

University of San Francisco School of Management

Response to the 2017 Campus Climate Survey

This report responds to the “**Campus Climate Assessment Report: School of Management Summary**” issued by the University of San Francisco Office of Institutional Research and Analytics Center for Institutional Planning and Effectiveness on March 30, 2021. Data for this report was collected in 2017.

The School of Management (SOM) reviewed and discussed the report in depth and this rejoinder addresses programmatic initiatives targeting areas of concern. SOM Leadership and faculty - on the department level - reviewed and commented on drafts of this report.

The **Campus Climate Assessment Report: School of Management Summary** focuses on the school’s, students (graduate and undergraduate), staff and faculty.

Areas of specific concern include reports (low indications notwithstanding) that students, faculty and staff have experienced bullying, sexual harassment, racist behavior and other forms of nullification. Another area of concern is the apparent unwillingness of many to report instances of this behavior.

We view the survey from the perspective of our - and the University of San Francisco’s (USF) – vision and mission and strategic objectives, and in “**Cura Personalis**” (care for the whole person[1]. These ideals are reflected in how we teach, how we interact with peers, those less fortunate, the community, and our stakeholders. We herein affirm our solidarity with these principles and commit to addressing the issues raised in the “Campus Climate Assessment Report” completely!

SOM Overview

The report: **Campus Climate Assessment Report” School of Management Summary**” was generally laudatory: 73% of **employee** respondents communicated that they were “comfortable” or “very comfortable” with the workplace climate within the School of Management and 79% of School of Management respondents communicated that they were “comfortable” or “very comfortable” with the climate at USF[2].

Yet, there is work to be done in other areas. We recognize that in a mission-driven institution like ours, a survey which shows that bullying, sexual harassment and other forms of social approbation exist at all must be viewed with the upmost seriousness and -- even in rare instances - be dealt with in a timely and fulsome manner.

Some of the student respondent observations fall within the ambit of USF - as opposed to SOM - campus culture. While we continue to champion inclusion within our school, the fact remains that many students – underrepresented numerally – feel isolated. We suspect that this is partly due to social class which is exacerbated by factors like race, gender and sexual orientation (e.g. intersectionality).

We are also concerned about the many instances where people are *not* reporting mistreatment. We understand that power relationships in the best of organizations are often uneven. Non-reporting could be construed to mean that those experiencing these behaviors feel less powerful and/or fear repercussions. One of the cultural shifts underway in SOM focuses on inclusion, which means that people - positionality notwithstanding - need to feel that they are respected, job title, student status, or another identifier notwithstanding.

We also note that academic life at SOM has changed considerably in the four years since the survey was completed, most notably because of COVID related social distancing.

This report rejoinder is being written as USF – and SOM – are in the middle of a transition semester. We are at our best when students, faculty and staff are carrying on their normal activities in person. And while we hope to retain at least some of our online capabilities as we exit the pandemic, we know that we will remain an in person - high touch – school. SOM and USF Initiatives aimed at addressing areas of concern in the report are underway and we anticipate deep and continuing discussions of ways in which we can build an even more welcoming and supportive culture for all of our stakeholders.

As a high-quality school of business, we are constantly examining our approach to teaching and our culture. Our aim is to be open and inclusive. We value the contributions of our faculty, staff, students and other stakeholders. We solicit their views on the way we teach, our programs and processes and on our culture.

Diversity Equity and Inclusion

Notable initiatives begun since 2019 include one focused on Diversity, Equity and Inclusion (DEI). During the spring of 2020, we began a SOM DEI Self-Study using faculty data from 2015-2020.

The first phase of the DEI initiative focused upon the gender and racial differences among our full-time faculty on a number of important criteria, which included teaching across programs and levels (Undergraduate and Graduate), class sizes, department

chair positions, course assignments, rank, committee assignments, and teaching schedules.

Our findings showed a pattern of poor representation of female, BIPOC, and Latinx faculty in several graduate programs. This data has influenced a wider recognition of our need to purposely recruit women, BIPOC, and Latinx candidates for our applicant pools for all future faculty searches.

Moreover, in the aftermath of the murders of George Floyd, Breonna Taylor and many others, we began conversations during fall 2020 to formalize our previous ad hoc DEI efforts by establishing the first SOM DEI standing committee in spring 2021. In collaboration with the SOM Faculty Governance Council and SOM administration, the faculty elected four representatives and four staff representatives to this committee.

The overall charge of our DEI Committee is to:

- Promote a SOM culture that values diversity in all its forms through promotion of dialogue, capacity-building, and policy advisement in support of inclusive excellence informed by the university's Jesuit Catholic mission.
- Develop educational opportunities for faculty and staff related to promoting a diverse, equitable, and inclusive culture for SOM's students, alumni, staff, and faculty.
- In an advisory role, review SOM's hiring, promotion, and termination practices as it relates to diversity, equity, and inclusion.
- In an advisory role, review SOM's teaching and co-curricular practices as it relates to diversity, equity, and inclusion.
- Develop an annual review to share with faculty and staff (e.g., all-hands meeting). This review should also include a set of recommendations for the Dean's office as it relates to promoting a diverse, equitable, and inclusive culture in SOM.

The SOM DEI Committee is currently engaged in two projects for fall 2021, which are a direct response to the SOM results from the Campus Climate Study:

- In sync with USF 6+YOU Initiatives (Jesuit grant) for racially just spaces and racially just pedagogy, we are launching the inaugural Racial Equity Dialogue Series in which faculty and staff come together in two cohorts of 12 members each to reflect, listen, and grow as a learning community who seeks to inspire transformative change in our pursuit of racial equity and justice. These dialogues have been designed and will be facilitated by faculty trained during summer 2021 in racial dialogues; and;

- An extension of the Self-Study began in spring 2020, which will focus on SOM staff and patterns of gender and racial differences in several important criteria: advancement & compensation, service, professional development, and the degree to which staff are included in the SOM value proposition. We are currently in the planning stage for a staff survey and series of focus groups to determine staff members' perceptions of gender and racial differences in the aforementioned areas.

Lastly, the SOM DEI Committee has two members who are on the search committee for a new permanent SOM Dean. Through these members, the DEI committee will provide input related to racial and gender equity for the Dean search committee.

Other actions that we have taken is to institute twice-monthly "town hall" meetings between the Dean and both undergraduate and graduate students. These one-hour meetings are typically led by the Dean and provide updates on SOM as well as to allow for students to ask questions. The Dean also hosts regular virtual "coffees" with students. These are unscripted meetings in which students can discuss a topic of their choosing.

SOM areas of particular concern (all respondents)

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

The survey found that 15% of School of Management respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF in (2016-2017), and 84% of the School of Management respondents that stated that they personally experienced this conduct at USF within that same period, did not report the conduct.

Rejoinder – our view is that while the percentage reporting that they experienced this conduct is relatively small, we should strive to reduce it even further. This will be discussed in our upcoming "all hands" meetings to make everyone aware and to develop approaches to handling these instances, without regard to who is being targeted or by whom. In our "town hall" and other student facing gatherings, we will emphasize the unacceptability of this behavior, encourage students and others to report it, either directly to SOM leadership, or to USF leadership. We will also publish information about the many USF resources available to support students having these experiences.

16% of School of Management respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF within the past year and 91% of the School of Management respondents that observed conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment at USF within the past year, did not report the conduct.

Rejoinder – As noted above, our view is that while the percentage reporting that they had experienced such conduct is relatively small, we should strive to reduce it even further. This will be discussed in our upcoming “all hands’ meetings to make everyone aware and to develop approaches to handling these instances, without regard to who is being targeted or by whom. In our “town hall” and other student facing gatherings, we will emphasize the unacceptability of this behavior, encourage students and others to report it, either directly to SOM leadership, or to USF leadership.

Experienced Unwanted Sexual Contact/Conduct (all)

Within the School of Management population, 6% of respondents experienced unwanted sexual contact/conduct. Of those 6% of School of Management respondents that experienced unwanted sexual contact/conduct, 82% experienced Unwanted Sexual Interaction, and 94% of the School of Management respondents that experienced unwanted sexual interaction, did not report the conduct.

Rejoinder – As noted above, our view is that while the percentage reporting that they had experienced such conduct is relatively small, that we should strive to reduce it even further. This will be discussed in our upcoming “all hands’ meetings to make everyone aware and to develop approaches to handling these instances, without regard to who is being targeted or by whom. In our “town hall” and other student facing gatherings, we will emphasize the unacceptability of this behavior, encourage students and others to report it, either directly to SOM leadership, or to USF leadership.

Considered Leaving USF:

The survey asked respondents if they had ever seriously considered leaving USF, and if they had, they were then asked why. Within the School of Management, 52% of Faculty respondents, and 71% of Staff respondents stated that they had seriously

considered leaving USF in the past year. Within the USF Overall respondent population, 47% of Faculty respondents, and 59% of Staff respondents stated that they had seriously considered leaving USF in the past.

SOM Rejoinder – SOM/USF is challenged, like many higher education institutions in the post-pandemic era, to retain highly qualified faculty and staff. Current SOM leadership has endeavored to provide financial and other incentives (job enrichment). This will continue to be an issue as USF deals with budget issues.

Student Perception of Classroom Experience

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

SOM Rejoinder – This presents a substantial challenge to our claim that we are a beacon of diversity. It is unclear whether faculty are consciously or unconsciously prejudging students. Understanding exactly what the students are experiencing, and then doing something about this will be one of the main topics discussed in the upcoming “Racial Equity Dialogues” (see above).

Student Feeling of Value

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

Rejoinder – We have made a practice of engaging with Undergraduate and Graduate students a minimum of once monthly. The dean additionally hosts informal virtual “listening” sessions with students. Every SOM student is precious; however, we recognize that some may not feel as valued. Our challenge is to discuss this concern with our leadership team and to be aware of actions which create this feeling on the part of students.

One possible initiative which I am encouraging faculty to utilize as a learning tool is “The Pedagogy of Real Talk, Engaging, Teaching and Connecting with Students At-Promise”, by Dr. Paul G Hernandez.

<https://www.youtube.com/watch?v=IH9AruhN4X4>

Student Academic Experience

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

SOM Rejoinder - We continue to develop our approach to teaching. Since March 2020, the online options have become a part of our toolkit and we have begun the process of redesigning our BSM and BSBA programs to make them contemporary and in-line with our strategic plan. We recognize that it is imperative that we continuously review all of our academic programs.

Graduate Student Perception of Advising:

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

SOM Rejoinder – While 10% dissatisfaction is relatively low and expected, the Graduate Student Affairs (GSA) continues to aim to provide high-quality academic advising. GSA has experienced a reduction in staffing which has posed some challenges. There are currently two full-time staff members who advise approximately 500 graduate students. With limited staffing, we have continued to provide high quality services by offering advising services virtually, created a newsletter to provide students with important updates/information and have begun registering students to ensure that students are registered for the proper courses. These new changes have allowed us to provide more personalized and high quality advising to all of SOM graduate students.

Graduate Student Perception of Department/Program:

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

SOM rejoinder – We continue to develop opportunities for students to meet and interact with faculty across the school. Our regular academic calendar includes

events like the “**Dean’s Dinner**”, **Dean’s Distinguished Speaker Series**, the “**State of the School**” and “**Innovate for Good**” which are school-wide events – often themed – designed for students, faculty, staff and other university stakeholders. Faculty also coordinate the activities of a host of student clubs aimed at further immersing students professionally. SOM leadership has to also emphasized the need for everyone to encourage students to participate in the myriad of activities SOM hosts annually. We are redoubling these efforts as we emerge from the pandemic, offering students the option of in-person or remote/virtual participation. The external engagement team hosted over 50 events in fall of 2020 online to create community with students locally and overseas. We continue to listen to our students and provide programming that is aligned with their interests.

Over the last five years, the Graduate Student Affairs team has provided SOM graduate students with several opportunities to engage in activities outside of the classroom. We host academic and social events such as the “Dons Resource Fair”, “Strengthsfinder” workshop, “Happy Hours”, “SOM Community Days”, time management and study skill workshops, Wellness activities, holiday and graduation parties and more. In addition, **in 2021 we launched our first SOM Graduate Student Board (GSB)**. The GSB is a student-run board composed of graduate students from across the SOM and is responsible for building community and developing community for all graduate students. GSA also oversees all SOM student clubs and organizations and are working with current students to reinvigorate the clubs, thus providing students with more opportunities for engagement.

Considered Leaving USF (Students):

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

SOM rejoinder – The pandemic has placed unusual pressures on students. We try to know which of our students are considering leaving. In all cases, we advise them, whether or not they decide to leave. We continue to closely monitor this, as some of our program enrollments are highly sensitive to tuition changes, government restrictions on international students, and other competitive factors.

Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (all)

Within the School of Management respondent population, 15% of Student, Faculty and Staff respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Of the 15% of the School of Management population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 11% believed that this conduct was a result of their position status.

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

Conduct as a Result of Gender Identity:

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

Conduct as a Result of Racial Identity:

Of the 15% of the School of Management respondent population that reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 12% believed their experience was a result of their racial identity.

Within the School of Management respondent population, 35% of White, 27% of Asian/Asian American/South Asian, 15% of Multiracial, 11% of Latin@/Chican@/Hispanic, 8% of Black/African Americans, and 0% of People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

Of those, 38% of Black/African Americans, 20% of Multiracial, 15% of Asian/Asian American/South Asian, 9% of Latin@/Chican@/Hispanic, 0% of White, and 0% of People of Color respondents, believed they experienced such conduct as a result of their racial identity.

Within the USF Overall respondent population, 39% of White, 15% of Asian/Asian American/South Asian, 14% of Multiracial, 14% of Latin@/Chican@/Hispanic, 8% of Black/African Americans, and 6% of People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

Of those, 54% of Black/African Americans, 28% of Multiracial, 22% of Latin@/Chican@/Hispanic, 21% of People of Color, 20% of Asian/Asian American/South Asian, and 7% of White respondents, believed they experienced such conduct as a result of their racial identity.

Basis of Experienced Conduct:

The respondents offered what they believed to be the primary basis for the experienced exclusionary, intimidating, offensive, and/or hostile conduct.

The top reasons within the School of Management student respondents that experienced this conduct, were Ethnicity (27%) and Age (21%). The top reason within the School of Management Faculty respondents that experienced this conduct, was A Reason Not Listed Above (53%). The top reasons within the School of Management Staff respondents that experienced this conduct, were Position Status (50%) and Gender/Gender Identity (30%).

The top reasons for the USF Faculty respondents that experienced this conduct, were Position Status (32%), Gender/Gender Identity (32%), and A Reason Not Listed Above (26%). The top reasons for the USF Staff respondents that experienced this conduct, were Position (45%) and Gender/Gender Identity (28%).

Forms of Experienced Conduct:

The respondents were also asked to describe the form of the experienced exclusionary, intimidating, offensive, and/or hostile conduct.

In the School of Management, respondents indicated the top two forms as being Ignored or Excluded (49%), and Isolated or Left Out (40%). For the School of Management Student population, respondents indicated the top two forms as being Ignored or Excluded (48%), and Isolated or Left Out (45%). For the School of Management Faculty population, respondents indicated the top two forms as being Ignored or Excluded (60%), and being the Target of Workplace Incivility (60%). For the School of Management Staff population, respondents indicated the top forms as being Intimidated/Bullied (60%), Ignored or Excluded (40%), and that they Experienced a Hostile Work Environment (40%).

Source of Experienced Conduct:

The respondents were also asked to identify who was the source of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. ***The School of Management respondent population indicated that the top source of the conduct was a Student (45%). The School of Management student respondent population indicated that the top source of the conduct was a Student (59%). The School of Management Faculty respondent population indicated that the top source of the conduct was a Coworker/Colleague (24%). The School of Management Staff respondent population indicated that the top sources of the conduct were a Faculty Member/Other Instructional Staff (12%), and a Supervisor or Manager (12%).***

Location of Experienced Conduct:

The respondents were also asked to identify the location of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top location of reported conduct for the School of Management respondent population was In a Class/Lab (25%). The top location of reported conduct for the School of Management student respondent population was In a Class/Lab (33%). The top location of reported conduct for the School of Management Faculty respondent population was In a Meeting with a Group of People (40%). The top location of reported conduct for the School of Management Staff respondent population was In a Meeting with a Group of People (50%).

Actions in Response to Experienced Conduct:

The respondents were also asked what their action was in response to the experienced exclusionary, intimidating, offensive, and/or hostile conduct. Within the School of Management respondent population, the top reaction to such conduct was that they Told a Friend (47%). Within the USF Overall respondent population, the main reaction to such conduct was that they Told a Friend (49%). In the School of Management, 15% of respondents indicated that they contacted a USF Resource as a course of action. Of these individuals, the top USF Resources contacted were a Faculty Member (31%), and a Senior Administrator (31%). In the USF Overall respondent population, 20% of respondents indicated that they Contacted a USF Resource as a course of action. Of these individuals, the top USF Resource contacted was a Faculty Member (39%).

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Reporting of Experienced Conduct:

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

Characteristics of Observed Conduct:

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

Form of Observed Conduct:

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

Target of Observed Conduct:

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

Source of Observed Conduct:

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

Action in Response to Observed Conduct:

Respondents were asked to identify what their action was in response to the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the School of Management respondent population, the top actions in response to the observed conduct were that they Did Not Do Anything (33%), and that they Told a Friend (32%). Ten percent of the School of Management respondent population that took an action in response to the observed conduct, Contacted a USF Resource. Of these 10%, the top USF resources contacted was a Faculty Member (67%). Within the USF Overall respondent population, the top actions in response to the observed conduct were that they Told a Friend (34%), and that they Did Not Do Anything (34%). Thirteen percent of the USF Overall respondent population that took an action in response to the observed conduct, Contacted a USF Resource. Of these 13%, the top USF resources contacted were a Senior Administrator (42%), and a Faculty Member (33%). population, the top source of observed conduct was also a Student (49%).

Reporting of Observed Conduct:

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

Unwanted Sexual Experiences:

Within the School of Management respondent population, 6% of respondents experienced unwanted sexual contact/conduct. In the USF Overall respondent population, 8% of respondents experienced unwanted sexual contact/conduct.

Unwanted Sexual Conduct by Position, Gender and Racial Identity:

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

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

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

Type of Unwanted Sexual Conduct Experienced:

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

Of the 8% of USF Overall respondents that experienced unwanted sexual contact/conduct, 72% experienced Unwanted Sexual Interaction, 31% experienced Unwanted Sexual Contact, 21% experienced Stalking, and 15% experienced Relationship Violence

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

Unwanted Sexual Interaction by Demographics:

Of the School of Management respondents that experienced Unwanted Sexual Interaction, 81% were Undergraduate and 3% were Graduate Students, 87% were Women, 74% were Heterosexual, 29% were Asian/Asian American/South Asian, 26% were White, 26% were Multiracial, 52% had No Religious/Spiritual Affiliation, and 74% had No Disability. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 72% were Undergraduate Students and 13% were Graduate Students, 85% were Women, 60% were Heterosexual, 40% were White and 21% were Multiracial, 49% had No Religious/Spiritual Affiliation, and 74% had No Disability.

Knowledge of Sexual Misconduct:

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

SOM Rejoinder – As detailed above, we are aggressively addressing the above behaviors. As noted earlier, any instance of such behavior is unacceptable.

Students Perceived Environment

Considered Leaving USF:

The survey asked student respondents if they had ever seriously considered leaving USF, and if they had, they were then asked why. Thirty-six percent of School of Management Undergraduate student respondents, and nine percent of School of Management Graduate student respondents indicated that they had seriously considered leaving. In comparison, thirty-seven percent of USF Undergraduate student

respondents, and twenty-three percent of USF Graduate student respondents indicated that they had seriously considered leaving.

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

This is consistent with the USF Graduate Student population. However, there were two areas with room for improvement.

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

SOM Rejoinder - Please see our earlier comments on the first bullet above. The second item concerns us because we do support student/faculty research as appropriate. We suspect that the existence of these opportunities needs to be more widely known amongst our graduate students and will make this a priority for our incoming marketing coordinator.

Appendices

Table 1.-SOM Vision and Mission

<p><i>Vision Statement: We will lead transformation toward a more inclusive, equitable, and prosperous world.</i></p>
<p><i>Mission Statement: Through rigorous management education and impactful research, from the heart of the San Francisco community, we inspire our students to cultivate their skills, lead with integrity, and serve others to promote a more just and sustainable economy.</i></p>

Table 2-SOM Strategic Objectives

<p><i>Diffuse the values of our mission and vision into our everyday operations and activities.</i></p>
<p><i>Create a culture of quality, consistency, and continuous improvement in teaching amongst all instructors.</i></p>
<p><i>Innovate/Expand upon our undergraduate and graduate curriculum and degree programs.</i></p>
<p><i>Stimulate impactful research across departments linked to our mission and vision.</i></p>
<p><i>Align/Improve admission and recruiting with our mission and vision.</i></p>
<p><i>Strengthen our relationships with external partners and stakeholders.</i></p>

Table 3- Sample totals

**Population totals in Fall 2017.*

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

Table 4 - Demographics

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

Demographic Highlights

- 88% of respondents were students
- 60% of respondents were women
- 34% of respondents were Asian/Asian American/South Asian
- 28% of respondents were White
- 83% of respondents were heterosexual
- 69% of respondents were U.S. citizens

- 89% of respondents had no disability
- 37% of respondents had no religious/spiritual affiliation
- 42% of respondents had a Christian affiliation
- 93% of respondents never served in the military

Staff Respondents

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

Students Only

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

[1] <https://www.usfca.edu/about-usf/who-we-are/our-values/cura-personalis>

[2] Campus Climate Survey Report, pg. 5.