		<5
	Comfortable		7
	Neither Comfortable nor Uncomfortable		5
	Uncomfortable		6
	Very Uncomfortable		<5

Workplace Climate by Gender Identity

Faculty & Staff



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

Comfort with Climate in the Classroom by Gender Identity:

Within the School of Law Student and Faculty respondent population, 80% of Transspectrum respondents, 83% of Men respondents, and 83% of Women respondents, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, within the USF Overall respondent population, 78% of Transspectrum respondents, 86% of Men respondents, and 86% of Women respondents, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents' Comfort with Climate in the Classroom by Gender Identity

School of Law

Comfort with Climate in the Classroom by Gender Identity

Students & Faculty

		SoL	USF
Transpectrum	Very Comfortable	<5	12
	Comfortable	<5	23
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable		5
	Very Uncomfortable		<5
Men	Very Comfortable	33	204
	Comfortable	37	204
	Neither Comfortable nor Uncomfortable	8	40
	Uncomfortable	6	20
	Very Uncomfortable		8
Women	Very Comfortable	32	381
	Comfortable	67	497
	Neither Comfortable nor Uncomfortable	17	95
	Uncomfortable	<5	40
	Very Uncomfortable		6
Missing/Unknown	Very Comfortable	<5	5
	Comfortable	<5	6
	Neither Comfortable nor Uncomfortable		7

Comfort with Climate in the Classroom by Gender Status

Students & Faculty

		Transpectrum	Men	Women	Missing/Unknown
Very Comfortable	SoL				
	USF				
Comfortable	SoL				
	USF				
Neither Comfortable nor Uncomfortable	SoL				
	USF				
Uncomfortable	SoL				
	USF				
Very Uncomfortable	USF				

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

Comfort with Overall Campus Climate at USF by Racial Identity:

Within the School of Law respondent population, 76% of Latin@/Chican@/Hispanic respondents, and 80% of Other Person of Color respondents stated that they were either “comfortable” or “very comfortable” with the overall campus climate. In the USF Overall respondent population, 63% of Black/African American respondents, and 69% of Other People of Color respondents stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Racial Identity
School of Law

Overall Campus Climate by Racial Identity
Students, Faculty & Staff

Racial Identity	Comfort Level	SoL	USF
White	Very Comfortable	42	305
	Comfortable	53	477
	Neither Comfortable nor Uncomfortable	11	135
	Uncomfortable	6	82
Black/African American	Very Uncomfortable	<5	13
	Very Comfortable	<5	36
	Comfortable	15	61
	Neither Comfortable nor Uncomfortable	<5	36
Asian/Asian American/South Asian	Uncomfortable	<5	16
	Very Uncomfortable	<5	5
	Very Comfortable	11	115
	Comfortable	21	216
Latin@/Chican@/Hispanic	Neither Comfortable nor Uncomfortable	<5	43
	Uncomfortable	<5	12
	Very Uncomfortable	<5	6
	Very Comfortable	6	62
Other Person of Color	Comfortable	20	104
	Neither Comfortable nor Uncomfortable	<5	43
	Uncomfortable	<5	12
	Very Uncomfortable	<5	6
Multiracial	Very Comfortable	5	26
	Comfortable	7	34
	Neither Comfortable nor Uncomfortable	<5	15
	Uncomfortable	<5	8
Missing/Unknown	Very Uncomfortable	<5	8
	Very Comfortable	14	68
	Comfortable	18	109
	Neither Comfortable nor Uncomfortable	<5	50
Missing/Unknown	Uncomfortable	<5	22
	Very Uncomfortable	<5	5
	Very Comfortable	<5	9
	Comfortable	<5	22
Missing/Unknown	Neither Comfortable nor Uncomfortable	<5	18
	Uncomfortable	<5	14
	Very Uncomfortable	<5	5
	Very Comfortable	<5	9

Overall Campus Climate by Racial Identity
Students, Faculty & Staff



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

Comfort with Climate in Workplace by Racial Identity:

In the School of Law Faculty and Staff respondent population, only 67% of Black/African American respondents stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, in the USF Faculty and Staff respondent population, 58% of Other People of Color respondents, and 60% of Black/African American respondents stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

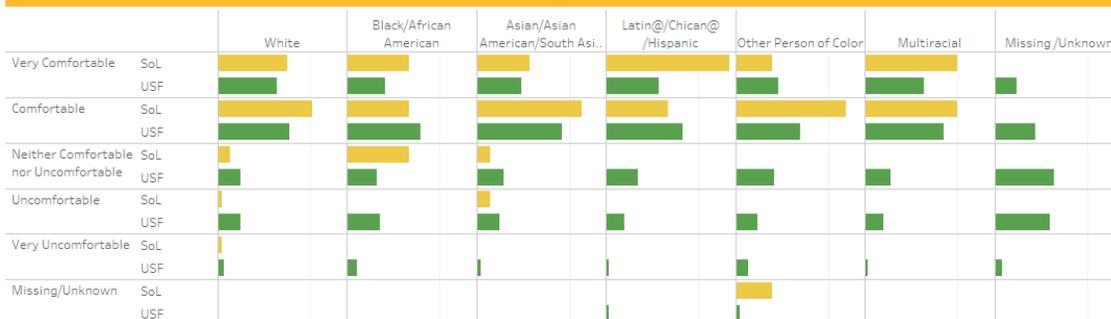
Respondents' Comfort with Workplace Climate by Racial Identity

School of Law

Comfort with Workplace Climate by Racial Identity Faculty & Staff

		SoL	USF
White	Very Comfortable	17	208
	Comfortable	23	255
	Neither Comfortable nor Uncomfortable	<5	80
	Uncomfortable	<5	82
	Very Uncomfortable	<5	23
Black/African American	Missing/Unknown	<5	<5
	Very Comfortable	<5	15
	Comfortable	<5	29
	Neither Comfortable nor Uncomfortable	<5	12
	Uncomfortable	<5	13
Asian/Asian American/South Asian	Very Uncomfortable	<5	<5
	Very Comfortable	<5	40
	Comfortable	8	77
	Neither Comfortable nor Uncomfortable	<5	24
	Uncomfortable	<5	21
Latin@/Chican@/Hispanic	Very Uncomfortable	<5	<5
	Very Comfortable	<5	20
	Comfortable	<5	29
	Neither Comfortable nor Uncomfortable	<5	12
	Uncomfortable	<5	7
Other Person of Color	Very Uncomfortable	<5	<5
	Very Comfortable	<5	10
	Comfortable	<5	15
	Neither Comfortable nor Uncomfortable	<5	9
	Uncomfortable	<5	5
Multiracial	Very Uncomfortable	<5	<5
	Missing/Unknown	<5	<5
	Very Comfortable	<5	44
	Neither Comfortable nor Uncomfortable	<5	58
	Uncomfortable	<5	19
Missing/Unknown	Very Uncomfortable	<5	14
	Very Comfortable	<5	<5
	Comfortable	<5	6
	Neither Comfortable nor Uncomfortable	<5	11
	Uncomfortable	<5	16
	Very Uncomfortable	<5	15
	Very Uncomfortable	<5	<5

Comfort with Workplace Climate by Racial Identity Faculty & Staff



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

Comfort with Climate in the Classroom by Racial Identity:

In the School of Law Student and Faculty population, only 62% of Other People of Color respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, in the USF Overall Student and Faculty population, 81% of Other People of Color respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

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

Comfort with Climate in Classroom by Racial Identity
Students and Faculty

Racial Identity	Comfort Level	SoL	USF
White	Very Comfortable	27	300
	Comfortable	47	330
	Neither Comfortable nor Uncomfortable	8	55
	Uncomfortable	<5	18
	Very Uncomfortable	<5	<5
Black/African American	Very Comfortable	<5	37
	Comfortable	12	46
	Neither Comfortable nor Uncomfortable	<5	15
	Uncomfortable	<5	6
	Very Uncomfortable	<5	<5
Asian/Asian American/South Asian	Very Comfortable	8	113
	Comfortable	17	140
	Neither Comfortable nor Uncomfortable	<5	29
	Uncomfortable	<5	10
	Very Uncomfortable	<5	<5
Latin@/Chican@/Hispanic	Very Comfortable	7	65
	Comfortable	18	89
	Neither Comfortable nor Uncomfortable	5	12
	Uncomfortable	<5	8
	Very Uncomfortable	<5	<5
Other Person of Color	Very Comfortable	6	24
	Comfortable	<5	31
	Neither Comfortable nor Uncomfortable	<5	7
	Uncomfortable	<5	5
	Very Uncomfortable	<5	<5
Multiracial	Very Comfortable	17	52
	Comfortable	11	75
	Neither Comfortable nor Uncomfortable	5	17
	Uncomfortable	<5	13
	Very Uncomfortable	<5	<5
Missing/Unknown	Very Comfortable	<5	11
	Comfortable	<5	19
	Neither Comfortable nor Uncomfortable	<5	11
	Uncomfortable	<5	5
	Very Uncomfortable	<5	<5

Comfort with Climate in Classroom by Racial Identity
Students and Faculty



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

Comfort with Overall Campus Climate at USF by Sexual Identity:

In the School of Law respondent population, 86% of Heterosexual respondents and 80% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF. Comparatively, in the USF Overall population, 76% of Heterosexual respondents and 72% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Sexual Identity

School of Law

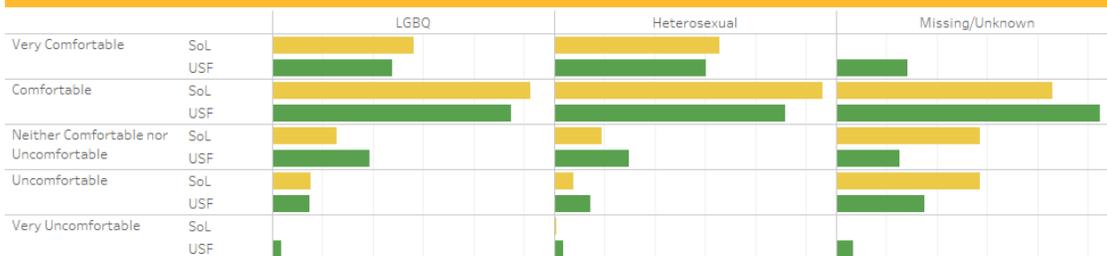
Comfort with Overall Climate by Sexual Identity

Students, Faculty & Staff

		SoL	USF
LGBQ	Very Comfortable	11	88
	Comfortable	20	175
	Neither Comfortable nor Uncomfortable	5	71
	Uncomfortable	<5	27
	Very Uncomfortable		7
Heterosexual	Very Comfortable	69	516
	Comfortable	112	785
	Neither Comfortable nor Uncomfortable	20	254
	Uncomfortable	8	124
	Very Uncomfortable	<5	30
Missing/Unknown	Very Comfortable		17
	Comfortable	<5	63
	Neither Comfortable nor Uncomfortable	<5	15
	Uncomfortable	<5	21
	Very Uncomfortable		<5

Comfort with Overall Climate by Sexual Identity

Students, Faculty & Staff



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

Comfort with Climate in Workplace by Sexual Identity:

In the School of Law Faculty and Staff population, only 91% of Heterosexual respondents and 80% of LGBQ respondents stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In contrast, in the USF Faculty and Staff respondent population 70% of Heterosexual respondents and 72% of LGBQ respondents stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

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

Comfort with Workplace Climate by Sexual Identity
Faculty & Staff

		SoL	USF
LGBQ	Very Comfortable	<5	52
	Comfortable	5	84
	Neither Comfortable nor Uncomfortable	<5	26
	Uncomfortable		19
	Missing/Unknown	<5	<5
	Very Uncomfortable		6
Heterosexual	Very Comfortable	26	280
	Comfortable	34	362
	Neither Comfortable nor Uncomfortable	<5	125
	Uncomfortable	<5	124
	Missing/Unknown		<5
	Very Uncomfortable	<5	29
Missing/Unknown	Very Comfortable		11
	Comfortable	<5	28
	Neither Comfortable nor Uncomfortable	<5	21
	Uncomfortable		14
	Very Uncomfortable		<5

Comfort with Workplace Climate by Sexual Identity
Faculty & Staff



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

Comfort with Climate in the Classroom by Sexual Identity:

In the School of Law Student and Faculty respondent population, 84% of Heterosexual respondents and 77% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, in the USF Student and Faculty respondent population 87% of Heterosexual respondents and 82% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

Respondents' Comfort with the Classroom Climate by Sexual Identity

School of Law

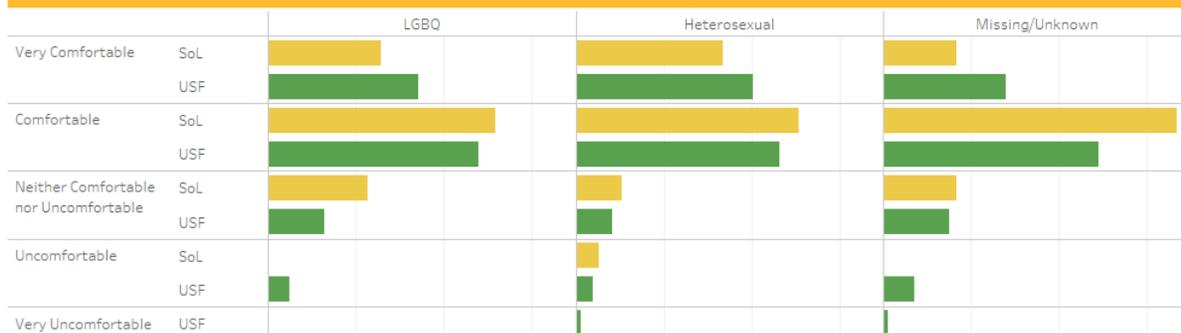
Comfort with Climate in Classroom by Sexual Identity

Students and Faculty

		SoL	USF
LGBQ	Very Comfortable	8	91
	Comfortable	16	128
	Neither Comfortable nor Uncomfortable	7	34
	Uncomfortable		13
	Very Uncomfortable		<5
Heterosexual	Very Comfortable	58	487
	Comfortable	88	560
	Neither Comfortable nor Uncomfortable	18	99
	Uncomfortable	9	46
	Very Uncomfortable		13
Missing/Unknown	Very Comfortable	<5	24
	Comfortable	<5	42
	Neither Comfortable nor Uncomfortable	<5	13
	Uncomfortable		6
	Very Uncomfortable		<5

Comfort with Climate in Classroom by Sexual Identity

Students and Faculty



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

Comfort with Overall Campus Climate at USF by Disability Status:

In the School of Law population, 74% of respondents that indicated having a Single Disability, and 100% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF. In comparison, in the USF Overall respondent population, 63% of respondents that indicated having a Single Disability, and 61% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Disability Status

School of Law

Comfort with Overall Campus Climate by Disability Status

Students, Faculty & Staff

		SoL	USF
No Disability	Very Comfortable	69	573
	Comfortable	112	916
	Neither Comfortable nor Uncomfortable	24	298
	Uncomfortable	6	134
	Very Uncomfortable	<5	29
Single Disability	Very Comfortable	8	25
	Comfortable	17	65
	Neither Comfortable nor Uncomfortable	<5	23
	Uncomfortable	7	21
	Very Uncomfortable		8
Multiple Disability	Very Comfortable	<5	18
	Comfortable	5	28
	Neither Comfortable nor Uncomfortable		13
	Uncomfortable		12
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable		5
	Comfortable	<5	14
	Neither Comfortable nor Uncomfortable	<5	6
	Uncomfortable		5

Comfort with Overall Campus Climate by Disability Status

Students, Faculty & Staff



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

Comfort with Climate in Workplace by Disability Status:

In the School of Law Faculty and Staff respondent population, 88% of respondents that reported having No Disability, and 100% of respondents that reported having a Single Disability or Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, in the USF Overall Faculty and Staff respondent population, 70% of respondents that reported having No Disability, 55% of respondents that reported having a Single Disability, and 66% of respondents that reported having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents' Comfort with Workplace Climate by Disability Status

School of Law

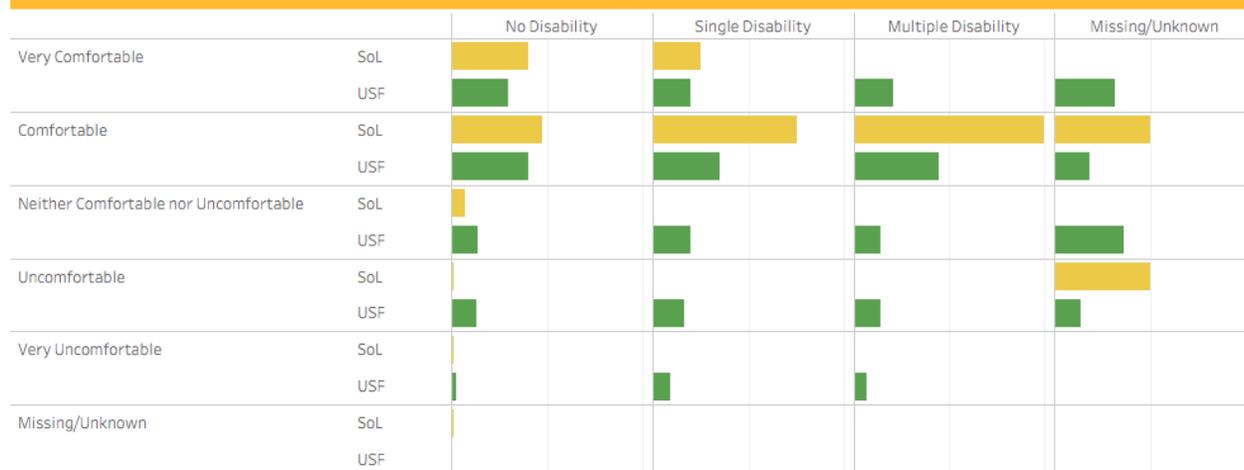
Comfort with Workplace Climate by Disability Status

Faculty & Staff

		SoL	USF
No Disability	Very Comfortable	27	317
	Comfortable	32	434
	Neither Comfortable nor Uncomfortable	5	147
	Uncomfortable	<5	139
	Very Uncomfortable	<5	31
	Missing/Unknown	<5	6
Single Disability	Very Comfortable	<5	13
	Comfortable	6	23
	Neither Comfortable nor Uncomfortable		13
	Uncomfortable		11
	Very Uncomfortable		6
Multiple Disability	Very Comfortable		6
	Comfortable	<5	13
	Neither Comfortable nor Uncomfortable		<5
	Uncomfortable		<5
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable		7
	Comfortable	<5	<5
	Neither Comfortable nor Uncomfortable		8
	Uncomfortable	<5	<5

Comfort with Workplace Climate by Disability Status

Faculty & Staff



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

Comfort with Climate in the Classroom by Disability Status:

In the School of Law Student and Faculty respondent population, 85% of respondents that indicated having No Disability, 68% of respondents that indicated having a Single Disability, and 100% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, in the USF Student and Faculty respondent population, 87% of respondents that indicated having No Disability, 78% of respondents that indicated having a Single Disability, and 68% of respondents

that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

Respondents’ Comfort with Overall Climate by Disability Status School of Law

Comfort with Climate in Classroom by Disability Status Students & Faculty

		SoL	USF
No Disability	Very Comfortable	56	539
	Comfortable	91	653
	Neither Comfortable nor Uncomfortable	22	121
	Uncomfortable	<5	47
	Very Uncomfortable		11
Single Disability	Very Comfortable	7	34
	Comfortable	12	49
	Neither Comfortable nor Uncomfortable	<5	9
	Uncomfortable	5	13
	Very Uncomfortable		<5
Multiple Disability	Very Comfortable	<5	21
	Comfortable	<5	19
	Neither Comfortable nor Uncomfortable		12
	Uncomfortable		5
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable	<5	8
	Comfortable	<5	9
	Neither Comfortable nor Uncomfortable		<5

Comfort with Climate in Classroom by Disability Status Students & Faculty



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

Comfort with Overall Campus Climate at USF by Income Status:

In the School of Law Graduate student respondent population, 77% of Low Income respondents, 85% of Middle Income respondents, and 85% of High Income respondents stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF. Similarly,

within the USF Graduate student respondent population, 76% of Low Income respondents, 81% of Middle Income respondents, and 86% of High Income respondents stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Income Status School of Law

Comfort with Overall Campus Climate by Income Status Graduate Students

		SoL	USF
High-Income	Very Comfortable	20	132
	Comfortable	24	120
	Neither Comfortable nor Uncomfortable	6	35
	Uncomfortable	<5	<5
	Very Uncomfortable		5
Middle-Income	Very Comfortable	17	134
	Comfortable	30	200
	Neither Comfortable nor Uncomfortable	<5	56
	Uncomfortable	<5	20
	Very Uncomfortable		5
Low-Income	Very Comfortable	12	89
	Comfortable	34	108
	Neither Comfortable nor Uncomfortable	8	41
	Uncomfortable	6	19
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable	<5	10
	Comfortable	6	19
	Neither Comfortable nor Uncomfortable	<5	5
	Uncomfortable	<5	<5
	Very Uncomfortable		<5

Comfort with Overall Campus Climate by Income Status Graduate Students



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

Comfort with Climate in the Classroom by Income Status:

In the School of Law Graduate student respondent population, 78% of Low Income respondents, 86% of Middle Income respondents, and 77% of High Income respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. Within the USF

Graduate student respondent population, 79% of Low Income respondents, 85% of Middle Income respondents, and 91% of High Income respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

Respondents’ Comfort with the Classroom Climate by Income Status
School of Law

Comfort with Climate in Classroom by Income Status
Graduate Students

		SoL	USF
High-Income	Very Comfortable	18	140
	Comfortable	22	125
	Neither Comfortable nor Uncomfortable	7	21
	Uncomfortable	5	<5
	Very Uncomfortable		<5
Middle-Income	Very Comfortable	15	165
	Comfortable	32	187
	Neither Comfortable nor Uncomfortable	7	38
	Uncomfortable	<5	23
	Very Uncomfortable		<5
Low-Income	Very Comfortable	12	92
	Comfortable	35	114
	Neither Comfortable nor Uncomfortable	10	31
	Uncomfortable	<5	20
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable	<5	10
	Comfortable	6	18
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable		5
	Very Uncomfortable		<5

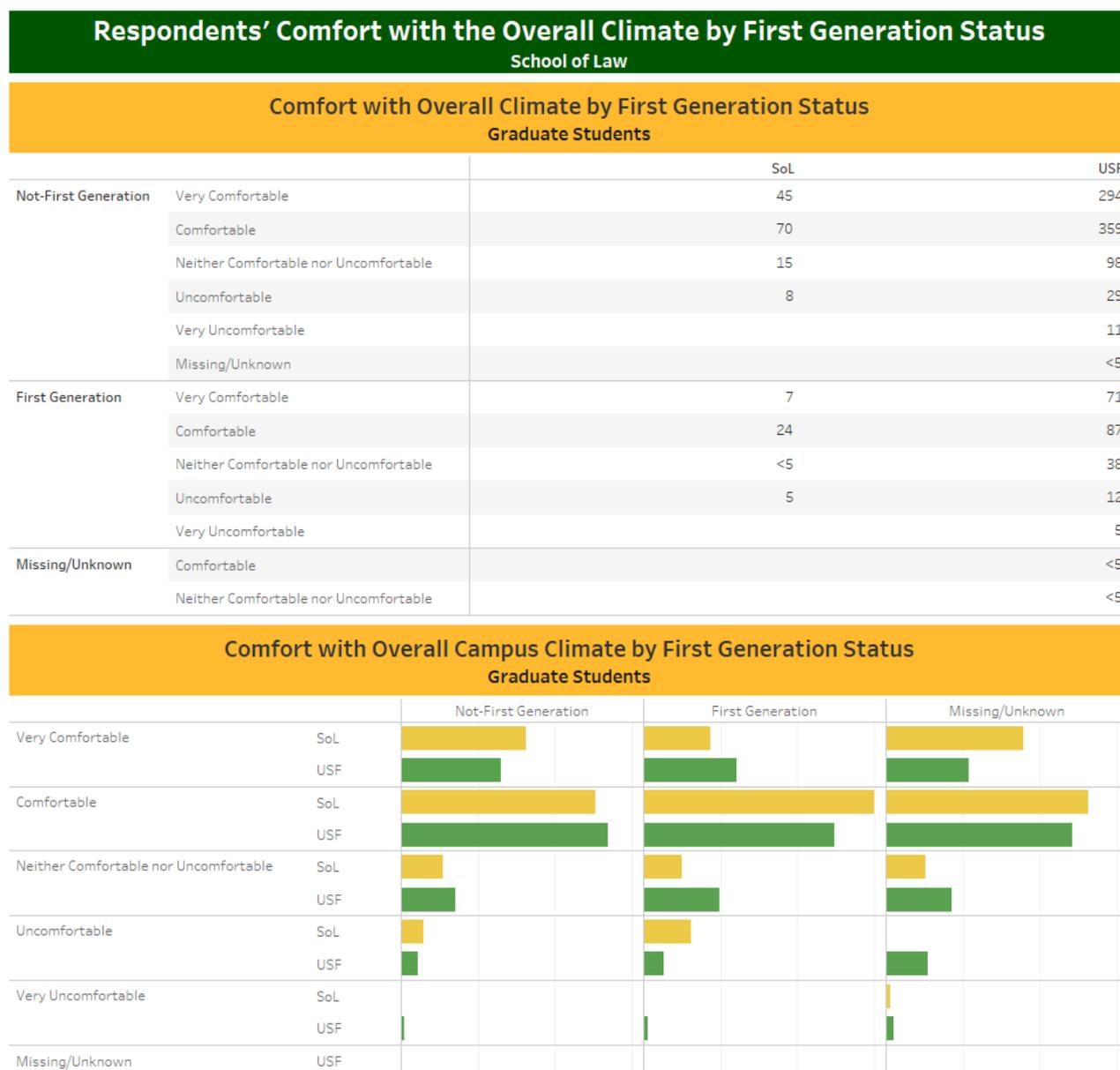
Comfort with Climate in Classroom by Income Status
Graduate Students



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

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

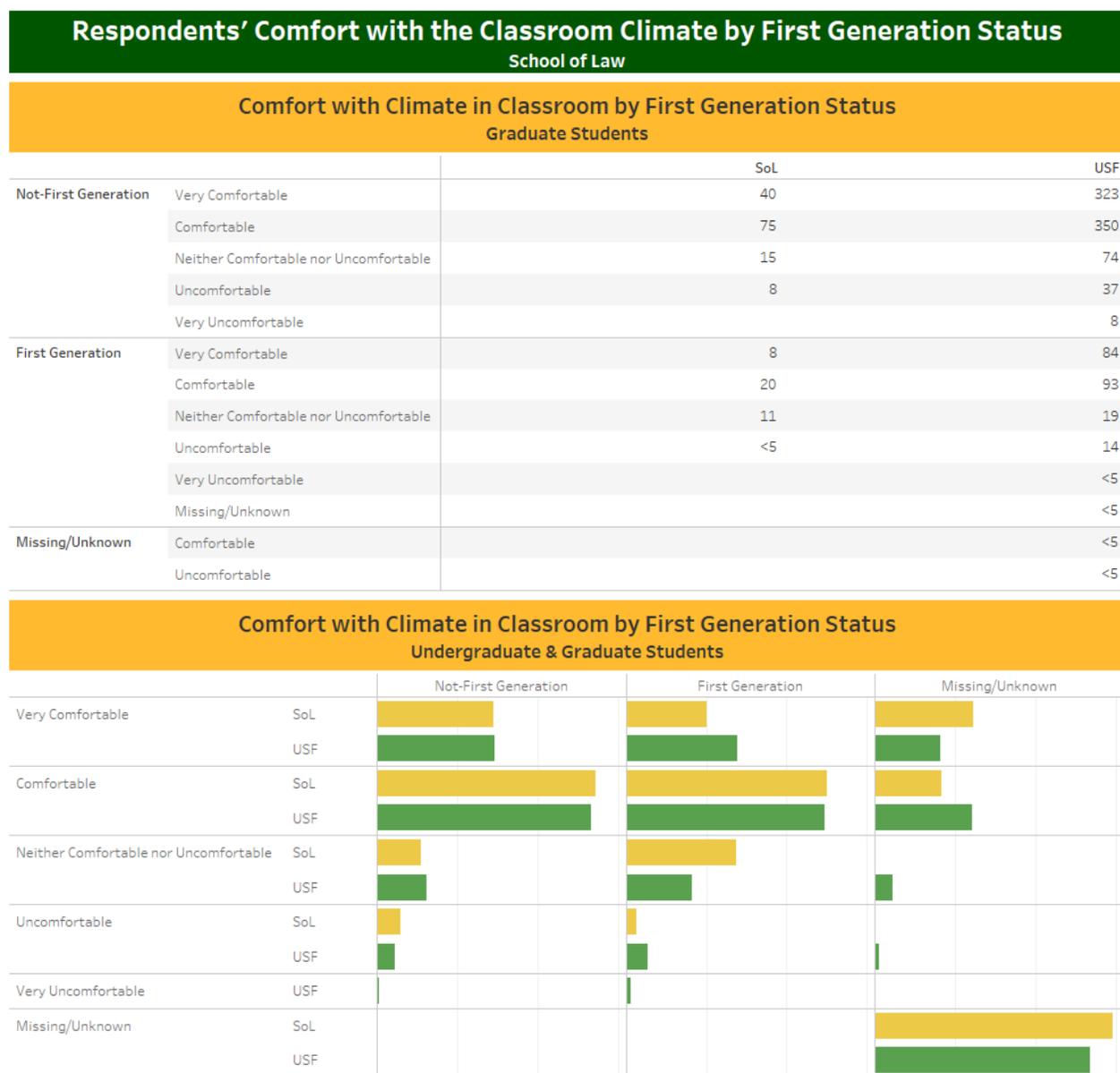
In the School of Law Graduate student respondent population, 78% of First Generation respondents, and 83% of Not-First Generation respondents stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF. Within the USF Graduate student respondent population, 74% of First Generation respondents, and 80% of Not-First Generation respondents stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.



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

Comfort with Climate in the Classroom by First Generation Status:

In the School of Law Graduate student respondent population, 70% of First Generation respondents, and 83% of Not-First Generation respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. Within the USF Graduate student respondent population, 77% of First Generation respondents, and 83% of Not-First Generation respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

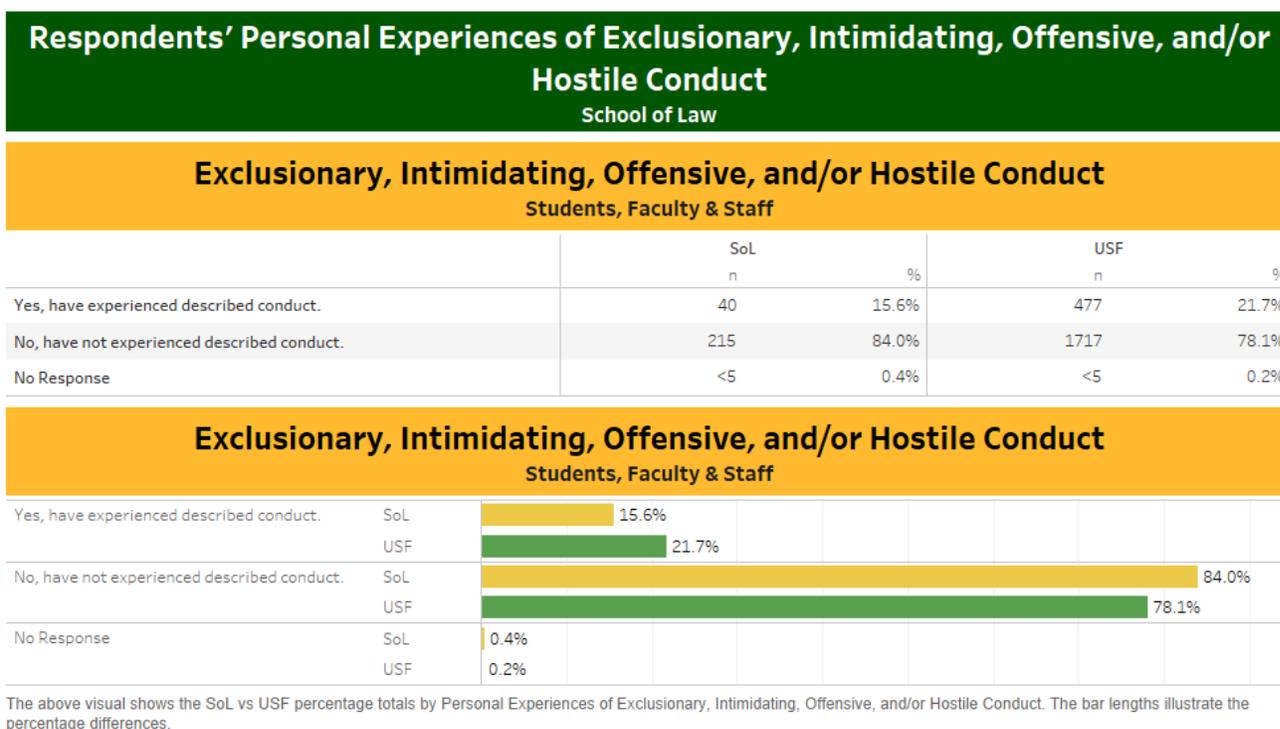


The above visual shows the SoL vs USF percentage totals by Comfort with Climate in Classroom, separated out by First Generation Status. The bar lengths illustrate the percentage differences.

Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

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

Exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that interfered with one's ability to work, learn, or live at USF within the past year, was examined. Within the School of Law population, 16% of Students, Faculty and Staff respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Within the USF Overall population, 22% of Student, Faculty and Staff respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.



Conduct as a Result of Position Status

Of the 16% of the School of Law respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 23% believed that this conduct was a result of their position status. Of the 22% of the USF Overall respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 32% believed that this conduct was a result of their position status.

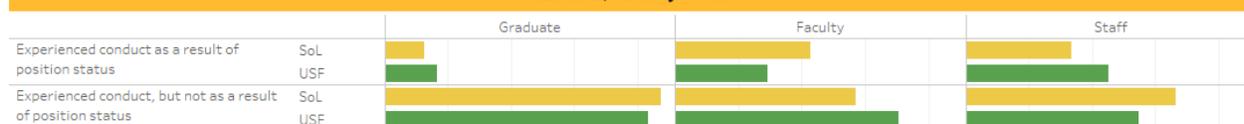
Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of their Position Status

School of Law

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

		SoL	USF
Graduate	Experienced conduct as a result of position status	<5	22
	Experienced conduct, but not as a result of position status	21	112
Faculty	Experienced conduct as a result of position status	<5	48
	Experienced conduct, but not as a result of position status	<5	116
Staff	Experienced conduct as a result of position status	<5	81
	Experienced conduct, but not as a result of position status	6	98

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



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

Conduct as a Result of Gender Identity

Of the School of Law population that experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last year at USF, 5% were Transspectrum, 58% were Women, and 35% were Men. The Transspectrum population was too small to draw any meaningful conclusions from. However, a higher percentage of Women respondents (35%) than Men respondents (29%) who had experienced such conduct, believed that their experience was due to their gender identity. Of the USF Overall population that experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last year at USF, 4% were Transspectrum, 66% were Women and 28% were Men. A higher percentage of Transspectrum respondents (63%) than Women respondents (31%) than Men respondents (13%) that had experienced such conduct, believed that their experience was due to their gender identity.

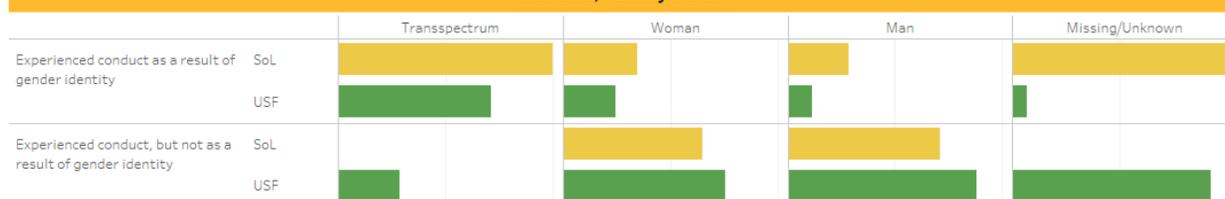
Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of their Gender Identity

School of Law
Students, Faculty & Staff

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

		SoL	USF
Transpectrum	Experienced conduct as a result of gender identity	<5	12
	Experienced conduct, but not as a result of gender identity		7
Woman	Experienced conduct as a result of gender identity	8	98
	Experienced conduct, but not as a result of gender identity	15	216
Man	Experienced conduct as a result of gender identity	<5	17
	Experienced conduct, but not as a result of gender identity	10	114
Missing/Unknown	Experienced conduct as a result of gender identity	<5	<5
	Experienced conduct, but not as a result of gender identity		12

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



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

Conduct as a Result of Racial Identity

Of the 16% of the School of Law respondent population that reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 23% believed their experience was a result of their racial identity. Within the School of Law respondent population, 53% of White, 8% of Asian/Asian American/South Asian, 15% of Latin@/Chican@/Hispanic, 13% of Multiracial, 83% of Black/African Americans, and 5% of Other People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. The populations in this case were too small to draw any meaningful conclusions by racial identity. Within the USF Overall respondent population, 46% of White, 12% of Asian/Asian American/South Asian, 9% of Latin@/Chican@/Hispanic, 11% of Multiracial, 9% of Black/African Americans, and 5% of Other People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Of those, 53% of Black/African Americans, 17% of Other People of Color, 4% of White, 29% of Latin@/Chican@/Hispanic, 31% of Multiracial, and 26% of Asian/Asian American/South Asian believed they experienced such conduct as a result of their racial identity.

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

School of Law

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

	SoL		USF	
	n	%	n	%
Experienced conduct as a result of racial identity	9	22.5%	89	18.7%
Experienced conduct, but not as a result of racial identity	31	77.5%	388	81.3%
Grand Total	40	100.0%	477	100.0%

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

		SoL	USF
Asian/Asian American/South Asian	Experienced conduct as a result of racial identity	<5	15
	Experienced conduct, but not as a result of racial identity	<5	43
Black/African American	Experienced conduct as a result of racial identity	<5	24
	Experienced conduct, but not as a result of racial identity	<5	21
Latin@/Chican@/Hispanic	Experienced conduct as a result of racial identity		13
	Experienced conduct, but not as a result of racial identity	6	32
Multiracial	Experienced conduct as a result of racial identity		16
	Experienced conduct, but not as a result of racial identity	5	36
Other Person of Color	Experienced conduct as a result of racial identity	<5	<5
	Experienced conduct, but not as a result of racial identity		20
White	Experienced conduct as a result of racial identity	<5	9
	Experienced conduct, but not as a result of racial identity	17	211
Missing /Unknown	Experienced conduct as a result of racial identity		8
	Experienced conduct, but not as a result of racial identity		25

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



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

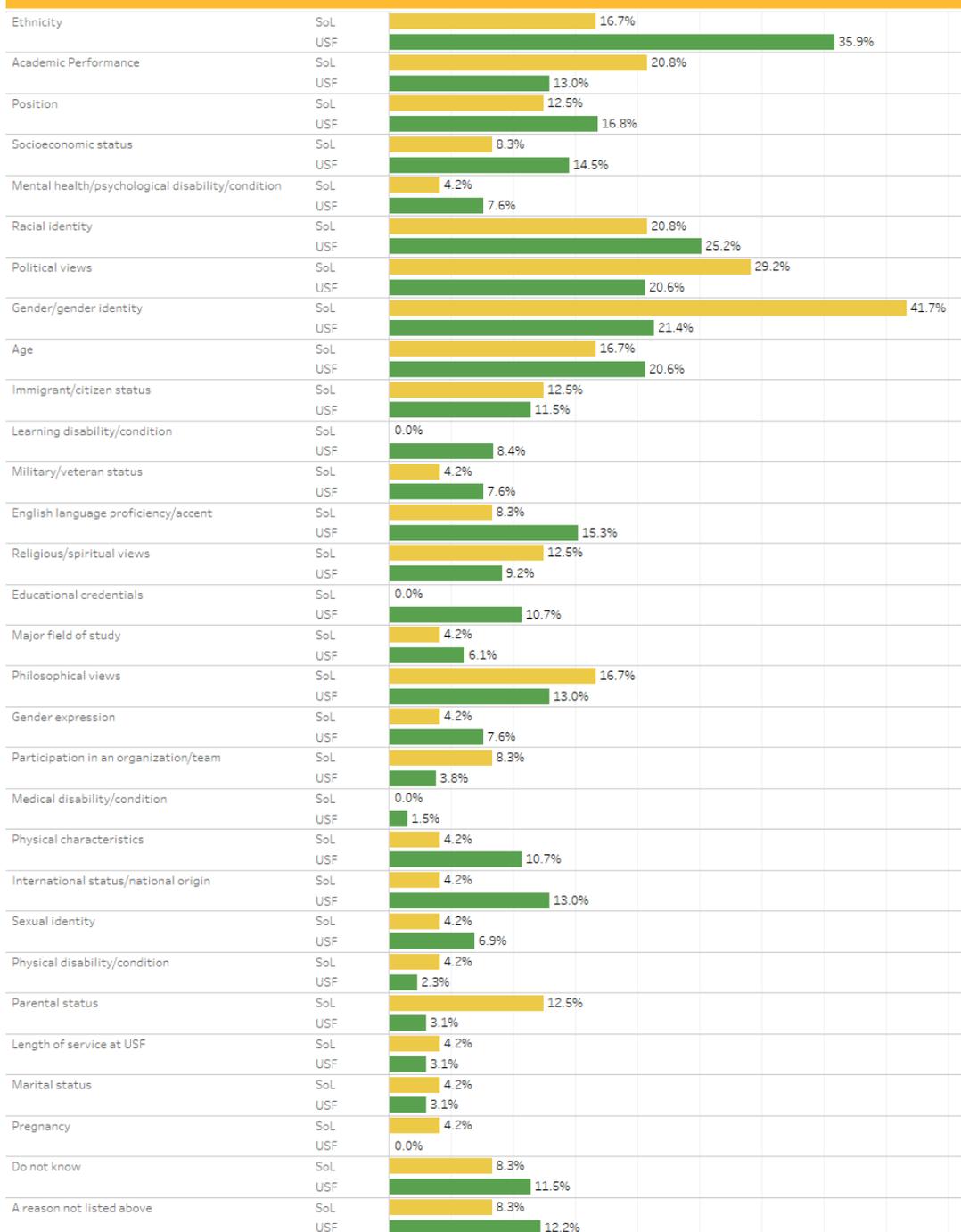
Basis of Experienced Conduct

The respondents offered what they believed to be the primary basis for the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top reasons within the School of Law Graduate student respondents that experienced this conduct, were Gender/Gender Identity (42%) and Political Views (29%). The top reason within the School of Law Faculty respondents that experienced this conduct, was Gender/gender Identity (38%). The top reasons within the School of Law Staff respondents that experienced this conduct, were A reason not listed above (44%), Position (33%) and Length of service at USF (33%). As for the USF Overall respondent population, the top reasons for the USF Graduate student respondents that experienced this conduct, were Ethnicity (36%) and Racial Identity (25%). The top reasons for the USF Faculty respondents that experienced this conduct, were Position (32%) and Gender/Gender Identity (27%). The top reasons for the USF Staff respondents that experienced this conduct, were Position Status (46%) and Gender/Gender Identity (29%).

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

School of Law

Respondents' Top Bases of Experienced Conduct Graduate Students



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

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

School of Law

Respondents' Primary Basis for Experienced Conduct Faculty

Position	SoL	22.5%
	USF	32.0%
Ethnicity	SoL	20.0%
	USF	25.2%
Age	SoL	15.0%
	USF	22.2%
Racial identity	SoL	22.5%
	USF	18.9%
Gender/gender identity	SoL	37.5%
	USF	27.1%
Educational credentials	SoL	2.5%
	USF	10.6%
Length of service at USF	SoL	15.0%
	USF	11.4%
English language proficiency/accent	SoL	5.0%
	USF	6.1%
Immigrant/citizen status	SoL	7.5%
	USF	5.9%
International status/national origin	SoL	2.5%
	USF	6.6%
Political views	SoL	20.0%
	USF	11.0%
Philosophical views	SoL	12.5%
	USF	8.7%
Learning disability/condition	SoL	0.0%
	USF	3.2%
Socioeconomic status	SoL	7.5%
	USF	6.6%
Gender expression	SoL	2.5%
	USF	4.0%
Participation in an organization/team	SoL	5.0%
	USF	2.5%
Physical characteristics	SoL	2.5%
	USF	5.1%
Parental status	SoL	10.0%
	USF	3.2%
Medical disability/condition	SoL	0.0%
	USF	1.7%
Pregnancy	SoL	2.5%
	USF	0.4%
Religious/spiritual views	SoL	10.0%
	USF	4.9%
Mental health/psychological disability/condition	SoL	2.5%
	USF	3.6%
Military/veteran status	SoL	2.5%
	USF	2.5%
Sexual identity	SoL	5.0%
	USF	4.0%
Major field of study	SoL	5.0%
	USF	4.0%
Marital status	SoL	7.5%
	USF	1.7%
Physical disability/condition	SoL	5.0%
	USF	1.3%
Academic Performance	SoL	12.5%
	USF	4.2%
Do not know	SoL	5.0%
	USF	13.8%
A reason not listed above	SoL	20.0%
	USF	20.6%

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

School of Law

Respondents' Primary Basis for Experienced Conduct Staff

Position	SoL	33.3%
	USF	45.8%
Ethnicity	SoL	11.1%
	USF	18.1%
Age	SoL	11.1%
	USF	23.7%
Racial identity	SoL	22.2%
	USF	15.8%
Gender/gender identity	SoL	11.1%
	USF	29.4%
Educational credentials	SoL	0.0%
	USF	14.1%
Length of service at USF	SoL	33.3%
	USF	16.4%
English language proficiency/accent	SoL	0.0%
	USF	2.3%
Immigrant/citizen status	SoL	0.0%
	USF	3.4%
International status/national origin	SoL	0.0%
	USF	2.3%
Political views	SoL	0.0%
	USF	5.6%
Philosophical views	SoL	0.0%
	USF	6.8%
Learning disability/condition	SoL	0.0%
	USF	2.3%
Socioeconomic status	SoL	0.0%
	USF	3.4%
Gender expression	SoL	0.0%
	USF	2.8%
Participation in an organization/team	SoL	0.0%
	USF	1.7%
Physical characteristics	SoL	0.0%
	USF	4.0%
Parental status	SoL	0.0%
	USF	3.4%
Medical disability/condition	SoL	0.0%
	USF	2.3%
Pregnancy	SoL	0.0%
	USF	1.1%
Religious/spiritual views	SoL	11.1%
	USF	2.3%
Mental health/psychological disability/condition	SoL	0.0%
	USF	2.8%
Military/veteran status	SoL	0.0%
	USF	0.6%
Sexual identity	SoL	11.1%
	USF	3.4%
Major field of study	SoL	0.0%
	USF	1.7%
Marital status	SoL	22.2%
	USF	1.1%
Physical disability/condition	SoL	11.1%
	USF	0.6%
Academic Performance	SoL	0.0%
	USF	0.0%
Do not know	SoL	0.0%
	USF	18.1%
A reason not listed above	SoL	44.4%
	USF	19.2%

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

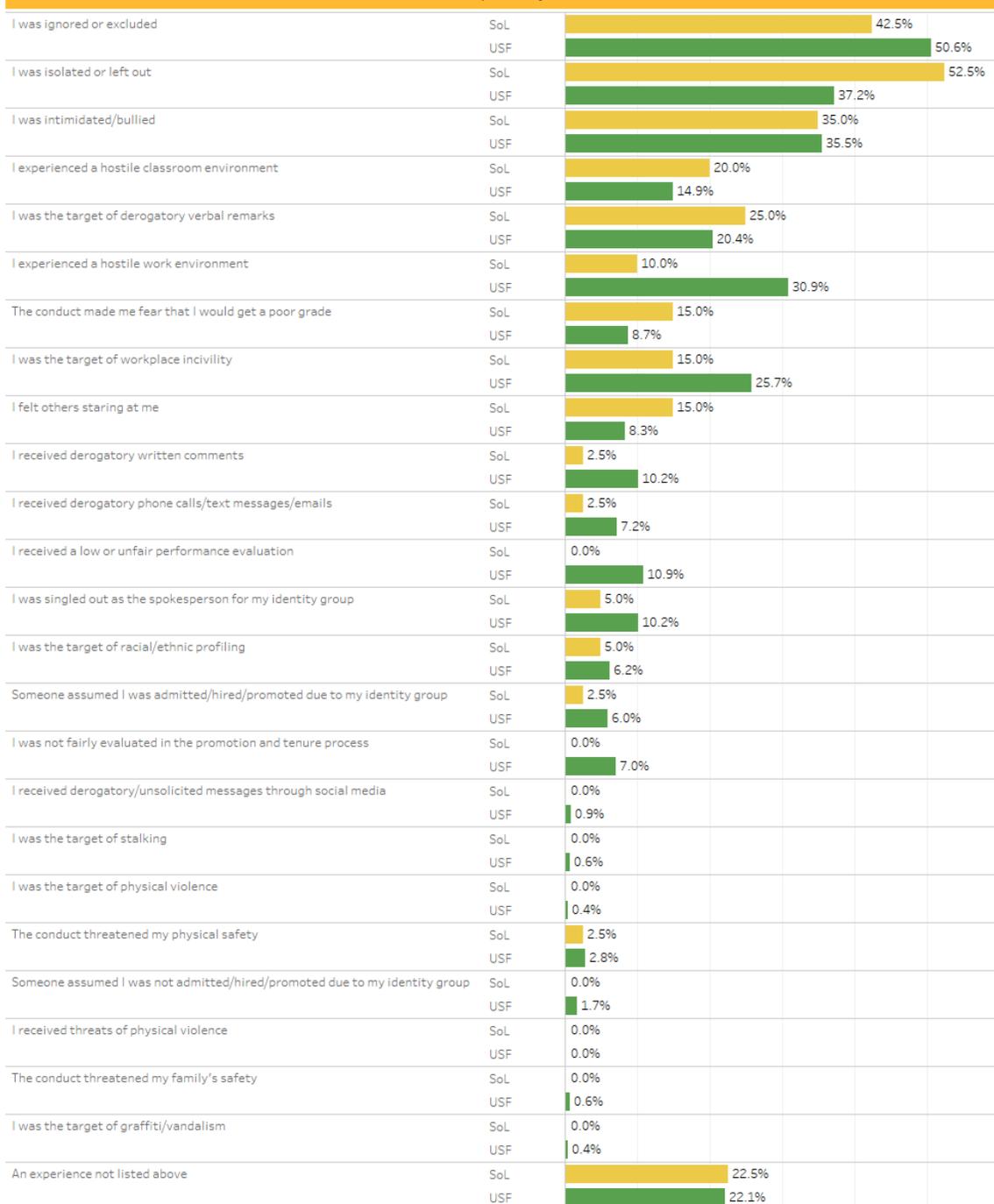
Forms of Experienced Conduct

The respondents were also asked to describe the form of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. In the School of Law, respondents that experienced this conduct indicated the top two forms as being Isolated or Left Out (53%) and Ignored or Excluded (43%). For the School of Law Graduate student population, respondents that experienced this conduct also indicated the top two forms as being Isolated or Left Out (54%) and Ignored or Excluded (38%). For the School of Law Faculty population, respondents that experienced this conduct indicated the top two forms as being Ignored or Excluded (86%), and being Isolated or Left Out (71%). For the School of Law Staff population, respondents that experienced this conduct indicated the top forms as being an experience not listed above (44%) and Intimidated/Bullied (44%). In the USF Overall population that experienced this conduct, respondents indicated the top two forms as being Ignored or Excluded (51%), and being Isolated or Left Out (37%). In the USF Graduate student population that experienced this conduct, respondents indicated the top forms as being Ignored or Excluded (49%) and being Isolated or Left Out (42%). In the USF Faculty population that experienced this conduct, respondents indicated the top forms as being Ignored or Excluded (53%), with the second being that they Experienced a Hostile Work Environment (41%). In the USF Staff population that experienced this conduct, respondents indicated the top forms as being Ignored or Excluded (50%), with the second being that they Experienced a Hostile Work Environment (39%).

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

School of Law

Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Students, Faculty & Staff



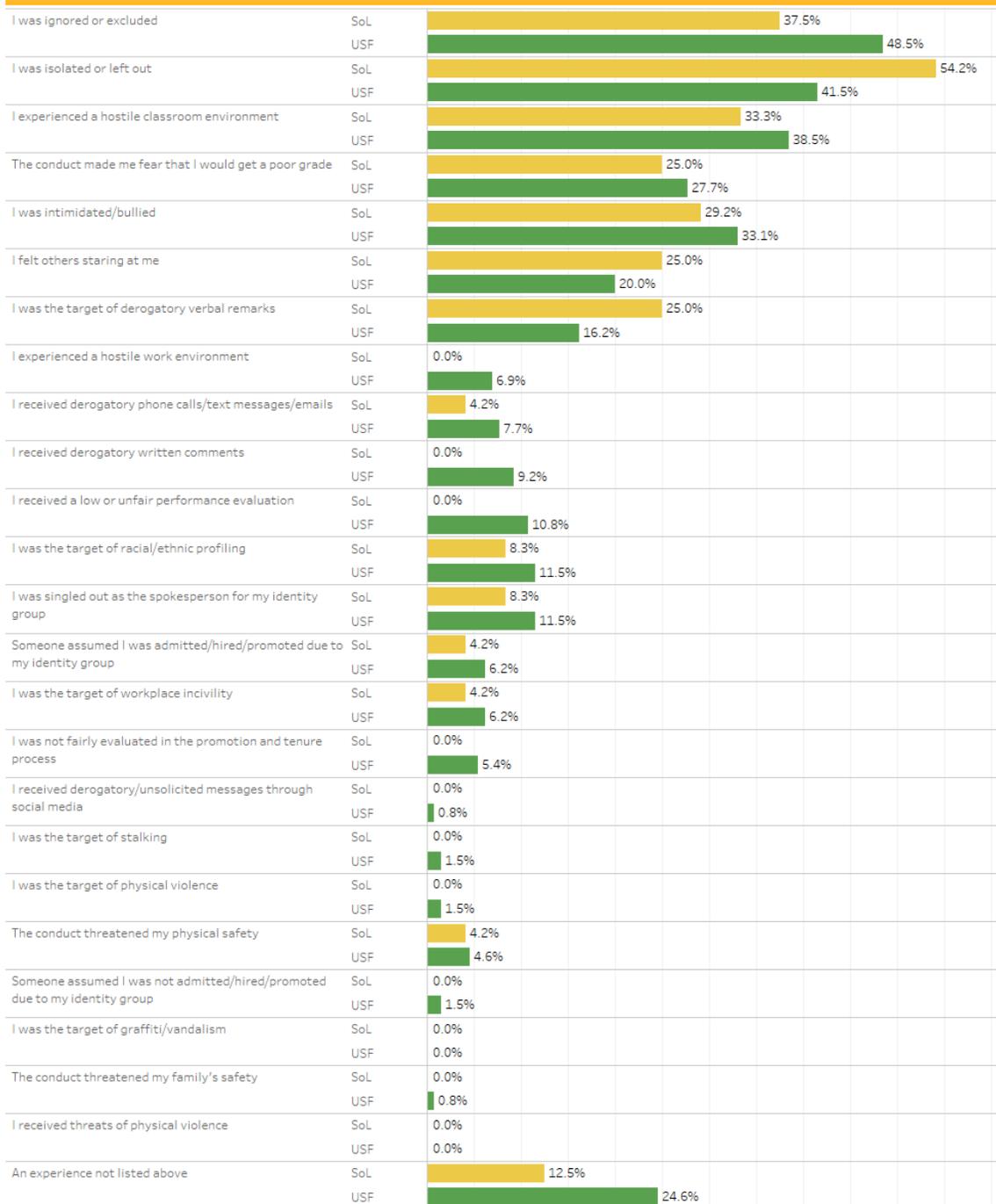
The above visual shows the SoL vs USF percentage totals by Top Forms of Experienced Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

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

School of Law

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

Graduate Students



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

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

School of Law

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

		Faculty		Staff	
I was ignored or excluded	SoL	85.7%		22.2%	
	USF	53.0%		50.0%	
I was isolated or left out	SoL	71.4%		33.3%	
	USF	36.6%		34.7%	
I was intimidated/bullied	SoL	42.9%		44.4%	
	USF	38.4%		34.7%	
I experienced a hostile classroom environment	SoL	0.0%		0.0%	
	USF	11.0%		1.1%	
I experienced a hostile work environment	SoL	42.9%		11.1%	
	USF	40.9%		39.2%	
I was the target of derogatory verbal remarks	SoL	28.6%		22.2%	
	USF	26.2%		18.2%	
The conduct made me fear that I would get a poor grade	SoL	0.0%		0.0%	
	USF	1.8%		1.1%	
I was the target of workplace incivility	SoL	42.9%		22.2%	
	USF	39.0%		27.8%	
I felt others staring at me	SoL	0.0%		0.0%	
	USF	1.8%		5.7%	
I received derogatory written comments	SoL	0.0%		11.1%	
	USF	15.9%		5.7%	
I received derogatory phone calls/text messages/emails	SoL	0.0%		0.0%	
	USF	7.3%		6.8%	
I received a low or unfair performance evaluation	SoL	0.0%		0.0%	
	USF	9.8%		11.9%	
I was singled out as the spokesperson for my identity group	SoL	0.0%		0.0%	
	USF	13.4%		6.3%	
I was the target of racial/ethnic profiling	SoL	0.0%		0.0%	
	USF	3.7%		4.5%	
Someone assumed I was admitted/hired/promoted due to my identity group	SoL	0.0%		0.0%	
	USF	7.3%		4.5%	
I was not fairly evaluated in the promotion and tenure process	SoL	0.0%		0.0%	
	USF	8.5%		6.8%	
I received derogatory/unsolicited messages through social media	SoL	0.0%		0.0%	
	USF	0.6%		1.1%	
I was the target of stalking	SoL	0.0%		0.0%	
	USF	0.6%		0.0%	
I was the target of physical violence	SoL	0.0%		0.0%	
	USF	0.0%		0.0%	
The conduct threatened my physical safety	SoL	0.0%		0.0%	
	USF	2.4%		1.7%	
Someone assumed I was not admitted/hired/promoted due to my identity group	SoL	0.0%		0.0%	
	USF	3.0%		0.6%	
The conduct threatened my family's safety	SoL	0.0%		0.0%	
	USF	0.6%		0.6%	
I received threats of physical violence	SoL	0.0%		0.0%	
	USF	0.0%		0.0%	
I was the target of graffiti/vandalism	SoL	0.0%		0.0%	
	USF	1.2%		0.0%	
An experience not listed above	SoL	28.6%		44.4%	
	USF	19.5%		22.7%	

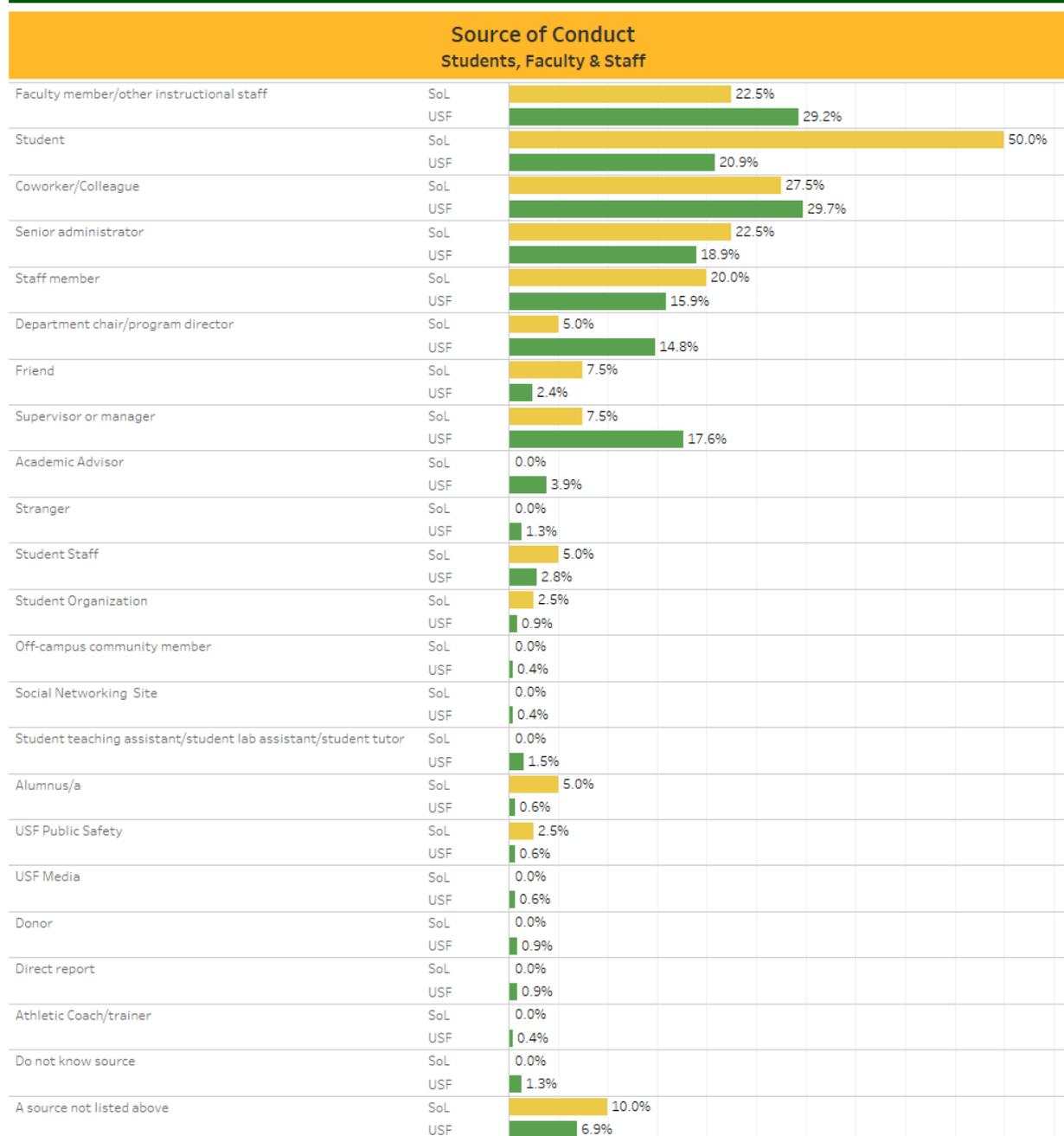
The above visual shows the SoL vs USF percentage totals by Employees' Primary Forms of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Source of Experienced Conduct

The respondents were also asked to identify who was the source of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The School of Law population that experienced this conduct indicated that the top source of the conduct was a Student (50%). The School of Law Graduate student respondent population that experienced this conduct indicated that the top sources of the conduct were a Student (75%). The School of Law Faculty respondent population that experienced this conduct indicated that the top source of the conduct was a Senior administrator (31%). The School of Law Staff respondent population that experienced this conduct indicated that the top source of the conduct was a Coworker/ Colleague (38%). The USF Overall respondent population that experienced this conduct indicated that the main source of the conduct came from a Faculty Member/Other Instructional Staff (30%) and a Coworker/Colleague (29%). The USF Graduate student respondent population that experienced this conduct identified the top source of such conduct as being a Student (50%). The USF Faculty respondent population that experienced this conduct identified the top sources of such conduct as being a Coworker/Colleague (19%). The USF Staff respondent population that experienced this conduct identified the top source of such conduct as being a Coworker/Colleague (20%).

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

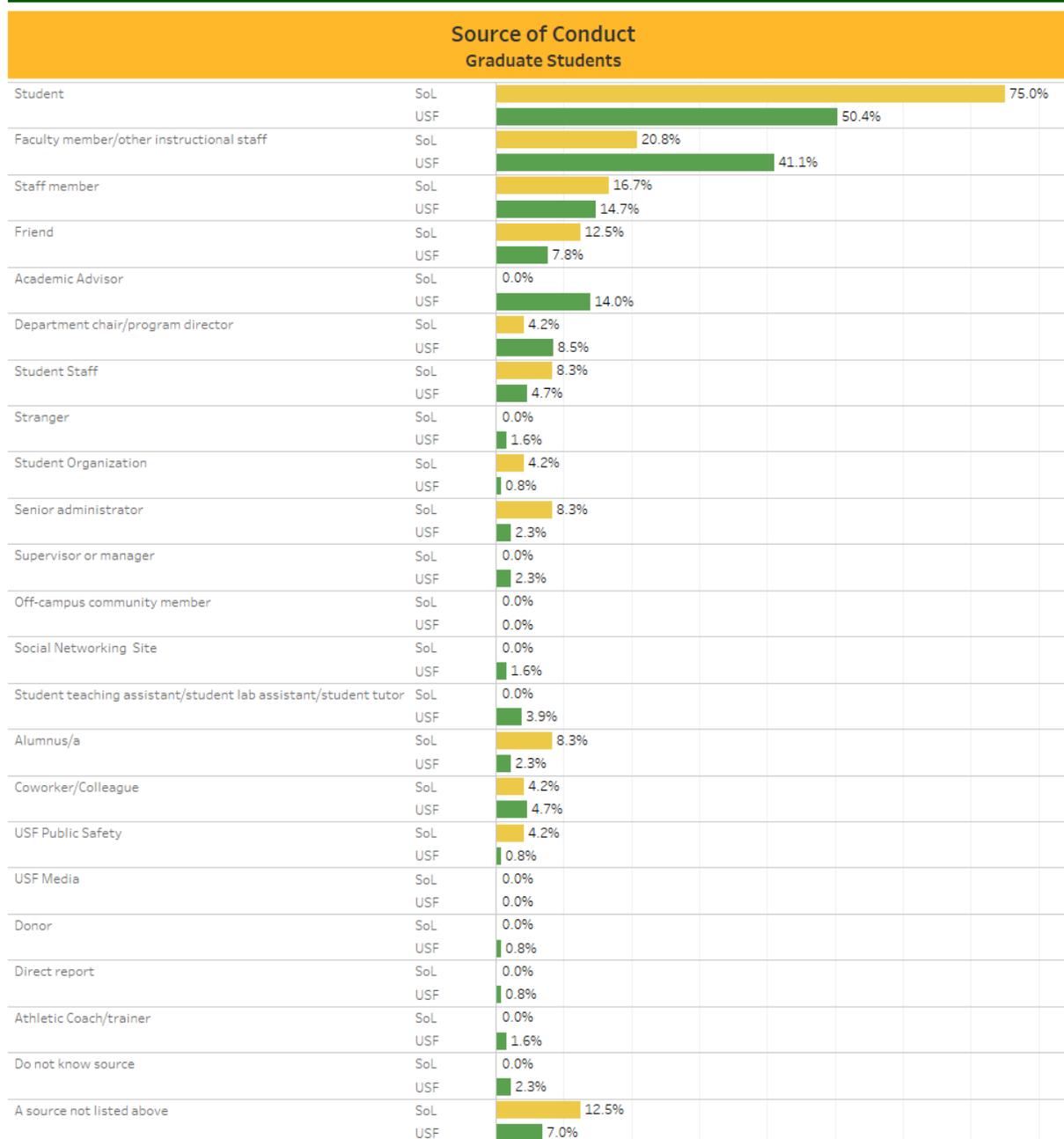
School of Law



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

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

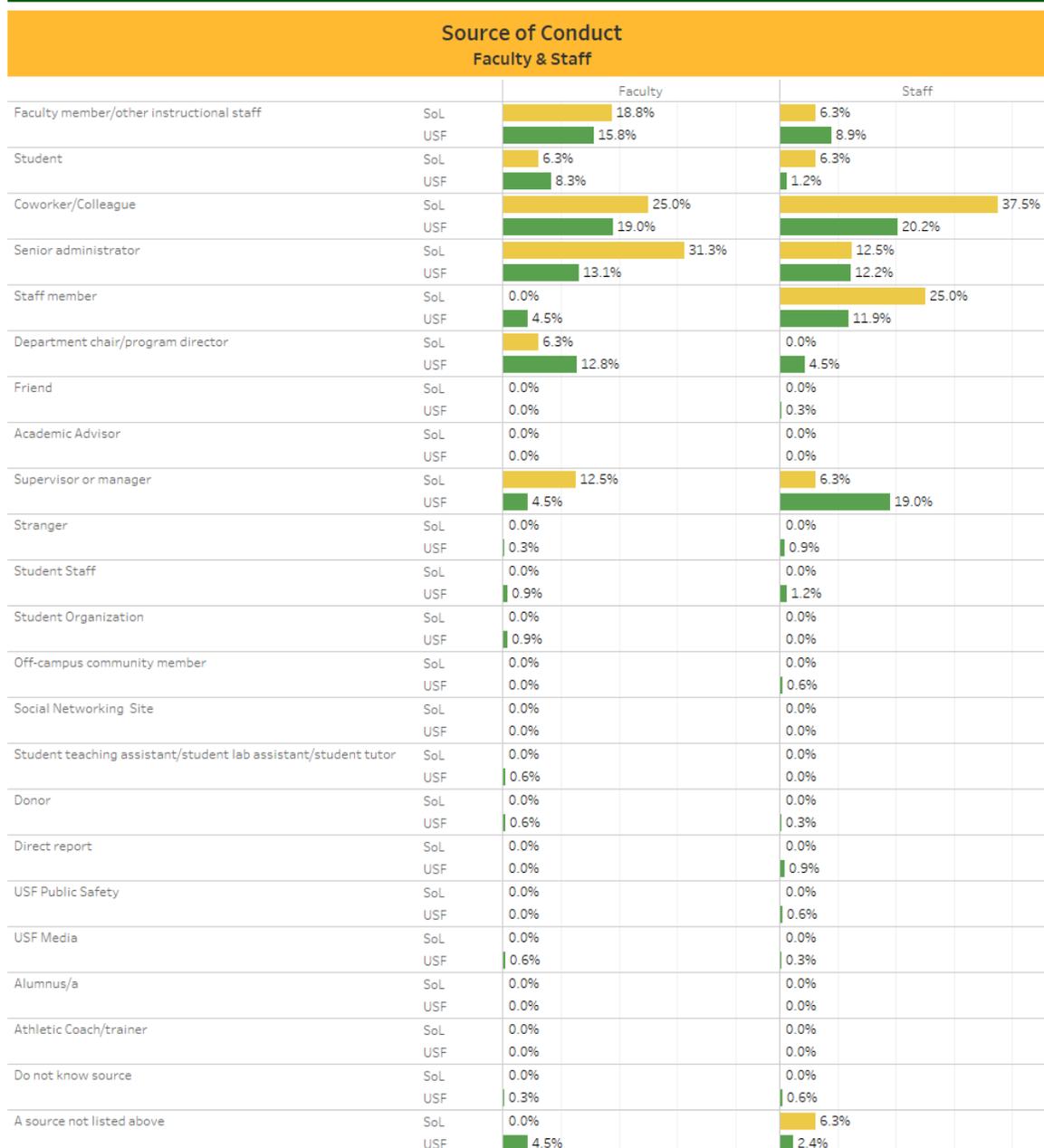
School of Law



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

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

School of Law



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

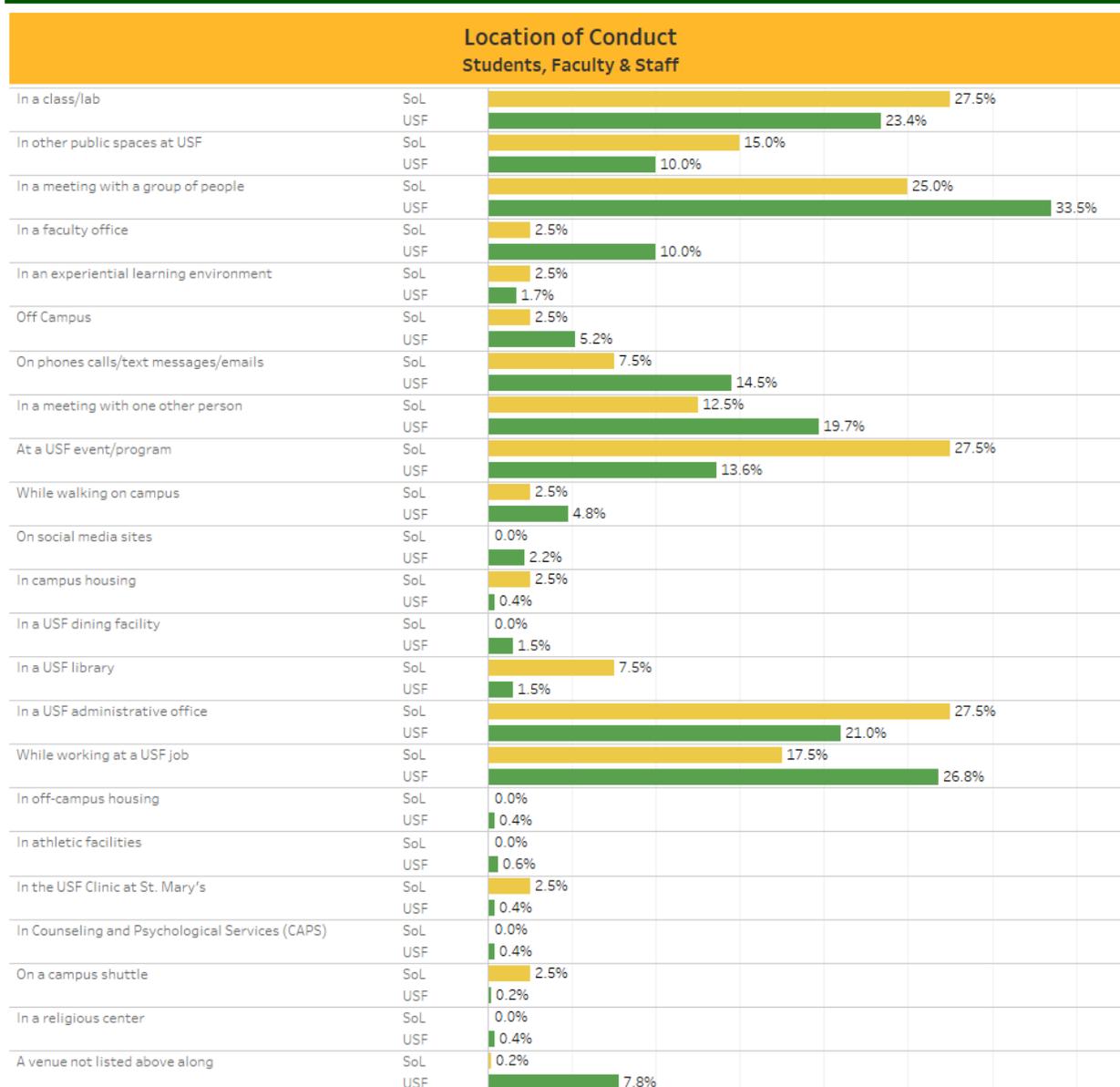
Location of Experienced Conduct

The respondents were also asked to identify the location of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top location of reported conduct for the School of Law respondents that experienced this conduct was In a Class/Lab (28%), at a USF event/program (28%) and in a USF administrative office (28%). The top location of reported

conduct for the School of Law Graduate student respondents that experienced this conduct was In a Class/Lab (42%). The top location of reported conduct for the School of Law Faculty respondents that experienced this conduct was While Working at a USF job (57%). The top location of reported conduct for the School of Law Staff population that experienced this conduct, was In a USF Administrative Office (56%). The top location of reported conduct for the USF Overall respondent population that experienced this conduct, was In a Meeting with a Group of People (34%). The top location of reported conduct for the USF Graduate student respondent population that experienced this conduct was in a Class/Lab (64%). The top location of reported conduct for the USF Faculty respondent population that experienced this conduct, was In a Meeting with a Group of People (41%). The top location of reported conduct for the USF Staff respondent population that experienced this conduct, was While Working at a USF Job (46%).

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

School of Law

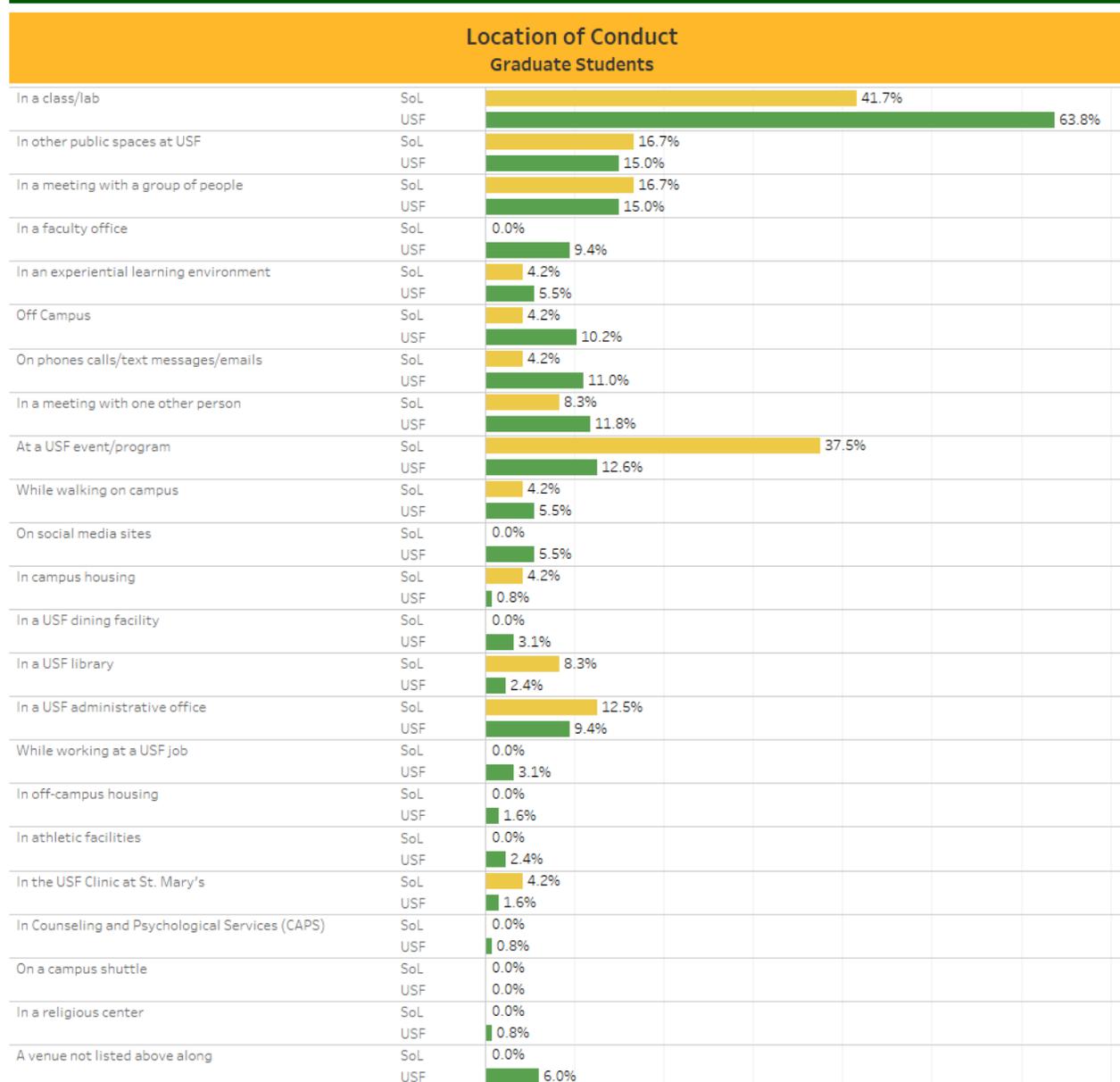


The above visual shows the SoL vs USF percentage totals by Location of Experienced Conduct. The bar lengths illustrate the percentage differences.

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

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

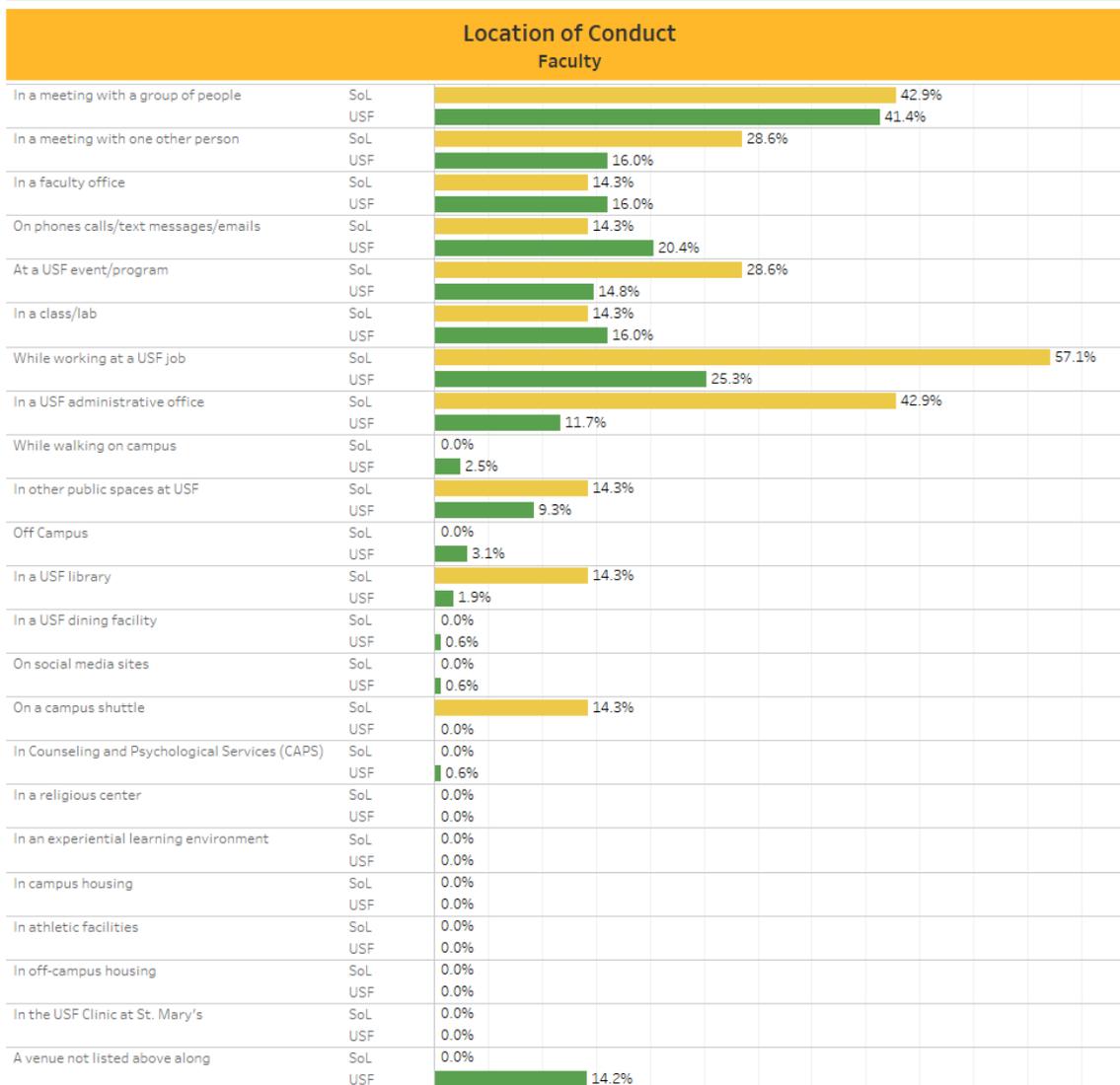
School of Law



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

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

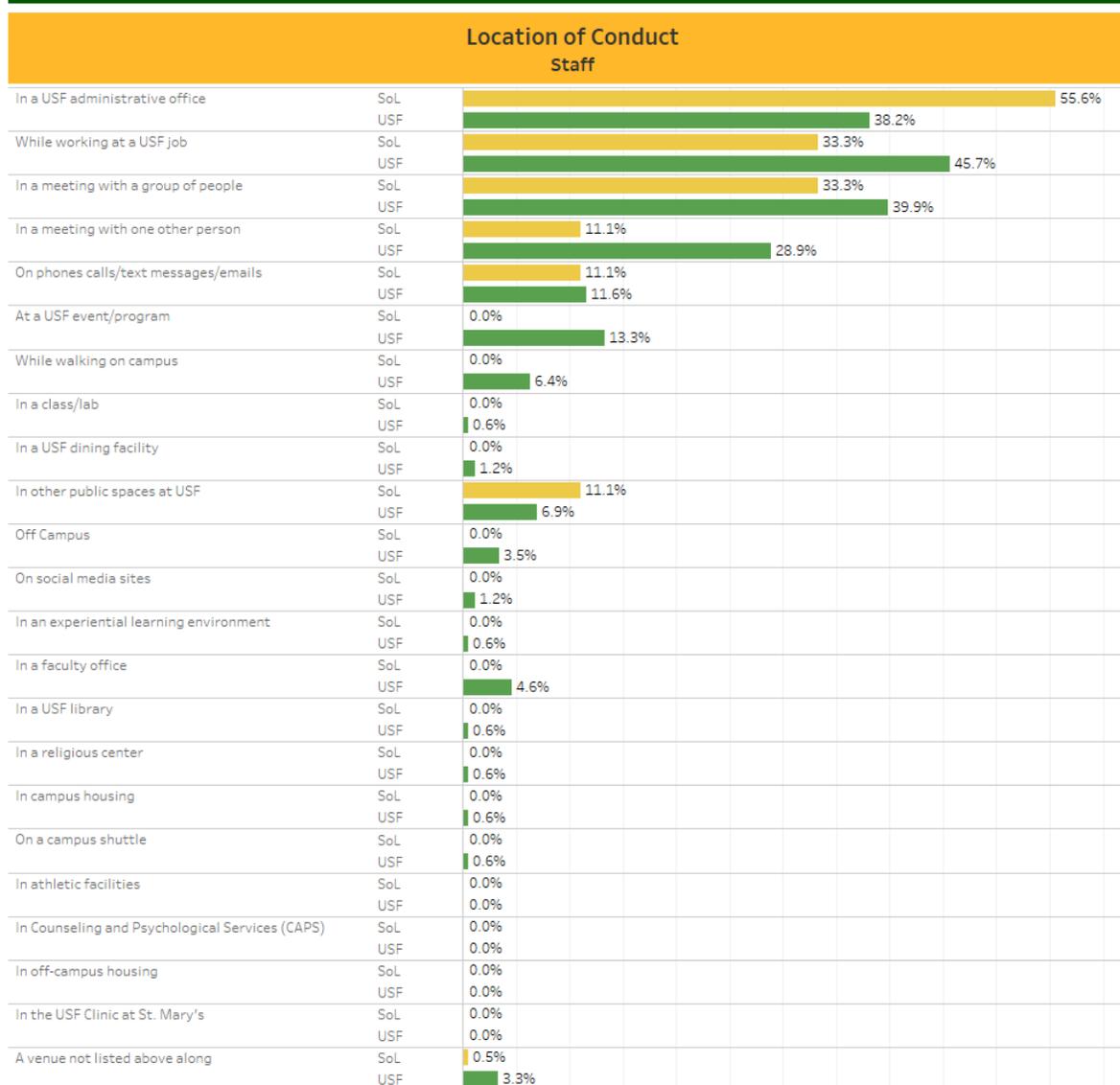
School of Law



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

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

School of Law



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

Actions in Response to Experienced Conduct

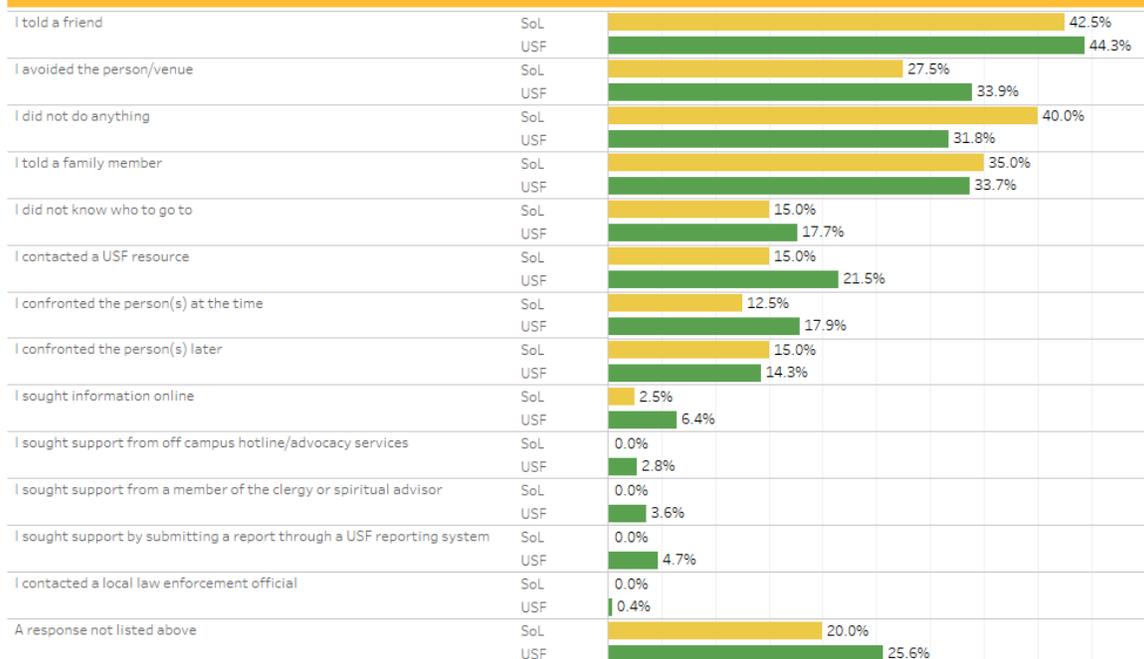
The respondents were also asked what their action was in response to the experienced exclusionary, intimidating, offensive, and/or hostile conduct. Within the School of Law population that experienced this conduct, the top reactions to such conduct were that they Told a Friend (43%) and/or they Did Not Do Anything (40%). Within the USF Overall population that experienced this conduct, the main reactions to such conduct were that they Told a Friend (44%), they Avoided the Person/Venue (34%), and/or they Told a Family Member (34%). In the School

of Law, 15% of respondents that experienced this conduct, indicated that they Contacted a USF Resource as a course of action. Of these individuals, 67% indicated that they contacted a Faculty Member. In the USF Overall respondent population that experienced this conduct, 22% of respondents indicated that they Contacted a USF Resource as a course of action. Of these individuals, the top USF Resource contacted was a Senior Administrator (48%).

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

School of Law

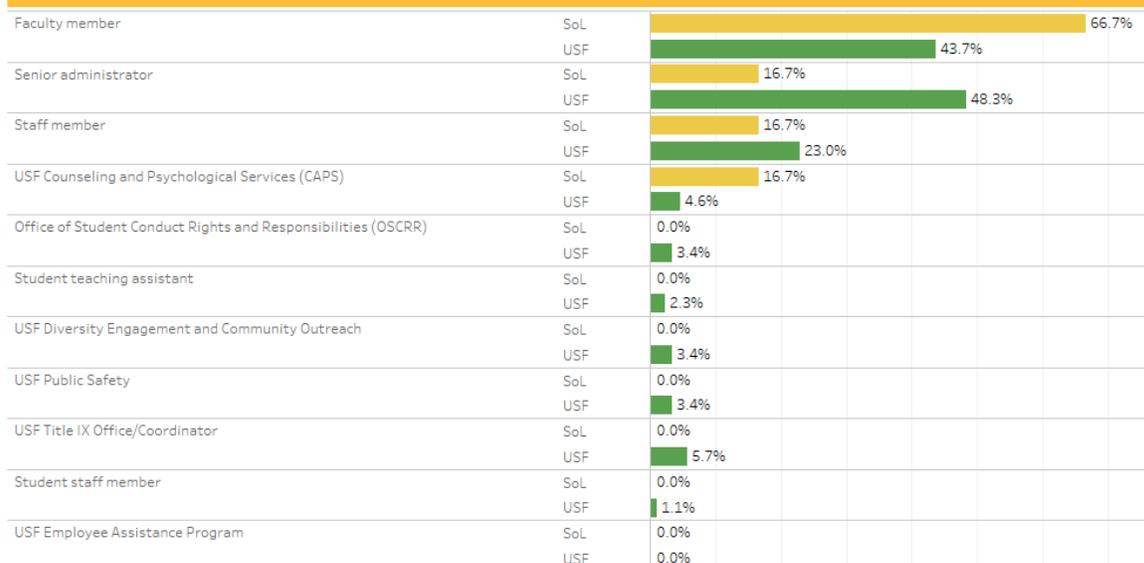
Actions in Response to Conduct Students, Faculty & Staff



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

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

USF Resource Contacted Students, Faculty & Staff



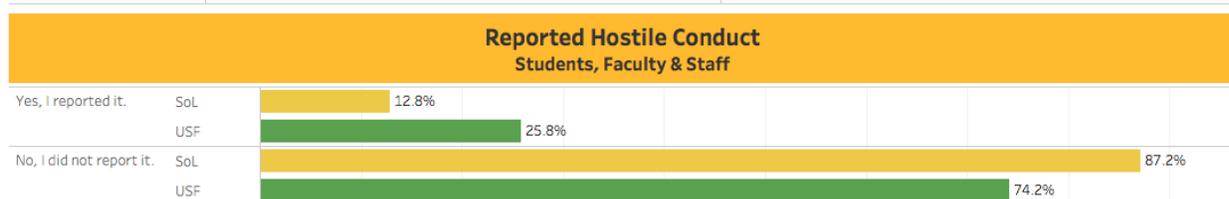
The above visual shows the SoL vs USF percentage totals by USF Resource Contacted. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Reporting of Experienced Conduct

Of the School of Law respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct at USF, 87% did not report the incident. Similarly, of the USF Overall respondent population that experienced such conduct, 74% did not report the incident.

Respondents' Reporting of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct School of Law

Reported Hostile Conduct Students, Faculty & Staff						
	SoL			USF		
	n	%		n	%	
Yes, I reported it.	5	12.8%		121	25.8%	
No, I did not report it.	34	87.2%		348	74.2%	
Grand Total	39	100.0%		469	100.0%	



The above visual shows the SoL vs USF percentage totals by Reported Hostile Conduct. The bar lengths illustrate the percentage differences.

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

Reported Hostile Conduct Detailed Response Students, Faculty & Staff			SoL	USF
Yes, I reported the incident, but felt that it was not responded to appropriately.			<5	42
Yes, I reported the incident and was satisfied with the outcome.				14
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.			<5	18

Note: Some of the individuals who reported this conduct did not provide a detailed response.

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

In the School of Law population, 24% of respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF within the past year. In the USF Overall respondent population, 22% observed such conduct.

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

School of Law
Students, Faculty & Staff

Overall Observed Conduct Students, Faculty & Staff				Observed Conduct by Racial Identity Students, Faculty & Staff			
Yes, observed conduct.	SoL		24.4%	White	Yes, observed conduct.	SoL	USF
	USF		22.2%		No, did not observe conduct.	24	225
No, did not observe conduct.	SoL		75.6%	Asian/Asian American/South Asian	Yes, observed conduct.	10	70
	USF		77.8%	No, did not observe conduct.	25	328	
				Black/African American	Yes, observed conduct.	6	40
				No, did not observe conduct.	13	114	
				Latin@/Chican@/Hispanic	Yes, observed conduct.	9	44
				No, did not observe conduct.	25	180	
				Other Person of Color	Yes, observed conduct.	5	20
				No, did not observe conduct.	9	67	
				Multiracial	Yes, observed conduct.	8	63
				No, did not observe conduct.	30	188	
				Missing/Unknown	Yes, observed conduct.		24
				No, did not observe conduct.	<5	41	

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

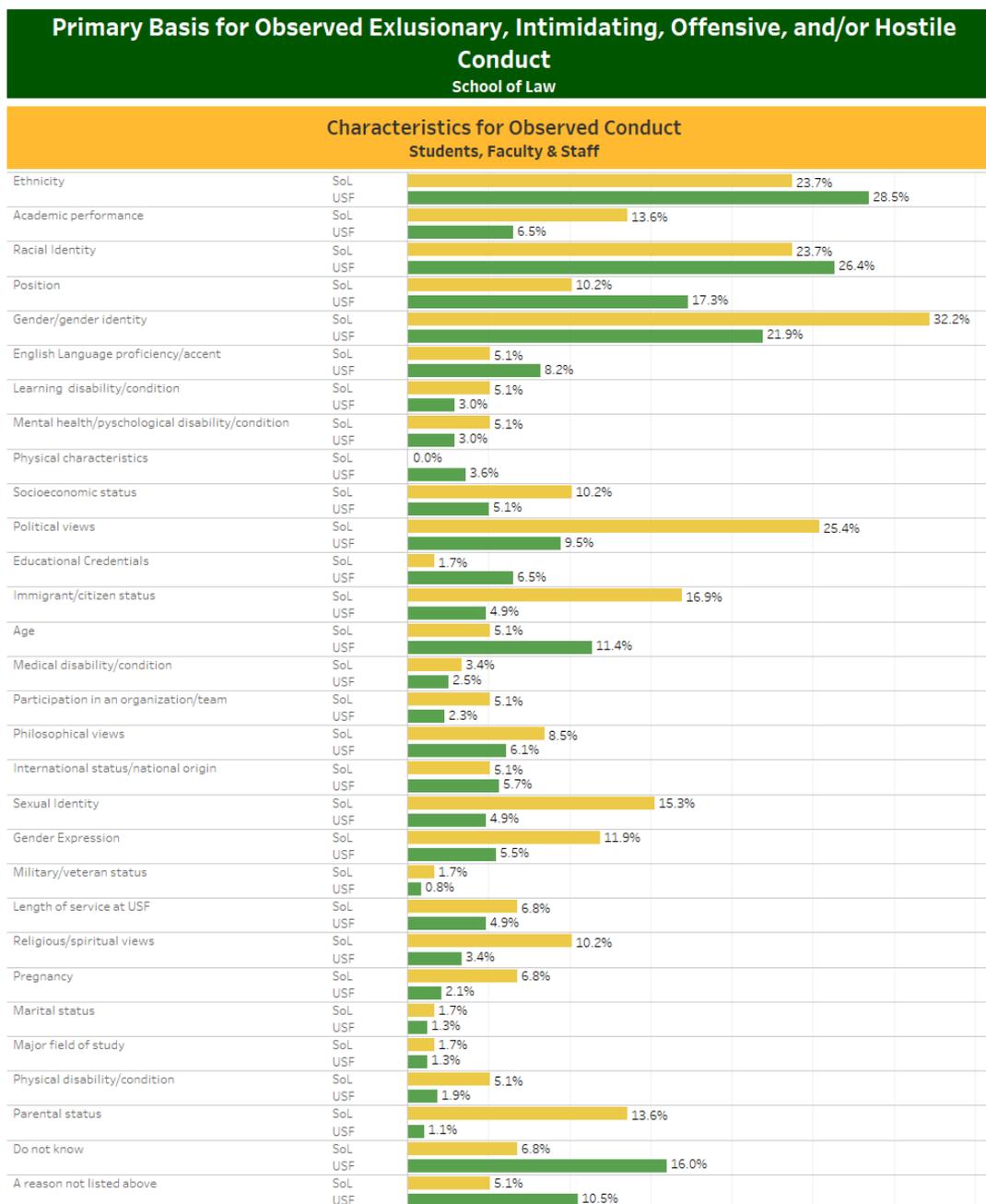
School of Law
Students, Faculty & Staff

Observed Conduct by Position Status Students, Faculty & Staff					
		SoL		USF	
		n	%	n	%
Graduate	Yes, observed conduct.	44	24.9%	133	13.2%
	No, did not observe conduct.	133	75.1%	874	86.8%
	Total	177	100.0%	1007	100.0%
Faculty	Yes, observed conduct.	7	22.6%	160	28.6%
	No, did not observe conduct.	24	77.4%	399	71.4%
	Total	31	100.0%	559	100.0%
Staff	Yes, observed conduct.	11	23.9%	193	31.1%
	No, did not observe conduct.	35	76.1%	428	68.9%
	Total	46	100.0%	621	100.0%
Grand Total		254	100.0%	2187	100.0%

Observed Conduct by Gender Identity Students, Faculty & Staff				Observed Conduct by Sexual Identity Students, Faculty & Staff						
Transspectrum	Yes, observed conduct.	SoL	USF	Heterosexual	Yes, observed conduct.	SoL	%	USF	n	%
	No, did not observe conduct.	<5	16		No, did not observe conduct.	45	21.4%	357	20.9%	
Woman	Yes, observed conduct.	42	334	Total	165	78.6%	1350	79.1%		
	No, did not observe conduct.	113	1063	Total	210	100.0%	1707	100.0%		
Man	Yes, observed conduct.	16	125	LGBQ	Yes, observed conduct.	14	36.8%	99	27.0%	
	No, did not observe conduct.	75	586		No, did not observe conduct.	24	63.2%	268	73.0%	
Missing/Unknown	Yes, observed conduct.	<5	11	Total	38	100.0%	367	100.0%		
	No, did not observe conduct.		12	Missing/Unknown	Yes, observed conduct.	<5	50.0%	30	26.5%	
					No, did not observe conduct.	<5	50.0%	83	73.5%	
				Total	6	100.0%	113	100.0%		
				Grand Total	254	100.0%	2187	100.0%		

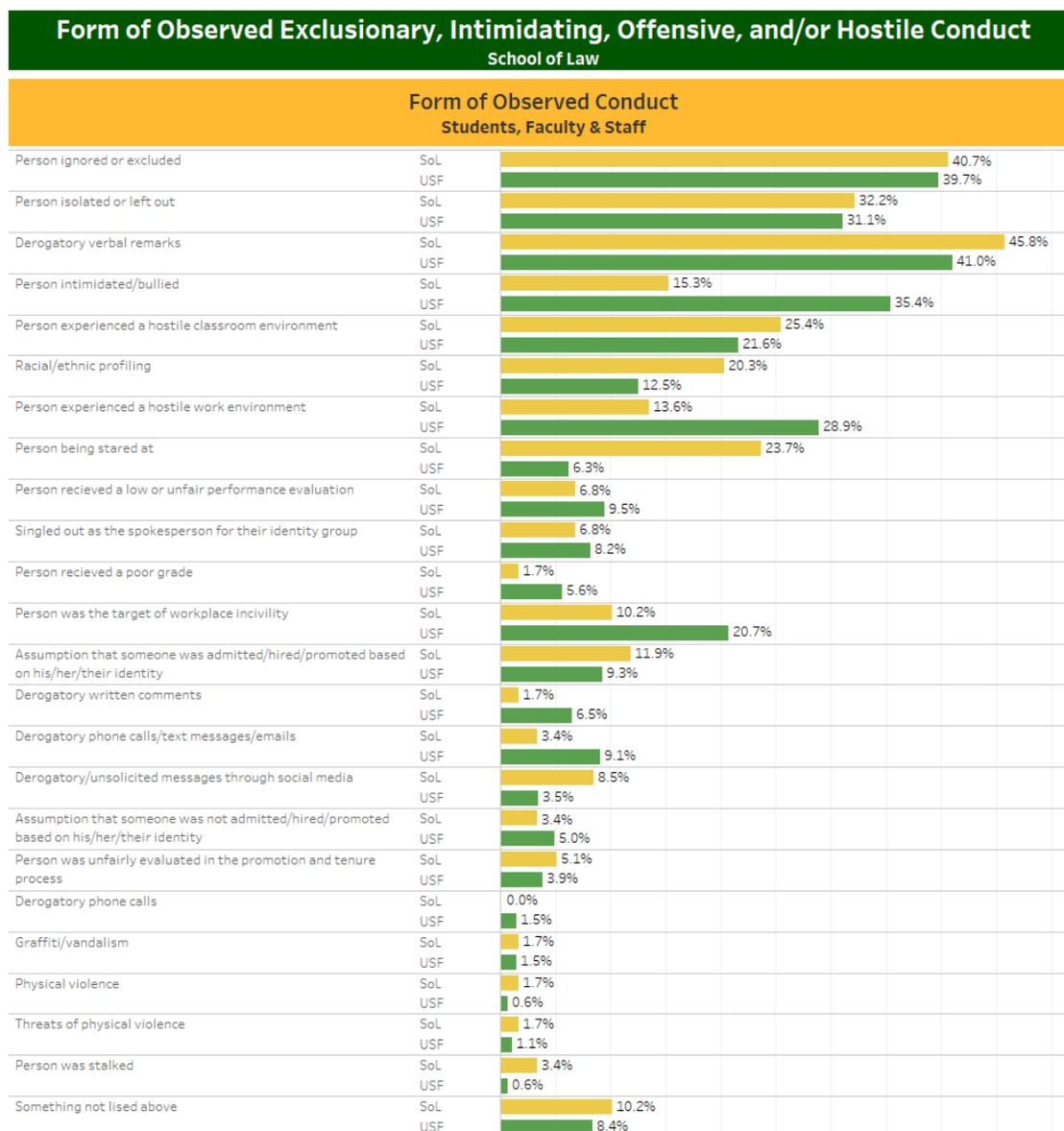
Characteristics of Observed Conduct

Respondents were asked to identify what they believed to be the basis of the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the School of Law respondent population, the primary basis identified was Gender /gender Identity (32%). Within the USF Overall respondent population, the top bases identified were Ethnicity (29%), Racial Identity (26%), and Gender/Gender Identity (22%).



Form of Observed Conduct

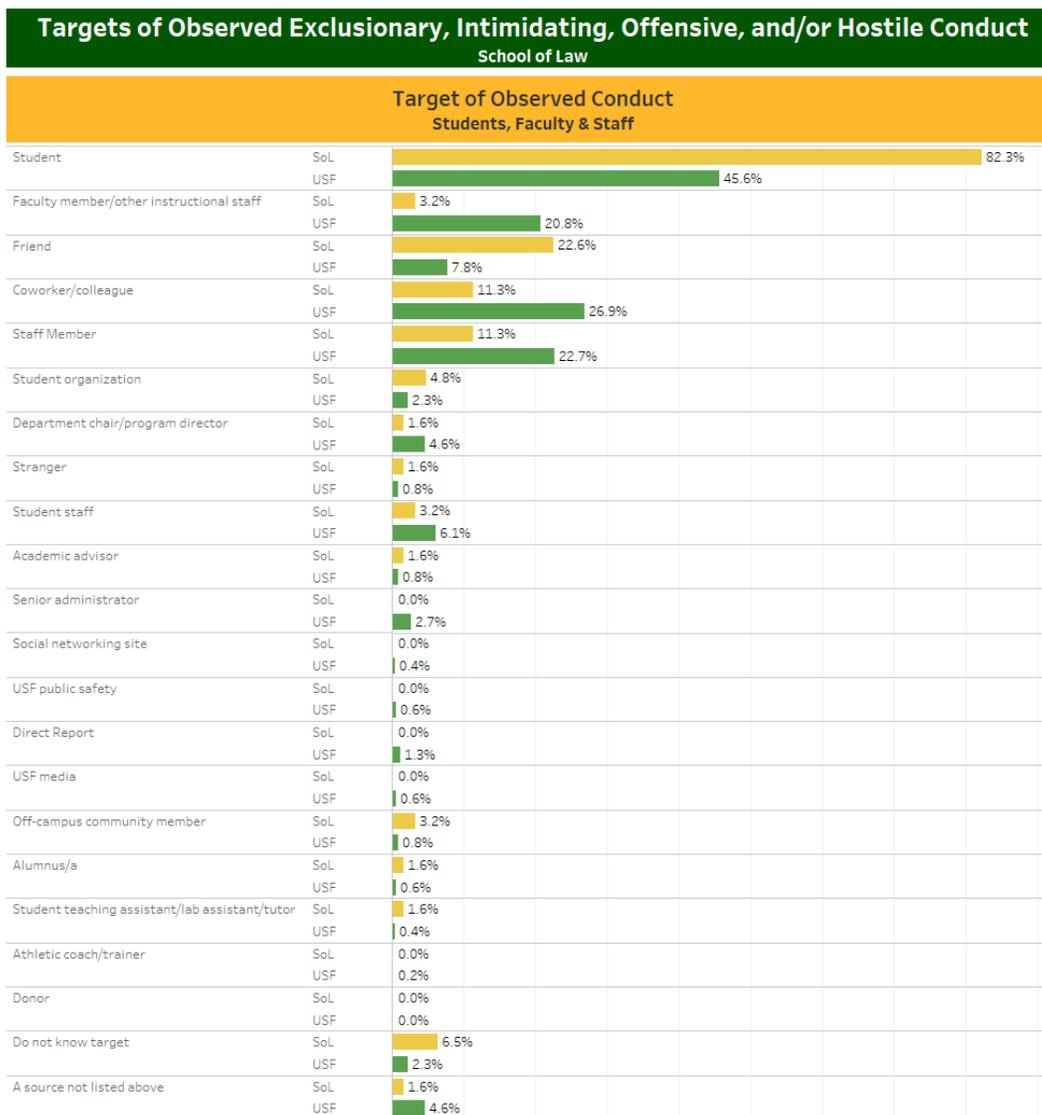
Respondents were asked to identify what they believed to be the forms of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Law respondent population, the top forms of observed conduct were Derogatory Verbal Remarks (46%) and the Person Being Ignored/Excluded (41%). For the USF Overall respondent population, the top forms of observed conduct were also Derogatory Verbal Remarks (41%) and the Person Being Ignored/Excluded (40%).



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

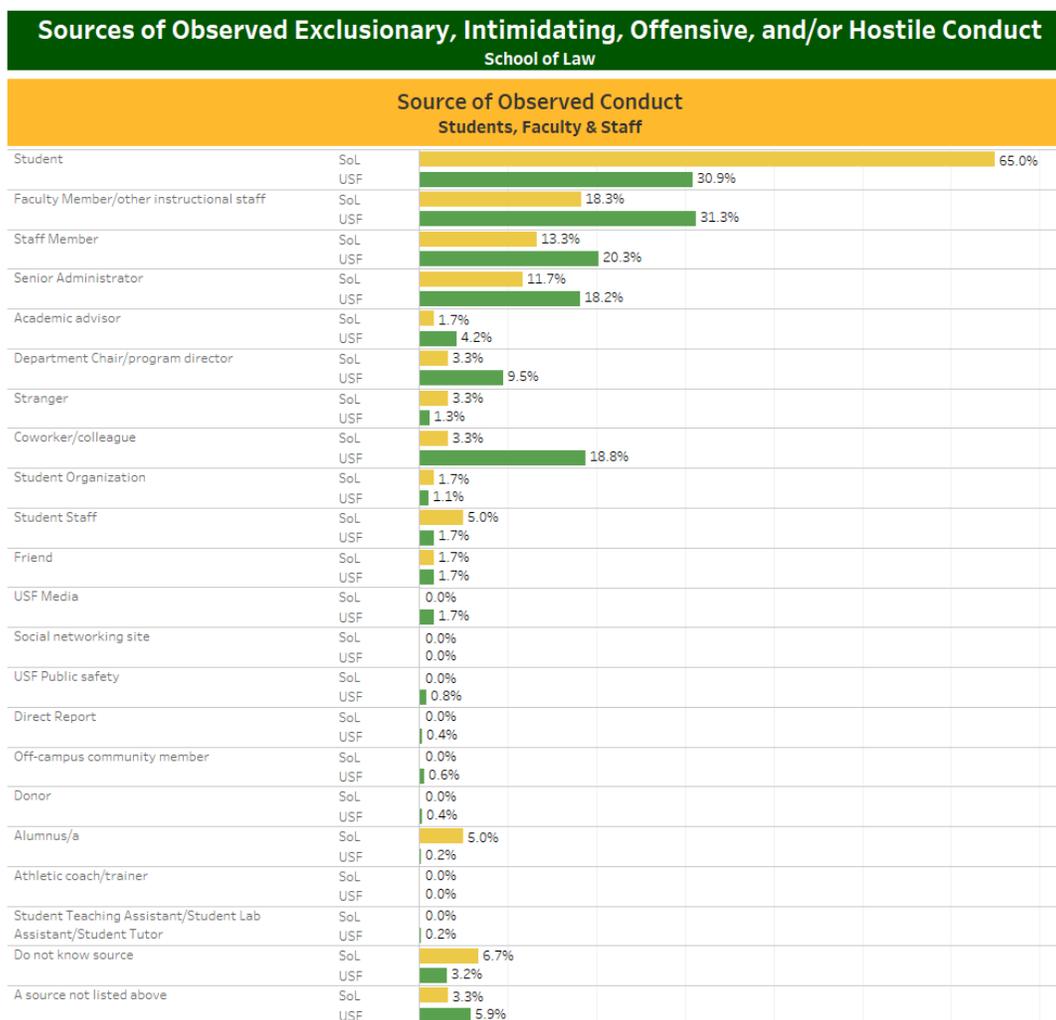
Target of Observed Conduct

Respondents were asked to identify who they believed to be the target of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Law respondent population, the top reported target of the observed conduct was a Student (82%). For the USF Overall respondent population, the top reported target of the observed conduct was also a Student (46%).



Source of Observed Conduct

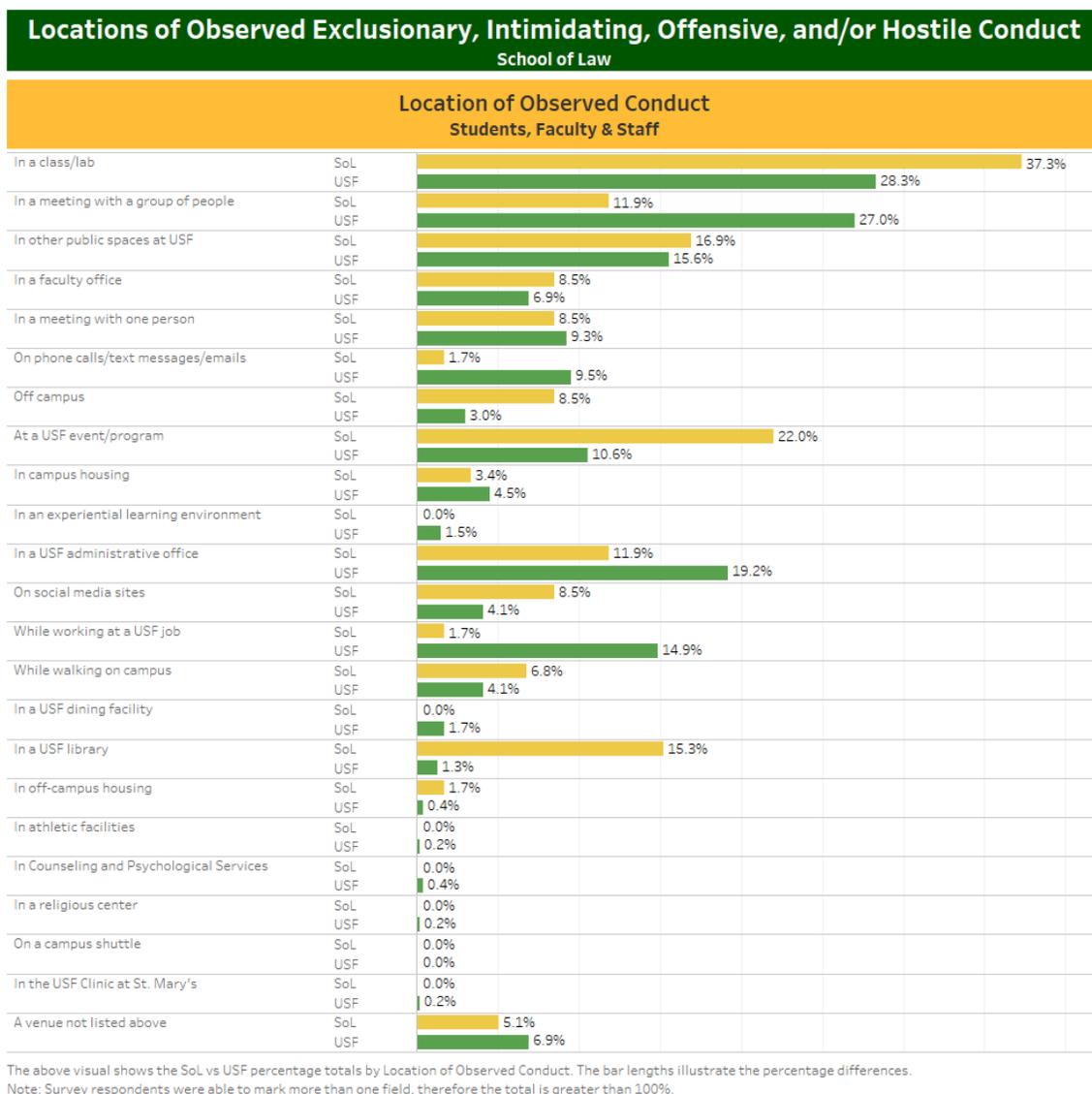
Respondents were asked to identify the source of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Law respondent population, the top source of observed conduct was a Student (65%). For the USF Overall respondent population, the top sources of observed conduct were a Student (31%) and Faculty Member/Other Instructional Staff (31%).



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

Location of Observed Conduct

Respondents were asked to identify the location of the observed exclusionary, intimidating, offensive and/or hostile conduct. The top location of observed conduct for the School of Law respondent population was in a Class/Lab (37%). The top location of observed conduct for the USF Overall respondent population was also in a Class/Lab (28%).



Action in Response to Observed Conduct

Respondents were asked to identify what their action was in response to the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the School of Law respondent population, the top actions in response to the observed conduct were that they Told a Friend (45%), or They Did Not Do Anything (38%). Ten percent of the School of Law respondent population that took an action in response to the observed conduct, Contacted a USF Resource. Of those 10% that contacted a USF Resource, 75% contacted a Senior Administrator. Within the USF Overall respondent population, the top actions in response to the observed conduct were that they Did Not Do Anything (30%), or they Told a Friend (27%). Of the USF Overall respondent population that took an action in response to the observed conduct, 18%

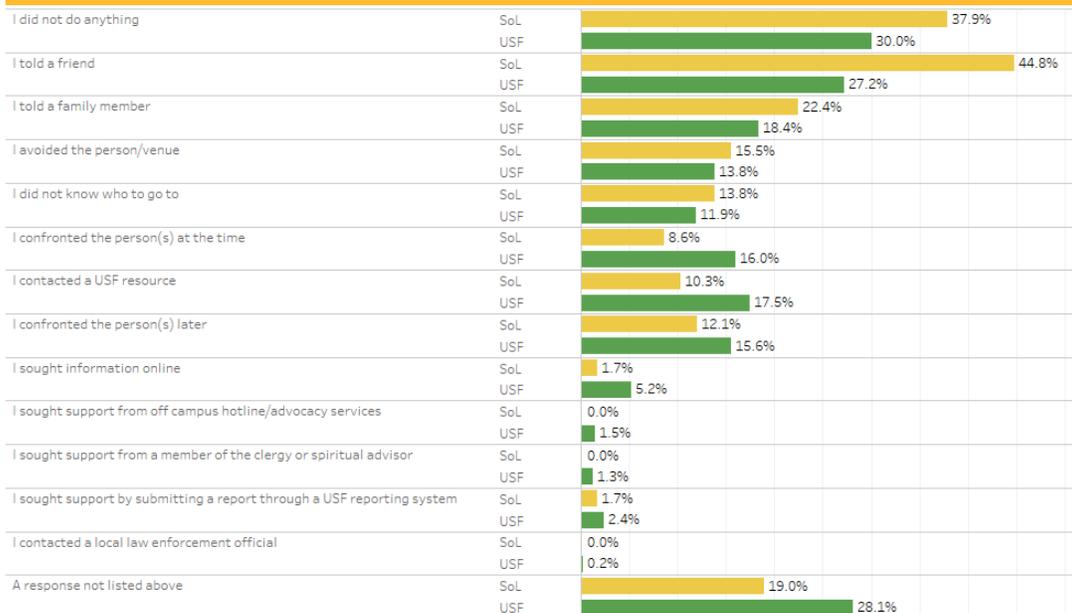
Contacted a USF Resource. Of these 18%, the top USF resource contacted was a Senior Administrator (51%).

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

School of Law

Action in Response to Observed Conduct

Students, Faculty & Staff

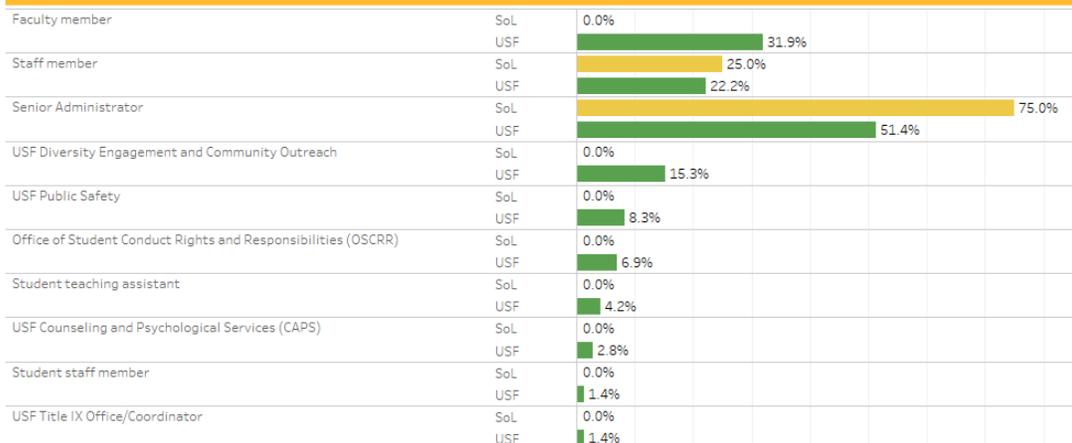


The above visual shows the SoL vs USF percentage totals by Action in Response to Observed Conduct. The bar lengths illustrate the percentage differences.
 Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

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

Contacted USF Resource

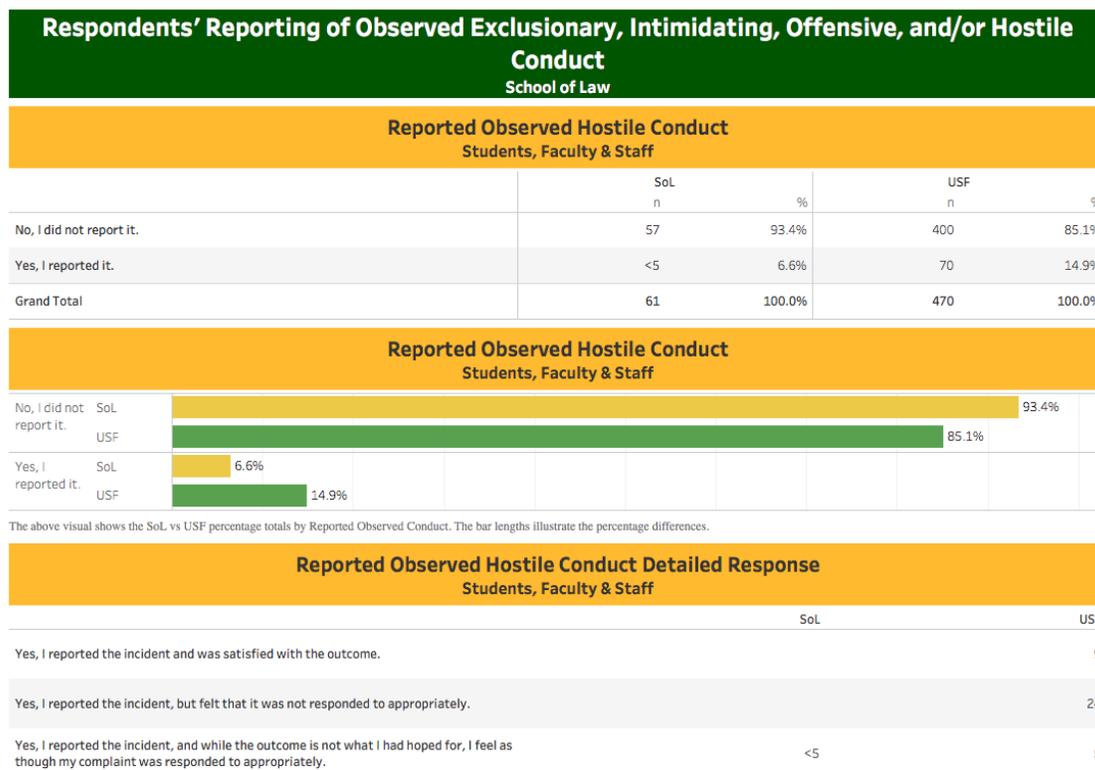
Students, Faculty & Staff



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

Reporting of Observed Conduct

Of those who observed exclusionary, intimidating, offensive, and/or hostile conduct, 93% of the School of Law respondent population did not report the incident. Similarly, 85% of the USF Overall respondent population did not report the incident.



Unwanted Sexual Experiences

Any form of relationship violence, stalking, unwanted sexual interaction or unwanted sexual contact is considered a form of unwanted sexual conduct. Within the School of Law respondent population, 7% of respondents experienced unwanted sexual contact/conduct. In the USF Overall respondent population, 3% experienced unwanted sexual contact/conduct.

Respondents' Experience of Unwanted Sexual Contact/Conduct

School of Law

Unwanted Sexual Contact/Conduct Students, Faculty & Staff

	SoL		USF	
	n	%	n	%
No, did not experience unwanted sexual contact/conduct.	237	92.6%	2122	96.5%
Yes, experienced unwanted sexual contact/conduct.	18	7.0%	74	3.4%
Missing/Unknown	<5	0.4%	<5	0.1%
Grand Total	256	100.0%	2198	100.0%

Unwanted Sexual Contact/Conduct Students, Faculty & Staff

No, did not experience unwanted sexual contact/conduct.	SoL	92.6%				
	USF	96.5%				
Yes, experienced unwanted sexual contact/conduct.	SoL	7.0%				
	USF	3.4%				
Missing/Unknown	SoL	0.4%				
	USF	0.1%				

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

Unwanted Sexual Conduct by Position, Gender and Racial Identity

Of the 7% of School of Law respondents that reported experiencing unwanted sexual contact/conduct, 89% were Graduate students, 78% were Women, 33% were White and 22% were Multiracial. Of the 3% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 32% were Graduate students, 81% were Women, 45% were White and 19% were Multiracial.

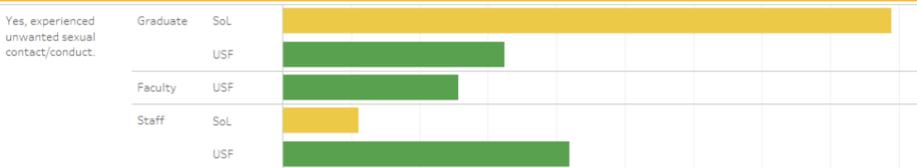
Respondents' Experiences of Unwanted Sexual Conduct While at USF by Demographic

Position Status, Gender Identity, Racial Identity
School of Law

Unwanted Sexual Conduct by Position Status Students, Faculty & Staff

		SoL	USF
Yes, experienced unwanted sexual contact/conduct.	Graduate	16	24
	Faculty		19
	Staff	<5	31

Unwanted Sexual Conduct by Position Status Students, Faculty & Staff

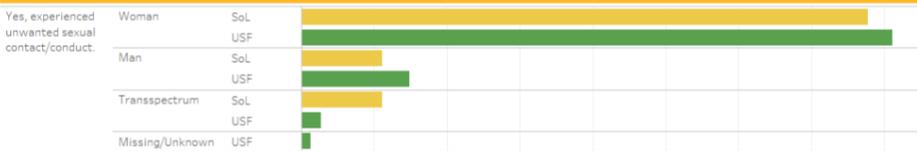


The above visual shows the SoL vs USF percentage totals by Unwanted Sexual Conduct, separated out by Position. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Gender Identity Students, Faculty & Staff

		SoL	USF
Yes, experienced unwanted sexual contact/conduct.	Woman	14	60
	Man	<5	11
	Transpectrum	<5	<5
	Missing/Unknown	<5	<5

Unwanted Sexual Conduct by Gender Identity Students, Faculty & Staff



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

Unwanted Sexual Conduct by Racial Identity Students, Faculty & Staff

		SoL	USF
Yes, experienced unwanted sexual contact/conduct.	White	6	33
	Asian/Asian American/South Asian	<5	5
	Multiracial	<5	14
	Latin@/Chican@/Hispanic	<5	6
	Black/African American	<5	8
	Other Person of Color	<5	5
	Missing/Unknown	<5	<5

Unwanted Sexual Conduct by Racial Identity Students, Faculty & Staff



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

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

Of the 7% of School of Law respondents that reported experiencing unwanted sexual contact/conduct, 50% were Heterosexual, 50% were LGBTQ, 72% had No Disability, 44% had No Religious/Spiritual Affiliation and 44% had a Christian Affiliation. Of the 3% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 70% were Heterosexual, 82% had No Disability, 47% had No Religious/Spiritual Affiliation and 31% had a Christian Affiliation.

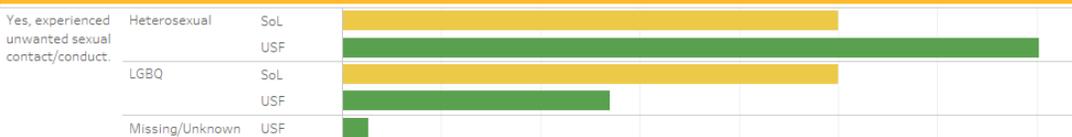
Respondents' Experiences of Unwanted Sexual Conduct While at USF by Demographic

Sexual Identity, Disability Status and Religious Affiliation
School of Law

Unwanted Sexual Conduct by Sexual Identity Students, Faculty & Staff

		SoL	USF
Yes, experienced unwanted sexual contact/conduct.	Heterosexual	9	52
	LGBQ	9	20
	Missing/Unknown		<5

Unwanted Sexual Conduct by Sexual Identity Students, Faculty & Staff

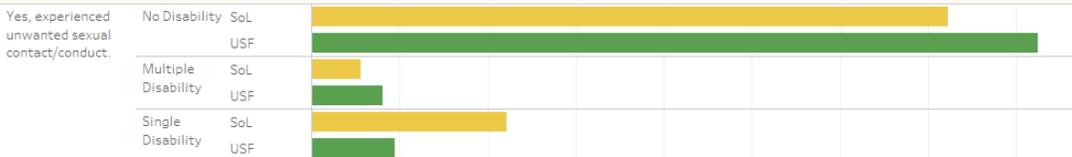


The above visual shows the SoL vs USF percentage totals by Unwanted Sexual Conduct, separated out by Sexual Identity. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Disability Status Students, Faculty & Staff

		SoL	USF
Yes, experienced unwanted sexual contact/conduct.	No Disability	13	61
	Multiple Disability	<5	6
	Single Disability	<5	7

Unwanted Sexual Conduct by Disability Status Students, Faculty & Staff

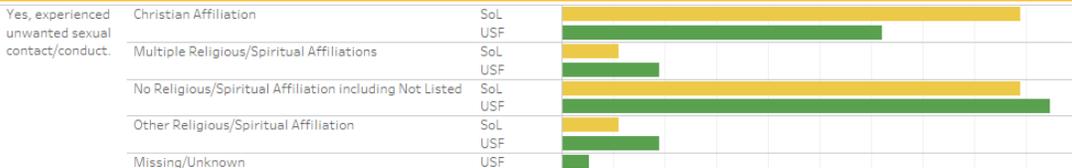


The above visual shows the SoL vs USF percentage totals by Unwanted Sexual Conduct, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Religious Affiliation Students, Faculty & Staff

		SoL	USF
Yes, experienced unwanted sexual contact/conduct.	Christian Affiliation	8	23
	Multiple Religious/Spiritual Affiliations	<5	7
	No Religious/Spiritual Affiliation including Not Listed	8	35
	Other Religious/Spiritual Affiliation	<5	7
	Missing/Unknown		<5

Unwanted Sexual Conduct by Religious Affiliation Students, Faculty & Staff



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

Type of Unwanted Sexual Conduct Experienced

Of those 7% of School of Law respondents that experienced unwanted sexual contact/conduct, 67% experienced Unwanted Sexual Interaction, 11% experienced Stalking, 28% experienced Relationship Violence, and 44% experienced Unwanted Sexual Contact. Of the 3% of USF Overall respondents that experienced unwanted sexual contact/conduct, 77% experienced Unwanted Sexual Interaction, 20% experienced Stalking, 10% experienced Relationship Violence, and 12% experienced Unwanted Sexual Contact.

Type of Unwanted Sexual Conduct Experienced							
School of Law							
Unwanted Sexual Contact/Conduct Relationship Violence (e.g., ridiculed, controlling, hitting) Students, Faculty & Staff	SoL	USF	Unwanted Sexual Contact/Conduct Stalking (e.g., following me, on social media, texting, phone calls) Students, Faculty & Staff	SoL	USF		
	No	251		2191	No	254	2183
	Yes	5		7	Yes	<5	15
Unwanted Sexual Contact/Conduct Unwanted Sexual Interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) Students, Faculty & Staff	SoL	USF	Unwanted Sexual Contact/Conduct Unwanted Sexual Contact (e.g., fondling, rape, sexual assault, penetration without consent) Students, Faculty & Staff	SoL	USF		
	No	244		2141	No	248	2189
	Yes	12		57	Yes	8	9

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

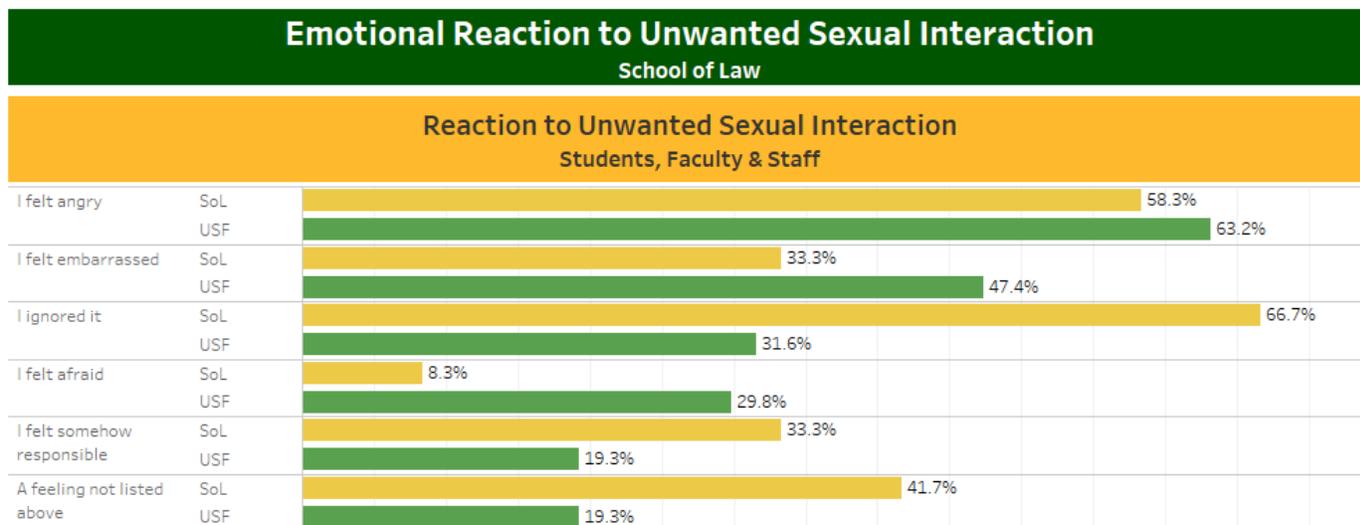
Unwanted Sexual Interaction by Demographics

Of the School of Law respondents that experienced Unwanted Sexual Interaction, 100% were Graduate students, 92% were Women, 58% were Heterosexual, 42% were White, 50% had Christian Affiliation, and 67% had No Disability. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 33% were Graduate students, 81% were Women, 72% were Heterosexual, 49% were White and 19% were Multiracial, 49% had No Religious/Spiritual Affiliation, and 86% had No Disability.

Unwanted Sexual Interaction Demographics					
School of Law					
Sexual Interaction by Position Students, Faculty & Staff			Sexual Interaction by Gender Students, Faculty & Staff		
	SoL	USF		SoL	USF
Graduate	12	19	Women	11	46
Faculty		12	Men		9
Staff		26	Transpectrum	<5	<5
			Missing/Unknown		<5
Unwanted Sexual Interaction by Sexual Identity Students, Faculty & Staff			Unwanted Sexual Interaction by Disability Students, Faculty & Staff		
	SoL	USF		SoL	USF
Heterosexual	7	41	No Disability	8	49
LGBQ	5	15	Single Disability	<5	5
Missing/Unknown		<5	Multiple Disability		<5
Unwanted Sexual Interaction by Race Students, Faculty & Staff			Unwanted Sexual Interaction by Religion Students, Faculty & Staff		
	SoL	USF		SoL	USF
Asian/Asian American/South Asian	<5	5	Christian Affiliation	6	17
Black/African American	<5	5	Multiple Religious/Spiritual Affiliations	<5	<5
Latin@/Chican@/Hispanic	<5	5	No Religious/Spiritual Affiliation including Not Listed	<5	28
Multiracial	<5	11	Other Religious/Spiritual Affiliation	<5	7
Other Person of Color		<5	Missing/Unknown		<5
White	5	28			
Missing/Unknown		<5			

Emotional Reaction to Unwanted Sexual Interaction

Of the School of Law respondents that experienced Unwanted Sexual Interaction, the most common reaction was that they Ignored It (67%). Of the USF Overall respondents that experienced Unwanted Sexual Interaction, the most common reaction was that they Felt Angry (63%).



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

Actions in Response to Unwanted Sexual Interaction

Of the School of Law respondents that experienced Unwanted Sexual Interaction, the top actions in response to such conduct were that they Avoided the Person/Venue (58%), Told a Friend (50%), or Did Not Do Anything (50%). Zero percent of School of Law respondents that experienced such conduct, indicated that they Contacted a USF Resource. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, the top actions in response to such conduct were that they Avoided the Person/Venue (46%) or Told a Friend (42%). Eighteen percent of USF Overall respondents that experienced such conduct, indicated that they Contacted a USF Resource. The top two USF resources contacted were Senior Administrator (44%) and USF Faculty Member (22%).

Actions in Response to Unwanted Sexual Interaction

School of Law

Actions in Response to Unwanted Sexual Interaction

Students, Faculty & Staff

I told a friend	SoL	50.0%			
	USF	42.1%			
I avoided the person/venue	SoL	58.3%			
	USF	45.6%			
I did not do anything	SoL	50.0%			
	USF	31.6%			
I contacted a USF resource	SoL	0.0%			
	USF	17.5%			
I told a family member	SoL	8.3%			
	USF	21.1%			
I confronted the person(s) at the time	SoL	0.0%			
	USF	10.5%			
I contacted a local law enforcement official	SoL	8.3%			
	USF	1.8%			
I sought support by submitting a report through a USF reporting system	SoL	0.0%			
	USF	5.3%			
I did not know who to go to	SoL	0.0%			
	USF	8.8%			
I confronted the person(s) later	SoL	0.0%			
	USF	7.0%			
I sought information online	SoL	0.0%			
	USF	3.5%			
I sought support from off campus hotline/advocacy services	SoL	0.0%			
	USF	1.8%			
I sought support from a member of the clergy or spiritual advisor	SoL	0.0%			
	USF	3.5%			
A response not listed above	SoL	8.3%			
	USF	14.0%			

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

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

USF Resource Contacted

Students, Faculty & Staff

USF Public Safety	USF	11.1%			
USF Counseling and Psychological Services (CAPS)	USF	0.0%			
Senior administrator	USF	44.4%			
Faculty member	USF	22.2%			
Staff member	USF	11.1%			
USF Employee Assistance Program	USF	11.1%			
USF Title IX Office/Coordinator	USF	0.0%			
Office of Student Conduct Rights and Responsibilities (OSCR)	USF	0.0%			
Student staff member	USF	0.0%			
Student teaching assistant	USF	0.0%			
USF Diversity Engagement and Community Outreach	USF	0.0%			
USF University Ministry	USF	0.0%			

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

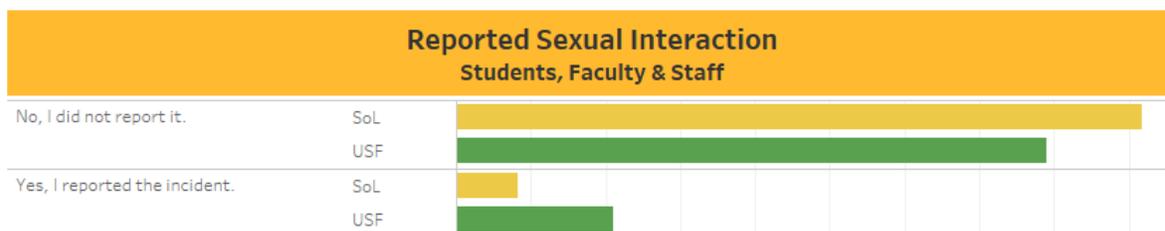
Reporting of Unwanted Sexual Interaction

Of the School of Law respondents that experienced Unwanted Sexual Interaction, 92% did not report their experience. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 79% did not report their experience.

Respondents Officially Reported Unwanted Sexual Interaction School of Law		
Reported Sexual Interaction Students, Faculty & Staff		
	SoL	USF
No, I did not report it.	11	45
Yes, I reported the incident.	<5	12

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

Reported Sexual Interaction Detailed Reponse Students, Faculty & Staff		
	SoL	USF
Yes, I reported the incident, but felt that it was not responded to appropriately.	<5	5
Yes, I reported the incident and was satisfied with the outcome.		<5
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.		<5



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

Knowledge of Sexual Misconduct:

In respect to sexual misconduct, respondents were asked their knowledge of unwanted sexual contact/conduct definitions, policies, and resources. The majority of School of Law respondents agreed to having a broad knowledge of definitions, policies, and resources surrounding unwanted sexual conduct. A couple areas within the School of Law population negatively stood out, however. Twenty-three percent of respondents “disagreed” or “strongly disagreed” with the

statement, “I know how and where to report such incidents.” Twenty-two percent of respondents also “disagreed” or “strongly disagreed” with the statement, “I know that information about the prevalence of sex offenses are available in the USF Annual Security and Fire Safety Report”. The majority of USF Overall respondents also agreed to having a broad knowledge of definitions, policies, and resources surrounding unwanted sexual conduct. In comparison, however, only sixteen percent of respondents “disagreed” or “strongly disagreed” with the statement, “I know how and where to report such incidents.” In addition, twenty-two percent of USF Overall respondents “disagreed” or “strongly disagreed” with the statement, “I know that information about the prevalence of sex offenses are available in the USF Annual Security and Fire Safety Report”.

Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources **School of Law** **Students, Faculty & Staff**

I am aware of the definition of Affirmative Consent Students, Faculty & Staff

	SoL	USF
Strongly agree	162	1181
Agree	78	802
Neither agree nor disagree	6	122
Disagree	7	73
Strongly disagree		14
Missing/Unknown	<5	6

I am generally aware of the role of USF Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct Students, Faculty & Staff

	SoL	USF
Strongly agree	103	883
Agree	109	961
Neither agree nor disagree	23	162
Disagree	17	142
Strongly disagree	<5	33
Missing/Unknown		17

I am aware of prevention programs offered at USF Students, Faculty & Staff

	SoL	USF
Strongly agree	85	567
Agree	89	866
Neither agree nor disagree	33	348
Disagree	41	347
Strongly disagree	8	62
Missing/Unknown		8

I know how and where to report such incidents Students, Faculty & Staff

	SoL	USF
Strongly agree	81	624
Agree	87	881
Neither agree nor disagree	30	313
Disagree	45	320
Strongly disagree	13	42
Missing/Unknown		18

I am familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking Students, Faculty & Staff

	SoL	USF
Strongly agree	87	693
Agree	97	966
Neither agree nor disagree	31	251
Disagree	32	235
Strongly disagree	9	36
Missing/Unknown		17

I am generally aware of the campus resources listed on the USF Title IX website Students, Faculty & Staff

	SoL	USF
Strongly agree	80	602
Agree	101	951
Neither agree nor disagree	31	286
Disagree	33	297
Strongly disagree	10	36
Missing/Unknown	<5	26

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

School of Law
Students, Faculty & Staff

**I have a responsibility to report such incidents
when I see them occurring on- or off-campus
Students, Faculty & Staff**

	SoL	USF
Strongly agree	140	1298
Agree	77	762
Neither agree nor disagree	28	93
Disagree	<5	18
Strongly disagree	<5	12
Missing/Unknown	<5	15

**I understand that USF code of conduct and
penalties differ from standards of conduct and
penalties under the criminal law
Students, Faculty & Staff**

	SoL	USF
Strongly agree	107	814
Agree	100	891
Neither agree nor disagree	32	308
Disagree	9	141
Strongly disagree	<5	28
Missing/Unknown	<5	16

**I know that information about the prevalence of
sex offenses are available in the USF Annual
Security and Fire Safety Report
Students, Faculty & Staff**

	SoL	USF
Strongly agree	75	604
Agree	84	725
Neither agree nor disagree	40	368
Disagree	45	402
Strongly disagree	11	72
Missing/Unknown	<5	27

**I know that USF sends a Public Safety Crime
Bulletin to the campus community when such an
incident occurs
Students, Faculty & Staff**

	SoL	USF
Strongly agree	132	1053
Agree	75	820
Neither agree nor disagree	26	160
Disagree	15	117
Strongly disagree	6	30
Missing/Unknown	<5	18

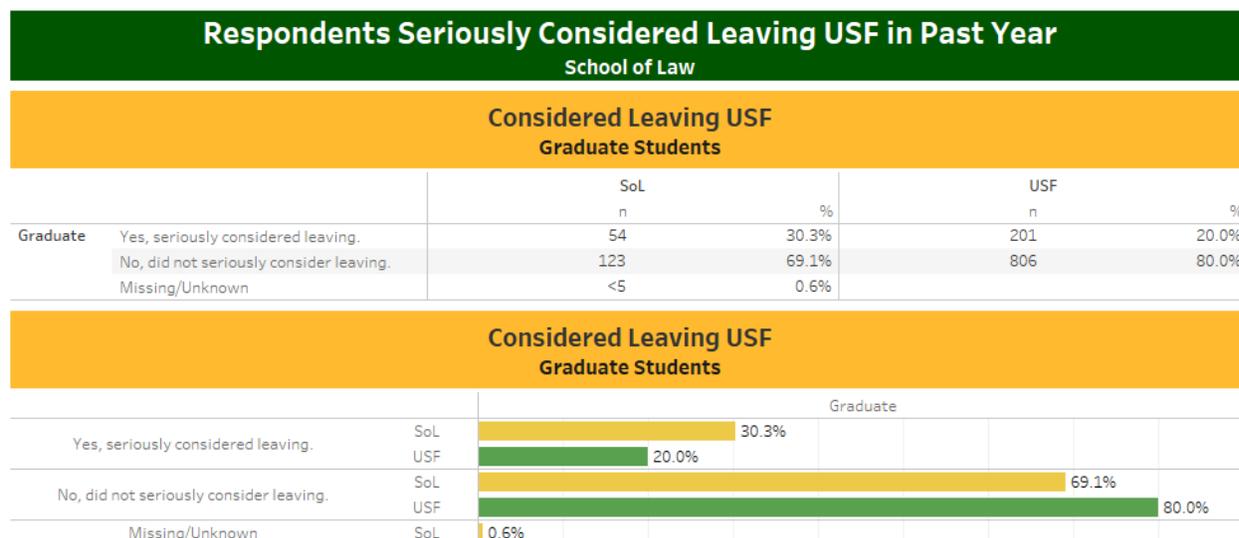
Perceived Environment

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

Students Perceived Environment

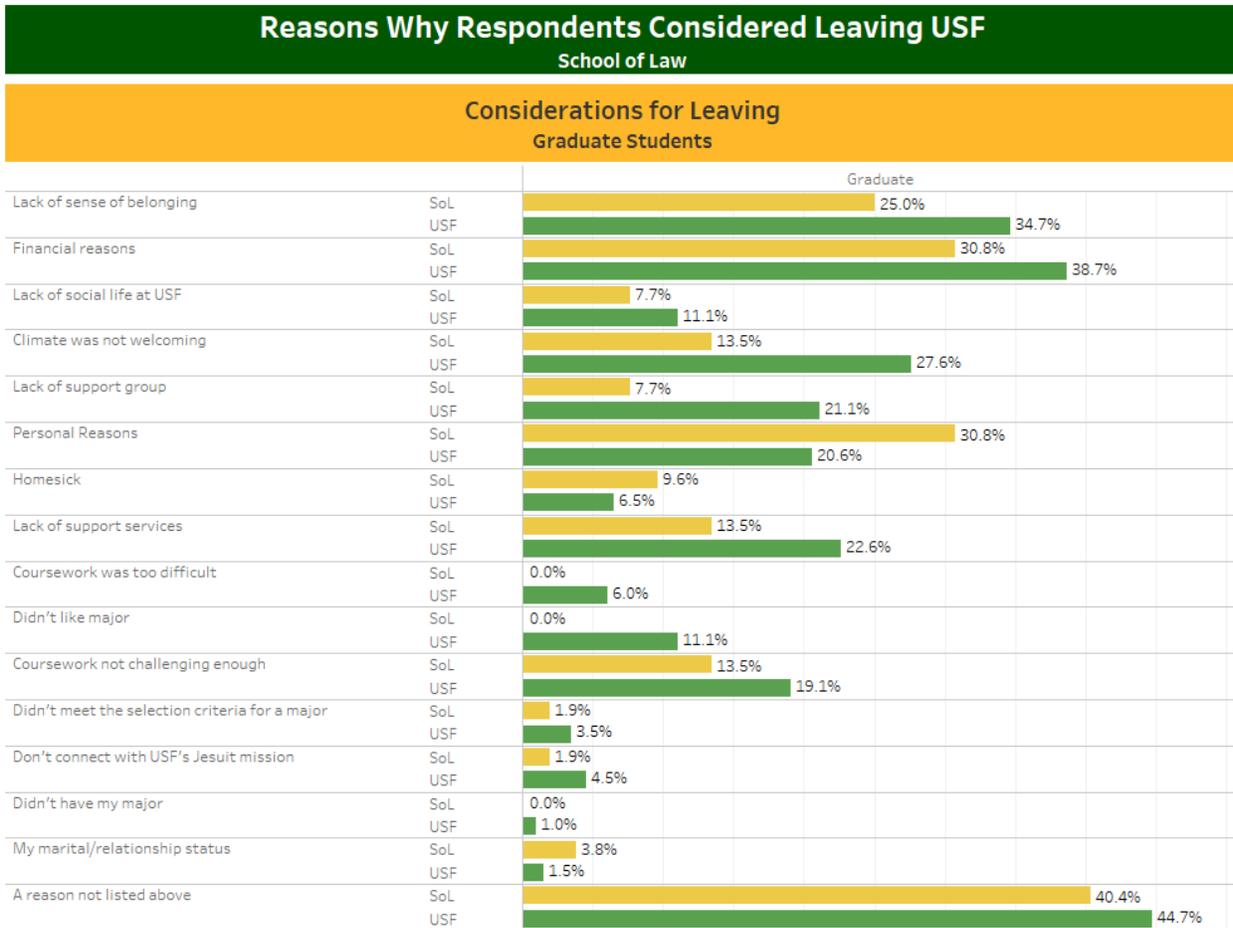
Considered Leaving USF

The survey asked student respondents if they had ever seriously considered leaving USF, and if they had, they were then asked why. Thirty percent of School of Law Graduate student respondents indicated that they had seriously considered leaving. In comparison, twenty percent of USF Graduate student respondents indicated that they had seriously considered leaving.



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

Of the 30% of School of Law Graduate student respondents that indicated they had seriously considered leaving USF, the top reasons provided was a Reason Not Listed (40%), Financial Reason (31%) and Personal Reason (31%). Of the 20% of USF Graduate student respondents that indicated they had seriously considered leaving USF, the top reasons provided were a Reason Not Listed Above (45%), and Financial Reason (39%).



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

Perception of Campus Climate

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

Student Respondents' Perception of Campus Climate

School of Law

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

	SoL		USF	
	n	%	n	%
Strongly agree	21	11.8%	181	18.0%
Agree	33	18.5%	184	18.3%
Neither agree nor disagree	62	34.8%	249	24.7%
Disagree	35	19.7%	225	22.3%
Strongly disagree	25	14.0%	149	14.8%
Missing/Unknown	<5	1.1%	19	1.9%

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

	SoL		USF	
	n	%	n	%
Strongly agree	47	26.4%	342	34.0%
Agree	66	37.1%	389	38.6%
Neither agree nor disagree	39	21.9%	173	17.2%
Disagree	15	8.4%	60	6.0%
Strongly disagree	8	4.5%	30	3.0%
Missing/Unknown	<5	1.7%	13	1.3%

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

	SoL		USF	
	n	%	n	%
Strongly agree	71	39.9%	425	42.2%
Agree	72	40.4%	362	35.9%
Neither agree nor disagree	29	16.3%	162	16.1%
Disagree	<5	1.7%	26	2.6%
Strongly disagree	<5	0.6%	20	2.0%
Missing/Unknown	<5	1.1%	12	1.2%

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

	SoL		USF	
	n	%	n	%
Strongly agree	42	23.6%	291	28.9%
Agree	58	32.6%	273	27.1%
Neither agree nor disagree	63	35.4%	322	32.0%
Disagree	10	5.6%	72	7.1%
Strongly disagree	<5	1.7%	31	3.1%
Missing/Unknown	<5	1.1%	18	1.8%

Feelings of Value

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

Student Respondents' Feelings of Value						
"Please indicate the extent to which you agree with each of the following statements."						
School of Law						
I feel valued by USF faculty Graduate Students				I feel valued by USF staff Graduate Students		
	SoL		USF			
	n	%	n	%	n	%
Strongly agree	54	30.3%	401	39.8%	45	25.3%
Agree	74	41.6%	428	42.5%	69	38.8%
Neither agree nor disagree	29	16.3%	120	11.9%	44	24.7%
Disagree	16	9.0%	33	3.3%	12	6.7%
Strongly disagree	<5	1.7%	17	1.7%	6	3.4%
Missing/Unknown	<5	1.1%	8	0.8%	<5	1.1%
I feel valued by USF senior administrators Graduate Students				I feel valued by faculty in the classroom Graduate Students		
	SoL		USF			
	n	%	n	%	n	%
Strongly agree	40	22.5%	258	25.6%	58	32.6%
Agree	58	32.6%	307	30.5%	90	50.6%
Neither agree nor disagree	44	24.7%	308	30.6%	19	10.7%
Disagree	24	13.5%	74	7.3%	7	3.9%
Strongly disagree	8	4.5%	43	4.3%		
Missing/Unknown	<5	2.2%	17	1.7%	<5	2.2%
I feel valued by other students in classroom Graduate Students				I feel valued by other students outside the classroom Graduate Students		
	SoL		USF			
	n	%	n	%	n	%
Strongly agree	38	21.3%	411	40.8%	37	20.8%
Agree	96	53.9%	422	41.9%	87	48.9%
Neither agree nor disagree	31	17.4%	113	11.2%	42	23.6%
Disagree	10	5.6%	38	3.8%	8	4.5%
Strongly disagree	<5	0.6%	9	0.9%	<5	0.6%
Missing/Unknown	<5	1.1%	14	1.4%	<5	1.7%

Graduate Student Perceptions

Graduate students, specifically, were asked how they felt about their experience at USF. There was one area with room for improvement. With regards to advising, 22% of School of Law Graduate student respondents “disagreed” or “strongly disagreed” with the statement, “I am satisfied with the quality of advising I have received from my department/program.” In comparison, 16% of the USF Graduate student respondents “disagreed” or “strongly disagreed” with the statement.

Graduate Student Respondents' Perceptions of Advising

"As a graduate student I feel..."

School of Law

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

	SoL		USF	
	n	%	n	%
Strongly agree	34	19.1%	290	28.8%
Agree	54	30.3%	390	38.7%
Neither agree nor disa...	48	27.0%	162	16.1%
Disagree	30	16.9%	106	10.5%
Strongly disagree	9	5.1%	55	5.5%
Missing/Unknown	<5	1.7%	<5	0.4%

I have adequate access to advising Graduate Students

	SoL		USF	
	n	%	n	%
Strongly agree	40	22.5%	322	32.0%
Agree	81	45.5%	403	40.0%
Neither agree nor disagree	30	16.9%	147	14.6%
Disagree	18	10.1%	99	9.8%
Strongly disagree	6	3.4%	29	2.9%
Missing/Unknown	<5	1.7%	7	0.7%

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

	SoL		USF	
	n	%	n	%
Strongly agree	35	19.7%	361	35.8%
Agree	64	36.0%	371	36.8%
Neither agree nor disagree	48	27.0%	160	15.9%
Disagree	23	12.9%	76	7.5%
Strongly disagree	5	2.8%	35	3.5%
Missing/Unknown	<5	1.7%	<5	0.4%

My advisor/chair provides clear expectations Graduate Students

	SoL		USF	
	n	%	n	%
Strongly agree	32	18.0%	331	32.9%
Agree	56	31.5%	381	37.8%
Neither agree nor disagree	56	31.5%	177	17.6%
Disagree	27	15.2%	79	7.8%
Strongly disagree	<5	1.7%	33	3.3%
Missing/Unknown	<5	2.2%	6	0.6%

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

	SoL		USF	
	n	%	n	%
Strongly agree	38	21.3%	389	38.6%
Agree	60	33.7%	394	39.1%
Neither agree nor disagree	60	33.7%	140	13.9%
Disagree	10	5.6%	53	5.3%
Strongly disagree	5	2.8%	21	2.1%
Missing/Unknown	5	2.8%	10	1.0%

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

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

	SoL		USF	
	n	%	n	%
Strongly agree	53	29.8%	405	40.2%
Agree	82	46.1%	440	43.7%
Neither agree nor disagree	32	18.0%	92	9.1%
Disagree	6	3.4%	47	4.7%
Strongly disagree	<5	1.7%	18	1.8%
Missing/Unknown	<5	1.1%	5	0.5%

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

	SoL		USF	
	n	%	n	%
Strongly agree	53	29.8%	394	39.1%
Agree	83	46.6%	428	42.5%
Neither agree nor disagree	31	17.4%	112	11.1%
Disagree	6	3.4%	49	4.9%
Strongly disagree	<5	1.1%	15	1.5%
Missing/Unknown	<5	1.7%	9	0.9%

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

	SoL		USF	
	n	%	n	%
Strongly agree	34	19.1%	204	20.3%
Agree	59	33.1%	282	28.0%
Neither agree nor disagree	53	29.8%	254	25.2%
Disagree	20	11.2%	185	18.4%
Strongly disagree	9	5.1%	76	7.5%
Missing/Unknown	<5	1.7%	6	0.6%

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

	SoL		USF	
	n	%	n	%
Strongly agree	27	15.2%	266	26.4%
Agree	34	19.1%	304	30.2%
Neither agree nor disagree	88	49.4%	284	28.2%
Disagree	16	9.0%	88	8.7%
Strongly disagree	8	4.5%	54	5.4%
Missing/Unknown	5	2.8%	11	1.1%

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

	SoL		USF	
	n	%	n	%
Strongly agree	28	15.7%	246	24.4%
Agree	50	28.1%	307	30.5%
Neither agree nor disagree	63	35.4%	269	26.7%
Disagree	25	14.0%	114	11.3%
Strongly disagree	8	4.5%	59	5.9%
Missing/Unknown	<5	2.2%	12	1.2%

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

	SoL		USF	
	n	%	n	%
Strongly agree	31	17.4%	238	23.6%
Agree	60	33.7%	294	29.2%
Neither agree nor disagree	61	34.3%	267	26.5%
Disagree	15	8.4%	136	13.5%
Strongly disagree	7	3.9%	65	6.5%
Missing/Unknown	<5	2.2%	7	0.7%

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

	SoL		USF	
	n	%	n	%
Strongly agree	46	25.8%	408	40.5%
Agree	65	36.5%	394	39.1%
Neither agree nor disagree	54	30.3%	139	13.8%
Disagree	5	2.8%	30	3.0%
Strongly disagree	<5	1.7%	26	2.6%
Missing/Unknown	5	2.8%	10	1.0%

Academic Experience

Students were asked to indicate the extent to which they “agreed” with a number of statements regarding their academic experience at USF. Overall, Graduate student respondents within the

School of Law reported having a positive academic experience. However, there was one area with a high percentage of negativity. Thirty-six percent of School of Law student respondents “agreed” or “strongly agreed” with the statement, “Few of my courses this year have been intellectually stimulating.” Forty-three percent of USF Graduate student respondents “agreed” or “strongly agreed” with this statement.

Academic Experience at USF					
School of Law					
I am performing up to my full academic potential			Few of my courses this year have been intellectually stimulating		
Graduate Students			Graduate Students		
	SoL		USF		
	n	%	n	%	
Strongly Agree	37	20.8%	357	35.5%	Strongly Agree
Agree	112	62.9%	503	50.0%	Agree
Neither agree nor disagree	17	9.6%	76	7.5%	Neither agree nor disagree
Disagree	10	5.6%	62	6.2%	Disagree
Strongly Disagree	<5	1.1%	7	0.7%	Strongly Disagree
Missing/Unknown			<5	0.2%	Missing/Unknown
I am satisfied with my academic experience at USF			I am satisfied with the extent of my intellectual development since enrolling at USF		
Graduate Students			Graduate Students		
	SoL		USF		
	n	%	n	%	
Strongly Agree	42	23.6%	319	31.7%	Strongly Agree
Agree	108	60.7%	482	47.9%	Agree
Neither agree nor disagree	19	10.7%	127	12.6%	Neither agree nor disagree
Disagree	8	4.5%	51	5.1%	Disagree
Strongly Disagree	<5	0.6%	21	2.1%	Strongly Disagree
Missing/Unknown			7	0.7%	Missing/Unknown
I have performed academically as well as I anticipated I would					
Graduate Students					
	SoL		USF		
	n	%	n	%	
Strongly Agree	29	16.3%	331	32.9%	
Agree	72	40.4%	502	49.9%	
Neither agree nor disagree	47	26.4%	109	10.8%	
Disagree	28	15.7%	42	4.2%	
Strongly Disagree	<5	1.1%	12	1.2%	
Missing/Unknown			11	1.1%	
My academic experience has had a positive influence on my intellectual growth and interest in ideas					
Graduate Students					
	SoL		USF		
	n	%	n	%	
Strongly Agree	61	34.3%	446	44.3%	
Agree	95	53.4%	435	43.2%	
Neither agree nor disagree	17	9.6%	82	8.1%	
Disagree	<5	1.7%	23	2.3%	
Strongly Disagree			13	1.3%	
Missing/Unknown	<5	1.1%	8	0.8%	

Academic Experience at USF									
School of Law									
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					
Graduate Students				Graduate Students					
	SoL		USF			SoL		USF	
	n	%	n	%	n	%	n	%	
Strongly Agree	61	34.3%	446	44.3%	Strongly Agree	61	34.3%	439	43.6%
Agree	95	53.4%	435	43.2%	Agree	77	43.3%	411	40.8%
Neither agree nor disagree	17	9.6%	82	8.1%	Neither agree nor disagree	26	14.6%	107	10.6%
Disagree	<5	1.7%	23	2.3%	Disagree	11	6.2%	38	3.8%
Strongly Disagree			13	1.3%	Strongly Disagree	<5	0.6%	11	1.1%
Missing/Unknown	<5	1.1%	8	0.8%	Missing/Unknown	<5	1.1%	<5	0.1%
Thinking ahead, it is likely that I will leave USF without meeting my academic goal				I intend to graduate from USF					
Graduate Students				Graduate Students					
	SoL		USF			SoL		USF	
	n	%	n	%	n	%	n	%	
Strongly Agree	<5	0.6%	34	3.4%	Strongly Agree	125	70.2%	752	74.7%
Agree	11	6.2%	32	3.2%	Agree	41	23.0%	209	20.8%
Neither agree nor disagree	18	10.1%	66	6.6%	Neither agree nor disagree	11	6.2%	34	3.4%
Disagree	45	25.3%	224	22.2%	Disagree	<5	0.6%	<5	0.2%
Strongly Disagree	103	57.9%	646	64.2%	Strongly Disagree			<5	0.2%
Missing/Unknown			5	0.5%	Missing/Unknown			8	0.8%

Institutional Initiatives

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

Student Respondents' Perceptions of Institutional Initiatives

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

School of Law

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

Providing equity and inclusion training for students Graduate Students			Providing equity and inclusion training for students Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	101	604	Would positively influence climate	36	183
Has no influence on climate	19	71	Would have no influence on climate	5	35
Negatively influences climate	<5	7	Would negatively influence climate	<5	<5
Missing/Unknown	54	325	Missing/Unknown	134	785

Providing equity and inclusion training for staff Graduate Students			Providing equity and inclusion training for staff Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	101	593	Would positively influence climate	33	189
Has no influence on climate	17	65	Would have no influence on climate	6	25
Negatively influences climate	<5	10	Would negatively influence climate	<5	9
Missing/Unknown	57	339	Missing/Unknown	137	784

Providing equity and inclusion training for faculty Graduate Students			Providing equity and inclusion training for faculty Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	98	596	Would positively influence climate	35	187
Has no influence on climate	16	65	Would have no influence on climate	7	21
Negatively influences climate	<5	7	Would negatively influence climate	<5	7
Missing/Unknown	62	339	Missing/Unknown	134	792

Providing access to counseling for people who have experienced harassment or other discriminatory behavior Graduate Students			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	123	695	Would positively influence climate	23	122
Has no influence on climate	10	43	Would have no influence on climate	<5	15
Negatively influences climate	<5	<5	Would negatively influence climate	<5	<5
Missing/Unknown	44	266	Missing/Unknown	150	866

Providing access to counseling for people accused of harassment or other discriminatory behavior Graduate Students			Providing access to counseling for people accused of harassment or other discriminatory behavior Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	111	651	Would positively influence climate	31	141
Has no influence on climate	14	51	Would have no influence on climate	<5	22
Negatively influences climate	<5	5	Would negatively influence climate	<5	7
Missing/Unknown	52	300	Missing/Unknown	142	837

Providing due process for people who have experienced harassment or other discriminatory behavior Graduate Students			Providing due process for people who have experienced harassment or other discriminatory behavior Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	112	655	Would positively influence climate	31	137
Has no influence on climate	11	51	Would have no influence on climate	<5	16
Negatively influences climate	<5	6	Would negatively influence climate	<5	7
Missing/Unknown	53	295	Missing/Unknown	142	847

Student Respondents' Perceptions of Institutional Initiatives

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

School of Law

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

Providing due process for people accused of harassment or other discriminatory behavior Graduate Students			Providing due process for people accused of harassment or other discriminatory behavior Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	101	610	Would positively influence climate	31	141
Has no influence on climate	17	68	Would have no influence on climate	<5	24
Negatively influences climate	<5	12	Would negatively influence climate	<5	11
Missing/Unknown	57	317	Missing/Unknown	140	831
Providing a person to address student complaints of bias by faculty/staff in learning environments Graduate Students			Providing a person to address student complaints of bias by faculty/staff in learning environments Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	98	585	Would positively influence climate	41	185
Has no influence on climate	12	65	Would have no influence on climate	<5	25
Negatively influences climate	<5	10	Would negatively influence climate	<5	<5
Missing/Unknown	65	347	Missing/Unknown	131	793
Providing a person to address student complaints of bias by other students in learning environments Graduate Students			Providing a person to address student complaints of bias by other students in learning environments Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	95	576	Would positively influence climate	42	176
Has no influence on climate	13	71	Would have no influence on climate	5	26
Negatively influences climate	<5	12	Would negatively influence climate	<5	6
Missing/Unknown	68	348	Missing/Unknown	128	799
Increasing opportunities for cross-cultural dialogue among students Graduate Students			Increasing opportunities for cross-cultural dialogue among students Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	100	602	Would positively influence climate	37	175
Has no influence on climate	18	62	Would have no influence on climate	<5	20
Negatively influences climate	<5	6	Would negatively influence climate	<5	6
Missing/Unknown	58	337	Missing/Unknown	136	806
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students Graduate Students			Increasing opportunities for cross-cultural dialogue between faculty, staff, and students Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	96	575	Would positively influence climate	36	193
Has no influence on climate	20	66	Would have no influence on climate	<5	18
Negatively influences climate	<5	6	Would negatively influence climate	<5	6
Missing/Unknown	59	360	Missing/Unknown	135	790
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum Graduate Students			Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	93	609	Would positively influence climate	37	162
Has no influence on climate	20	60	Would have no influence on climate	5	21
Negatively influences climate	5	7	Would negatively influence climate	<5	<5
Missing/Unknown	60	331	Missing/Unknown	133	820

Student Respondents' Perceptions of Institutional Initiatives

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

School of Law

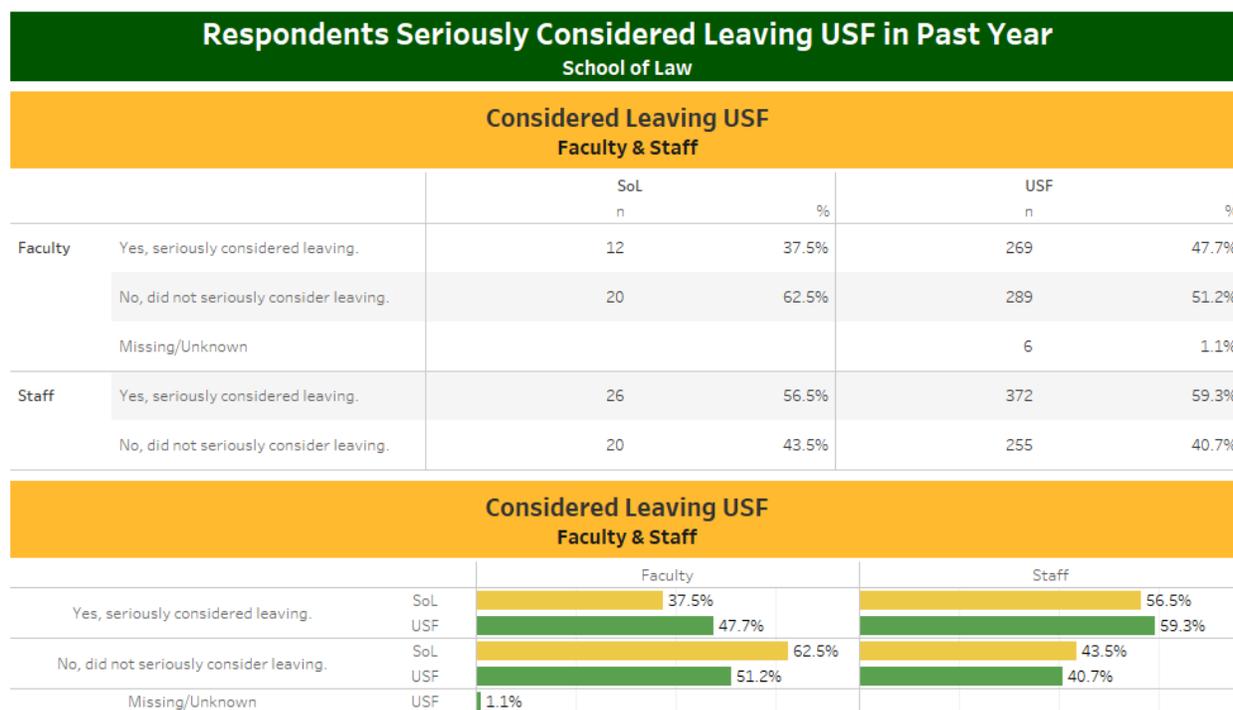
The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available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

Providing effective faculty mentorship of students Graduate Students			Providing effective faculty mentorship of students Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	112	630	Would positively influence climate	34	154
Has no influence on climate	12	48	Would have no influence on climate		15
Negatively influences climate	<5	8	Would negatively influence climate	<5	5
Missing/Unknown	52	321	Missing/Unknown	142	833
Providing effective faculty academic advising Graduate Students			Providing effective faculty academic advising Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	107	652	Would positively influence climate	37	140
Has no influence on climate	11	47	Would have no influence on climate		12
Negatively influences climate	<5	5	Would negatively influence climate	<5	<5
Missing/Unknown	58	303	Missing/Unknown	139	851
Providing immediate access for students to CASA Graduate Students			Providing immediate access for students to CASA Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	91	544	Would positively influence climate	30	160
Has no influence on climate	25	87	Would have no influence on climate	7	37
Negatively influences climate	<5	<5	Would negatively influence climate	<5	<5
Missing/Unknown	61	373	Missing/Unknown	138	807
Providing diversity training for student staff Graduate Students			Providing diversity training for student staff Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	99	589	Would positively influence climate	31	186
Has no influence on climate	22	54	Would have no influence on climate	<5	17
Negatively influences climate	<5	5	Missing/Unknown	140	798
Missing/Unknown	55	359	Would negatively influence climate	<5	6
Providing affordable child care Graduate Students			Providing affordable child care Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	82	468	Would positively influence climate	61	265
Has no influence on climate	12	82	Would have no influence on climate	<5	25
Negatively influences climate		<5	Would negatively influence climate	<5	6
Missing/Unknown	84	453	Missing/Unknown	110	711
Providing support/resources for spouse/partner employment Graduate Students			Providing support/resources for spouse/partner employment Graduate Students		
	SoL	USF		SoL	USF
Positively influences climate	86	471	Would positively influence climate	52	247
Has no influence on climate	14	80	Would have no influence on climate	5	41
Negatively influences climate	<5	<5	Would negatively influence climate	<5	5
Missing/Unknown	77	453	Missing/Unknown	119	714

Faculty and Staff Perceived Environment

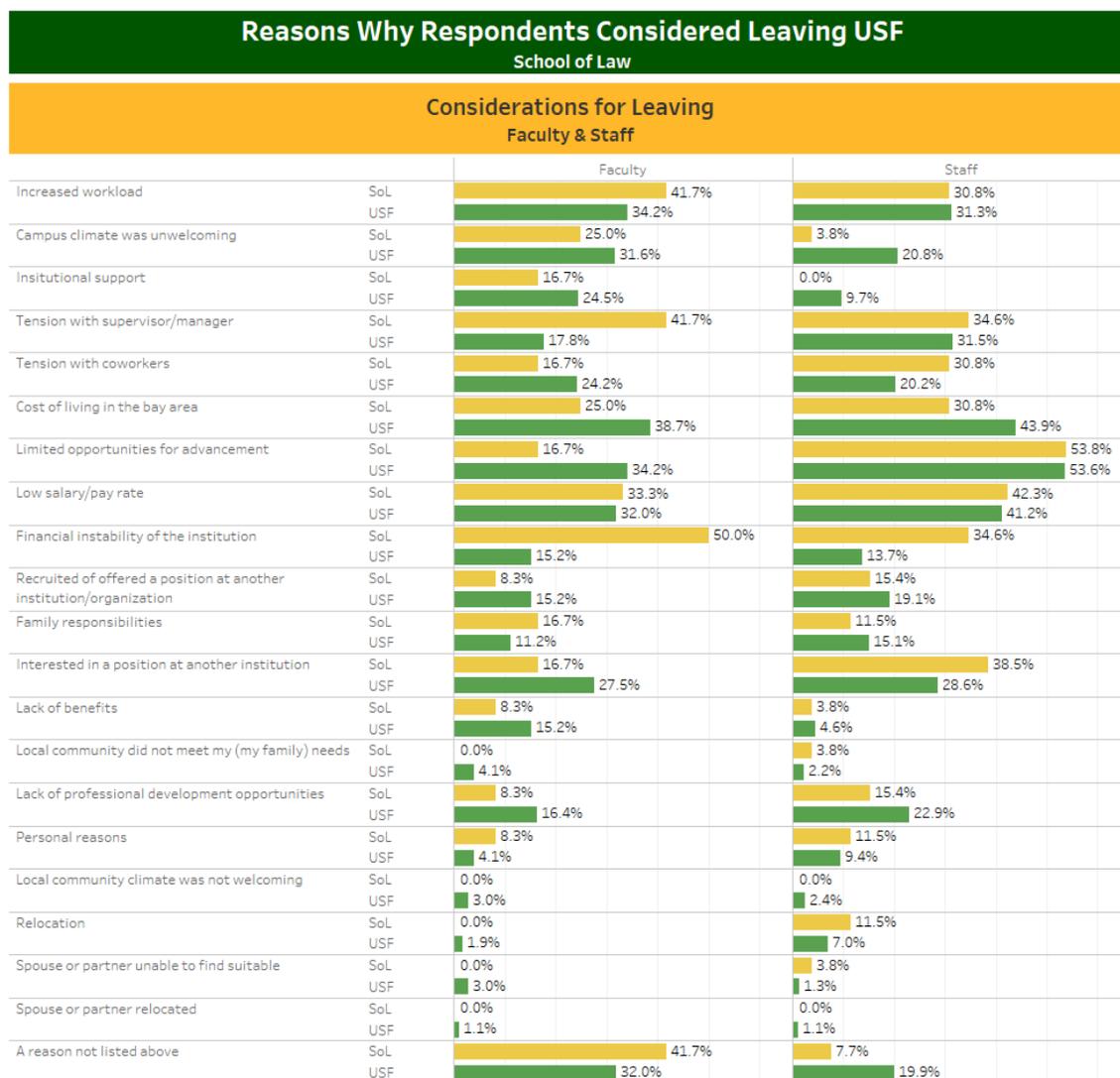
Considered Leaving USF

The survey asked respondents if they had ever seriously considered leaving USF, and if they had, they were then asked why. Within the School of Law, 38% of Faculty respondents, and 57% of Staff respondents stated that they had seriously considered leaving USF in the past year. Within the USF Overall population, 48% of Faculty respondents, and 59% of Staff respondents stated that they had seriously considered leaving USF in the past year.



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

Of the 38% of the School of Law Faculty respondents that indicated they had seriously considered leaving USF, the top reasons provided were Financial Instability of the Institution (50%), A Reason Not Listed above (42%), Increased Workload (42%), and Tension with Supervisor / Manager (42%). The top reasons provided by USF Faculty respondents, were the Cost of Living in the Bay Area (39%), Limited Opportunities for Advancement (34%), and Increased Workload (34%). Of the 57% of the School of Law Staff respondents that indicated they had seriously considered leaving USF, the top three reasons provided were Limited Opportunities for Advancement (54%) and Low Salary/Pay Rate (42%). The top reasons provided by USF Staff respondents, were also Limited Opportunities for Advancement (54%), and Cost of Living in the Bay Area (44%).



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

Unfair Employment Practices

Employee (Faculty and Staff) respondents were asked a series of questions on their experiences with unfair employment practices at USF. Generally, employee respondents in the School of Law did not report many of these instances. The area with the most room for improvement, however, was Unfair Hiring Practices. Thirty-four percent of the School of Law Faculty respondents, and twenty percent of the School of Law Staff respondents indicated experiencing unfair hiring practices. Within the USF Overall populations, twenty-four percent of USF Faculty respondents, and twenty-six percent of USF Staff respondents indicated experiencing unfair hiring practices.

Employee Respondents' Experience of Unfair Employment Practices							
School of Law							
Unfair Procedures or Practices related to promotion, tenure, reappointment, or reclassification Faculty & Staff			Unfair Employment-Related Discipline/Action Faculty & Staff				
		SoL	USF			SoL	USF
Faculty	Yes	<5	138	Faculty	Yes	<5	97
	No	27	415		No	26	453
	Missing/Unknown	<5	11		Missing/Unknown	<5	14
Staff	Yes	11	144	Staff	Yes	6	105
	No	35	470		No	40	511
	Missing/Unknown		13		Missing/Unknown		11

Unfair Hiring Practices Faculty & Staff					
		SoL		USF	
		n	%	n	%
Faculty	Yes	11	34.4%	133	23.6%
	No	21	65.6%	424	75.2%
	Missing/Unknown			7	1.2%
Staff	Yes	9	19.6%	159	25.4%
	No	37	80.4%	464	74.0%
	Missing/Unknown			<5	0.6%

Faculty Perceived Environment

Overall Workplace

The survey queried respondents about their perception of the workplace climate. The School of Law Faculty respondents' perceptions about the workplace climate were generally positive. However, there were a couple areas that leave room for improvement.

- 28% of the School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is clear.” Thirty-three percent of the USF Faculty respondents “disagreed” or “strongly disagreed” with the statement.
- 25% of the School of Law Faculty respondents “agreed” or “strongly agreed” with the statement, “I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.” Twenty-one percent of the USF Faculty respondents “agreed” or “strongly agreed” with the statement.
- 22% of the School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement, “I believe that USF encourages free and open discussion of difficult topics.” Twenty-one percent of the School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement.

Faculty Respondents' Perception of Workplace

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

School of Law

I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background Faculty			I think that my department chair/program director prejudges my abilities based on their perception of my identity/background Faculty		
	SoL	USF		SoL	USF
Strongly agree	<5	43	Strongly agree	<5	37
Agree	6	75	Agree	<5	51
Neither agree nor disagree	10	149	Neither agree nor disagree	9	129
Disagree	<5	170	Disagree	6	179
Strongly disagree	9	119	Strongly disagree	12	153
Missing/Unknown	<5	8	Missing/Unknown	<5	15

I believe that USF encourages free and open discussion of difficult topics Faculty		
	SoL	USF
Strongly agree	<5	100
Agree	12	200
Neither agree nor disagree	8	137
Disagree	6	84
Strongly disagree	<5	36
Missing/Unknown	<5	7

Faculty Respondents' Perception of Workplace						
"As a faculty member at USF, I feel..."						
School of Law						
My colleagues include me in opportunities that will help my career as much as they do others in my position			The performance evaluation process is clear			
Faculty			Faculty			
	SoL	USF		SoL	USF	
Strongly agree	<5	63	Strongly agree	<5	35	
Agree	13	207	Agree	15	173	
Neither agree nor disagree	12	186	Neither agree nor disagree	<5	157	
Disagree	<5	60	Disagree	7	129	
Strongly disagree		38	Strongly disagree	<5	58	
Missing/Unknown	<5	10	Missing/Unknown	<5	12	
USF provides me with resources to pursue professional development			Positive about my career opportunities at USF			
Faculty			Faculty			
	SoL	USF		SoL	USF	
Strongly agree	<5	158	Strongly agree	6	80	
Agree	14	243	Agree	13	193	
Neither agree nor disagree	6	78	Neither agree nor disagree	8	170	
Disagree	5	43	Disagree	<5	58	
Strongly disagree		35	Strongly disagree		50	
Missing/Unknown	<5	7	Missing/Unknown	<5	13	
I would recommend USF as a good place to work			I have job security			
Faculty			Faculty			
	SoL	USF		SoL	USF	
Strongly agree	9	106	Strongly agree	8	94	
Agree	10	266	Agree	8	165	
Neither agree nor disagree	11	114	Neither agree nor disagree	9	101	
Disagree	<5	42	Disagree	<5	97	
Strongly disagree		28	Strongly disagree	<5	96	
Missing/Unknown	<5	8	Missing/Unknown	<5	11	

Feelings of Value

Overall, the Faculty respondents in the School of Law indicated feeling valued.

Faculty Respondents' Feelings of Value

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

I feel valued by faculty in my department/program Faculty			I feel valued by my department chair/program director Faculty		
	SoL	USF		SoL	USF
Strongly agree	9	179	Strongly agree	14	219
Agree	16	223	Agree	11	184
Neither agree nor disagree	<5	79	Neither agree nor disagree	<5	81
Disagree	<5	50	Disagree	<5	45
Strongly disagree		30	Strongly disagree		29
Missing/Unknown	<5	<5	Missing/Unknown	<5	6

I feel valued by other faculty at USF Faculty			I feel valued by students in the classroom Faculty		
	SoL	USF		SoL	USF
Strongly agree	7	137	Strongly agree	22	237
Agree	11	231	Agree	6	241
Neither agree nor disagree	8	134	Neither agree nor disagree	<5	50
Disagree	<5	36	Disagree		16
Strongly disagree		22	Strongly disagree		8
Missing/Unknown	<5	<5	Missing/Unknown	<5	12

I feel valued by USF senior administrators Faculty		
	SoL	USF
Strongly agree	8	76
Agree	9	118
Neither agree nor disagree	6	167
Disagree	<5	101
Strongly disagree	<5	88
Missing/Unknown	<5	14

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

I feel that my research/scholarship is valued			I feel that my teaching is valued		
Faculty	SoL	USF	Faculty	SoL	USF
Strongly agree	8	81	Strongly agree	12	172
Agree	10	171	Agree	14	236
Neither agree nor disagree	8	183	Neither agree nor disagree	<5	83
Disagree	<5	70	Disagree	<5	42
Strongly disagree	<5	45	Strongly disagree		24
Missing/Unknown	<5	14	Missing/Unknown	<5	7

I feel that my service contributions are valued		
Faculty	SoL	USF
Strongly agree	9	132
Agree	12	186
Neither agree nor disagree	5	134
Disagree	<5	70
Strongly disagree	<5	34
Missing/Unknown	<5	8

Work-Life Balance

Overall, the Faculty respondents in the School of Law indicated that USF provides adequate resources to help manage work-life balance.

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

USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation)		
Faculty	SoL	USF
Strongly agree	<5	21
Agree	12	112
Neither agree nor disagree	14	234
Disagree	<5	116
Strongly disagree	<5	72
Missing/Unknown	<5	9

Salary/Benefits

Faculty respondents in the School of Law were generally satisfied with salary and benefits. However, there was one area with room for improvement.

- Twenty-five percent of School of Law Faculty respondents “disagreed” or “strongly disagreed” with the statement, “Salaries for tenure-track faculty positions are competitive.” Thirteen percent of USF Faculty respondents also “disagreed” or “strongly disagreed” with the statement.

Faculty Respondents’ Perception of Salary and Benefits

“As a faculty member at USF, I feel...”

School of Law

Salaries for tenure-track faculty positions are competitive Faculty			Salaries for adjunct professors are competitive Faculty		
	SoL	USF		SoL	USF
Strongly agree	<5	50	Strongly agree	<5	46
Agree	6	167	Agree	8	165
Neither agree nor disagree	14	262	Neither agree nor disagree	18	190
Disagree	7	52	Disagree	<5	99
Strongly disagree	<5	23	Strongly disagree	<5	47
Missing/Unknown	<5	10	Missing/Unknown	<5	17

Health insurance benefits are competitive Faculty			Child care subsidy is competitive Faculty		
	SoL	USF		SoL	USF
Strongly agree	<5	81	Strongly agree	<5	15
Agree	19	234	Agree	6	87
Neither agree nor disagree	<5	165	Neither agree nor disagree	15	349
Disagree	<5	44	Disagree	<5	52
Strongly disagree		28	Strongly disagree	<5	42
Missing/Unknown	<5	12	Missing/Unknown	<5	19

Retirement/supplemental benefits are competitive Faculty		
	SoL	USF
Strongly agree	<5	46
Agree	15	156
Neither agree nor disagree	12	230
Disagree	<5	72
Strongly disagree	<5	38
Missing/Unknown	<5	22

Perception of Institutional Initiatives

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

Faculty Respondents' Perceptions of Institutional Initiatives

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

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

Providing flexibility for calculating the tenure clock Faculty			Providing flexibility for calculating the tenure clock Faculty		
	SoL	USF		SoL	USF
Positively influences climate	9	235	Would positively influence climate	6	85
Has no influence on climate	9	75	Would have no influence on climate	<5	24
Negatively influences climate	<5	8	Would negatively influence climate		13
Missing/Unknown	12	246	Missing/Unknown	25	442
Providing recognition and rewards for including diversity issues in courses across the curriculum Faculty			Providing recognition and rewards for including diversity issues in courses across the curriculum Faculty		
	SoL	USF		SoL	USF
Positively influences climate	11	257	Would positively influence climate	7	102
Has no influence on climate	5	54	Would have no influence on climate	<5	24
Negatively influences climate	<5	16	Would negatively influence climate	<5	10
Missing/Unknown	14	237	Missing/Unknown	23	428
Providing access to counseling for people who have experienced harassment or other discriminatory behavior Faculty			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Faculty		
	SoL	USF		SoL	USF
Positively influences climate	20	364	Would positively influence climate	5	64
Has no influence on climate	<5	33	Would have no influence on climate		6
Negatively influences climate	<5	<5	Would negatively influence climate		7
Missing/Unknown	10	166	Missing/Unknown	27	487
Providing due process for people who have experienced harassment or other discriminatory behavior Faculty			Providing due process for people who have experienced harassment or other discriminatory behavior Faculty		
	SoL	USF		SoL	USF
Positively influences climate	20	351	Would positively influence climate	6	79
Has no influence on climate	<5	21	Would have no influence on climate		7
Negatively influences climate		<5	Would negatively influence climate		5
Missing/Unknown	11	188	Missing/Unknown	26	473

Providing equity and inclusion training for faculty Faculty			Providing equity and inclusion training for faculty Faculty		
	SoL	USF		SoL	USF
Positively influences climate	15	260	Would positively influence climate	9	112
Has no influence on climate	<5	55	Would have no influence on climate		21
Negatively influences climate	<5	12	Would negatively influence climate		6
Missing/Unknown	13	237	Missing/Unknown	23	425
Providing faculty with toolkits to create an inclusive classroom environment for various identities Faculty			Providing faculty with toolkits to create an inclusive classroom environment for various identities Faculty		
	SoL	USF		SoL	USF
Positively influences climate	9	228	Would positively influence climate	12	145
Has no influence on climate	<5	47	Would have no influence on climate	<5	23
Negatively influences climate	<5	14	Would negatively influence climate		10
Missing/Unknown	17	275	Missing/Unknown	19	386

Faculty Respondents' Perceptions of Institutional Initiatives

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

School of Law

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

Providing faculty with supervisory training Faculty			Providing faculty with supervisory training Faculty		
	SoL	USF		SoL	USF
Positively influences climate	13	166	Would positively influence climate	9	134
Has no influence on climate	<5	82	Would have no influence on climate	<5	42
Negatively influences climate	<5	21	Would negatively influence climate		13
Missing/Unknown	14	295	Missing/Unknown	22	375
Providing access to counseling for people accused of harassment or other discriminatory behavior Faculty			Providing access to counseling for people accused of harassment or other discriminatory behavior Faculty		
	SoL	USF		SoL	USF
Positively influences climate	18	288	Would positively influence climate	7	121
Has no influence on climate	<5	34	Would have no influence on climate		15
Negatively influences climate	<5	<5	Would negatively influence climate		<5
Missing/Unknown	12	241	Missing/Unknown	25	424
Providing due process for people accused of harassment or other discriminatory behavior Faculty			Providing due process for people accused of harassment or other discriminatory behavior Faculty		
	SoL	USF		SoL	USF
Positively influences climate	21	298	Would positively influence climate	5	100
Has no influence on climate	<5	33	Would have no influence on climate		13
Negatively influences climate		<5	Would negatively influence climate		5
Missing/Unknown	9	231	Missing/Unknown	27	446
Providing mentorship for new faculty Faculty			Providing mentorship for new faculty Faculty		
	SoL	USF		SoL	USF
Positively influences climate	18	338	Would positively influence climate	6	91
Has no influence on climate	<5	30	Would have no influence on climate		5
Negatively influences climate	<5	<5	Would negatively influence climate		5
Missing/Unknown	10	194	Missing/Unknown	26	463
Providing a clear process to resolve conflict Faculty			Providing a clear process to resolve conflict Faculty		
	SoL	USF		SoL	USF
Positively influences climate	15	275	Would positively influence climate	10	140
Has no influence on climate		24	Would have no influence on climate	<5	9
Negatively influences climate	<5	<5	Would negatively influence climate		6
Missing/Unknown	16	263	Missing/Unknown	21	409
Providing a fair process to resolve conflict Faculty			Providing a fair process to resolve conflict Faculty		
	SoL	USF		SoL	USF
Positively influences climate	16	281	Would positively influence climate	10	138
Has no influence on climate	<5	21	Would have no influence on climate	<5	8
Negatively influences climate		<5	Would negatively influence climate		<5
Missing/Unknown	15	261	Missing/Unknown	21	414

Faculty Respondents' Perceptions of Institutional Initiatives					
Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at USF.					
School of Law					
The left column shows the respondents thoughts on how various initiatives influenced the climate at USF, if they were believed to be currently available. The right column shows the respondents thoughts on how initiatives would influence the climate if they were not currently available, and made available in the future.					
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty Faculty			Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty Faculty		
	SoL	USF		SoL	USF
Positively influences climate	13	203	Would positively influence climate	6	107
Has no influence on climate	<5	64	Would have no influence on climate	<5	32
Negatively influences climate	<5	28	Would negatively influence climate	<5	16
Missing/Unknown	14	269	Missing/Unknown	22	409
Providing affordable child care Faculty			Providing affordable child care Faculty		
	SoL	USF		SoL	USF
Positively influences climate	12	216	Would positively influence climate	12	177
Has no influence on climate	<5	49	Would have no influence on climate	<5	14
Negatively influences climate	<5	<5	Would negatively influence climate	<5	5
Missing/Unknown	18	297	Missing/Unknown	18	368
Providing support/resources for spouse/partner employment Faculty			Providing support/resources for spouse/partner employment Faculty		
	SoL	USF		SoL	USF
Positively influences climate	10	195	Would positively influence climate	8	166
Has no influence on climate	<5	48	Would have no influence on climate	<5	27
Negatively influences climate	<5	9	Would negatively influence climate	<5	6
Missing/Unknown	16	312	Missing/Unknown	19	365

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

Tenured and Tenure-Track Perceived Environment

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

- 58% of Tenured and Tenure-Track Faculty respondents in the School of Law “agreed” or “strongly agreed” with the statement, “As a faculty member at USF, I feel (or felt) burdened by service responsibilities beyond those of my colleagues with similar performance expectations.” Within the USF Tenured and Tenure-Track Faculty respondents, 54% “agreed” or “strongly agreed” with the statement.

- 53% of Tenured and Tenure-Track Faculty respondents in the School of Law “agreed” or “strongly agreed” with the statement, “I perform more work to help students than do my colleagues.” Within the USF Tenured and Tenure-Track Faculty respondents, 53% “agreed” or “strongly agreed” with the statement.
- 29% of Tenured and Tenure-Track Faculty respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) faculty opinions are taken seriously by senior administration.” Within the USF Tenured and Tenure-Track Faculty respondents, 51% “disagreed” or “strongly disagreed” with the statement.

Tenured and Tenure-Track Respondents’ Perception of Workplace

“As a faculty member at USF, I feel (or felt)…”

School of Law

The criteria for tenure and promotion are clear Tenured/Tenure-Track Faculty			The tenure standards/promotion standards are applied equally to faculty in my school/college Tenured/Tenure-Track Faculty		
	SoL	USF		SoL	USF
Strongly agree	9	49	Strongly agree	7	43
Agree	7	127	Agree	5	87
Neither agree nor disagree	<5	32	Neither agree nor disagree	<5	72
Disagree	<5	35	Disagree	<5	28
Strongly disagree		9	Strongly disagree		23

Supported and mentored during the tenure-track years Tenured/Tenure-Track Faculty			USF policies for delay of the tenure-clock are used by all faculty Tenured/Tenure-Track Faculty		
	SoL	USF		SoL	USF
Strongly agree	7	55	Strongly agree	<5	10
Agree	<5	99	Agree	<5	28
Neither agree nor disagree	6	51	Neither agree nor disagree	12	148
Disagree	<5	34	Disagree	<5	44
Strongly disagree		14	Strongly disagree		19

Tenured and Tenure-Track Respondents' Perception of Workplace

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

School of Law

Research is valued by USF Tenured/Tenure-Track Faculty			Teaching is valued by USF Tenured/Tenure-Track Faculty		
	SoL	USF		SoL	USF
Strongly agree	7	42	Strongly agree	12	117
Agree	<5	117	Agree	6	103
Neither agree nor disagree	<5	41	Neither agree nor disagree	<5	20
Disagree	<5	35	Disagree		12
Strongly disagree	<5	18	Strongly disagree		<5

Service contributions are valued by USF Tenured/Tenure-Track Faculty			Pressured to change my research/scholarship agenda to achieve tenure/promotion Tenured/Tenure-Track Faculty		
	SoL	USF		SoL	USF
Strongly agree	8	76	Strongly agree		12
Agree	6	114	Agree	<5	22
Neither agree nor disagree	<5	28	Neither agree nor disagree	6	49
Disagree	<5	25	Disagree	<5	100
Strongly disagree	<5	5	Strongly disagree	8	65

Tenured and Tenure-Track Respondents' Perception of Workplace

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

School of Law

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

	SoL	USF
Strongly agree		77
Agree	11	60
Neither agree nor disagree	<5	43
Disagree	<5	57
Strongly disagree	<5	15

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

	SoL	USF
Strongly agree	5	57
Agree	6	76
Neither agree nor disagree	7	64
Disagree		47
Strongly disagree	<5	7

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

	SoL	USF
Strongly agree	<5	38
Agree	6	63
Neither agree nor disagree	9	126
Disagree	<5	15
Strongly disagree		9

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

	SoL	USF
Strongly agree	<5	5
Agree	<5	10
Neither agree nor disagree	7	128
Disagree	5	62
Strongly disagree	5	41

Tenured and Tenure-Track Respondents' Perception of Workplace

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

School of Law

Faculty opinions are taken seriously by senior administrators Tenured/Tenure-Track Faculty			Faculty opinions are valued within USF committees Tenured/Tenure-Track Faculty		
	SoL	USF		SoL	USF
Strongly agree	<5	5	Strongly agree	<5	11
Agree	8	50	Agree	8	98
Neither agree nor disagree	<5	67	Neither agree nor disagree	5	68
Disagree	<5	71	Disagree	<5	47
Strongly disagree	<5	58	Strongly disagree		26

I would like more opportunities to participate in substantive committee assignments Tenured/Tenure-Track Faculty			I have opportunities to participate in substantive committee assignments Tenured/Tenure-Track Faculty		
	SoL	USF		SoL	USF
Strongly agree	<5	9	Strongly agree	6	39
Agree	<5	49	Agree	8	102
Neither agree nor disagree	6	103	Neither agree nor disagree	<5	72
Disagree	7	58	Disagree	<5	29
Strongly disagree	<5	32	Strongly disagree	<5	9

Non-Tenure-Track

Within the School of Law, the Non-Tenure-Track Faculty respondents also indicated a number of areas with room for improvement.

- 77% of Non-Tenure-Track Faculty respondents in the School of Law “agreed” or “strongly agreed” with the statement, “I perform more work to help students than do my colleagues.” Within the USF Non-Tenure-Track Faculty respondents, 33% “agreed” or “strongly agreed” with the statement.
- 62% of Non-Tenure-Track Faculty respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) Non-Tenure-Track Faculty opinions are taken seriously by tenured/tenure-track faculty.” Within the USF Non-Tenure-Track Faculty respondents, 35% “disagreed” or “strongly disagreed” with the statement.
- 39% of Non-Tenure-Track Faculty respondents in the School of Law “agreed” or “strongly agreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) pressured to do extra work that is uncompensated.” Within the USF Non-Tenure-Track Faculty respondents, 33% “agreed” or “strongly agreed” with the statement.

- 39% of Non-Tenure-Track Faculty respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) the criteria for contract renewal are clear.” Within the USF Non-Tenure-Track Faculty respondents, 37% “disagreed” or “strongly disagreed” with the statement.
- 39% of Non-Tenure-Track Faculty respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) the criteria used for contract renewal are applied equally to all positions.” Within the USF Non-Tenure-Track Faculty respondents, 32% “disagreed” or “strongly disagreed” with the statement.
- 31% of Non-Tenure-Track Faculty respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) there are clear expectations of my responsibilities.” Within the USF Non-Tenure-Track Faculty respondents, 22% “disagreed” or “strongly disagreed” with the statement.
- 31% of Non-Tenure-Track Faculty respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) Non-Tenure-Track Faculty opinions are taken seriously by senior administrators.” Within the USF Non-Tenure-Track Faculty respondents, 38% “disagreed” or “strongly disagreed” with the statement.
- 31% of Non-Tenure-Track Faculty respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) I have job security.” Within the USF Non-Tenure-Track Faculty respondents, 58% “disagreed” or “strongly disagreed” with the statement.
- 23% of Non-Tenure-Track Faculty respondents in the School of Law “agreed” or “strongly agreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) burdened by service responsibilities beyond those of my colleagues with similar performance expectations.” Within the USF Non-Tenure-Track Faculty respondents, 19% “agreed” or “strongly agreed” with the statement.

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

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

	SoL	USF
Strongly agree	<5	29
Agree	<5	83
Neither agree nor disagree	<5	77
Disagree	5	74
Strongly disagree		42
Missing/Unknown	<5	5

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

	SoL	USF
Strongly agree	<5	20
Agree	<5	46
Neither agree nor disagree	<5	141
Disagree	<5	60
Strongly disagree	<5	39
Missing/Unknown	<5	<5

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

	SoL	USF
Strongly agree	<5	61
Agree	6	137
Neither agree nor disagree		42
Disagree	<5	48
Strongly disagree		20
Missing/Unknown	<5	<5

I have job security
Non-Tenure-Track Faculty

	SoL	USF
Strongly agree	<5	9
Agree	<5	44
Neither agree nor disagree	<5	71
Disagree	<5	85
Strongly disagree		96
Missing/Unknown	<5	5

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

Research is valued by USF
Non-Tenure-Track Faculty

	SoL	USF
Strongly agree	6	57
Agree	6	123
Neither agree nor disagree		85
Disagree		25
Strongly disagree		16
Missing/Unknown	<5	<5

Teaching is valued by USF
Non-Tenure-Track Faculty

	SoL	USF
Strongly agree	5	124
Agree	<5	110
Neither agree nor disagree	<5	39
Disagree	<5	21
Strongly disagree		14
Missing/Unknown	<5	<5

Service is valued by USF
Non-Tenure-Track Faculty

	SoL	USF
Strongly agree	5	109
Agree	6	107
Neither agree nor disagree	<5	50
Disagree		24
Strongly disagree		12
Missing/Unknown	<5	8

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

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

	SoL	USF
Strongly agree	<5	29
Agree		30
Neither agree nor disagree	5	111
Disagree	<5	93
Strongly disagree	<5	36
Missing/Unknown	<5	11

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

	SoL	USF
Strongly agree	5	42
Agree	5	59
Neither agree nor disagree	<5	126
Disagree	<5	66
Strongly disagree	<5	12
Missing/Unknown		5

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

	SoL	USF
Strongly agree	<5	43
Agree	<5	58
Neither agree nor disagree	<5	103
Disagree	<5	73
Strongly disagree	<5	28
Missing/Unknown	<5	5

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

	SoL	USF
Strongly agree	<5	18
Agree	<5	70
Neither agree nor disagree	<5	102
Disagree	<5	62
Strongly disagree		55
Missing/Unknown		<5

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

	SoL	USF
Strongly agree	<5	19
Agree		83
Neither agree nor disagree	<5	95
Disagree	6	72
Strongly disagree	<5	37
Missing/Unknown		<5

Staff Perceived Environment

Workplace Perceptions & Feelings of Value

The survey queried staff respondents about their perception of the workplace and feelings of value. The School of Law Staff respondents' perceptions about both the workplace and their

feelings of value, were slightly negative, indicating quite a few areas with room for improvement.

Workplace areas for improvement:

- 41% of Staff respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel that there are clear procedures on how I can advance at USF.” Within the USF Staff respondent population, 48% “disagreed” or “strongly disagreed” with the statement.
- 24% of Staff respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “The performance appraisal process is productive.” Within the USF Staff respondent population, 37% “disagreed” or “strongly disagreed” with the statement.

Feelings of value area for improvement:

- 43% of Staff respondents in the School of Law “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel that staff opinions are valued by USF faculty.” Within the USF Staff respondents, 34% “disagreed” or “strongly disagreed” with the statement.

Staff Respondents’ Perception of Workplace School of Law								
	I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background Staff		I think that my direct supervisor prejudges my abilities based on their perception of my identity/background Staff		I think that faculty prejudices my abilities based on their perception of my identity/background Staff			
	SoL	USF	SoL	USF	SoL	USF	SoL	USF
Strongly agree	<5	26	Strongly agree	<5	28	Strongly agree		34
Agree	<5	86	Agree	<5	66	Agree	5	101
Neither agree nor disagree	14	143	Neither agree nor disagree	13	126	Neither agree nor disagree	20	213
Disagree	13	235	Disagree	10	232	Disagree	8	176
Strongly disagree	16	128	Strongly disagree	19	165	Strongly disagree	13	91
Missing/Unknown		9	Missing/Unknown	<5	10	Missing/Unknown		12

Staff Respondents' Perception of Workplace

School of Law

My direct supervisor provides me with job/career advice or guidance when I need it
Staff

	SoL	USF
Strongly agree	12	176
Agree	15	213
Neither agree nor disagree	12	120
Disagree	<5	82
Strongly disagree	<5	33
Missing/Unknown		<5

I have colleagues/coworkers who give me job/career advice or guidance when I need it
Staff

	SoL	USF
Strongly agree	12	168
Agree	23	277
Neither agree nor disagree	6	112
Disagree	<5	46
Strongly disagree	<5	17
Missing/Unknown	<5	7

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

	SoL	USF
Strongly agree	13	130
Agree	10	231
Neither agree nor disagree	15	143
Disagree	6	92
Strongly disagree	<5	26
Missing/Unknown		5

Staff Respondents' Perception of Workplace School of Law

Staff opinions are valued on USF committees Staff			Staff opinions are valued by USF faculty Staff			Staff opinions are valued by USF administration Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	<5	59	Strongly agree		36	Strongly agree	<5	45
Agree	14	194	Agree	11	124	Agree	17	179
Neither agree nor disagree	22	232	Neither agree nor disagree	15	247	Neither agree nor disagree	19	208
Disagree	6	101	Disagree	14	137	Disagree	5	124
Strongly disagree	<5	34	Strongly disagree	6	75	Strongly disagree	<5	59
Missing/Unknown		7	Missing/Unknown		8	Missing/Unknown		12

There are clear expectations of my responsibilities Staff			There are clear procedures on how I can advance at USF Staff			Positive about my career opportunities at USF Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	10	96	Strongly agree		32	Strongly agree	5	62
Agree	21	331	Agree	6	97	Agree	15	169
Neither agree nor disagree	10	99	Neither agree nor disagree	21	190	Neither agree nor disagree	17	206
Disagree	<5	71	Disagree	14	191	Disagree	7	122
Strongly disagree	<5	24	Strongly disagree	5	112	Strongly disagree	<5	57
Missing/Unknown		6	Missing/Unknown		5	Missing/Unknown		11

I would recommend USF as a good place to work Staff			I have job security Staff		
	SoL	USF		SoL	USF
Strongly agree	12	132	Strongly agree	8	103
Agree	26	307	Agree	19	285
Neither agree nor disagree	8	141	Neither agree nor disagree	11	145
Disagree		32	Disagree	8	69
Strongly disagree		10	Strongly disagree		20
Missing/Unknown		5	Missing/Unknown		5

Staff Respondents' Perception of the Workplace School of Law

The performance appraisal process is clear Staff			The performance appraisal process is productive Staff		
	SoL	USF		SoL	USF
Strongly agree	12	109	Strongly agree	6	72
Agree	18	268	Agree	13	156
Neither agree nor disagree	9	120	Neither agree nor disagree	16	160
Disagree	6	72	Disagree	10	134
Strongly disagree	<5	50	Strongly disagree	<5	96
Missing/Unknown		8	Missing/Unknown		9

Staff Respondents' Feelings of Value								
School of Law								
I feel valued by coworkers in my department Staff			I feel valued by coworkers outside my department Staff			I feel valued by my direct supervisor Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	17	219	Strongly agree	12	150	Strongly agree	26	245
Agree	25	306	Agree	24	322	Agree	11	242
Neither agree nor disagree	<5	63	Neither agree nor disagree	8	111	Neither agree nor disagree	5	68
Disagree	<5	29	Disagree	<5	34	Disagree	<5	50
Strongly disagree		6	Strongly disagree		<5	Strongly disagree	<5	15
Missing/Unknown		<5	Missing/Unknown		6	Missing/Unknown		7
I feel valued by USF students Staff			I feel valued by USF faculty Staff			I feel valued by USF senior administrators Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	14	130	Strongly agree	8	73	Strongly agree	13	81
Agree	22	241	Agree	17	243	Agree	12	202
Neither agree nor disagree	7	220	Neither agree nor disagree	16	222	Neither agree nor disagree	15	193
Disagree	<5	20	Disagree	<5	63	Disagree	<5	106
Strongly disagree	<5	5	Strongly disagree	<5	19	Strongly disagree	<5	34
Missing/Unknown		11	Missing/Unknown	<5	7	Missing/Unknown	<5	11

Staff Respondents' Feelings of Value								
School of Law								
I believe that my department encourages free and open discussion of difficult topics Staff			I feel that my skills are valued Staff			I feel that my work is valued Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	8	102	Strongly agree	14	132	Strongly agree	12	138
Agree	20	212	Agree	25	330	Agree	24	319
Neither agree nor disagree	15	153	Neither agree nor disagree	<5	74	Neither agree nor disagree	6	92
Disagree	<5	107	Disagree	<5	72	Disagree	<5	60
Strongly disagree	<5	44	Strongly disagree	<5	14	Strongly disagree	<5	12
Missing/Unknown		9	Missing/Unknown		5	Missing/Unknown	<5	6

Work-Life Balance

Work-life balance for Staff within the School of Law, was generally positive. One area for improvement did stand out, however.

- 37% of Staff respondents in the School of Law “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I perform more work than colleagues with similar performance expectations.” Within the USF Staff respondents, 38% “agreed” or “strongly agreed” with the statement.

Staff Respondents' Perception of Work-Life Balance					
School of Law					
My direct supervisor provides adequate support for me to manage work-life balance Staff			USF provides adequate resources to help me manage a work-life balance Staff		
	SoL	USF		SoL	USF
Strongly agree	15	226	Strongly agree	10	99
Agree	16	228	Agree	19	274
Neither agree nor disagree	11	99	Neither agree nor disagree	14	170
Disagree	<5	45	Disagree	<5	64
Strongly disagree	<5	18	Strongly disagree	<5	15
Missing/Unknown	<5	11	Missing/Unknown		5
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations Staff			I perform more work than colleagues with similar performance expectations Staff		
	SoL	USF		SoL	USF
Strongly agree	<5	47	Strongly agree	5	89
Agree	7	115	Agree	12	151
Neither agree nor disagree	14	207	Neither agree nor disagree	15	201
Disagree	15	189	Disagree	10	146
Strongly disagree	8	57	Strongly disagree	<5	28
Missing/Unknown		12	Missing/Unknown		12

Workload and Support

There are a handful of opportunities for improvement in the Staff workload and support category within the School of Law.

- 72% of Staff respondents in the School of Law “agreed” or “strongly agreed” with the statement “As a staff member at USF, I feel there is a hierarchy within staff positions that allows some voices to be valued more than others.” Within the USF Staff respondents, 63% “agreed” or “strongly agreed” with the statement.
- 61% of Staff respondents in the School of Law “agreed” or “strongly agreed” with the statement “As a staff member at USF, I feel my workload was increased without additional compensation due to other staff departures.” Within the USF Staff respondents, 44% “agreed” or “strongly agreed” with the statement.
- 33% of Staff respondents in the School of Law “disagreed” or “strongly disagreed” with the statement “As a staff member at USF, I feel I am able to complete my assigned duties during scheduled hours.” Within the USF Staff respondents, 24% “disagreed” or “strongly disagreed” with the statement.
- 30% of Staff respondents in the School of Law “agreed” or “strongly agreed” with the statement “As a staff member at USF, I feel I am pressured by departmental work requirements that occur outside of my normally scheduled hours.” Within the USF Staff respondents, 28% “agreed” or “strongly agreed” with the statement.

Staff Respondents' Perception of Workload & Support

School of Law

I am able to complete my assigned duties during scheduled hours
Staff

	SoL	USF
Strongly agree	12	130
Agree	14	246
Neither agree nor disagree	<5	95
Disagree	12	103
Strongly disagree	<5	45
Missing/Unknown	<5	8

My workload was increased without additional compensation due to other staff departures
Staff

	SoL	USF
Strongly agree	11	130
Agree	17	148
Neither agree nor disagree	10	141
Disagree	7	152
Strongly disagree	<5	49
Missing/Unknown		7

I am pressured by departmental work requirements that occur outside of my normally scheduled hours
Staff

	SoL	USF
Strongly agree	<5	55
Agree	12	118
Neither agree nor disagree	11	151
Disagree	15	213
Strongly disagree	6	72
Missing/Unknown		18

I am given a reasonable time frame to complete assigned responsibilities
Staff

	SoL	USF
Strongly agree	10	120
Agree	21	319
Neither agree nor disagree	10	111
Disagree	<5	54
Strongly disagree	<5	11
Missing/Unknown		12

There is a hierarchy within staff positions that allows some voices to be valued more than others
Staff

	SoL	USF
Strongly agree	8	163
Agree	25	233
Neither agree nor disagree	6	124
Disagree	5	79
Strongly disagree	<5	22
Missing/Unknown	<5	6

Staff Respondents' Perception of Workload & Support								
School of Law								
USF provides me with resources to pursue training/professional development opportunities Staff			My supervisor provides me with resources to pursue training/professional development opportunities Staff			USF is supportive of taking extended leave Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	8	145	Strongly agree	8	149	Strongly agree	9	151
Agree	29	318	Agree	21	270	Agree	24	219
Neither agree nor disagree	6	106	Neither agree nor disagree	9	118	Neither agree nor disagree	12	222
Disagree	<5	46	Disagree	5	64	Disagree		21
Strongly disagree		10	Strongly disagree	<5	21	Strongly disagree		7
Missing/Unknown		<5	Missing/Unknown	<5	5	Missing/Unknown	<5	7
My supervisor is supportive of my taking leave Staff			Staff in my department/program who use family accommodation policies are disadvantaged in promotions or evaluations Staff			USF's policies are fairly applied across USF Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	16	242	Strongly agree	16		Strongly agree	5	73
Agree	25	256	Agree		38	Agree	15	167
Neither agree nor disagree	<5	91	Neither agree nor disagree	27	317	Neither agree nor disagree	26	340
Disagree	<5	24	Disagree	14	154	Disagree		31
Strongly disagree	<5	8	Strongly disagree	5	97	Strongly disagree		10
Missing/Unknown		6	Missing/Unknown		5	Missing/Unknown		6
USF's policies support flexible work schedules Staff				My direct supervisor allows me to change my work schedule if needed Staff				
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	6	74	Strongly agree	13	188	Strongly agree		
Agree	18	255	Agree	24	256	Agree		
Neither agree nor disagree	15	159	Neither agree nor disagree	<5	119	Neither agree nor disagree		
Disagree	7	96	Disagree	<5	43	Disagree		
Strongly disagree		39	Strongly disagree	<5	16	Strongly disagree		
Missing/Unknown		<5	Missing/Unknown		5	Missing/Unknown		

Salary/Benefits:

Staff respondents in the School of Law were generally satisfied with salary and benefits. However, there was one area with room for improvement.

- 33% of Staff in the School of Law “disagreed” or “strongly disagreed” with the statement, “Staff salaries are competitive.” Within the USF Staff respondent population, 39% also “disagreed” or “strongly disagreed” with this statement

Staff Respondents' Perception of Salary and Benefits
School of Law

Staff salaries are competitive Staff			Vacation and personal time benefits are competitive Staff			Health insurance benefits are competitive Staff		
	SoL	USF		SoL	USF		SoL	USF
Strongly agree	<5	45	Strongly agree	9	97	Strongly agree	12	186
Agree	13	181	Agree	22	275	Agree	26	312
Neither agree nor disagree	15	154	Neither agree nor disagree	7	135	Neither agree nor disagree	6	92
Disagree	11	164	Disagree	7	72	Disagree	<5	25
Strongly disagree	<5	79	Strongly disagree	<5	45	Strongly disagree		9
Missing/Unknown		<5	Missing/Unknown		<5	Missing/Unknown	<5	<5

Child care benefits are competitive Staff			Retirement benefits are competitive Staff		
	SoL	USF		SoL	USF
Strongly agree	7	76	Strongly agree	12	141
Agree	11	170	Agree	16	280
Neither agree nor disagree	27	330	Neither agree nor disagree	16	152
Disagree		27	Disagree	<5	32
Strongly disagree		16	Strongly disagree		14
Missing/Unknown	<5	8	Missing/Unknown		8

Perception of Institutional Initiatives

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

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

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

Providing equity and inclusion training for faculty Staff			Providing equity and inclusion training for faculty Staff		
	SoL	USF		SoL	USF
Positively influences climate	29	341	Would positively influence climate	10	142
Has no influence on climate	<5	53	Would have no influence on climate	<5	15
Negatively influences climate		<5	Would negatively influence climate	<5	16
Missing/Unknown	14	231	Missing/Unknown	34	454
Providing supervisors/managers with supervisory training Staff			Providing supervisors/managers with supervisory training Staff		
	SoL	USF		SoL	USF
Positively influences climate	32	381	Would positively influence climate	9	127
Has no influence on climate	<5	48	Would negatively influence climate	<5	12
Missing/Unknown	13	198	Would have no influence on climate	<5	5
			Missing/Unknown	35	483
Providing faculty supervisors with supervisory training Staff			Providing faculty supervisors with supervisory training Staff		
	SoL	USF		SoL	USF
Positively influences climate	23	314	Would positively influence climate	16	172
Has no influence on climate	<5	46	Would negatively influence climate	<5	11
Negatively influences climate		<5	Would have no influence on climate	<5	13
Missing/Unknown	20	264	Missing/Unknown	28	431
Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff		
	SoL	USF		SoL	USF
Positively influences climate	38	432	Would positively influence climate	<5	87
Has no influence on climate	32	32	Would negatively influence climate	<5	10
Negatively influences climate		<5	Would have no influence on climate	<5	5
Missing/Unknown	8	162	Missing/Unknown	40	525
Providing access to counseling for people accused of harassment or other discriminatory behavior Staff			Providing access to counseling for people accused of harassment or other discriminatory behavior Staff		
	SoL	USF		SoL	USF
Positively influences climate	36	390	Would positively influence climate	<5	121
Has no influence on climate	<5	30	Would negatively influence climate	<5	13
Negatively influences climate		<5	Would have no influence on climate	<5	11
Missing/Unknown	9	204	Missing/Unknown	39	482
Providing due process for people who have experienced harassment or other discriminatory behavior Staff			Providing due process for people who have experienced harassment or other discriminatory behavior Staff		
	SoL	USF		SoL	USF
Positively influences climate	39	416	Would positively influence climate	<5	102
Has no influence on climate		30	Would negatively influence climate		12
Negatively influences climate		<5	Would have no influence on climate		6
Missing/Unknown	7	180	Missing/Unknown	42	507
Providing due process for people accused of harassment or other discriminatory behavior Staff			Providing due process for people accused of harassment or other discriminatory behavior Staff		
	SoL	USF		SoL	USF
Positively influences climate	38	395	Would positively influence climate	<5	109
Has no influence on climate	<5	33	Would have no influence on climate		11
Negatively influences climate		<5	Would negatively influence climate	<5	14
Missing/Unknown	7	195	Missing/Unknown	42	493

Staff Respondents' Perception of Institutional Initiatives

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

School of Law

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

Providing mentorship for new staff Staff			Providing mentorship for new staff Staff		
	SoL	USF		SoL	USF
Positively influences climate	22	322	Would positively influence climate	17	211
Has no influence on climate	<5	20	Would negatively influence climate	<5	8
Missing/Unknown	23	285	Would have no influence on climate	<5	11
			Missing/Unknown	26	397
Providing a clear process to resolve conflicts Staff			Providing a clear process to resolve conflicts Staff		
	SoL	USF		SoL	USF
Positively influences climate	28	340	Would positively influence climate	13	176
Has no influence on climate		25	Would negatively influence climate	<5	14
Missing/Unknown	18	262	Would have no influence on climate	<5	10
			Missing/Unknown	31	427
Providing a fair process to resolve conflicts Staff			Providing a fair process to resolve conflicts Staff		
	SoL	USF		SoL	USF
Positively influences climate	29	342	Would positively influence climate	14	177
Has no influence on climate	<5	23	Would negatively influence climate		13
Negatively influences climate		<5	Would have no influence on climate		9
Missing/Unknown	16	261	Missing/Unknown	32	428
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty Staff			Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty Staff		
	SoL	USF		SoL	USF
Positively influences climate	29	283	Would positively influence climate	7	145
Has no influence on climate	<5	67	Would have no influence on climate	<5	34
Negatively influences climate		14	Would negatively influence climate		16
Missing/Unknown	13	263	Missing/Unknown	35	432
Providing career development opportunities for staff Staff			Providing career development opportunities for staff Staff		
	SoL	USF		SoL	USF
Positively influences climate	35	413	Would positively influence climate	5	118
Has no influence on climate	<5	23	Would negatively influence climate		10
Negatively influences climate	<5		Would have no influence on climate	<5	8
Missing/Unknown	9	191	Missing/Unknown	39	491
Providing affordable child care Staff			Providing affordable child care Staff		
	SoL	USF		SoL	USF
Positively influences climate	26	335	Would positively influence climate	12	169
Has no influence on climate	<5	30	Would have no influence on climate	<5	18
Missing/Unknown	16	262	Would negatively influence climate	<5	10
			Missing/Unknown	32	430
Providing support/resources for spouse/partner employment Staff			Providing support/resources for spouse/partner employment Staff		
	SoL	USF		SoL	USF
Positively influences climate	17	279	Would positively influence climate	15	159
Has no influence on climate	6	54	Would have no influence on climate	6	52
Negatively influences climate		<5	Would negatively influence climate		12
Missing/Unknown	23	290	Missing/Unknown	25	404

Qualitative Response Analysis

Graduate Students

The overall perception of the campus climate within the qualitative comments from the School of Law Graduate population, was negatively skewed. However, there were a number of positive comments as well. Respondents offered the following:

- “A number of my professors at the law school have willingly advised me, shared industry information, and personal contacts to help further my career. After a less than welcoming experience in my undergrad education (not USF), I have found the law school provides a collaborative and positive environment.”
- “The law has a wonderful facility that is open to every student.”
- “The professors here are really great.”
- “I think USF School of Law has a great environment -easily the most inclusive and supportive of any environment [sic] I have been in. I think the school devotes the right amount of time and resources to sensitivity [sic] training, race relations, gender identity etc. ...”
- “USF is so welcoming that the community cannot possibly feel as welcoming, but the environment is good.”
- “I’m not quite sure about values of the Jesuit, Catholic mission but I do know that this is the most diverse and inclusive place I have ever lived and learned. Great community and atmosphere.”
- “USF does an excellent job cultivating Jesuit values, but it also does an excellent job in including, fostering, and respecting all religions which is something I very much appreciate.”
- “I love the community discussions about current issues with professors at the law school. I would love it if there were more.”
- “I’ve only been at USF for a very short time, but I have nothing but good things to say about the students, faculty, staff, and even alumni. Everyone has been kind and welcoming to me, and there is a very noticeable sense of respect throughout the community. The only way I could love USF more was if there was actually parking.”

There were also three major negative themes that emerged within the qualitative data. The first major theme, which was also supported by the quantitative analysis, was the School of Law Graduate Student respondents’ sensitivity to the political climate on campus. Respondents offered the following:

- “One reason that I have considered leaving USF Law is the overwhelming Liberal bias that exists on campus. I consider myself a democrat and a moderate but I find it difficult to have rational political conversations with many of my colleagues who I respect...”
- “Students claim to preach equality, but they do so by alienating anyone who does not agree with their point of view. During a student announcement before class, a peer said, "you are either with us or against us". I don't believe those are the only two categories.

Additionally, after the past election professors spent entire class sessions (sometimes two) allowing students to air their grievances about the outcome. As a paying student, I did not appreciate that...”

- “Classes are used to spout liberal agenda and ideology.”
- “The overall bashing of the right after the election in all of my classes was a waste of classroom time that I paid for...”
- “I felt the class discussion became prejudicial, it was very uncomfortable, but that being said I felt as though I was part of the silent majority.”
- “I was told that my opinion was not valid because I am white and had "privilege". I did not respond because I believed that any rebuttal would have been interpreted as a denial that such a privilege exists...”
- “...It appears that the climate at the law school is one that only is tolerant for those views which can be described as "liberal views." Any other view is completely rejected. There is no dialogue. I love the school, and appreciate my time here, but I have felt unable to express any of my views on anything for fear of being condemned by the majority.”
- “Someone made comments against DACA recipients and immigrants in general, claiming that U.S. citizens were more deserving of any type of help and that immigrants were taking jobs from U.S. citizens, so they should be deported because they broke the law and are here illegally.”
- “Diversity is strong, but opinions of others are as well. Many people come from backgrounds where they weren't introduced to as many new identities and it shows--takes adjustment.”
- “As a very proud, blue city, I find that USF espouses certain political views so strongly that it ostracizes those who do not share those views. Fortunately, I agree with USF's stance, but I can see how a few of my friends have been impacted by the overriding climate of political tunnel vision that seems to go on here at our campus. As a city, I think SF is very liberal and open, but that could be isolating to those who do not wish to partake in city-wide strikes or walk outs because they personally disagree with the issues of our time.”
- “The students and most faculty have a very apparent disdain for moderate/conservative political views. Open discussion about all political views is not encouraged. I consider myself a moderate conservative, but I fear most students and faculty would assume that I must also have prejudicial and discriminatory beliefs. I never feel comfortable discussing politics on campus out of fear of being labeled a racist bigot.”
- “There is a climate of exclusion on this campus for those who do not subscribe to the majority's political views.”

The second major theme was not a focus of this survey, and therefore did not have a robust quantitative backing, but it came out strongly in the qualitative comments. The theme was the School of Law Graduate Student respondents’ frustration with the School of Law, and USF in general, not being welcoming/supportive of students/faculty/staff with children. Respondents offered the following:

- “I was pregnant during the time and was considering going to a school that would be closer to my home and family. During that school year, the law school was also in talks

of making a policy that prohibited children from being on campus, so I was also looking for a more inclusive space.”

- “A professor asked me to keep it down/told me there was a class going on next door when I was on my way to the lactation room. I was also told to pump my milk in the bathroom as supposedly the other staff has done the same.”
- “As a parent in the law school the presence of our children has been a controversial topic. While we do not bring our kids into the classrooms during regular classes, other students have made public statements commenting on their dislike of children being allowed anywhere on campus and negating any need for support services for students with children. This makes the already difficult task of being a student parent more difficult in light of an unwelcoming or unsupportive student body.”
- “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.”
- “Providing affordable child care- This is huge. And is an EXTREME failing that our school does not provide this sort of care [sic] (particularly on the law school campus).”
- “Providing affordable [sic] child care will help students succeed academically as many law students have been stressing out because it has become really hard to find reliable and affordable [sic] child care or babysitters.”
- “Other schools have a more family-friendly program where they support graduate students with housing and provide child care resources.”
- “I am concerned with the treatment of women who have children here at the law school. I have heard from friends who are expecting children and who have had difficulty in receiving accommodations due to their pregnancies. I am concerned about the message that sends to students who are parents or who plan to become parents while in law school.”

The third major theme, which was also supported by the quantitative analysis, was the School of Law Graduate Student respondents’ frustration with advising. Respondents offered the following:

- “I have not had any follow up with an advisor since my first year of law school. I do not have an advisor listed on my account; still have my USF undergrad advisor listed on the electronic student website.... I may have slipped through the cracks because of this. Also the initial advisor they placed me with did not have any interest or experience in the law I intend to practice.”
- “The advisors are out of touch and do not know enough about the classes to actually advise students on what to take. I have gone to the required advisor meetings and have attempted to meet with Dean Bernhardt on my own. I am so disappointed with the lack of assistance I received. Essentially, the Advisors lecture you on the required reading material and then tell you it is up to you to choose your classes. This is completely infuriating.”
- “The School of Law does not do an adequate job in auditing or ensuring that law students stay on track to complete all graduation requirements.”
- “I am not really sure who my advisor is.”

- “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 [sic] to be a resource.”
- “I had one meeting with my faculty adviser 1L year. My advisor was not interested in meeting with us at all. I even took her property law class and she was equally unhelpful in her office hours...”
- “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.”
- “I have never met with an advisor. I have heard they are not helpful and that it is a waste of time. I was never contacted to meet.”
- “We don't really have faculty advisors that support our academic success.”

The survey also asked respondents if they had any specific recommendations for improving the climate at USF. Graduate Student respondents in the School of Law offered the following comments:

- “Make more of the facilities accessible to those that are trans/non binary.”
- “Have informed faculty lead talks. Introduce all the facts and opposing thought-processes in doing so.”
- “Be supportive of students with diverse needs by accommodating their needs instead of giving them the run around and ineffective, impractical alternatives.”
- “Dont foget [sic] about the middle class--a lot of those who fall in the cracks of affirmative action and parents who support them do not receive the help they deserve.”
- “Have the administration be more of a resource for students and student organizations. In my experience they have been more of a hindrance, specifically in regards to student groups and student leaders. Need to listen more instead of always thinking they know best.”
- “USF really needs to provide child care for students, faculty, and staff who have children.”
- “More student feedback opportunities! Especially regarding asking for student feedback after they attend events, such as cultural events, ABES events (for law), etc.”
- “More information on mental health issues and how they affect people in school and beyond.”
- “Training professors on ways to facilitate and demand equality in the classroom.”
- “I would welcome more interclass interactions. Perhaps engaging in discussion forums through TWEN as class participation and small group assignments. This would assure intermingling of students in classes.”
- “I think the school could do a better job of respecting and appreciating ideas that are different than the majority of campus. We preach inclusion and respect of all ideas, but oftentimes fail to listen to and recognize ideas that are different than our own.”
- “Provide professors with some sort of diversity or cultural sensitivity training. Provide child care for law students.”

- “I believe having classroom discussions about the racial impacts of certain topics and cases should be encouraged.”
- “Maybe provide weekly open discussions/forums where student or faculty can just talk.”
- “I think a campus transport system could help improve the parking situation around campus, which would help limit the carbon footprint we emit at this time.”

Faculty

The overall perception of the campus climate within the qualitative comments from the School of Law Faculty population, was negatively skewed. However, please keep in mind that those who take the time to write out qualitative responses, often feel strongly in one direction.

On a positive note, when asked the question “How effectively does USF cultivate a campus culture rooted in the values of our Jesuit, Catholic mission?”, eleven of the thirteen comments made suggestions along the lines of “very effectively”.

There was one major theme that emerged within the qualitative data for Faculty respondents, that was supported by the quantitative analysis as well. The theme was, Issues with Racial Identity. Respondents offered the following:

- “Racism and disrespect for students.”
- “I would consider the incidents microaggressions. They are the sort that can happen and do happen regularly in the presence of people of color in majority white spaces. Similar incidents have occurred over the years in my experience at USF.”
- “It isn't explicit, but I often see candidates of color for tenure track positions judged in ways that white candidates are not judged.”
- “Faculty members make racial minority status an essential criteria for hiring.”

In addition, the survey asked respondents if they had any specific recommendations for improving the climate at USF. Faculty respondents in the School of Law offered the following constructive comments:

- “Make sure criteria is followed for equitable salary structure.”
- “Proportional representation by class background as well as race in faculty and administrative hiring and student admission.”
- “Make sure that policies put into place to address gender inequities are reviewed to ensure they accomplish that goal.”
- “I think that USF should make its commitments to diversity and inclusion more integral by structuring the Chief Diversity Officer as a direct report to the President; distributing responsibility for diversity and inclusion work; and, changing hiring and evaluation criteria for *all* positions to make the work on these issues fundamental to success at each stage of career development.”

- “Prioritize addressing those problems that inhibit people from competing, performing, and developing fairly. Avoid stifling contrarian views.”
- “Facilitated small group discussions among individuals from diverse backgrounds.”
- “Consider treating all faculty equally in terms of participation in meetings and discussions, as the division between tenure-track and non-tenure-track faculty affects students' perception of the value of non-tenure-track faculty classes and non-tenure-track faculty members' value.”

Staff

The overall perception of the campus climate within the qualitative comments from the School of Law Staff population, was positively skewed. Respondents offered the following positive comments about their experience at USF:

- “My coworkers and supervisors respect me and make sure I am the most successful I can be. I am given the resources, and we meet weekly to talk about work load and expectations. I feel heard by my supervisor and my coworkers. USF has so many great resources for staff in terms of living a healthy, balances life. I take advantage of the GoUSF program (wellness event reimbursement, free 10K races), and I am glad USF tries very hard to improve quality of life and work satisfaction.”
- “My relationship with my boss is great due to mutual respect...”
- “I find my community at USF SOL to be more welcoming, friendly, and supportive than many other communities I have encountered.”
- “The USF community, led by the President, strives to be inclusive and supportive. I appreciate that USF speaks up for social justice and equity.”
- “The law school is a cohesive unit -- with staff understanding how each office serves or should serve the students. Different offices work together to solve problems. This may or may not happen across different University departments.”
- “I feel that there is an acceptable of people regardless of our backgrounds. Diversity is encouraged and celebrated.”
- “I love working at USF, and overall, I think the university tries its best to cultivate an inclusive, diverse, and welcoming campus culture. I know that academic institutions are inherently hierarchical, but I am hopeful that USF will try harder to recognize staff input.”
- “As someone with no religious background and very progressive views, I am continually surprised by how proud I am to work at USF. Until working here, I would have never known that I would feel so much kinship with the Jesuit, Catholic mission.”

A negative theme also emerged within the qualitative data, and was supported in the quantitative results. The theme was the School of Law Staff respondents' frustration with workload and compensation. Respondents offered the following comments:

- “My workload has increased without additional compensation due to staff departures. This has occurred despite my numerous attempts at gaining recognition in the form of monetary compensation.”

- “I’ve taken on added work during times of turnover with no additional assistance, recognition, or compensation. My supervisor works at all hours (including weekends) and expects her staff to do the same. Other colleagues in my field seem to have a fantastic work life balance. I think this issue is for my team in particular due to my supervisor.”
- “I have repeatedly taken on additional responsibilities without additional or commensurate compensation.”
- “I think the salaries for support staff are too low.”
- “The salaries seem competitive until you take the cost of living of SF into account. When I changed jobs I receive an increase in salary; however, due to housing (I moved into a much smaller place then before), my take home pay was about the same as it was in before. The cost of living increases should be much higher. We live in the most expensive city in the nation.”

In addition, the survey asked respondents if they had any specific recommendations for improving the climate at USF. Staff respondents in the School of Law offered the following constructive comments:

- “Senior management needs to be held accountable for how they manage. I feel that for instance, no one is holding my supervisor (who is very high up) accountable for the long hours that we work (we are exempt so it isn't a union issue) ...”
- “Keep on striving to take all of these various issue areas that you have touched on in this survey into account when designing policies and programs/initiatives. In general, USF is a great place to work and the climate here is worthy of praise. The Administration is to be congratulated for doing this climate survey and I hope that much will be gleaned from the responses and used to move forward to improve the campus climate for everybody on the campus.”
- “More support for new hires.”
- “Providing more support for our undocumented students. Making a training necessary for students, staff, and faculty to take on diversity climate is highly important to implement.”
- “For employees, I think there would be tremendous benefit for required supervisory training for both faculty and staff supervisors. There is a lot of variation on the quality of supervisors (and clarity for them as to what is needed) across campus. As a supervisor, I think it is part of my job to model good work ethic/judgment for my staff as well as teach them throughout their tenure lessons that will ultimately improve their abilities to be supervisors themselves. It is hard work to be a good manager and I think many people don't work hard at it, either because of not fully understanding what effective management is or because they don't feel that their supervisory responsibilities are as important as their other work. The result is job dissatisfaction and attrition, both very costly to the organization (both morale and financial).”
- “It would be great if child-care were available on campus with a priority for staff and faculty to enroll their children. The childcare subsidy is great, but it doesn't help with the logistics of the care.”

Conclusion

The primary purpose of this report was to assess the climate within the School of Law at USF, including how members felt about issues related to inclusion and work-life/school-life issues. At the very least, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the School of Law. However, a projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the climate within the School of Law, and thus the overall campus climate.