Campus Climate Assessment Report
College of Arts and Sciences Summary Report

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

February 11th, 2022

UNIVERSITY OF
SAN FRANCISCO

Center for Institutional
Planning and Effectiveness

Executive Summary

BACKGROUND

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

PURPOSE OF REPORT

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

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 College of Arts and Sciences 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 College of Arts and Sciences 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, 1,982 members of the College of Arts and Sciences completed the survey. 1,297 (65%) were undergraduate students, 278 (14%) were graduate students, 152 (8%) were tenured or tenure-track faculty, 173 (9%) were adjunct or term faculty, and 82 (4%) were staff.

	Sample Total	Population Total	Response Rate
Undergraduate Students	1297	3885	33%
Graduate Students	278	995	28%
Tenured/Tenure-Track Faculty	152	206	74%
Adjunct/Term Faculty	173	416	42%
Staff	82	111	74%
Total	**1982**	**5613**	**35%**

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

HIGHLIGHTS

Demographics:
- 80% of respondents were students
- 66% of respondents were women
- 73% of respondents were heterosexual
- 78% of respondents were U.S. citizens
- 82% of respondents had no disability
- 34% of respondents had a Christian affiliation

Employees Only:
- 62% of Faculty respondents had worked at USF for more than five years
- 59% of Staff respondents had worked at USF for five years or less
- 70% of Faculty respondents had a Doctoral degree
- 50% of Staff respondents had a Master's degree or higher

Students Only:
- 58% of Undergraduate Student respondents reported working on or off campus
- 60% of Graduate Student respondents reported working on or off campus
- 57% of Undergraduate Student respondents experienced financial hardship while attending USF
- 52% of Graduate Student respondents experienced financial hardship while attending USF
- 51% of Undergraduate Student respondents reported living in campus housing
- 4% of Graduate Student respondents reported living in campus housing
- 28% of Undergraduates Student respondents and 67% of Graduates Student respondents did not participate in any clubs or organizations at USF

USF Climate Comfort: 77% of College of Arts and Sciences respondents communicated that they were "comfortable" or "very comfortable" with the climate at USF.

College of Arts and Sciences Workplace Climate Comfort: 72% of College of Arts and Sciences Employee respondents communicated that they were "comfortable" or "very comfortable" with the workplace climate.

College of Arts and Sciences Classroom Climate Comfort: 82% of Student and Faculty respondents communicated that they were "comfortable" or "very comfortable" with the classroom climate within the College of Arts and Sciences.

Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct: 19% of College of Arts and Sciences respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

Reporting of Experienced Conduct: 77% of the College of Arts and Sciences 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: 22% of College of Arts and Sciences respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at USF within the past year.

Reporting of Observed Conduct: 91% of the College of Arts and Sciences 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 College of Arts and Sciences overall population, 12% of respondents experienced unwanted sexual contact/conduct. Of those 12% of College of Arts and Sciences respondents that experienced unwanted sexual contact/conduct, 60% experienced Unwanted Sexual Interaction.

Reporting of Unwanted Sexual Interaction: 88% of the College of Arts and Sciences respondents that experienced unwanted sexual interaction, did not report the conduct.

Students Only

Student Perception of Classroom Experience:

Strength: 72% of Undergraduate and Graduate College of Arts and Sciences student respondents "agreed" or "strongly agreed" with the statement "I have faculty whom I perceive as role models."

Weakness: 38% of Undergraduate and Graduate College of Arts and Sciences 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: 84% of Undergraduate and Graduate College of Arts and Sciences student respondents "agreed" or "strongly agreed" with the statement "I feel valued by Faculty in the classroom."

Student Academic Experience:

Strength: 88% of Undergraduate and Graduate College of Arts and Sciences student respondents "agreed" or "strongly agreed" with the statement, "I intend to graduate from USF."

Weakness: 48% of Undergraduate and Graduate College of Arts and Sciences 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: 82% of Graduate College of Arts and Sciences student respondents "agreed" or "strongly agreed" with the statement "My advisor/chair responds to my emails, calls, or voicemails in a prompt manner."

Graduate Student Perception of Department/Program:

Strength: 89% of Graduate College of Arts and Sciences student respondents "agreed" or "strongly agreed" with the statement, "Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner."

Weakness: 16% of Graduate College of Arts and Sciences student respondents "disagreed" or "strongly disagreed" with the statement, "There are adequate opportunities for me to interact with other university faculty outside of my department."

Considered Leaving USF:

- 39% of Undergraduate College of Arts and Sciences student respondents indicated that they had seriously considered leaving in the last year.
- 18% of Graduate College of Arts and Sciences Professions student respondents indicated that they had seriously considered leaving in the last year.

Faculty & Staff Only

Faculty Experience with Unfair Employment Practices:

Weakness: 28% of the College of Arts and Sciences Faculty respondents indicated experiencing unfair procedures or practices related to promotion, tenure, reappointment, or reclassification.

Faculty Perception of the Workplace:
Strength: 75% of College of Arts and Sciences Faculty respondents "agreed" or "strongly agreed" with the statement, "USF provides me with resources to pursue professional development."
Weakness: 38% of College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "I have job security."

Staff Perception of the Workplace:
Strength: 78% of College of Arts and Sciences Staff respondents "agreed" or "strongly agreed" with the statement, "I would recommend USF as a good place to work."
Weaknesses: 60% of College of Arts and Sciences 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: 86% of College of Arts and Sciences Faculty respondents "agreed" or "strongly agreed" with the statement, "I feel valued by students in the classroom."
Weakness: 35% of College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "I feel valued by USF senior administrators."

Staff Feeling of Value:
Strength: 88% of College of Arts and Sciences Staff respondents "agreed" or "strongly agreed" with the statement, "I feel valued by coworkers in my department."
Weakness: 20% of College of Arts and Sciences Staff respondents "disagreed" or "strongly disagreed" with the statement, "Staff opinions are valued by USF faculty."

Faculty Perception of the Performance Evaluation Process: 33% of College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "The performance evaluation process is clear."

Staff Perception of the Performance Evaluation Process: 27% of College of Arts and Sciences Staff respondents "disagreed" or "strongly disagreed" with the statement, "The performance appraisal process is productive."

Faculty Perception of Work-Life Balance: 37% of College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement "USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation)."

Staff Perception of Work-Life Balance:

Strength: 61% of College of Arts and Sciences Staff respondents "agreed" or "strongly agreed" with the statement "My direct supervisor provides adequate support for me to manage work-life balance."

Weakness: 44% of College of Arts and Sciences 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: 78% of College of Arts and Sciences Staff respondents "agreed" or "strongly agreed" with the statement "I am given a reasonable time frame to complete assigned responsibilities."

Weakness: 55% of College of Arts and Sciences 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: 58% of College of Arts and Sciences Faculty respondents "agreed" or "strongly agreed" with the statement "Health insurance benefits are competitive."

Weakness: 26% of College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement "Salaries for adjunct professors are competitive."

Staff Perception of Salary and Benefits:

Strength: 77% of College of Arts and Sciences Staff respondents "agreed" or "strongly agreed" with the statement, "Health insurance benefits are competitive."

Weakness: 41% of College of Arts and Sciences Staff respondents "disagreed" or "strongly disagreed" with the statement, "Staff salaries are competitive."

Considered Leaving USF:

- 47% of College of Arts and Sciences Professions Faculty respondents stated that they had seriously considered leaving USF in the past year.
- 65% of College of Arts and Sciences Staff respondents stated that they had seriously considered leaving USF in the past year.

Results

Demographics
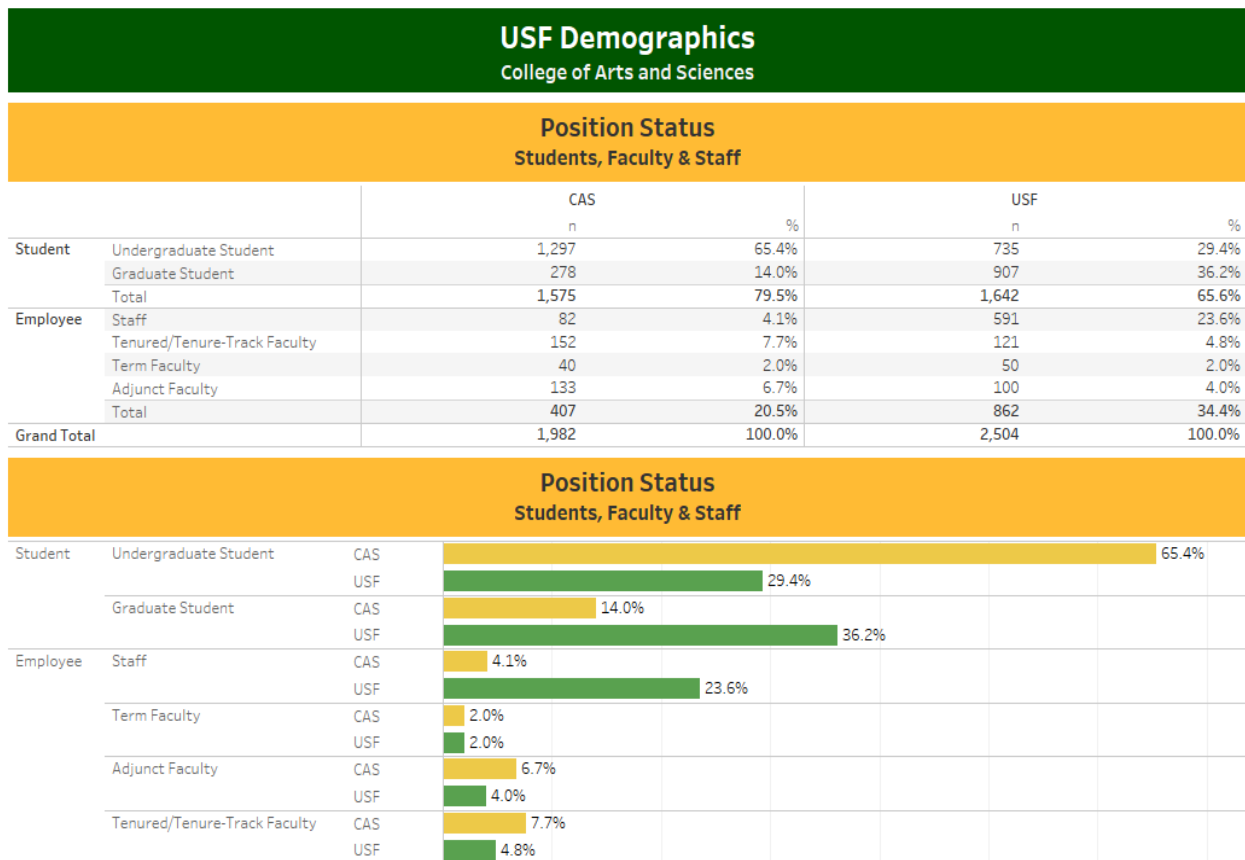
The demographic variables explored in the Campus Climate Survey were: position status, gender identity, racial identity, sexual identity, citizenship status, disability identity, religious affiliation, age range, caregiving responsibility, military service, length of employment (employees only), level of education (employees only), parents' education level (students only), undergraduates'

year in college (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 College of Arts and Sciences had a higher percentage of Undergraduate student respondents, compared to the USF Undergraduate respondent population. They also had a much lower percentage of Staff respondents compared to the USF Staff respondent population.

USF Demographics
College of Arts and Sciences

Position Status
Students, Faculty & Staff

		CAS		USF	
		n	%	n	%
Student	Undergraduate Student	1,297	65.4%	735	29.4%
	Graduate Student	278	14.0%	907	36.2%
	Total	1,575	79.5%	1,642	65.6%
Employee	Staff	82	4.1%	591	23.6%
	Tenured/Tenure-Track Faculty	152	7.7%	121	4.8%
	Term Faculty	40	2.0%	50	2.0%
	Adjunct Faculty	133	6.7%	100	4.0%
	Total	407	20.5%	862	34.4%
Grand Total		1,982	100.0%	2,504	100.0%

Position Status
Students, Faculty & Staff

			%
Student	Undergraduate Student	CAS	65.4%
		USF	29.4%
	Graduate Student	CAS	14.0%
		USF	36.2%
Employee	Staff	CAS	4.1%
		USF	23.6%
	Term Faculty	CAS	2.0%
		USF	2.0%
	Adjunct Faculty	CAS	6.7%
		USF	4.0%
	Tenured/Tenure-Track Faculty	CAS	7.7%
		USF	4.8%

The above visual shows the CAS vs USF percentage totals by Student vs Employee Status, separated out by specific position. The bar lengths illustrate the percentage differences.
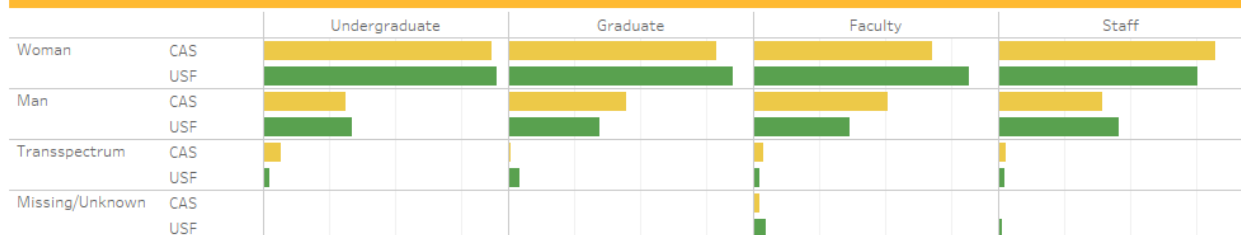
Gender Identity Comparison:

The College of Arts and Sciences had a lower percentage of women respondents for Students and Faculty and a higher percentage of women respondents for staff, relative to the corresponding USF respondent populations.

USF Demographics College of Arts and Sciences				
Gender Identity **Students, Faculty & Staff**				
			CAS	USF
Undergraduate	Woman		899	520
	Man		324	198
	Transspectrum		71	13
	Missing/Unknown		<5	<5
Graduate	Woman		175	618
	Man		100	253
	Transspectrum		<5	33
	Missing/Unknown		<5	<5
Faculty	Woman		176	177
	Man		133	79
	Transspectrum		10	5
	Missing/Unknown		6	10
Staff	Woman		54	357
	Man		26	216
	Transspectrum		<5	11
	Missing/Unknown			7

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

Racial Identity Comparison:

The College of Arts and Sciences Undergraduate student respondent population had a lower percentage of Asian/Asian American/South Asian respondents compared to the USF Undergraduate student respondent populations. The College of Arts and Sciences Graduate student respondent population had a slightly lower percentage of Latin@/Chican@/Hispanic respondents when compared to the USF Graduate student respondent populations, but fell very much in line with the rest of the USF Graduate student respondent racial identity groups. The College of Arts and Sciences Faculty had lower percentages of Asian/Asian American/South Asian and Other People of Color respondents, and a higher percentage of White respondents, compared to the USF Faculty respondent populations. The College of Arts and Sciences had a lower percentage of Asian/Asian American/South Asian, Black/African American and Latin@/Chican@/Hispanic Staff respondents and a higher percentage of White and Multiracial respondents compared to the USF Staff respondent populations.

USF Demographics
College of Arts and Sciences

Racial Identity
Students, Faculty & Staff

|		CAS	USF
Undergraduate	White	398	149
	Asian/Asian American/South Asian	280	307
	Latin@/Chican@/Hispanic	229	95
	Black/African American	59	28
	Multiracial	266	119
	Other Person of Color	54	29
	Missing/Unknown	11	8
Graduate	White	93	335
	Asian/Asian American/South Asian	77	177
	Latin@/Chican@/Hispanic	36	150
	Black/African American	25	72
	Multiracial	30	116
	Other Person of Color	13	41
	Missing/Unknown	<5	16
Faculty	White	219	153
	Asian/Asian American/South Asian	28	38
	Latin@/Chican@/Hispanic	12	13
	Black/African American	12	15
	Multiracial	29	20
	Other Person of Color	10	17
	Missing/Unknown	15	15
Staff	White	46	279
	Asian/Asian American/South Asian	7	107
	Latin@/Chican@/Hispanic	<5	45
	Black/African American	<5	45
	Multiracial	18	78
	Other Person of Color	<5	19
	Missing/Unknown	<5	18
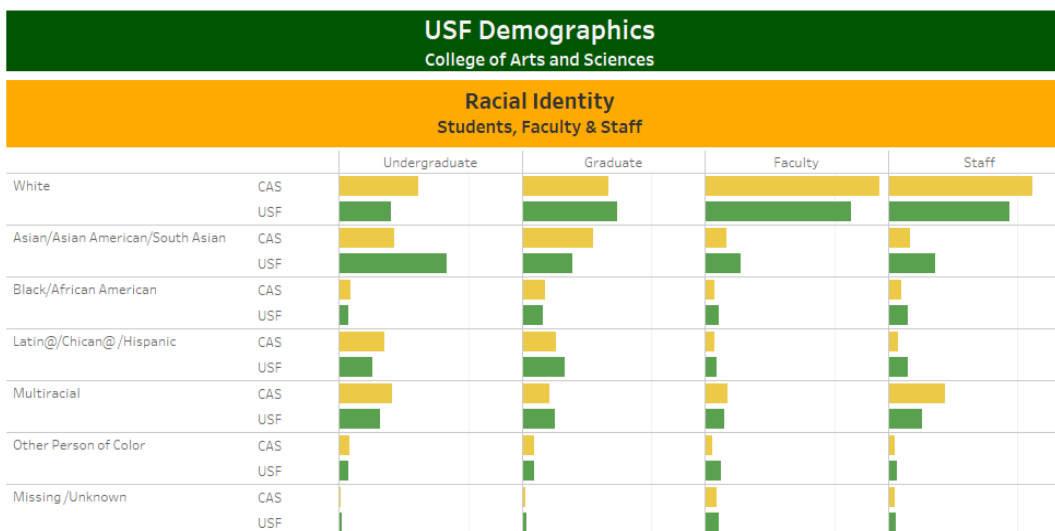
The above visual shows the CAS vs USF percentage totals by Racial Identity, separated out by position. The bar lengths illustrate the percentage differences.

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 College of Arts and Sciences had an increased percentage of Graduate heterosexual respondents and an increased number of LGBQ Undergraduate, Faculty, and Staff respondents when compared to their corresponding USF Overall respondent populations.

USF Demographics
College of Arts and Sciences

Sexual Identity
Students, Faculty & Staff

		CAS	USF
Undergraduate	Heterosexual	911	617
	LGBQ	351	104
	Missing/Unknown	35	14
Graduate	Heterosexual	227	703
	LGBQ	40	168
	Missing/Unknown	11	36
Faculty	Heterosexual	243	216
	LGBQ	61	30
	Missing/Unknown	21	25
Staff	Heterosexual	64	467
	LGBQ	15	93
	Missing/Unknown	<5	31

Sexual Identity
Students, Faculty & Staff

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

Citizenship Status Comparison:

The College of Arts and Sciences had a lower percentage of Not U.S. Citizen/Multiple Citizenships Undergraduate student and Staff respondents, as well as a higher percentage of Not U.S. Citizen/Multiple Citizenships Graduate and Faculty respondents, compared to the corresponding USF respondent populations.

USF Demographics
College of Arts and Sciences

Citizenship Status
Students, Faculty & Staff

		CAS	USF
Undergraduate	U.S. Citizen-Birth	1069	535
	U.S. Citizen-Naturalized	82	71
	Not U.S. Citizen/Multiple Citizenships	143	123
	Missing/Unknown	<5	6
Graduate	U.S. Citizen-Birth	165	684
	U.S. Citizen-Naturalized	11	111
	Not U.S. Citizen/Multiple Citizenships	101	109
	Missing/Unknown	<5	<5
Faculty	U.S. Citizen-Birth	245	227
	U.S. Citizen-Naturalized	43	24
	Not U.S. Citizen/Multiple Citizenships	34	14
	Missing/Unknown	<5	6
Staff	U.S. Citizen-Birth	76	473
	U.S. Citizen-Naturalized	<5	89
	Not U.S. Citizen/Multiple Citizenships	<5	25
	Missing/Unknown		<5

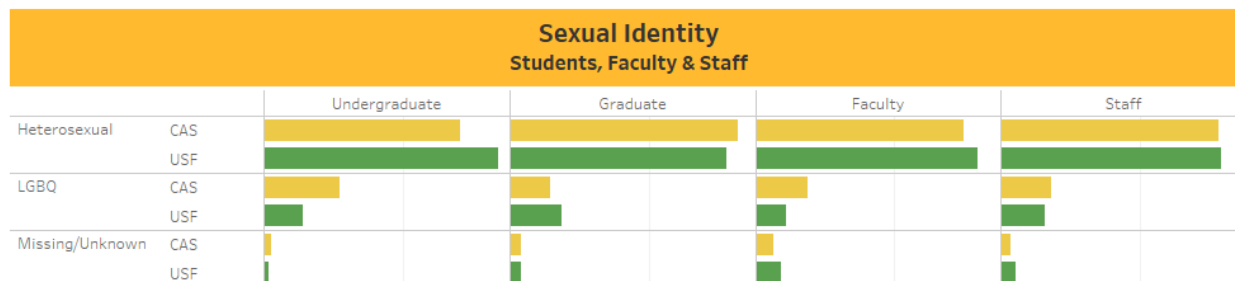### Citizenship Status
Students, Faculty & Staff
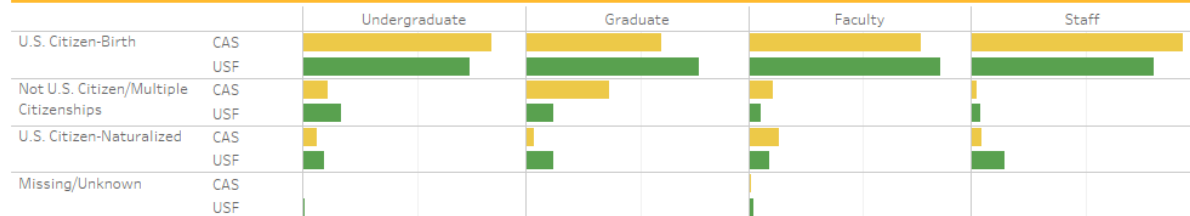
The above visual shows the CAS vs USF percentage totals by Citizenship Status, separated out by position. The bar lengths illustrate the percentage differences.

Disability Identity Comparison:

The College of Arts and Sciences respondent disability percentages were slightly higher than that of the corresponding USF respondent populations with the exception of Graduate students.

USF Demographics
College of Arts and Sciences

Disability Status
Students, Faculty & Staff

		CAS	USF
Undergraduate	No Disability	1033	647
	Single Disability	186	50
	Multiple Disability	64	28
	Missing/Unknown	14	10
Graduate	No Disability	249	773
	Single Disability	15	87
	Multiple Disability	11	42
	Missing/Unknown	<5	5
Faculty	No Disability	285	247
	Single Disability	23	12
	Multiple Disability	10	<5
	Missing/Unknown	7	9
Staff	No Disability	68	541
	Single Disability	8	31
	Multiple Disability	6	11
	Missing/Unknown		8

Disability Status
Students, Faculty & Staff
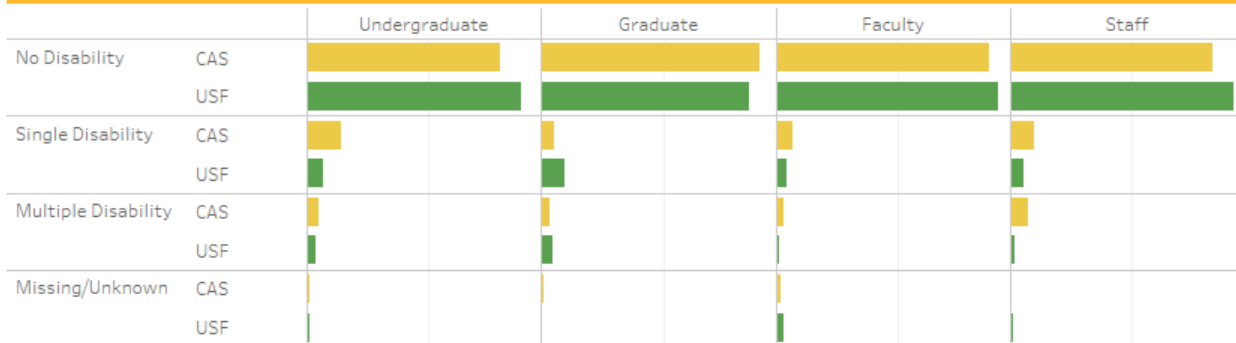
The above visual shows the CAS vs USF percentage totals by Disability Status, separated out by position. The bar lengths illustrate the percentage differences.

Of the 16% of College of Arts and Sciences respondents who reported having a disability, the most common were mental health/psychological condition (58%), learning difference/disability (26%), and chronic diagnosis or medical condition (14%). These were also the top three disabilities reported for the USF Overall respondent population.

Respondents' Conditions that Affect Learning, Working, Living Activities
College of Arts and Sciences

Disability Status
Students, Faculty & Staff

	CAS		USF	
	n	%	n	%
No Disability	1635	82.5%	2208	88.2%
Single Disability	232	11.7%	180	7.2%
Multiple Disability	91	4.6%	84	3.4%
Missing/Unknown	24	1.2%	32	1.3%
Grand Total	1982	100.0%	2504	100.0%

Conditions Affecting Living
Students, Faculty & Staff

Condition		Percentage
Mental Health/Psychological Condition	CAS	57.6%
	USF	45.6%
Learning Difference/Disability	CAS	25.9%
	USF	26.3%
Chronic Diagnosis or Medical Condition	CAS	14.0%
	USF	23.2%
Physical/Mobility condition that does not affect walking	CAS	3.8%
	USF	6.3%
Physical/Mobility condition that affects walking	CAS	5.2%
	USF	7.0%
Hard of Hearing of Deaf	CAS	4.9%
	USF	6.7%
Acquired/Traumatic Brain Injury	CAS	3.2%
	USF	3.2%
Low Vision or Blind	CAS	2.6%
	USF	2.8%
Speech/Communication Condition	CAS	0.9%
	USF	0.4%
A disability/condition not listed here	CAS	12.5%
	USF	13.0%

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 both Undergraduate and Graduate student respondents in the College of Arts and Sciences. The main difference when compared to the USF Student respondent population was that College of Arts and Sciences Undergraduate student respondents reported having a higher percentage of students with a mental health/psychological condition (65%) than that of the corresponding USF respondent populations (53%). College of Arts and Sciences Graduate student respondents reported having a higher percentage of students with a learning difference/disability (35%) than that of the corresponding USF respondent populations (30%) The results varied from the overall top conditions for both the Staff and Faculty respondent populations as well. For College of Arts and Sciences Faculty respondents, the top conditions affecting living were chronic diagnosis or medical condition (31%) and mental health/psychological condition (26%). The top conditions within the USF Faculty respondent population were chronic diagnosis or medical condition (36%), and learning difference/disability (14%). For College of Arts and Sciences Staff respondents, the conditions

affecting living were mental health/psychological condition (57%), and chronic diagnosis or medical condition (36%). The top conditions within the USF Staff respondent population were chronic diagnosis or medical condition (35%) and mental health/psychological condition (33%).

Respondents' Conditions that Affect Learning, Working, Living Activities
College of Arts and Sciences

Conditions Affecting Living
By Sub-Population
Students, Faculty & Staff

		Undergraduate	Graduate	Faculty	Staff
Mental Health/Psychological Condition	CAS	64.5%	37.9%	25.6%	57.1%
	USF	53.0%	51.5%	9.1%	32.6%
Learning Difference/Disability	CAS	27.1%	34.5%	15.4%	14.3%
	USF	30.1%	29.9%	13.6%	15.2%
Physical/Mobility condition that does not affect walking	CAS	3.1%	3.4%	7.7%	7.1%
	USF	8.4%	3.7%	0.0%	13.0%
Physical/Mobility condition that affects walking	CAS	3.4%	10.3%	12.8%	7.1%
	USF	4.8%	7.5%	9.1%	8.7%
Chronic Diagnosis or Medical Condition	CAS	9.5%	20.7%	30.8%	35.7%
	USF	15.7%	21.6%	36.4%	34.8%
Hard of Hearing of Deaf	CAS	4.2%	10.3%	7.7%	0.0%
	USF	8.4%	5.2%	13.6%	4.3%
Acquired/Traumatic Brain Injury	CAS	3.4%	6.9%	0.0%	0.0%
	USF	4.8%	3.7%	0.0%	0.0%
Low Vision or Blind	CAS	2.7%	6.9%	0.0%	0.0%
	USF	0.0%	4.5%	0.0%	4.3%
Speech/Communication Condition	CAS	0.0%	10.3%	0.0%	0.0%
	USF	0.0%	0.7%	0.0%	0.0%
A disability/condition not listed here	CAS	11.8%	13.8%	12.8%	21.4%
	USF	15.7%	15.7%	4.5%	4.3%

The above visual shows the CAS 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 College of Arts and Sciences, classroom buildings (20%) and classroom/labs (20%) were the key barriers identified by respondents. The top general barrier faced by disabled USF Overall respondents was campus transportation/parking (27%).

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?
College of Arts and Sciences
Students, Faculty & Staff

Athletic & Recreational Facilities

	CAS	USF
Yes	20	18
No	144	115
Not applicable	161	129

Classroom Buildings

	CAS	USF
Yes	40	39
No	156	129
Not applicable	126	94

Classrooms/Labs

	CAS	USF
Yes	40	30
No	156	127
Not applicable	126	102

Dining Facilities

	CAS	USF
Yes	33	23
No	159	125
Not applicable	129	112

Doors

	CAS	USF
Yes	15	21
No	172	138
Not applicable	134	101

Elevators/Lifts

	CAS	USF
Yes	27	22
No	162	131
Not applicable	132	106

Emergency Preparedness

	CAS	USF
Yes	19	17
No	165	134
Not applicable	135	108

Office Furniture

	CAS	USF
Yes	23	40
No	168	127
Not applicable	128	91

Campus Transportation/Parking

	CAS	USF
Yes	35	44
No	151	120
Not applicable	134	94

Other Campus Buildings

	CAS	USF
Yes	23	18
No	164	125
Not applicable	130	114

On-campus Housing

	CAS	USF
Yes	31	16
No	141	101
Not applicable	148	138

Podium

	CAS	USF
Yes	16	11
No	162	118
Not applicable	144	125

Signage

	CAS	USF
Yes	14	13
No	169	137
Not applicable	137	106

Studios/Performing Arts Spaces

	CAS	USF
Yes	15	7
No	150	108
Not applicable	152	141

Temporary Barriers due to Construction or Maintenance

	CAS	USF
Yes	19	20
No	155	120
Not applicable	143	117

USF Clinic at St. Mary's

	CAS	USF
Yes	13	10
No	146	100
Not applicable	159	145

Walkways/Pedestrian Paths/Crosswalks

	CAS	USF
Yes	23	21
No	165	127
Not applicable	129	105

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 College of Arts and Sciences did not significantly 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?
College of Arts and Sciences
Students, Faculty & Staff

Accessible Electronic Format
	CAS	USF
Yes	17	25
No	189	135
Not applicable	107	97

Canvas/TWEN
	CAS	USF
Yes	22	21
No	187	136
Not applicable	102	96

Clickers
	CAS	USF
Yes	6	9
No	165	128
Not applicable	137	116

Computer Equipment
	CAS	USF
Yes	13	19
No	183	136
Not applicable	112	98

Electronic Forms
	CAS	USF
Yes	13	17
No	186	142
Not applicable	111	94

Electronic Signage
	CAS	USF
Yes	11	11
No	187	147
Not applicable	112	94

Electronic Surveys
	CAS	USF
Yes	9	14
No	196	152
Not applicable	104	86

Library Resources
	CAS	USF
Yes	13	20
No	190	146
Not applicable	106	88

Phone/Phone Equipment
	CAS	USF
Yes	9	11
No	190	140
Not applicable	110	98

Software
	CAS	USF
Yes	13	15
No	182	129
Not applicable	114	105

Video/Video Audio Description
	CAS	USF
Yes	9	15
No	189	134
Not applicable	110	101

Website
	CAS	USF
Yes	11	16
No	194	146
Not applicable	103	89

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?
College of Arts and Sciences
Students, Faculty & Staff

Electronic Databases	CAS	USF
Yes	16	15
No	194	158
Not applicable	100	81

Email Account	CAS	USF
Yes	12	14
No	197	159
Not applicable	99	80

Intake Forms	CAS	USF
Yes	18	11
No	174	142
Not applicable	116	99

Learning Technology	CAS	USF
Yes	16	19
No	187	155
Not applicable	107	79

Surveys	CAS	USF
Yes	17	16
No	195	158
Not applicable	95	74

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?
College of Arts and Sciences
Students, Faculty & Staff

Brochures	CAS	USF
Yes	9	12
No	201	156
Not applicable	103	84

Faculty Required Resources	CAS	USF
Yes	13	13
No	195	146
Not applicable	103	90

Food Menus	CAS	USF
Yes	24	18
No	186	138
Not applicable	100	93

Forms	CAS	USF
Yes	12	15
No	199	157
Not applicable	100	79

Library Resources	CAS	USF
Yes	13	12
No	193	159
Not applicable	105	79

Other Publications	CAS	USF
Yes	9	10
No	194	163
Not applicable	107	77

Syllabi	CAS	USF
Yes	15	21
No	194	148
Not applicable	101	81

Textbooks	CAS	USF
Yes	28	24
No	187	145
Not applicable	97	80

Video-Closed Captioning and Text Description	CAS	USF
Yes	14	9
No	187	147
Not applicable	106	91

Religious Affiliation Comparison:

The College of Arts and Sciences respondent population had a lower percentage of individuals with a Christian affiliation than the USF Overall respondent population. This remained consistent through all of the sub-populations (Students, Faculty & Staff).

USF Demographics
College of Arts and Sciences

Religious Affiliation
Students, Faculty & Staff

			CAS	USF
Undergraduate	No Religious/Spiritual Affiliation including Not Listed		588	245
	Christian Affiliation		489	363
	Other Religious/Spiritual Affiliation		112	92
	Multiple Religious/Spiritual Affiliations		79	17
	Missing/Unknown		29	18
Graduate	No Religious/Spiritual Affiliation including Not Listed		117	345
	Christian Affiliation		89	389
	Other Religious/Spiritual Affiliation		53	97
	Multiple Religious/Spiritual Affiliations		14	52
	Missing/Unknown		5	24
Faculty	No Religious/Spiritual Affiliation including Not Listed		173	96
	Christian Affiliation		64	105
	Other Religious/Spiritual Affiliation		41	31
	Multiple Religious/Spiritual Affiliations		33	21
	Missing/Unknown		14	18
Staff	No Religious/Spiritual Affiliation including Not Listed		43	226
	Christian Affiliation		32	262
	Other Religious/Spiritual Affiliation		<5	33
	Multiple Religious/Spiritual Affiliations		<5	45
	Missing/Unknown		<5	25

Religious Affiliation
Students, Faculty & Staff
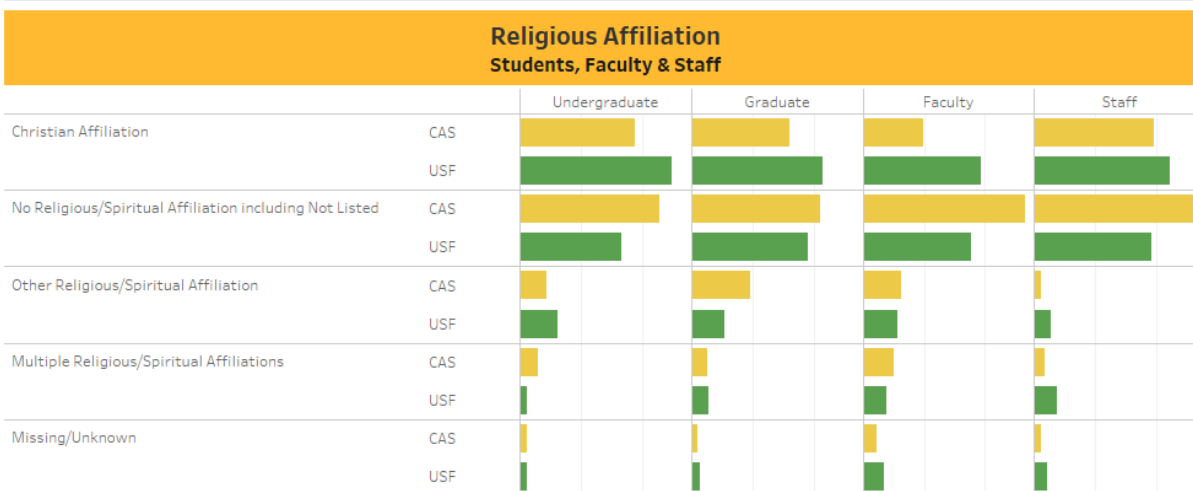
The above visual shows the CAS vs USF percentage totals by Religious Affiliation, separated out by position. The bar lengths illustrate the percentage differences.

Age Range Comparison:

The College of Arts and Sciences Undergraduate student respondent population had higher percentages of respondents in age categories 18-21, and lower percentages of respondents in age categories 22-44, compared to the USF Undergraduate student respondent population. The College of Arts and Sciences Graduate student respondent population had higher percentages of respondents in age categories 22-24, and lower percentages of respondents in age categories 25-

64, compared to the USF Graduate student respondent population. The College of Arts and Sciences Faculty respondents had higher percentages of respondents in age categories 25-54, and lower percentages of respondents in age categories 55-74, compared to the USF Faculty respondent population. The College of Arts and Sciences Staff respondents had lower percentages of respondents in age categories 20-24 and 35-44, and lower percentages of respondents in age categories 25-34 and 45-64, compared to the USF Staff respondent population.

USF Demographics
College of Arts and Sciences

Age Range
Students, Faculty & Staff

		CAS	USF
Undergraduate	18-19	626	268
	20-21	436	252
	22-24	97	79
	25-34	32	58
	35-44	9	26
	45-54		<5
	55-64	<5	<5
	Missing/Unknown	95	47
Graduate	20-21	7	5
	22-24	98	174
	25-34	136	465
	35-44	13	110
	45-54	<5	50
	55-64	<5	20
	65-74		<5
	75 and older		<5
	Missing/Unknown	22	80
Faculty	18-19		<5
	22-24	<5	
	25-34	24	18
	35-44	87	45
	45-54	93	42
	55-64	43	63
	65-74	23	34
	75 and older	<5	<5
	Missing/Unknown	52	64
Staff	20-21	<5	<5
	22-24	10	21
	25-34	14	161
	35-44	26	135
	45-54	11	106
	55-64	6	66
	65-74	<5	16
	75 and older		<5
	Missing/Unknown	11	82

Age Range
Students, Faculty & Staff
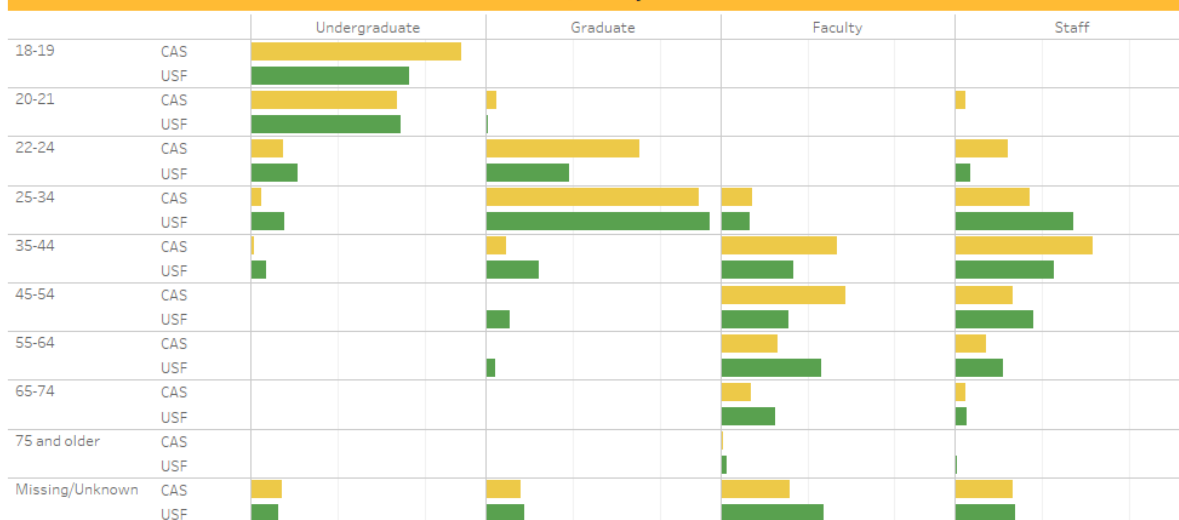
The above visual shows the CAS vs USF percentage totals by Age Range, separated out by position. The bar lengths illustrate the percentage differences.

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 College of Arts and Sciences Undergraduate and Graduate student and Staff respondents indicated having substantial caregiving responsibilities, compared to the USF Undergraduate and Graduate student and Staff respondent populations. A higher percentage of the College of Arts and Sciences Faculty respondents indicated having substantial caregiving responsibilities, compared to the USF Faculty and Staff respondent populations. Of the 11% of the College of Arts and Sciences respondents that indicated having substantial caregiving responsibilities, the top responsibilities were for children 6-18 years (54%), children 5 years or under (31%), and senior or other family member (23%). This was in line with that of the USF Overall respondent population, in which the top responsibilities reported were for children 6-18 years (52%), children 5 years or under (36%), and senior or other family member (25%).

The College of Arts and Sciences Undergraduate student respondent population had a lower percentage that reported having caregiving responsibilities for children 5 years or under, compared to the USF Undergraduate student respondent population. The College of Arts and Sciences Graduate student respondent population had a lower percentage responsible for children 6-18 years, and responsible for senior or other family member, compared to the USF Graduate student respondent population. The College of Arts and Sciences Faculty respondents had a lower percentage responsible for children over 18 years of age (but still legally dependent), and a higher percentage responsible for children under 18 years, compared to the USF Faculty respondent population. The College of Arts and Sciences Staff respondents had a lower percentage responsible for children under 18 years, and higher percentages responsible for senior or other family member and respondents responsible for sick or disabled partners, when compared to the USF Staff respondent population.
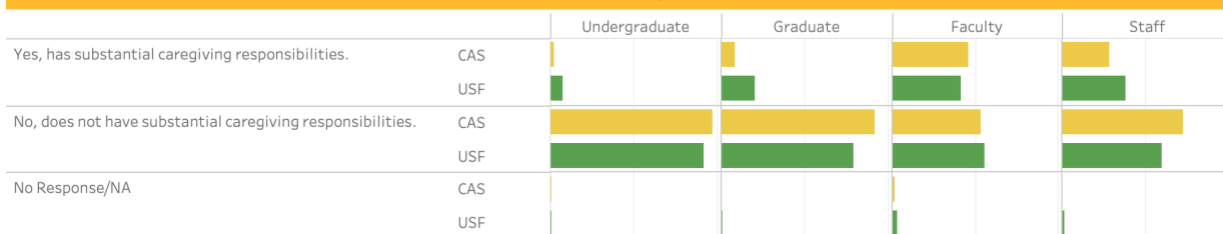
Respondents' Caregiving Responsibilities
Respondents who have substantial parenting or caregiving responsibilities
College of Arts and Sciences

Caregiving Responsibility
Students, Faculty & Staff

		CAS	USF
Undergraduate	Yes, has substantial caregiving responsibilities.	33	56
	No, does not have substantial caregiving responsibilities.	1260	675
	No Response/NA	<5	<5
Graduate	Yes, has substantial caregiving responsibilities.	23	185
	No, does not have substantial caregiving responsibilities.	255	713
	No Response/NA		9
Faculty	Yes, has substantial caregiving responsibilities.	148	112
	No, does not have substantial caregiving responsibilities.	172	151
	No Response/NA	5	8
Staff	Yes, has substantial caregiving responsibilities.	23	226
	No, does not have substantial caregiving responsibilities.	59	354
	No Response/NA		11

Caregiving Responsibility
Students, Faculty & Staff

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

11% of respondents stated that they have substantial parenting or caregiving responsibilties. Those respondents then indicated that their caregiving responsibilities fell into the following categories.
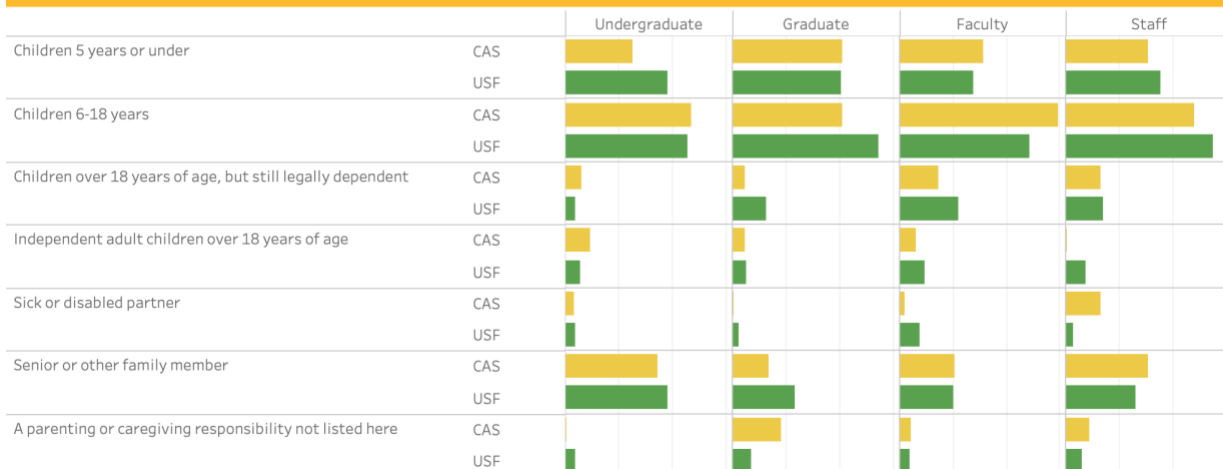
Caregiving Responsibility
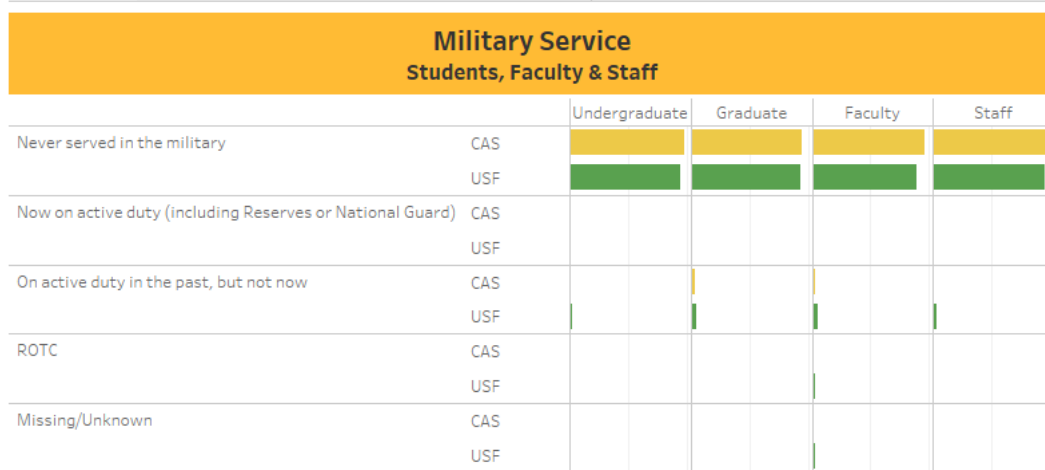### Students, Faculty & Staff

The above visual shows the CAS 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 College of Arts and Sciences respondent population was in line with the USF Overall respondent population in regards to military service representation.

USF Demographics			
College of Arts and Sciences			
Military Service **Students, Faculty & Staff**			
		CAS	USF
Undergraduate	Never served in the military	1264	699
	Now on active duty (including Reserves or National Guard)	5	6
	On active duty in the past, but not now	14	17
	ROTC	9	8
	Missing/Unknown	5	5
Graduate	Never served in the military	264	851
	Now on active duty (including Reserves or National Guard)	<5	10
	On active duty in the past, but not now	11	41
	ROTC		<5
	Missing/Unknown	<5	<5
Faculty	Never served in the military	314	244
	Now on active duty (including Reserves or National Guard)		<5
	On active duty in the past, but not now	7	14
	ROTC		5
	Missing/Unknown	<5	6
Staff	Never served in the military	81	564
	Now on active duty (including Reserves or National Guard)		<5
	On active duty in the past, but not now	<5	20
	ROTC		<5
	Missing/Unknown		5

Military Service **Students, Faculty & Staff**

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

The above visual shows the CAS 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 College of Arts and Sciences Faculty respondents had a lower percentage of respondents that had been at USF for 1-5 years and Faculty that have been at USF for more than 20 years, and a higher percentage of respondents that had been at USF for 6-20 years, compared to the USF Faculty respondent population. The College of Arts and Sciences Staff respondents had a higher percentage of respondents that had been at USF for 5 or less years, and a lower percentage of respondents that had been at USF for 6-15 years, compared to the USF Staff respondent population.

Length of Employment at USF		
College of Arts and Sciences		
Length of Employment Faculty & Staff		
	CAS	USF
Faculty — Less than 1 year	25	19
1-5 years	97	95
6-10 years	69	50
11-15 years	59	41
16-20 years	35	14
More than 20 years	39	46
Missing/Unknown	<5	6
Staff — Less than 1 year	14	83
1-5 years	34	230
6-10 years	14	116
11-15 years	6	63
16-20 years	6	39
More than 20 years	8	53
Missing/Unknown		7
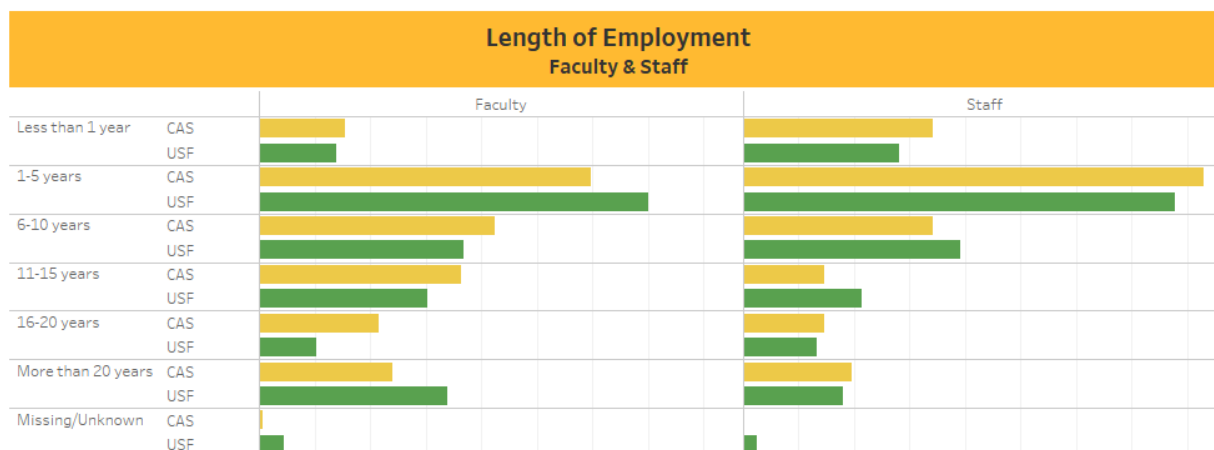
The above visual shows the CAS vs USF percentage totals by Length of Employment, separated out by position. The bar lengths illustrate the percentage differences.
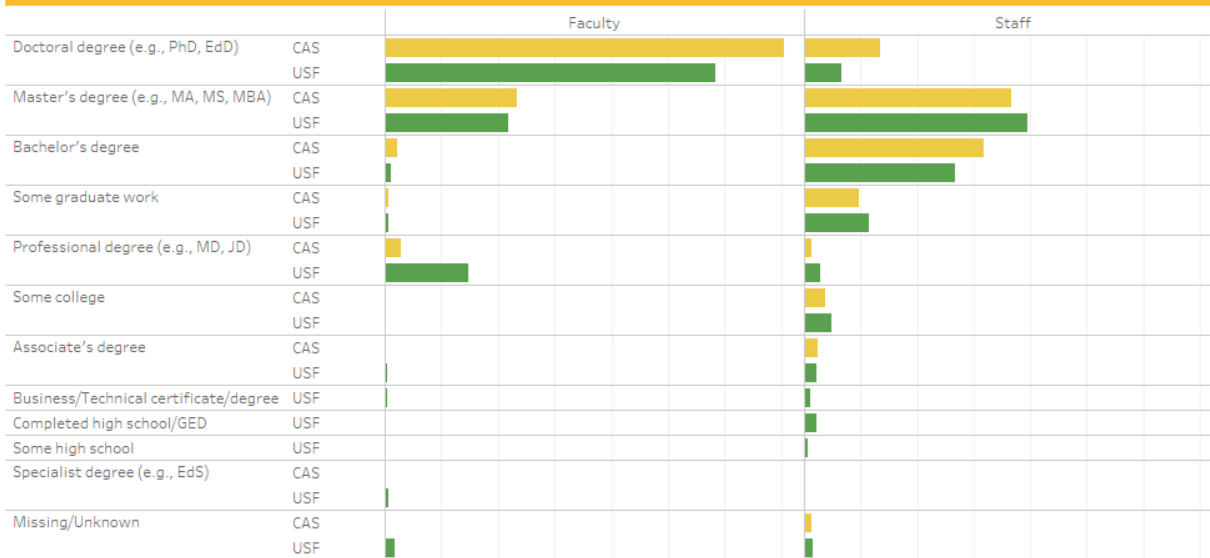
Highest Level of Education Comparison:

The College of Arts and Sciences had a higher percentage of Faculty respondents with Doctoral degrees, compared to the USF Faculty respondent population. The College of Arts and Sciences had a higher percentage of Staff respondents with Bachelor's and Doctoral degrees, compared to the USF Staff respondent population.

Employee Highest Degree
College of Arts and Sciences

Employee Highest Degree
Faculty & Staff

		CAS	USF
Faculty	Doctoral degree (e.g., PhD, EdD)	229	158
	Master's degree (e.g., MA, MS, MBA)	76	59
	Bachelor's degree	7	<5
	Some graduate work	<5	<5
	Professional degree (e.g., MD, JD)	9	40
	Some college	<5	
	Associate's degree		<5
	Business/Technical certificate/degree		<5
	Specialist degree (e.g., EdS)	<5	<5
	Missing/Unknown		5
Staff	Doctoral degree (e.g., PhD, EdD)	11	39
	Master's degree (e.g., MA, MS, MBA)	30	234
	Bachelor's degree	26	158
	Some graduate work	8	68
	Professional degree (e.g., MD, JD)	<5	17
	Some college	<5	29
	Associate's degree	<5	13
	Business/Technical certificate/degree		6
	Completed high school/GED		13
	Some high school		<5
	Specialist degree (e.g., EdS)		<5
	Missing/Unknown	<5	9

Employee Highest Degree
Faculty & Staff

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate student respondents had a higher percentage that reported having a parent/guardian #1 with a Master's degree or higher, and a lower percentage with a Bachelor's degree, compared to the USF Undergraduate student respondents. The College of Arts and Sciences Graduate student respondents had a higher percentage of respondents that had a parent/guardian #1 with a Bachelor's or Master's degree, and a lower percentage with no high school, compared to the USF Graduate student respondents.

USF Demographics
College of Arts and Sciences

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

		CAS	USF
Undergraduate	Bachelor's degree	321	212
	Some college	182	109
	Completed high school/GED	158	113
	Master's degree (e.g., MA, MS, MBA)	234	89
	No high school	80	39
	Some high school	72	48
	Associate's degree	67	46
	Business/Technical certificate/degree	22	15
	Professional degree (e.g., MD, JD)	56	25
	Doctoral degree (e.g., PhD, EdD)	62	15
	Some graduate work	15	10
	Specialist degree (e.g., EdS)	10	
	Not applicable	<5	<5
	Missing	<5	<5
	Unknown	12	7
Graduate	Bachelor's degree	78	198
	Some college	39	115
	Completed high school/GED	36	139
	Master's degree (e.g., MA, MS, MBA)	52	130
	No high school	10	86
	Some high school	13	44
	Associate's degree	11	43
	Business/Technical certificate/degree	5	30
	Professional degree (e.g., MD, JD)	14	46
	Doctoral degree (e.g., PhD, EdD)	11	35
	Some graduate work	5	21
	Specialist degree (e.g., EdS)	<5	<5
	Not applicable		10
	Missing	<5	<5
	Unknown	<5	<5

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

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate student respondents had higher percentages that reported having a parent/guardian #2 with a Master's degree or higher, compared to the USF Undergraduate student respondent population. The College of Arts and Sciences Graduate student respondents had a higher percentage of respondents in which parent/guardian #2 had a Bachelor's or higher, compared to the corresponding USF Graduate student respondent population.
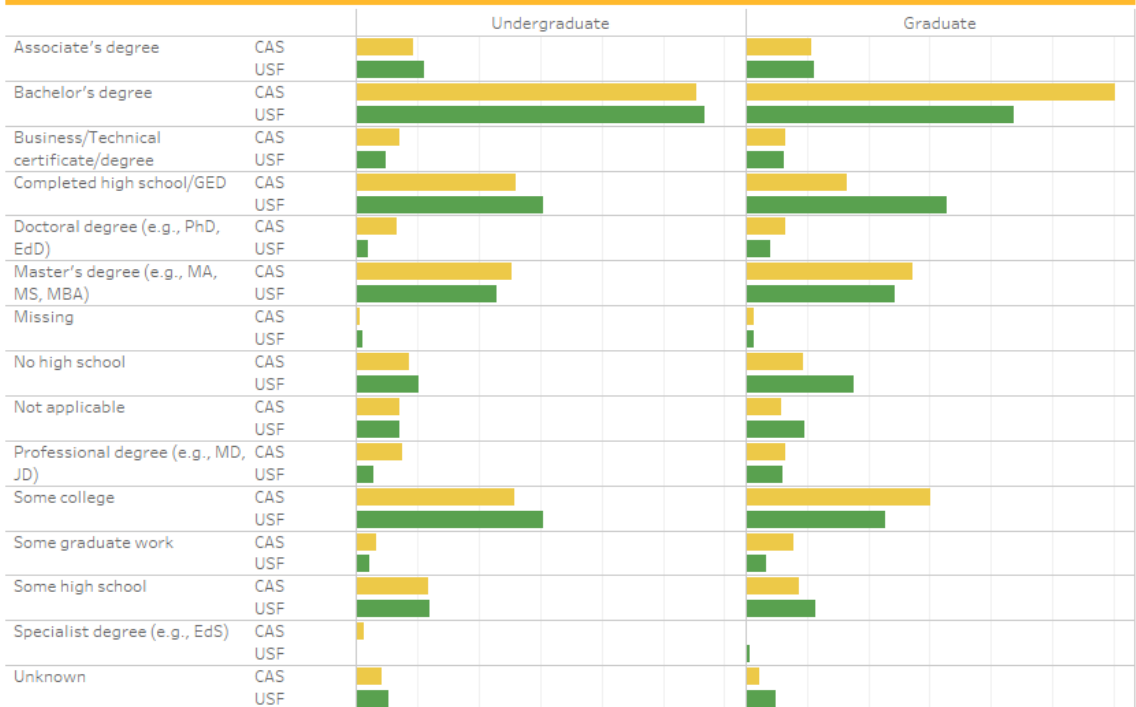
USF Demographics
College of Arts and Sciences

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

		CAS	USF
Undergraduate	Bachelor's degree	359	209
	Completed high school/GED	169	112
	Some college	168	112
	Master's degree (e.g., MA, MS, MBA)	164	84
	Associate's degree	60	41
	No high school	56	38
	Some high school	76	44
	Business/Technical certificate/degree	46	18
	Professional degree (e.g., MD, JD)	49	11
	Doctoral degree (e.g., PhD, EdD)	43	7
	Some graduate work	21	8
	Specialist degree (e.g., EdS)	8	<5
	Not applicable	46	26
	Unknown	28	20
	Missing	<5	<5
Graduate	Bachelor's degree	84	199
	Completed high school/GED	23	149
	Some college	42	103
	Master's degree (e.g., MA, MS, MBA)	38	110
	Associate's degree	15	51
	No high school	13	80
	Some high school	12	52
	Business/Technical certificate/degree	9	28
	Professional degree (e.g., MD, JD)	9	27
	Doctoral degree (e.g., PhD, EdD)	9	18
	Some graduate work	11	15
	Specialist degree (e.g., EdS)		<5
	Not applicable	8	44
	Unknown	<5	22
	Missing	<5	6

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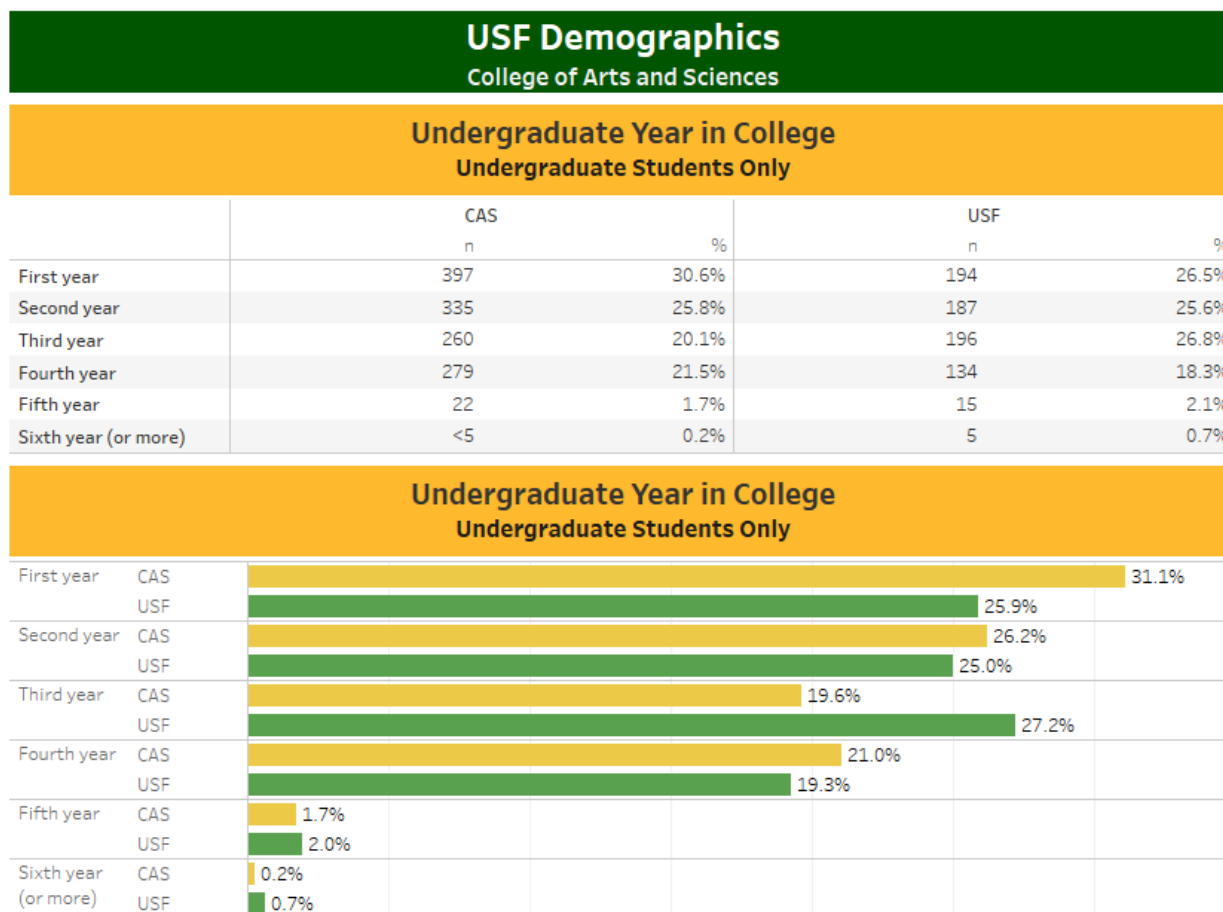#### Undergraduate & Graduate Students

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

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

Undergraduate Student Year in College Comparison:

The College of Arts and Sciences had a higher percentage of Undergraduate student respondents in their first, second, and fourth year, and a much lower percentage of respondents in their third year, compared to USF Undergraduate student respondent population.

USF Demographics College of Arts and Sciences				
Undergraduate Year in College Undergraduate Students Only				
	CAS		USF	
	n	%	n	%
First year	397	30.6%	194	26.5%
Second year	335	25.8%	187	25.6%
Third year	260	20.1%	196	26.8%
Fourth year	279	21.5%	134	18.3%
Fifth year	22	1.7%	15	2.1%
Sixth year (or more)	<5	0.2%	5	0.7%

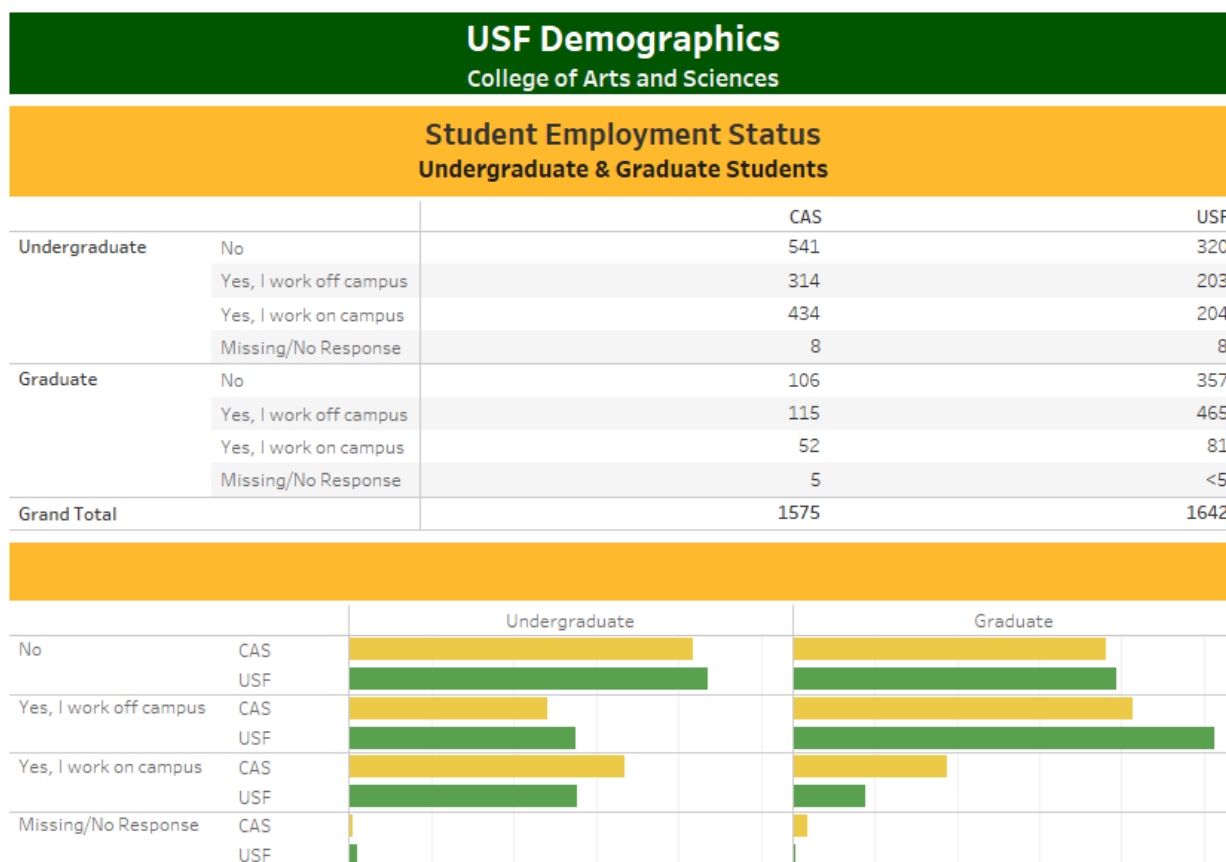| Undergraduate Year in College Undergraduate Students Only		
First year	CAS	31.1%
	USF	25.9%
Second year	CAS	26.2%
	USF	25.0%
Third year	CAS	19.6%
	USF	27.2%
Fourth year	CAS	21.0%
	USF	19.3%
Fifth year	CAS	1.7%
	USF	2.0%
Sixth year (or more)	CAS	0.2%
	USF	0.7%

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

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

Student Employment Comparison:

Within the College of Arts and Sciences Undergraduate student respondent population, 58% indicated that they worked, compared to 55% of the USF Undergraduate student respondent's

population. Within the College of Arts and Sciences Graduate student respondent population, 60% indicated that they worked. Similarly, 60% of the USF Graduate student respondent population indicated that they worked.

USF Demographics
College of Arts and Sciences

Student Employment Status
Undergraduate & Graduate Students

		CAS	USF
Undergraduate	No	541	320
	Yes, I work off campus	314	203
	Yes, I work on campus	434	204
	Missing/No Response	8	8
Graduate	No	106	357
	Yes, I work off campus	115	465
	Yes, I work on campus	52	81
	Missing/No Response	5	<5
Grand Total		1575	1642

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate student respondents had a lower percentage of respondents that worked on campus for 1-10 hours/week, and a higher percentage that worked 31-40 hours/week, compared to the USF Undergraduate student respondent population. The College of Arts and Sciences Graduate student respondents had a much higher percentage of respondents that worked on campus for 11-20 hours/week, and a much lower percentage that worked 21-30 hours/week, compared to the USF Graduate student respondent population. The College of Arts and Sciences Undergraduate student respondents had a much higher percentage that worked off campus for 11-20 hours/week, compared to the USF Undergraduate student respondent population. The College of Arts and Sciences Graduate student respondents had a higher percentage of students that worked off campus for between 11-40 hours/week and a lower

percentage who worked off campus for 1-10, and more than 40, hours/week, compared to the USF Graduate student respondent population.

USF Demographics
College of Arts and Sciences

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

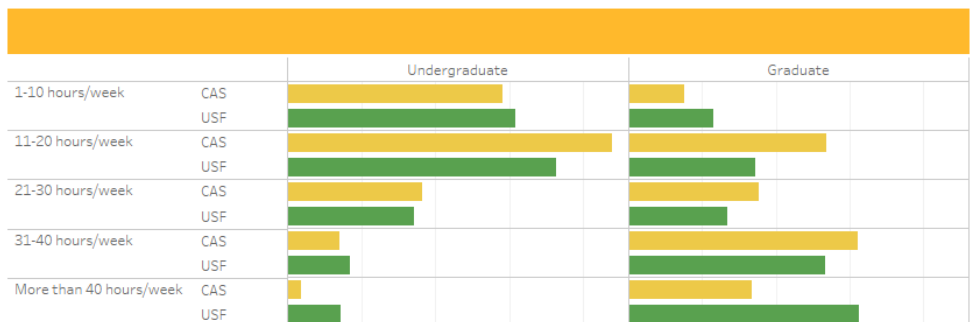### On Campus Employment Hours
Undergraduate & Graduate Students

			CAS	USF
Undergraduate	1-10 hours/week		174	84
	11-20 hours/week		190	87
	21-30 hours/week		49	22
	31-40 hours/week		8	<5
	More than 40 hours/week		<5	
Graduate	1-10 hours/week		23	36
	11-20 hours/week		23	24
	21-30 hours/week		<5	15
	31-40 hours/week		<5	<5
	More than 40 hours/week		<5	<5
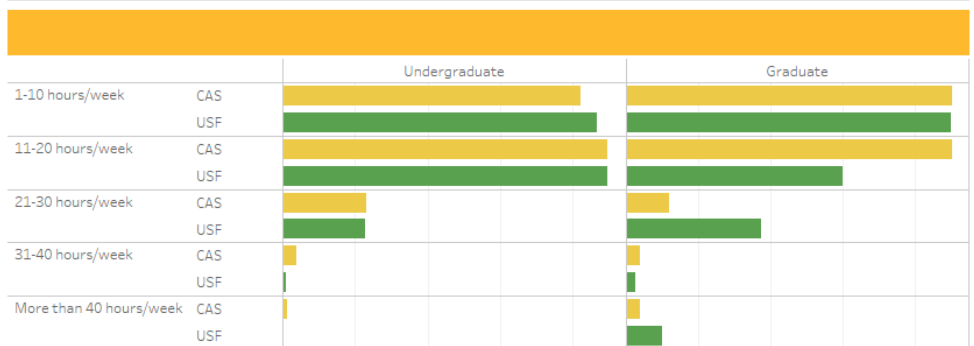
The above visual shows the CAS vs USF percentage totals by On Campus Employment Hours, separated out by position. The bar lengths illustrate the percentage differences.

Off Campus Employment Hours
Undergraduate & Graduate Students

			CAS	USF
Undergraduate	1-10 hours/week		112	72
	11-20 hours/week		169	85
	21-30 hours/week		70	40
	31-40 hours/week		27	20
	More than 40 hours/week		7	17
Graduate	1-10 hours/week		9	53
	11-20 hours/week		32	79
	21-30 hours/week		21	62
	31-40 hours/week		37	123
	More than 40 hours/week		20	144

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

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

Student Financial Hardship Comparison:

Fifty-seven percent of the College of Arts and Sciences Undergraduate student respondents indicated that they experienced financial hardship, compared to the fifty-four percent of USF Undergraduate student respondents that experienced financial hardship. Fifty-two percent of the College of Arts and Sciences Graduate student respondents indicated that they experienced financial hardship, compared to the fifty-three percent of USF Graduate student respondents that experienced financial hardship.

Students were then asked how they experienced financial hardship. Of the 57% of the College of Arts and Sciences Undergraduate student respondents that indicated they experienced financial hardship, the top types of hardship were difficulty affording tuition (79%), difficulty purchasing books/course materials (62%) and difficulty in affording housing (53%). These were also the top three experienced financial hardships for the USF Undergraduate student respondent population. Of the 52% of the College of Arts and Sciences Graduate student respondents that indicated they experienced financial hardship, the top types of hardship were difficulty affording tuition (72%), difficulty in affording housing (62%) and difficulty in affording unpaid internships/research opportunities (42%). Of the 53% of USF Graduate student respondents that indicated they experienced financial hardship, the top types of hardship were difficulty affording tuition (70%), difficulty in affording housing (54%), and difficulty purchasing books/course materials (51%).

USF Demographics
College of Arts and Sciences

Financial Hardship Status
Undergraduate & Graduate Students

		CAS		USF	
		n	%	n	%
Undergraduate	Yes	742	57.2%	393	53.5%
	No	545	42.0%	335	45.6%
	Missing/Unknown	10	0.8%	7	1.0%
	Total	1297	100.0%	735	100.0%
Graduate	Yes	144	51.8%	483	53.3%
	No	132	47.5%	414	45.6%
	Missing/Unknown	<5	0.7%	10	1.1%
	Total	278	100.0%	907	100.0%

Type of Financial Hardship
Undergraduate Students

Type	CAS	USF
Difficulty affording tuition	79.0%	81.7%
Difficulty purchasing my books/course materials	61.6%	63.6%
Difficulty in affording housing	53.0%	48.3%
Difficulty participating in social events	38.5%	36.6%
Difficulty affording food	38.5%	35.6%
Difficulty in affording other campus fees	25.1%	24.9%
Diffiuclty affording travel to and from USF	31.3%	27.7%
Difficulty affording commuting to campus	12.3%	15.5%
Difficulty affording co-curricular events or activities	22.4%	21.9%
Difficulty in affording alternative spring breaks	26.7%	21.9%
Difficulty in affording health care	19.3%	14.2%
Difficulty in affording unpaid internships/research opportunities	26.8%	18.1%
Difficulty in affording childcare	1.1%	3.8%
Missing/Unknown	3.4%	2.5%

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

Type of Financial Hardship
Graduate Students

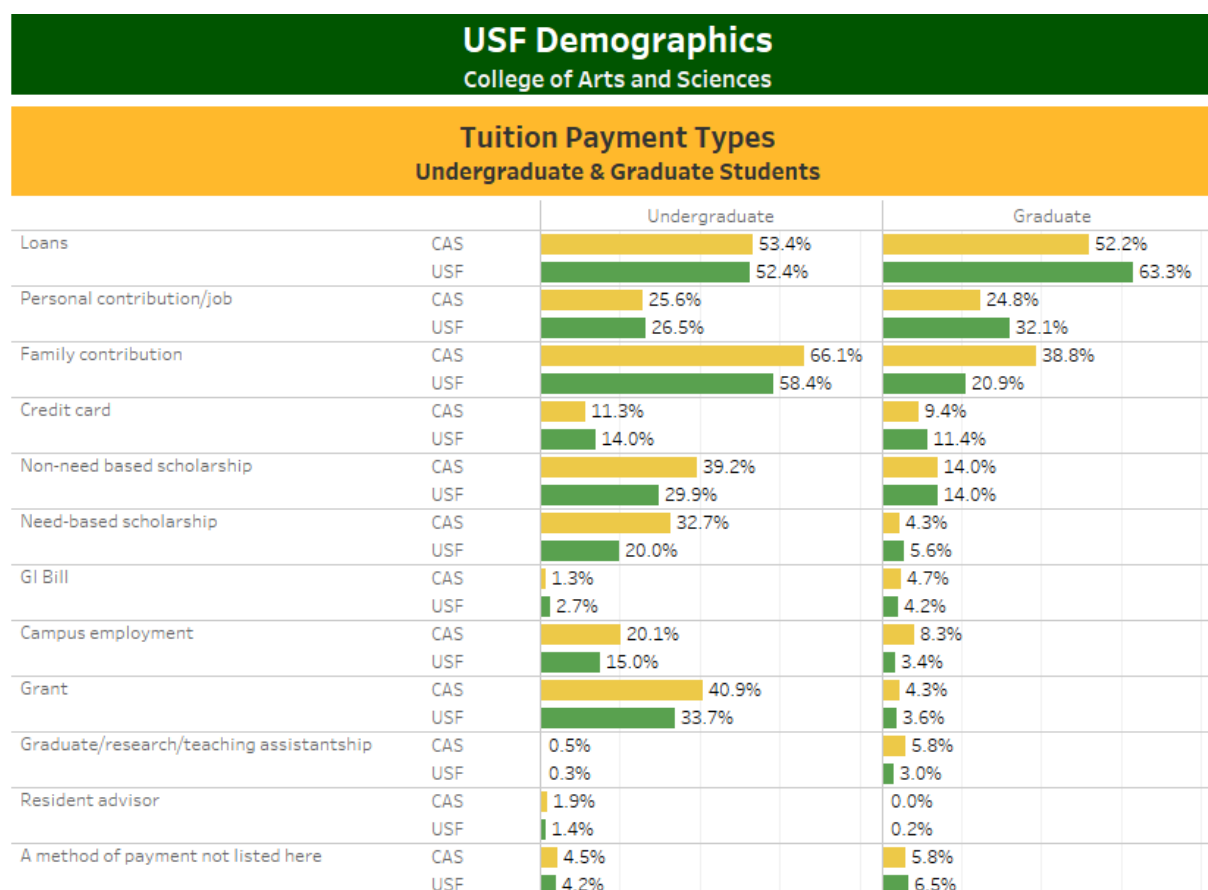| Type	CAS	USF
Difficulty affording tuition	72.2%	70.4%
Difficulty purchasing my books/course materials	38.9%	51.1%
Difficulty in affording housing	61.8%	54.2%
Difficulty participating in social events	29.9%	35.4%
Difficulty in affording health care	29.2%	29.2%
Difficulty affording travel to and from USF	27.8%	29.4%
Difficulty affording food	37.5%	36.4%
Difficulty affording commuting to campus	27.8%	27.5%
Difficulty in affording other campus fees	13.9%	20.9%
Difficulty in affording unpaid internships/research opportunities	42.4%	28.2%
Difficulty affording co-curricular events or activities	16.0%	20.1%
Difficulty in affording alternative spring breaks	11.1%	14.9%
Difficulty in affording childcare	2.8%	9.3%
Missing/Unknown	4.9%	5.2%

The above visual shows the CAS 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 College of Arts and Sciences, the top payment type for Undergraduate student respondents was family contribution (66%). The top payment type for USF Undergraduate student respondents was family contribution (58%). The top tuition payment type for the College of Arts and Sciences Graduate student respondents was loans (52%). The top tuition payment type for the USF Graduate student respondent population was also loans (63%).

USF Demographics
College of Arts and Sciences

Tuition Payment Types
Undergraduate & Graduate Students

		Undergraduate	Graduate
Loans	CAS	53.4%	52.2%
	USF	52.4%	63.3%
Personal contribution/job	CAS	25.6%	24.8%
	USF	26.5%	32.1%
Family contribution	CAS	66.1%	38.8%
	USF	58.4%	20.9%
Credit card	CAS	11.3%	9.4%
	USF	14.0%	11.4%
Non-need based scholarship	CAS	39.2%	14.0%
	USF	29.9%	14.0%
Need-based scholarship	CAS	32.7%	4.3%
	USF	20.0%	5.6%
GI Bill	CAS	1.3%	4.7%
	USF	2.7%	4.2%
Campus employment	CAS	20.1%	8.3%
	USF	15.0%	3.4%
Grant	CAS	40.9%	4.3%
	USF	33.7%	3.6%
Graduate/research/teaching assistantship	CAS	0.5%	5.8%
	USF	0.3%	3.0%
Resident advisor	CAS	1.9%	0.0%
	USF	1.4%	0.2%
A method of payment not listed here	CAS	4.5%	5.8%
	USF	4.2%	6.5%

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate student respondents had a higher percentage indicate that they received support for living/educational expenses from family/guardian (84%),

compared to the USF Undergraduate student respondent population (78%). The College of Arts and Sciences Graduate student respondents had a much higher percentage indicate that they received support for living/educational expenses from family/guardian (57%), compared to the USF Graduate student respondent population (38%).

Within the College of Arts and Sciences Undergraduate student respondent population that indicated receiving financial support from their family/guardian, 61% had annual incomes greater than or equal to $70,000. In contrast, within the College of Arts and Sciences Undergraduate student respondent population that indicated receiving No financial support from their family/guardian, 23% had annual incomes greater than or equal to $70,000. Within the USF Undergraduate student respondent population that indicated receiving financial support from their family/guardian, 70% had annual incomes greater than or equal to $70,000. Of the USF Undergraduate student respondents that indicated receiving No financial support from their family/guardian, 33% had annual incomes greater than or equal to $70,000.

Within the College of Arts and Sciences Graduate student respondent population that indicated receiving financial support from their family/guardian, 45% had annual incomes greater than or equal to $70,000. Within the College of Arts and Sciences Graduate student respondent population that indicated receiving No financial support from their family/guardian, 29% had annual incomes greater than or equal to $70,000. Within the USF Graduate student respondent population that indicated receiving financial support from their family/guardian, 51% had annual incomes greater than or equal to $70,000. Of the USF Graduate student respondents that indicated receiving No financial support from their family/guardian, 40% had annual incomes greater than or equal to $70,000.

USF Demographics
College of Arts and Sciences

Financial Support Status
Undergraduate & Graduate Students

		Undergraduate	Graduate
I receive support for living/educational expenses from family/guardian	CAS	84.3%	56.7%
	USF	78.3%	38.3%
I receive no support for living/education expenses from family/guardian	CAS	15.7%	43.3%
	USF	21.7%	61.7%

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

Yearly Income (Dependent & Independent)
Undergraduate & Graduate Students

			CAS	USF
Undergraduate	I receive support for living/ educational expenses from family/ guardian	Below $30,000	110	49
		$30,000-$49,999	135	50
		$50,000-$69,999	141	59
		$70,000-$99,999	174	81
		$100,000-$149,999	200	121
		$150,000-$199,999	81	47
		$200,000-$249,999	67	44
		$250,000-$499,99	64	40
		$500,000 or more	34	31
	I receive no support for living/ education expenses from family/ guardian	Below $30,000	80	55
		$30,000-$49,999	39	23
		$50,000-$69,999	25	18
		$70,000-$99,999	17	17
		$100,000-$149,999	15	21
		$150,000-$199,999	<5	7
		$200,000-$249,999	<5	<5
		$250,000-$499,99	5	<5
		$500,000 or more	<5	<5
Graduate	I receive support for living/ educational expenses from family/ guardian	Below $30,000	29	68
		$30,000-$49,999	24	39
		$50,000-$69,999	23	46
		$70,000-$99,999	15	40
		$100,000-$149,999	24	52
		$150,000-$199,999	13	32
		$200,000-$249,999	5	17
		$250,000-$499,99	<5	14
		$500,000 or more	<5	7
	I receive no support for living/ education expenses from family/ guardian	Below $30,000	43	166
		$30,000-$49,999	16	83
		$50,000-$69,999	17	56
		$70,000-$99,999	13	65
		$100,000-$149,999	11	59
		$150,000-$199,999	<5	40
		$200,000-$249,999	<5	19
		$250,000-$499,99	<5	19
		$500,000 or more		<5

Yearly Income (Dependent & Independent)
Undergraduate & Graduate Students
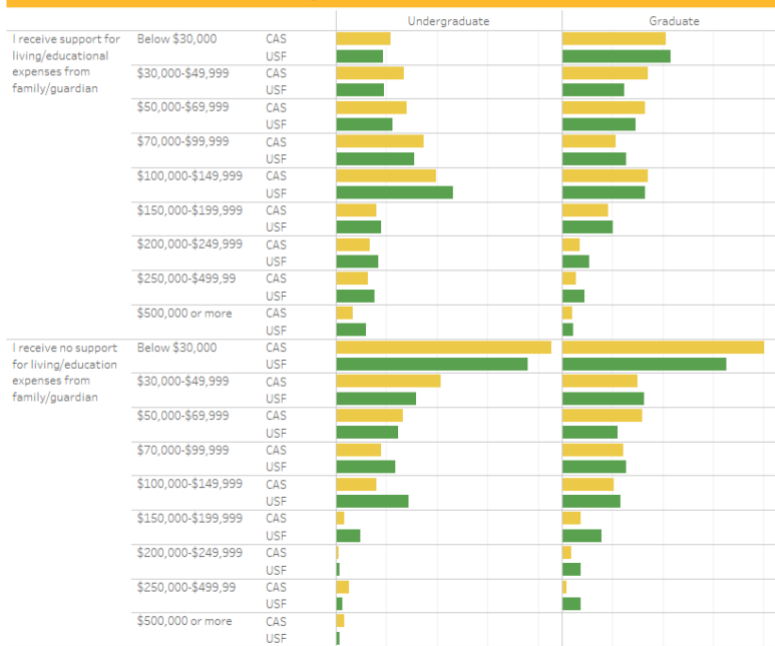
The above visual shows the CAS vs USF percentage totals by Yearly Income, separated out by position. The bar lengths illustrate the percentage differences.

Student Residency Status Comparison:

The College of Arts and Sciences Undergraduate student respondents had a higher percentage indicate that they reside in on-campus housing (51%), compared to the USF Undergraduate student respondents (39%). The College of Arts and Sciences Graduate student respondents had a similar percentage indicate that they reside in on-campus housing (4%), when compared to the USF Graduate student respondents (4%).
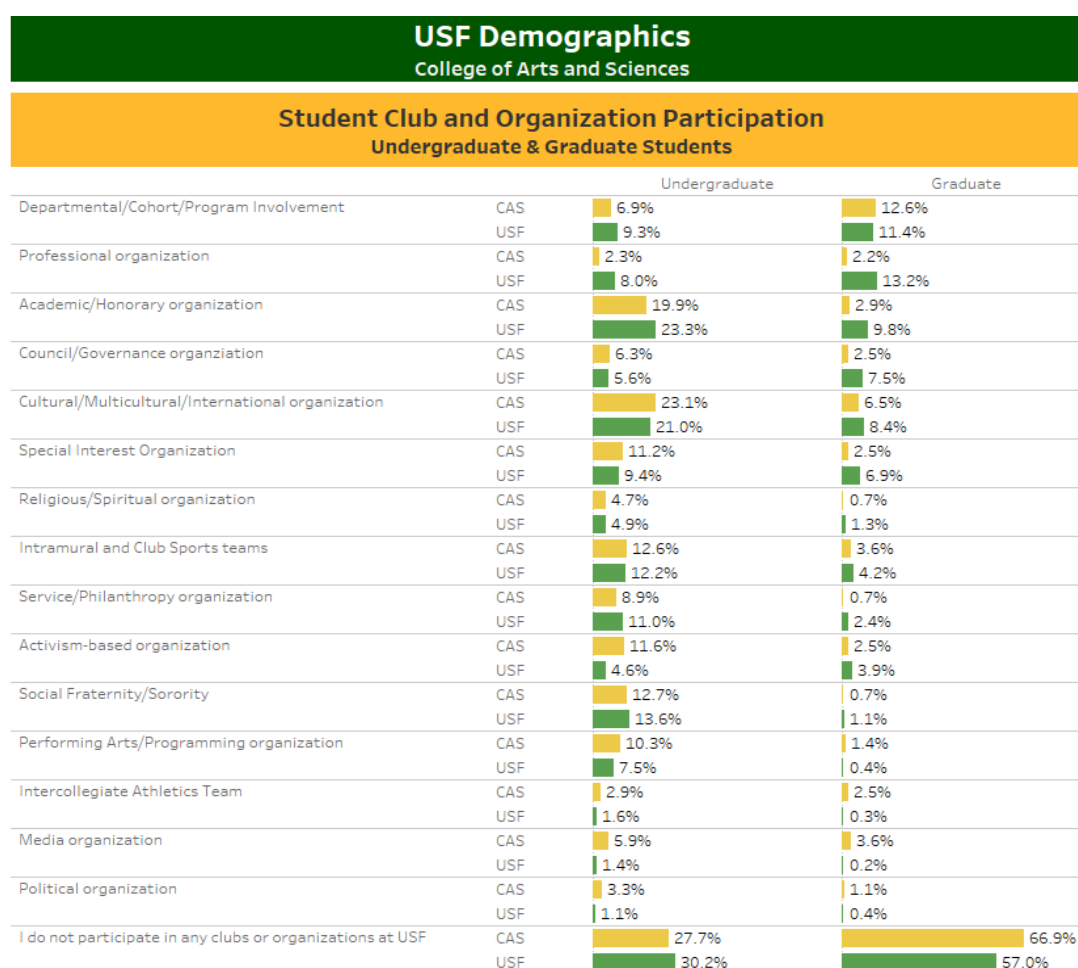
USF Demographics					
College of Arts and Sciences					
Student Residency Status					
Undergraduate & Graduate Students					
		CAS		USF	
		n	%	n	%
Undergraduate	Non-campus housing	619	47.7%	435	59.2%
	Campus housing	655	50.5%	286	38.9%
	Transient	8	0.6%	<5	0.4%
	Missing/Unknown	15	1.2%	11	1.5%
	Total	1297	100.0%	735	100.0%
Graduate	Non-campus housing	257	92.4%	850	93.7%
	Campus housing	12	4.3%	36	4.0%
	Transient	<5	1.4%	6	0.7%
	Missing/Unknown	5	1.8%	15	1.7%
	Total	278	100.0%	907	100.0%

On Campus Residency Location				
Undergraduate & Graduate Students				
			CAS	USF
Campus housing	Undergraduate	Toler	128	53
		Hayes-Healy	81	49
		Gillson	86	34
		Pedro Arrupe	21	12
		Fromm	50	14
		Loyola Village	60	35
		Lone Mountain	69	27
		Pacific Wing	7	5
		Missing/Unknown	153	57
	Graduate	Toler	<5	<5
		Hayes-Healy		<5
		Gillson	<5	<5
		Loyola Village	7	6
		Lone Mountain		<5
		St. Anne	<5	20
		Missing/Unknown	<5	<5
	Total		667	322

Off Campus Residency Location				
Undergraduate & Graduate Students				
			CAS	USF
Non-campus housing	Undergraduate	Independently in an apartment/house	471	282
		Living with family member/guardian	125	133
		College-owned housing	<5	<5
		Missing/Unknown	19	17
	Graduate	Independently in an apartment/house	188	615
		Living with family member/guardian	49	183
		College-owned housing		6
		Missing/Unknown	20	46
	Total		876	1285

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-eight percent of the College of Arts and Sciences Undergraduate student respondents and sixty-seven percent of the College of Arts and Sciences Graduate student respondents indicated that they did not participate in any clubs or organizations at USF. Thirty percent of USF Undergraduate student respondents and fifty-seven percent of USF Graduate student respondents indicated that they do not participate in any clubs or organizations at USF. Within the population of College of Arts and Sciences Undergraduate student respondents that indicated participating in a club or organization, the top one was cultural/multicultural/international organization (23%). The top selection for USF Undergraduate student respondents was academic/honorary organization (23%). Within the population of College of Arts and Sciences Graduate student respondents that indicated participating in a club or organization, the top one was departmental/cohort/program involvement (13%). The top selection for USF Graduate student respondents was professional organization (13%).

USF Demographics
College of Arts and Sciences

Student Club and Organization Participation
Undergraduate & Graduate Students

		Undergraduate	Graduate
Departmental/Cohort/Program Involvement	CAS	6.9%	12.6%
	USF	9.3%	11.4%
Professional organization	CAS	2.3%	2.2%
	USF	8.0%	13.2%
Academic/Honorary organization	CAS	19.9%	2.9%
	USF	23.3%	9.8%
Council/Governance organziation	CAS	6.3%	2.5%
	USF	5.6%	7.5%
Cultural/Multicultural/International organization	CAS	23.1%	6.5%
	USF	21.0%	8.4%
Special Interest Organization	CAS	11.2%	2.5%
	USF	9.4%	6.9%
Religious/Spiritual organization	CAS	4.7%	0.7%
	USF	4.9%	1.3%
Intramural and Club Sports teams	CAS	12.6%	3.6%
	USF	12.2%	4.2%
Service/Philanthropy organization	CAS	8.9%	0.7%
	USF	11.0%	2.4%
Activism-based organization	CAS	11.6%	2.5%
	USF	4.6%	3.9%
Social Fraternity/Sorority	CAS	12.7%	0.7%
	USF	13.6%	1.1%
Performing Arts/Programming organization	CAS	10.3%	1.4%
	USF	7.5%	0.4%
Intercollegiate Athletics Team	CAS	2.9%	2.5%
	USF	1.6%	0.3%
Media organization	CAS	5.9%	3.6%
	USF	1.4%	0.2%
Political organization	CAS	3.3%	1.1%
	USF	1.1%	0.4%
I do not participate in any clubs or organizations at USF	CAS	27.7%	66.9%
	USF	30.2%	57.0%

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

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate student respondents had a lower percentage of respondents indicating that they had a GPA greater than or equal to 3.25 (47%), when compared to the USF Undergraduate student respondents (60%). The College of Arts and Sciences Graduate student respondents also had a lower percentage of respondents indicate that they had a GPA greater than or equal to 3.25 (50%), when compared to the USF Graduate student respondents (43%).

USF Demographics
College of Arts and Sciences

Grade Point Average
Undergraduate & Graduate Students

		CAS	USF
Undergraduate	3.75-4.00	272	194
	3.25-3.74	337	242
	3.00-3.24	154	74
	2.50-2.99	98	42
	2.00-2.49	31	5
	Below 2.00	11	5
	No GPA as of yet, I am in my first semester at USF	387	166
Graduate	3.75-4.00	78	397
	3.25-3.74	61	114
	3.00-3.24	17	53
	2.50-2.99	6	42
	2.00-2.49	<5	6
	No GPA as of yet, I am in my first semester at USF	112	289

Grade Point Average
Undergraduate & Graduate Students
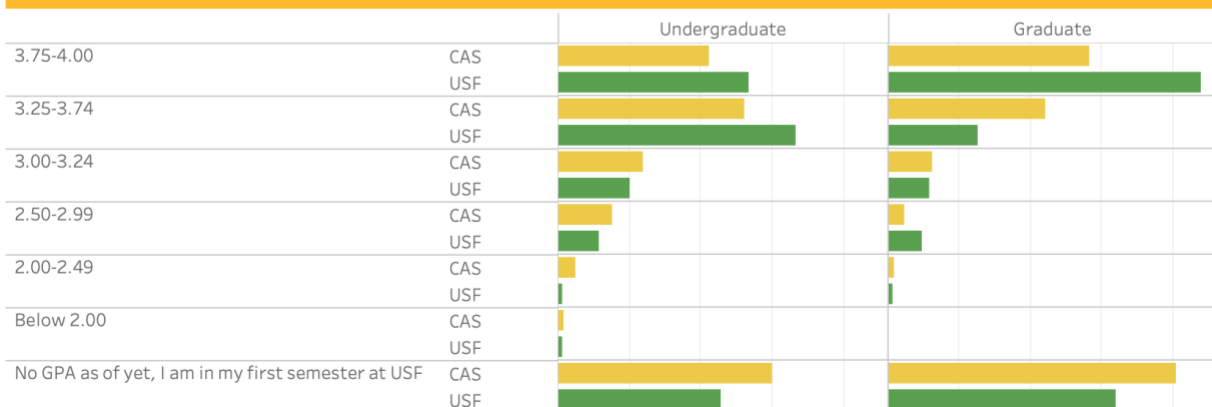
The above visual shows the CAS vs USF percentage totals by self-reported GPA, separated out by position. The bar lengths illustrate the percentage differences.

Climate Results

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

Comfort with Overall Campus Climate at USF:

Seventy-seven percent of the College of Arts and Sciences respondent population stated that they were either "comfortable" or "very comfortable" with the climate at USF. In comparison, seventy-seven percent of the USF Overall population also said they were either "comfortable" or "very comfortable" with the climate at USF.

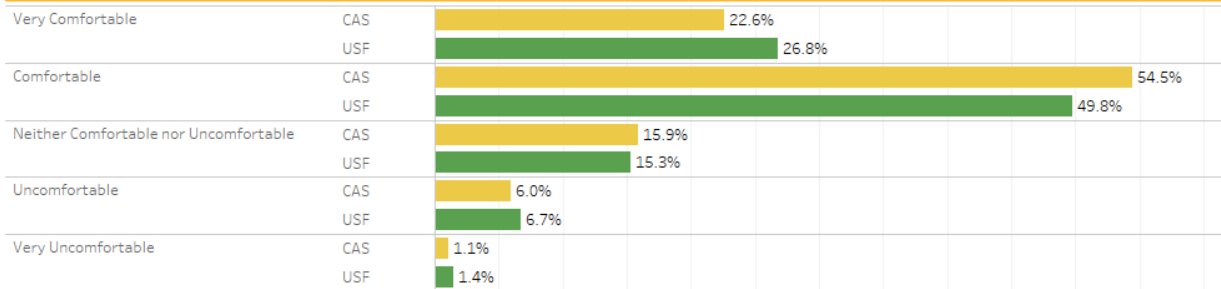**Comfort with the Climate in the Department/Program or Work Unit:**

Seventy-two percent of the College of Arts and Sciences 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
College of Arts and Sciences

Overall Climate at USF
Students, Faculty & Staff

	CAS		USF	
	n	%	n	%
Very Comfortable	447	22.6%	672	26.8%
Comfortable	1079	54.5%	1246	49.8%
Neither Comfortable nor Uncomfortable	315	15.9%	382	15.3%
Uncomfortable	118	6.0%	168	6.7%
Very Uncomfortable	22	1.1%	36	1.4%
Grand Total	1981	100.0%	2504	100.0%

Overall Climate at USF
Students, Faculty & Staff

|		%
Very Comfortable	CAS	22.6%
	USF	26.8%
Comfortable	CAS	54.5%
	USF	49.8%
Neither Comfortable nor Uncomfortable	CAS	15.9%
	USF	15.3%
Uncomfortable	CAS	6.0%
	USF	6.7%
Very Uncomfortable	CAS	1.1%
	USF	1.4%

The above visual shows the SOAS 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

	CAS	USF
Very Comfortable	139	233
Comfortable	153	361
Neither Comfortable nor Uncomfortable	63	114
Uncomfortable	37	122
Very Uncomfortable	15	25
Missing/Unknown		7

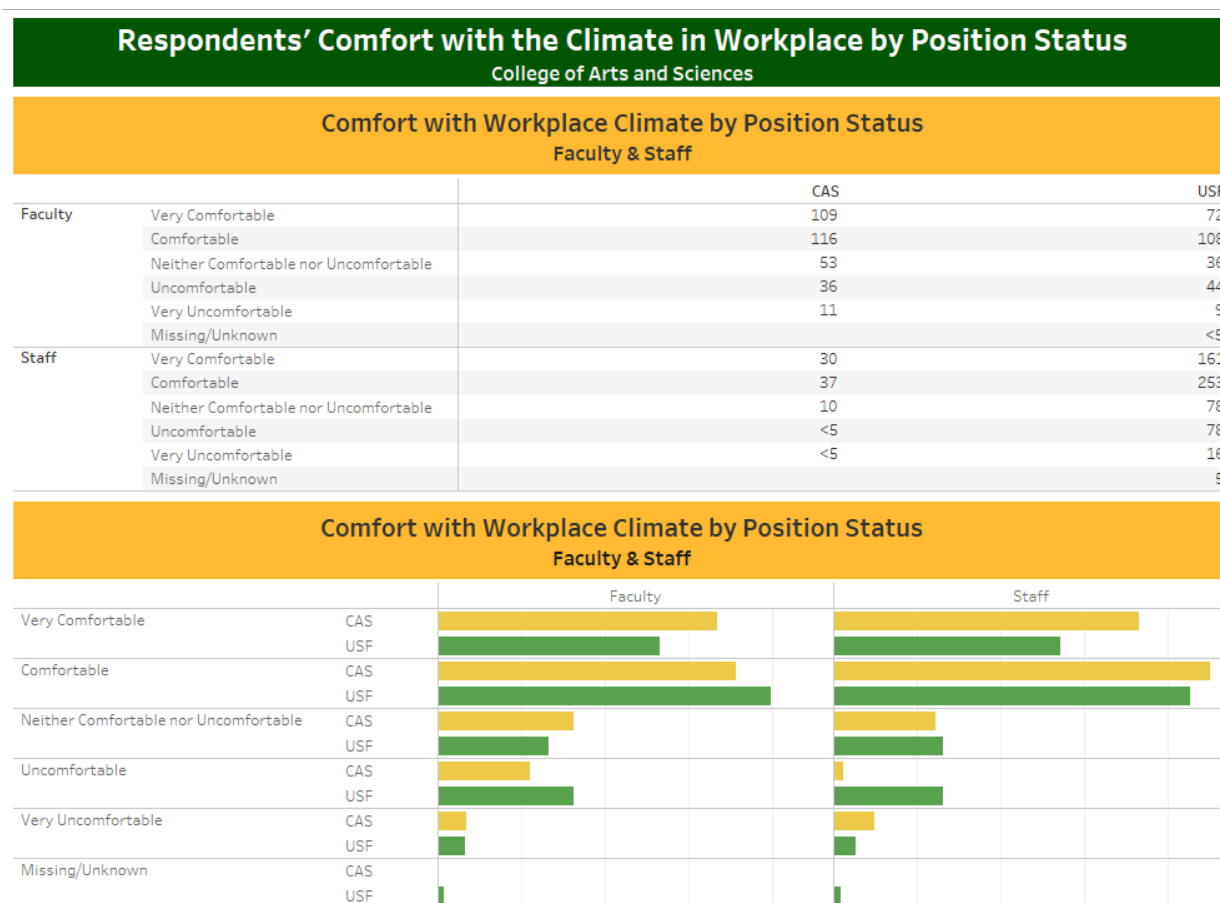### Comfort with Climate in Department/Work Unit
Faculty & Staff
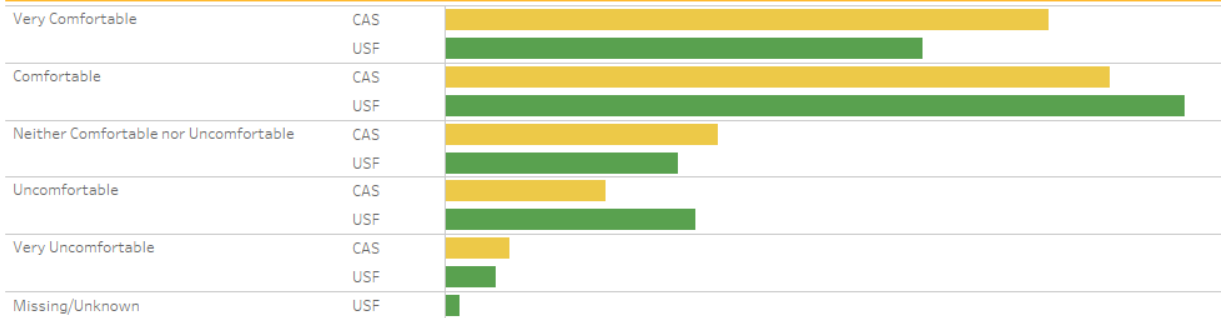
The above visual shows the CAS vs USF percentage totals by Comfort with Climate in Department/Work Unit. The bar lengths illustrate the percentage differences.

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:

Sixty-nine percent of Faculty and eighty-two percent of Staff in the College of Arts and Sciences respondent population stated that they were either "comfortable" or "very comfortable" with the climate in their department/program or work unit. In comparison, sixty-six 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
College of Arts and Sciences

Comfort with Workplace Climate by Position Status
Faculty & Staff

		CAS	USF
Faculty	Very Comfortable	109	72
	Comfortable	116	108
	Neither Comfortable nor Uncomfortable	53	36
	Uncomfortable	36	44
	Very Uncomfortable	11	9
	Missing/Unknown		<5
Staff	Very Comfortable	30	161
	Comfortable	37	253
	Neither Comfortable nor Uncomfortable	10	78
	Uncomfortable	<5	78
	Very Uncomfortable	<5	16
	Missing/Unknown		5

Comfort with Workplace Climate by Position Status
Faculty & Staff

		Faculty	Staff
Very Comfortable	CAS		
	USF		
Comfortable	CAS		
	USF		
Neither Comfortable nor Uncomfortable	CAS		
	USF		
Uncomfortable	CAS		
	USF		
Very Uncomfortable	CAS		
	USF		
Missing/Unknown	CAS		
	USF		

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate student respondents, eighty-four percent of the College of Arts and Sciences Graduate student respondents, and ninety percent of the College of Arts and Sciences Faculty respondents stated that they were either

"comfortable" or "very comfortable" with the climate in the classroom. In comparison, eighty percent of the USF Undergraduate student respondent population, eighty-four percent of the USF Graduate student respondent population, and eighty-two 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
College of Arts and Sciences

Comfort with Climate in Classroom by Position Status
Students & Faculty

		CAS	USF
Undergraduate	Very Comfortable	320	153
	Comfortable	714	436
	Neither Comfortable nor Uncomfortable	204	102
	Uncomfortable	53	38
	Very Uncomfortable	6	5
	Missing/Unknown		<5
Graduate	Very Comfortable	118	337
	Comfortable	116	423
	Neither Comfortable nor Uncomfortable	31	88
	Uncomfortable	9	52
	Very Uncomfortable	<5	6
	Missing/Unknown		<5
Faculty	Very Comfortable	118	96
	Comfortable	173	126
	Neither Comfortable nor Uncomfortable	22	31
	Uncomfortable	6	7
	Very Uncomfortable	<5	<5
	Missing/Unknown	<5	10

Comfort with Climate in Classroom by Position Status
Students & Faculty
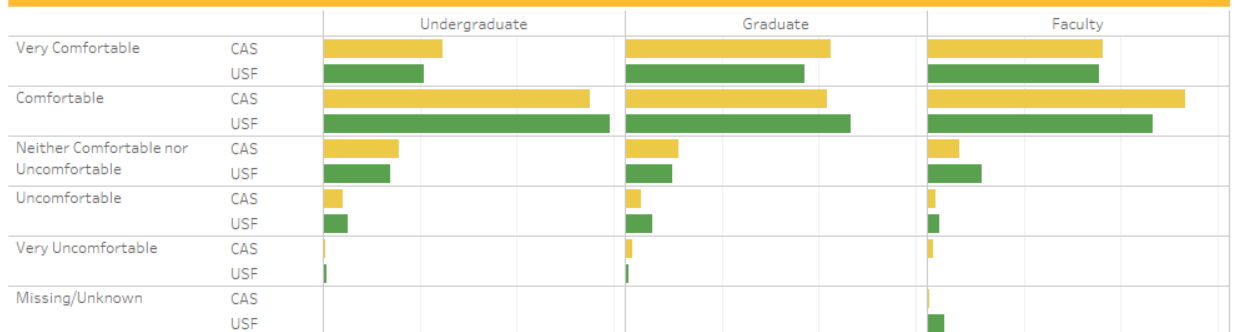
The above visual shows the CAS vs USF percentage totals by Comfort with Climate in Classroom, separated out by position. The bar lengths illustrate the percentage differences.

Comfort with Overall Campus Climate at USF by Gender Identity:

The College of Arts and Sciences respondents, by gender identity, reported similar percentages of comfort with overall campus climate, when compared to the USF Overall respondents, by gender identity.
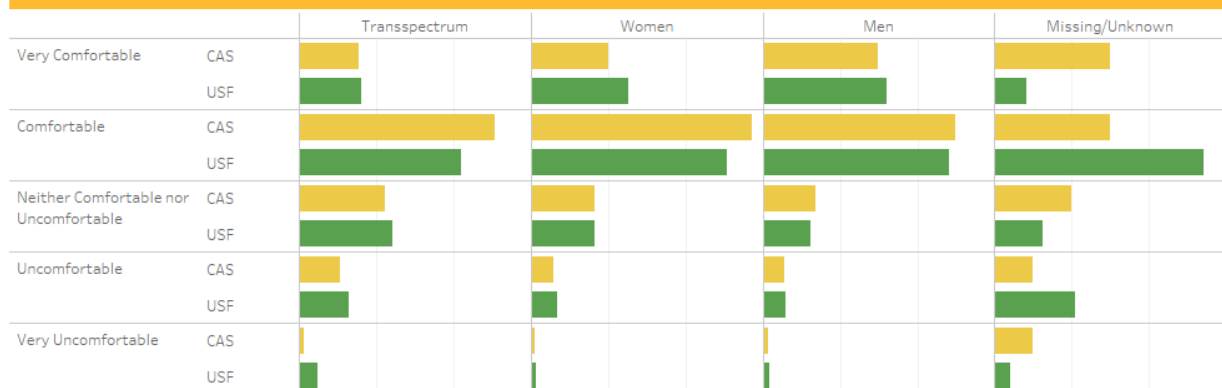
Respondents' Comfort with Overall Climate by Gender Identity
College of Arts and Sciences

Overall Climate by Gender Identity
Students, Faculty & Staff

		CAS	USF
Transspectrum	Very Comfortable	13	10
	Comfortable	43	26
	Neither Comfortable nor Uncomfortable	19	15
	Uncomfortable	9	8
	Very Uncomfortable	<5	<5
Women	Very Comfortable	258	421
	Comfortable	743	847
	Neither Comfortable nor Uncomfortable	215	273
	Uncomfortable	75	111
	Very Uncomfortable	12	20
Men	Very Comfortable	173	239
	Comfortable	290	360
	Neither Comfortable nor Uncomfortable	79	91
	Uncomfortable	33	44
	Very Uncomfortable	8	12
Missing/Unknown	Very Comfortable	<5	<5
	Comfortable	<5	13
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable	<5	5
	Very Uncomfortable	<5	<5

Overall Climate by Gender Identity
Students, Faculty & Staff

The above visual shows the CAS 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 College of Arts and Sciences Faculty and Staff respondent population, 8% of Transspectrum, 13% of Women, and 12% of Men stated that they were either "uncomfortable" or "very uncomfortable" with the climate in their department/program or work unit. In the USF Faculty and Staff respondent population, 6% of Transspectrum respondents, 20% of Women respondents, and 11% of Men respondents stated that they were either "uncomfortable" or "very uncomfortable" with the climate in their department/program or work unit.

Respondents' Comfort with Climate in Department/Work Unit by Gender Identity
### College of Arts and Sciences

Workplace Climate by Gender Identity
Faculty & Staff

		CAS	USF
Transspectrum	Very Comfortable	<5	<5
	Comfortable	7	7
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable	<5	<5
	Missing/Unknown		<5
Women	Very Comfortable	69	128
	Comfortable	88	212
	Neither Comfortable nor Uncomfortable	43	83
	Uncomfortable	19	91
	Very Uncomfortable	11	17
	Missing/Unknown		<5
Men	Very Comfortable	66	100
	Comfortable	57	136
	Neither Comfortable nor Uncomfortable	17	23
	Uncomfortable	16	25
	Very Uncomfortable	<5	8
	Missing/Unknown		<5
Missing/Unknown	Very Comfortable	<5	<5
	Comfortable	<5	6
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable	<5	5
	Very Uncomfortable	<5	

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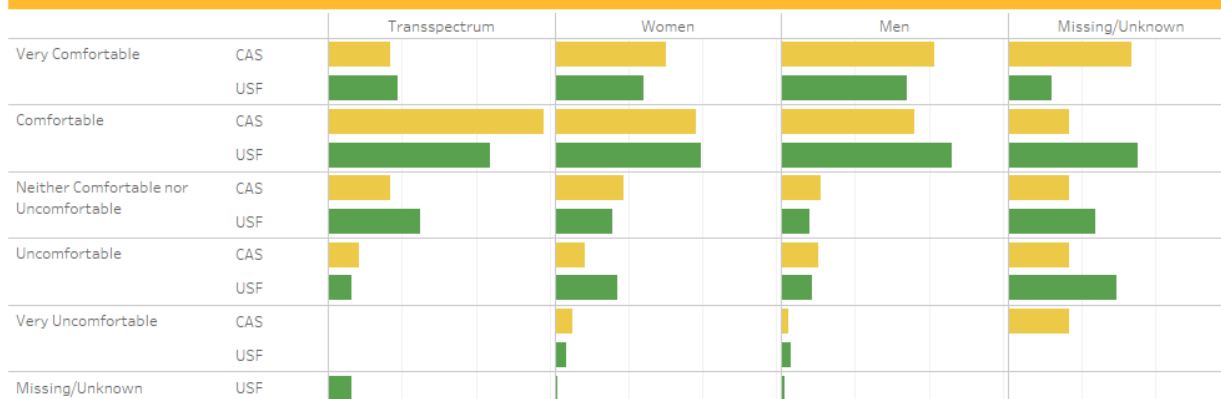
The above visual shows the CAS vs USF percentage totals by Workplace Climate, separated out by Gender Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in the Classroom by Gender Identity:

Within the College of Arts and Sciences Student and Faculty respondent population, 72% of respondents that were Transpectrum, 82% of respondents that were Women, and 83% of respondents that were Men, 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, 71% of respondents that were Transpectrum, 83% of respondents that were Women, and 82% of respondents that were Men, 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
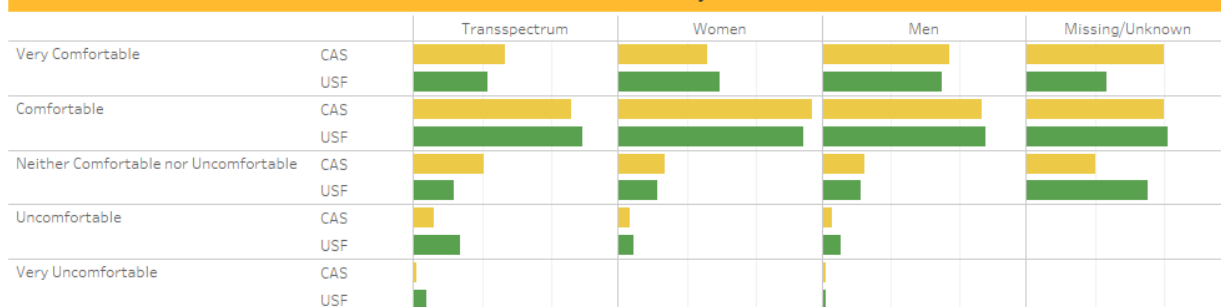### College of Arts and Sciences

Comfort with Climate in the Classroom by Gender Identity
Students & Faculty

		CAS	USF
Transspectrum	Very Comfortable	22	11
	Comfortable	38	25
	Neither Comfortable nor Uncomfortable	17	6
	Uncomfortable	5	7
	Very Uncomfortable	<5	<5
Women	Very Comfortable	324	388
	Comfortable	702	704
	Neither Comfortable nor Uncomfortable	170	150
	Uncomfortable	46	62
	Very Uncomfortable	6	5
Men	Very Comfortable	206	183
	Comfortable	259	249
	Neither Comfortable nor Uncomfortable	68	59
	Uncomfortable	17	28
	Very Uncomfortable	7	5
Missing/Unknown	Very Comfortable	<5	<5
	Comfortable	<5	7
	Neither Comfortable nor Uncomfortable	<5	6

Comfort with Climate in the Classroom by Gender Status
Students & Faculty

The above visual shows the CAS 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 College of Arts and Sciences respondent population, 66% of Black/African American respondents stated that they were either "comfortable" or "very comfortable" with the overall campus climate. In the USF Overall respondent population, 69% of Black/African American 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
### College of Arts and Sciences

Overall Campus Climate by Racial Identity
Students, Faculty & Staff

			CAS	USF
White	Very Comfortable		195	289
	Comfortable		402	428
	Neither Comfortable nor Uncomfortable		107	125
	Uncomfortable		44	64
	Very Uncomfortable		8	10
Black/African American	Very Comfortable		16	36
	Comfortable		50	74
	Neither Comfortable nor Uncomfortable		24	31
	Uncomfortable		8	14
	Very Uncomfortable		<5	5
Asian/Asian American/South Asian	Very Comfortable		85	152
	Comfortable		233	369
	Neither Comfortable nor Uncomfortable		49	85
	Uncomfortable		19	17
	Very Uncomfortable		5	6
Latin@/Chican@ /Hispanic	Very Comfortable		51	71
	Comfortable		154	153
	Neither Comfortable nor Uncomfortable		55	54
	Uncomfortable		17	22
	Very Uncomfortable		<5	<5
Other Person of Color	Very Comfortable		23	24
	Comfortable		36	49
	Neither Comfortable nor Uncomfortable		18	17
	Uncomfortable		<5	11
	Very Uncomfortable			5
Multiracial	Very Comfortable		70	94
	Comfortable		192	151
	Neither Comfortable nor Uncomfortable		55	56
	Uncomfortable		25	29
	Very Uncomfortable		<5	<5
Missing /Unknown	Very Comfortable		7	6
	Comfortable		12	22
	Neither Comfortable nor Uncomfortable		7	14
	Uncomfortable		<5	11
	Very Uncomfortable		<5	<5

Overall Campus Climate by Racial Identity
Students, Faculty & Staff
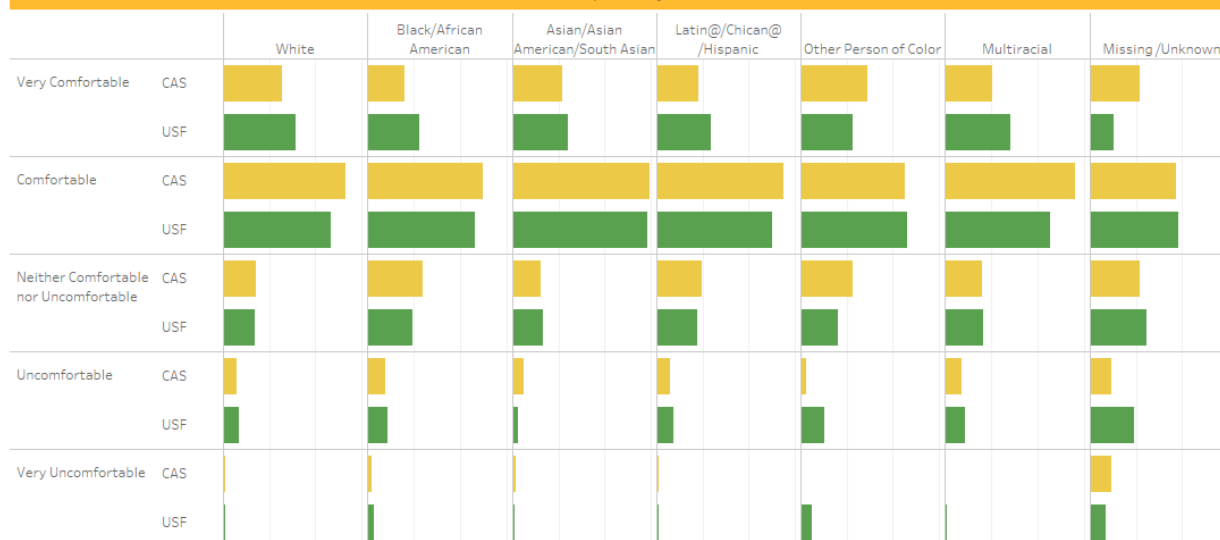
The above visual shows the CAS vs USF percentage totals by Overall Campus Climate, separated out by Racial Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in Workplace by Racial Identity:

In the College of Arts and Sciences Faculty and Staff respondent population, 63% of Black/African American respondents, 66% of Asian/Asian American/South Asian respondents, and 67% of Other People of Color 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, 60% of Black/African American respondents,
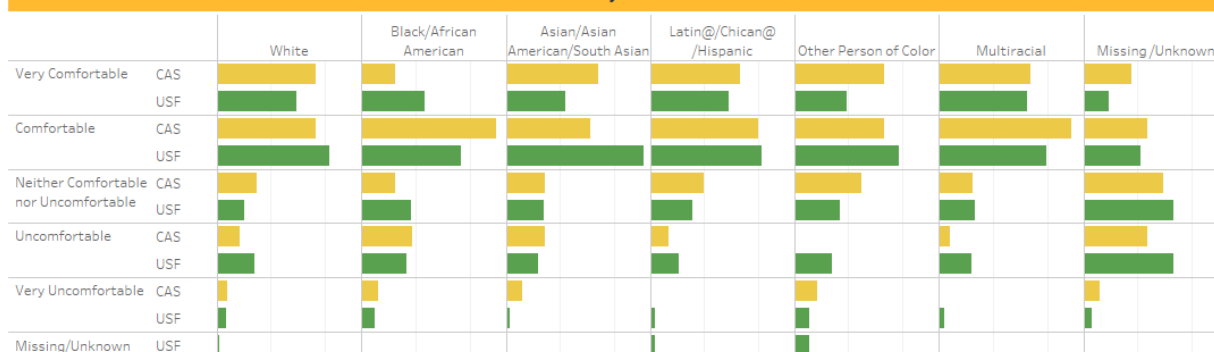
73% of Asian/Asian American/South Asian respondents, and 58% of Other People of Color respondents, stated that they were either "comfortable" or "very comfortable" with the climate in their department/program or work unit.

Respondents' Comfort with Workplace Climate by Racial Identity
College of Arts and Sciences

Comfort with Workplace Climate by Racial Identity
Faculty & Staff

		CAS	USF
White	Very Comfortable	97	128
	Comfortable	97	181
	Neither Comfortable nor Uncomfortable	39	44
	Uncomfortable	22	61
	Very Uncomfortable	10	14
	Missing/Unknown		<5
Black/African American	Very Comfortable	<5	14
	Comfortable	8	22
	Neither Comfortable nor Uncomfortable	<5	11
	Uncomfortable	<5	10
	Very Uncomfortable	<5	<5
Asian/Asian American/South Asian	Very Comfortable	12	32
	Comfortable	11	74
	Neither Comfortable nor Uncomfortable	5	20
	Uncomfortable	5	17
	Very Uncomfortable	<5	<5
Latin@/Chican@/Hispanic	Very Comfortable	5	17
	Comfortable	6	24
	Neither Comfortable nor Uncomfortable	<5	9
	Uncomfortable	<5	6
	Very Uncomfortable		<5
	Missing/Unknown		<5
Other Person of Color	Very Comfortable	<5	7
	Comfortable	<5	14
	Neither Comfortable nor Uncomfortable	<5	6
	Uncomfortable		5
	Very Uncomfortable	<5	<5
	Missing/Unknown		<5
Multiracial	Very Comfortable	16	32
	Comfortable	23	39
	Neither Comfortable nor Uncomfortable	6	13
	Uncomfortable	<5	12
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable	<5	<5
	Comfortable	<5	7
	Neither Comfortable nor Uncomfortable	5	11
	Uncomfortable	<5	11
	Very Uncomfortable	<5	<5

Comfort with Workplace Climate by Racial Identity
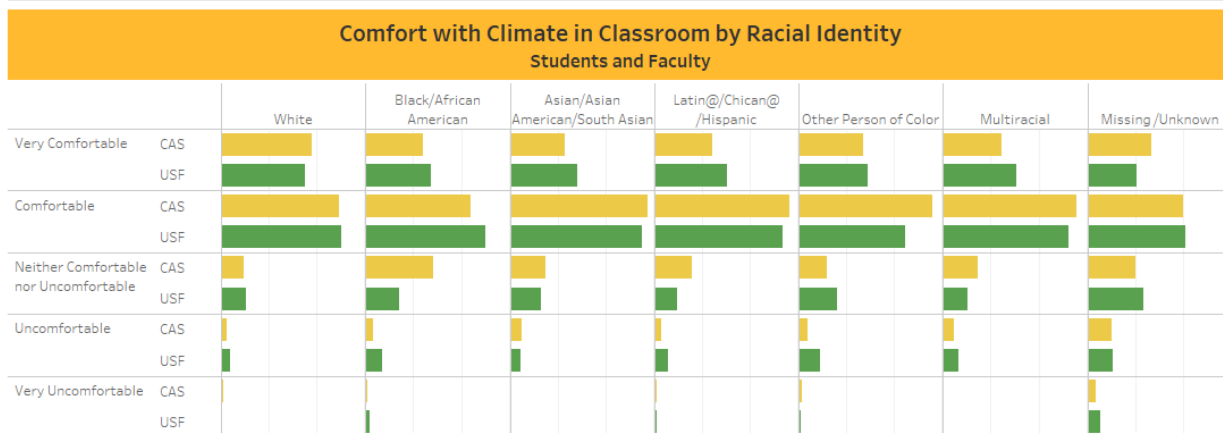#### Faculty & Staff

The above visual shows the CAS 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 College of Arts and Sciences Student and Faculty population, 67% of Black/African American 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,

77% of Black/African American 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
College of Arts and Sciences

Comfort with Climate in Classroom by Racial Identity
Students and Faculty

		CAS	USF
White	Very Comfortable	270	222
	Comfortable	348	318
	Neither Comfortable nor Uncomfortable	68	66
	Uncomfortable	16	24
	Very Uncomfortable	6	<5
Black/African American	Very Comfortable	23	31
	Comfortable	42	57
	Neither Comfortable nor Uncomfortable	27	16
	Uncomfortable	<5	8
	Very Uncomfortable	<5	<5
Asian/Asian American/South Asian	Very Comfortable	87	145
	Comfortable	221	286
	Neither Comfortable nor Uncomfortable	56	66
	Uncomfortable	19	22
	Very Uncomfortable	<5	<5
Latin@/Chican@/Hispanic	Very Comfortable	67	78
	Comfortable	156	137
	Neither Comfortable nor Uncomfortable	44	24
	Uncomfortable	8	14
	Very Uncomfortable	<5	<5
Other Person of Color	Very Comfortable	21	25
	Comfortable	43	39
	Neither Comfortable nor Uncomfortable	9	14
	Uncomfortable	<5	8
	Very Uncomfortable	<5	<5
Multiracial	Very Comfortable	80	77
	Comfortable	181	132
	Neither Comfortable nor Uncomfortable	47	26
	Uncomfortable	16	17
	Very Uncomfortable	<5	<5
Missing/Unknown	Very Comfortable	8	8
	Comfortable	12	16
	Neither Comfortable nor Uncomfortable	6	9
	Uncomfortable	<5	<5
	Very Uncomfortable	<5	<5

Comfort with Climate in Classroom by Racial Identity
Students and Faculty

The above visual shows the CAS 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 College of Arts and Sciences population, 79% of Heterosexual respondents and 73% 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, 78% of Heterosexual respondents and 73% of LGBQ respondents indicated that they were either "comfortable" or "very comfortable" with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Sexual Identity
### College of Arts and Sciences

Comfort with Overall Climate by Sexual Identity
Students, Faculty & Staff

		CAS	USF
LGBQ	Very Comfortable	88	91
	Comfortable	255	199
	Neither Comfortable nor Uncomfortable	85	68
	Uncomfortable	34	29
	Very Uncomfortable	5	8
Heterosexual	Very Comfortable	351	566
	Comfortable	792	988
	Neither Comfortable nor Uncomfortable	213	300
	Uncomfortable	74	123
	Very Uncomfortable	14	26
Missing/Unknown	Very Comfortable	8	15
	Comfortable	32	59
	Neither Comfortable nor Uncomfortable	17	14
	Uncomfortable	10	16
	Very Uncomfortable	<5	<5

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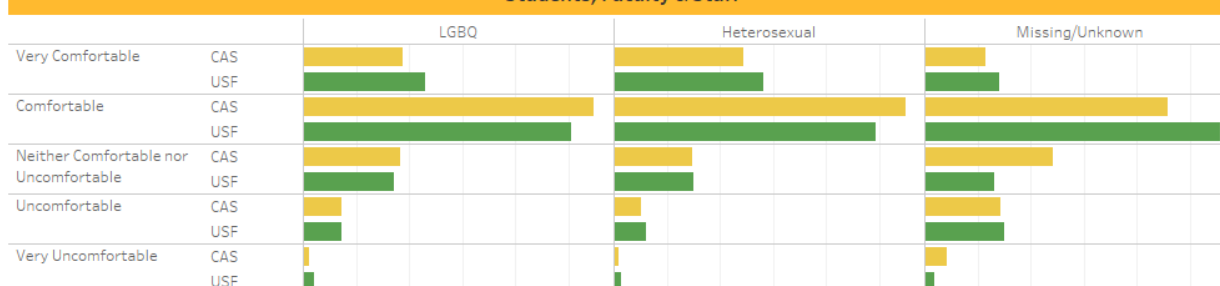
The above visual shows the CAS vs USF percentage totals by Comfort with Overall Climate, separated out by Sexual Identity. The bar lengths illustrate the percentage differences.

Comfort with Climate in Workplace by Sexual Identity:

In the College of Arts and Sciences Faculty and Staff population, 74% 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. In contrast, in the USF Faculty and Staff respondent population 69% 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
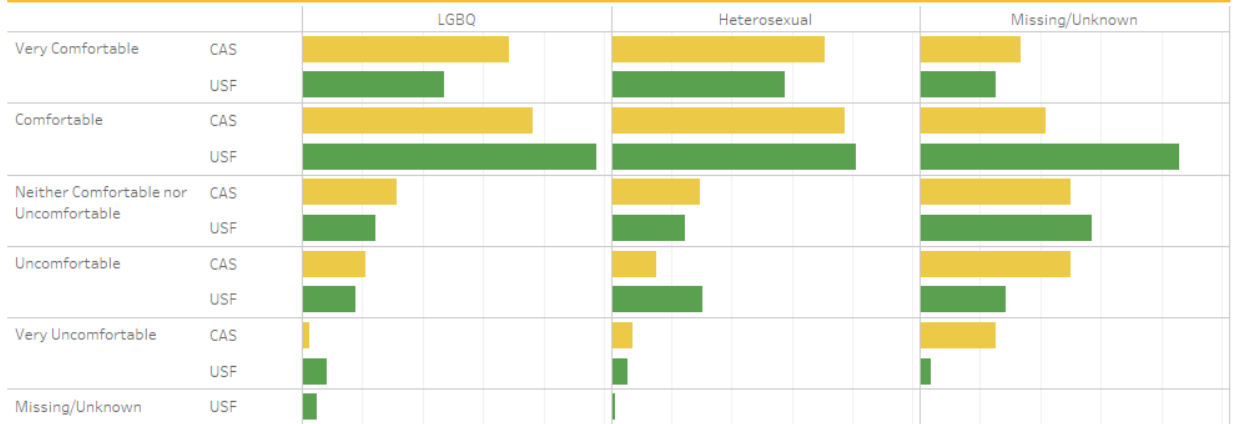### College of Arts and Sciences

Comfort with Workplace Climate by Sexual Identity	Faculty & Staff		CAS	USF
LGBQ	Very Comfortable		26	29
	Comfortable		29	60
	Neither Comfortable nor Uncomfortable		12	15
	Uncomfortable		8	11
	Missing/Unknown			<5
	Very Uncomfortable		<5	5
Heterosexual	Very Comfortable		109	197
	Comfortable		119	277
	Neither Comfortable nor Uncomfortable		45	83
	Uncomfortable		23	103
	Missing/Unknown			<5
	Very Uncomfortable		11	19
Missing/Unknown	Very Comfortable		<5	7
	Comfortable		5	24
	Neither Comfortable nor Uncomfortable		6	16
	Uncomfortable		6	8
	Very Uncomfortable		<5	<5

Comfort with Workplace Climate by Sexual Identity
Faculty & Staff

The above visual shows the CAS 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 College of Arts and Sciences Student and Faculty respondent population, 83% of Heterosexual respondents and 80% of LGBQ respondents indicated that they were either "comfortable" or "very comfortable" with the climate in the classroom. In comparison, in the USF Student and Faculty respondent population 84% of Heterosexual respondents and 79% of LGBQ respondents indicated that they were either "comfortable" or "very comfortable" with the climate in the classroom.

Respondents' Comfort with the Classroom Climate by Sexual Identity
### College of Arts and Sciences

Comfort with Climate in Classroom by Sexual Identity
Students and Faculty

		CAS	USF
LGBQ	Very Comfortable	116	83
	Comfortable	244	155
	Neither Comfortable nor Uncomfortable	74	41
	Uncomfortable	17	20
	Very Uncomfortable	<5	<5
Heterosexual	Very Comfortable	425	484
	Comfortable	726	792
	Neither Comfortable nor Uncomfortable	170	166
	Uncomfortable	48	73
	Very Uncomfortable	11	10
Missing/Unknown	Very Comfortable	15	19
	Comfortable	33	38
	Neither Comfortable nor Uncomfortable	13	14
	Uncomfortable	<5	<5
	Very Uncomfortable	<5	

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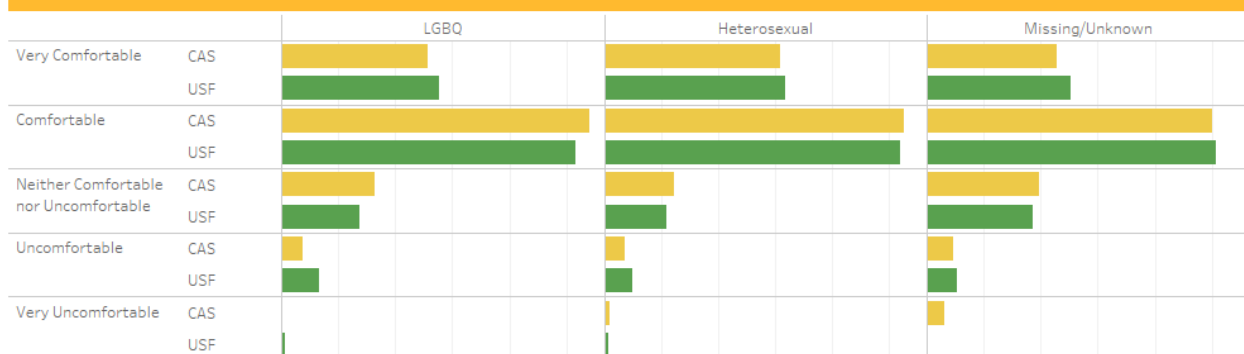
The above visual shows the CAS vs USF percentage totals by Comfort with Climate in Classroom, separated out by Sexual Identity. The bar lengths illustrate the percentage differences.

Comfort with Overall Campus Climate at USF by Disability Status:

In the College of Arts and Sciences population, 67% of respondents that indicated having a Single Disability, and 69% 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, 68% of respondents that indicated having a Single Disability, and 67% of respondents that indicated having Multiple Disabilities, stated that they were either "comfortable" or "very comfortable" with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Disability Status
### College of Arts and Sciences

Comfort with Overall Campus Climate by Disability Status
Students, Faculty & Staff

		CAS	USF
No Disability	Very Comfortable	401	603
	Comfortable	890	1117
	Neither Comfortable nor Uncomfortable	243	336
	Uncomfortable	85	127
	Very Uncomfortable	15	25
Single Disability	Very Comfortable	33	39
	Comfortable	122	83
	Neither Comfortable nor Uncomfortable	50	28
	Uncomfortable	24	23
	Very Uncomfortable	<5	7
Multiple Disability	Very Comfortable	12	25
	Comfortable	51	31
	Neither Comfortable nor Uncomfortable	16	11
	Uncomfortable	9	13
	Very Uncomfortable	<5	<5
Missing/Unknown	Very Comfortable	<5	5
	Comfortable	16	15
	Neither Comfortable nor Uncomfortable	6	7
	Uncomfortable		5
	Very Uncomfortable	<5	

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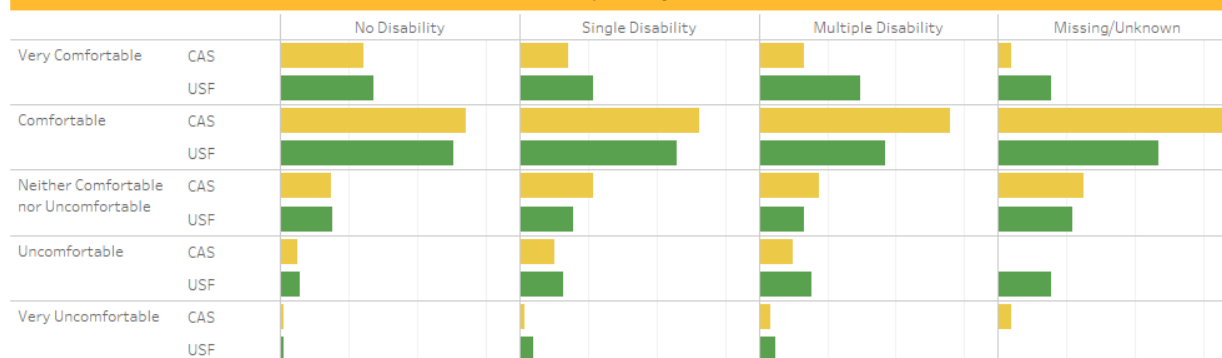
The above visual shows the CAS vs USF percentage totals by Comfort with Overall Campus Climate, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Comfort with Climate in Workplace by Disability Status:

In the College of Arts and Sciences Faculty and Staff respondent population, 58% of respondents that reported having a Single Disability, and 81% of respondents that indicated having 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, 60% of respondents that reported having a Single Disability, 50% 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.
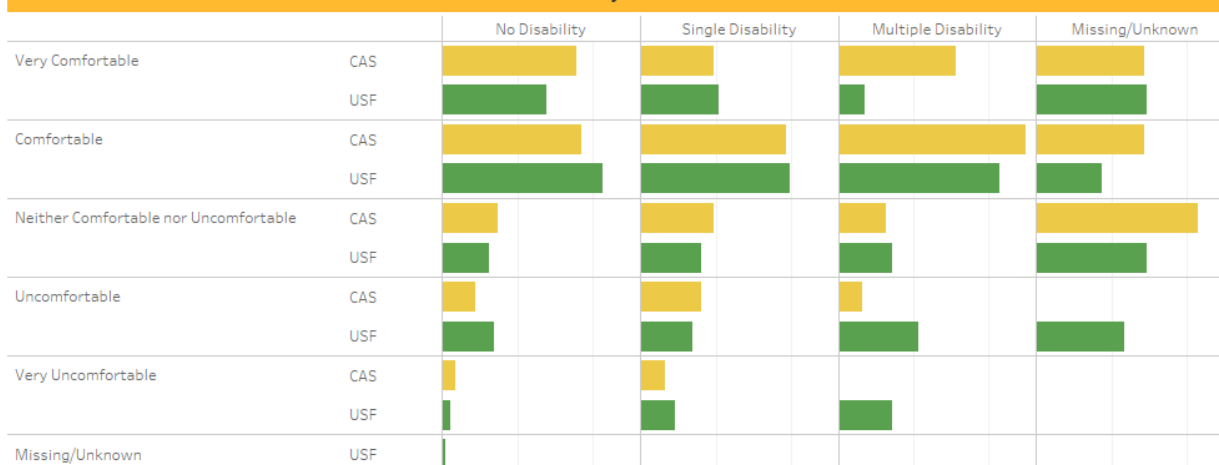
Respondents' Comfort with Workplace Climate by Disability Status
College of Arts and Sciences

Comfort with Workplace Climate by Disability Status
Faculty & Staff

		CAS	USF
No Disability	Very Comfortable	126	218
	Comfortable	131	335
	Neither Comfortable nor Uncomfortable	52	100
	Uncomfortable	31	109
	Very Uncomfortable	13	19
	Missing/Unknown		7
Single Disability	Very Comfortable	6	9
	Comfortable	12	17
	Neither Comfortable nor Uncomfortable	6	7
	Uncomfortable	5	6
	Very Uncomfortable	<5	<5
Multiple Disability	Very Comfortable	5	<5
	Comfortable	8	6
	Neither Comfortable nor Uncomfortable	<5	<5
	Uncomfortable	<5	<5
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable	<5	5
	Comfortable	<5	<5
	Neither Comfortable nor Uncomfortable	<5	5
	Uncomfortable		<5

Comfort with Workplace Climate by Disability Status
Faculty & Staff

The above visual shows the CAS 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 College of Arts and Sciences Student and Faculty respondent population, 74% of respondents that reported having a Single Disability, and 69% of respondents that reported having Multiple Disabilities, stated that they were either "comfortable" or "very comfortable" with the climate in the classroom. In comparison, in the USF Student and Faculty respondent population, 73% of respondents that reported having a Single Disability, and 73% of respondents that reported having Multiple Disabilities, stated that they were either "comfortable" or "very comfortable" with the climate in the classroom. Classroom climate comfort for the College of

Arts and Sciences respondents that indicated having No Disability, was in line with that of the USF Student and Faculty respondent population, at 84%.

Respondents' Comfort with Classroom Climate by Disability Status
College of Arts and Sciences

Comfort with Climate in Classroom by Disability Status
Students & Faculty

		CAS	USF
No Disability	Very Comfortable	484	523
	Comfortable	833	872
	Neither Comfortable nor Uncomfortable	191	184
	Uncomfortable	50	69
	Very Uncomfortable	8	10
Single Disability	Very Comfortable	49	37
	Comfortable	117	71
	Neither Comfortable nor Uncomfortable	42	17
	Uncomfortable	11	22
	Very Uncomfortable	<5	
Multiple Disability	Very Comfortable	17	22
	Comfortable	42	31
	Neither Comfortable nor Uncomfortable	19	12
	Uncomfortable	6	6
	Very Uncomfortable	<5	<5
Missing/Unknown	Very Comfortable	6	<5
	Comfortable	11	11
	Neither Comfortable nor Uncomfortable	5	8
	Uncomfortable	<5	
	Very Uncomfortable	<5	

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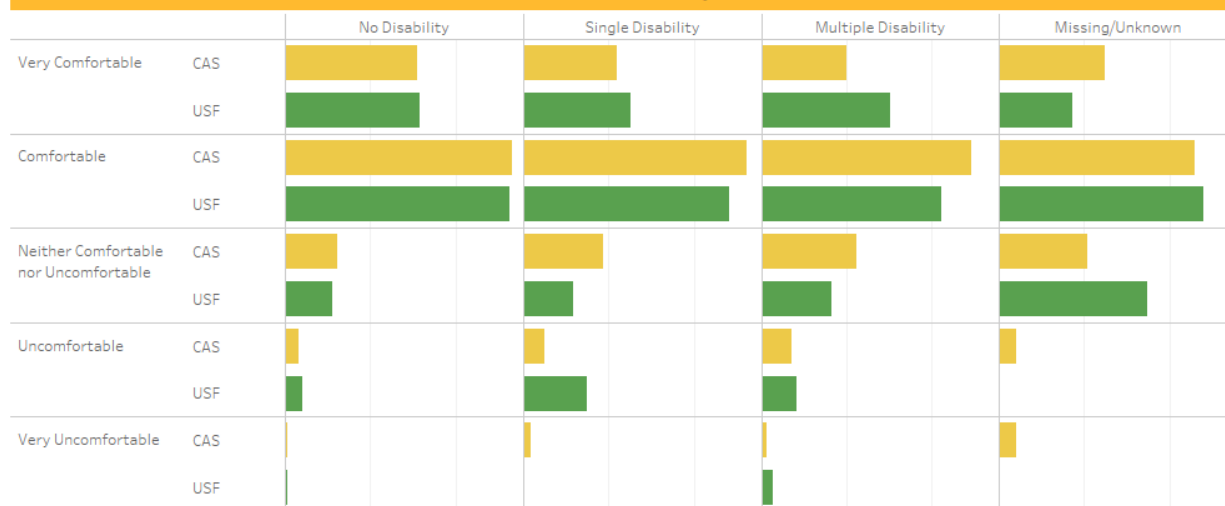
The above visual shows the CAS vs USF percentage totals by Comfort with Climate in Classroom, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Comfort with Overall Campus Climate at USF by Income Status:

In the College of Arts and Sciences Undergraduate and Graduate student respondent population, 74% of Low-Income respondents, 78% of Middle-Income respondents, and 82% of High-Income

respondents stated that they were either "comfortable" or "very comfortable" with the overall campus climate at USF. Similarly, within the USF Undergraduate and Graduate student respondent population, 73% of Low-Income respondents, 79% of Middle-Income respondents, and 84% 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
College of Arts and Sciences

Comfort with Overall Campus Climate by Income Status
Undergraduate & Graduate Students

		CAS	USF
High-Income	Very Comfortable	155	201
	Comfortable	309	305
	Neither Comfortable nor Uncomfortable	77	79
	Uncomfortable	18	13
	Very Uncomfortable	<5	7
Middle-Income	Very Comfortable	130	166
	Comfortable	394	328
	Neither Comfortable nor Uncomfortable	114	87
	Uncomfortable	32	35
	Very Uncomfortable	<5	6
Low-Income	Very Comfortable	60	96
	Comfortable	143	164
	Neither Comfortable nor Uncomfortable	48	59
	Uncomfortable	20	32
	Very Uncomfortable	5	<5
Missing/Unknown	Very Comfortable	15	12
	Comfortable	30	35
	Neither Comfortable nor Uncomfortable	14	8
	Uncomfortable	<5	<5
	Very Uncomfortable	<5	<5

Comfort with Overall Campus Climate by Income Status
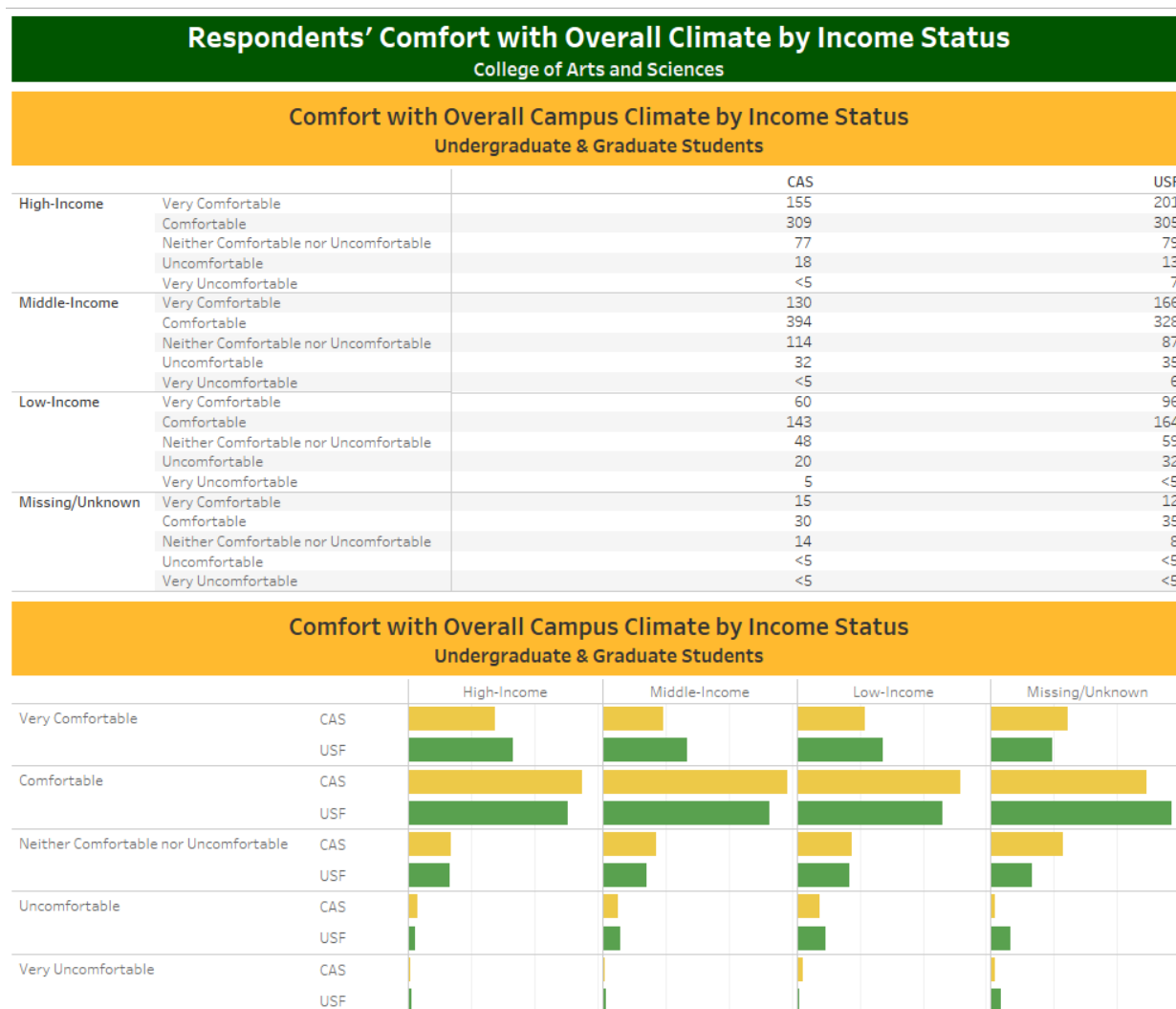**Undergraduate & Graduate Students**

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate and Graduate student respondent population, 77% of Low-Income respondents, 80% of Middle-Income respondents, and 84% of High-Income respondents stated that they were either "comfortable" or "very comfortable" with the climate in the classroom. Within the USF Undergraduate and Graduate student respondent population, 76% of Low-Income respondents, 83% of Middle-Income respondents, and 86% 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
College of Arts and Sciences

Comfort with Climate in Classroom by Income Status
Undergraduate & Graduate Students

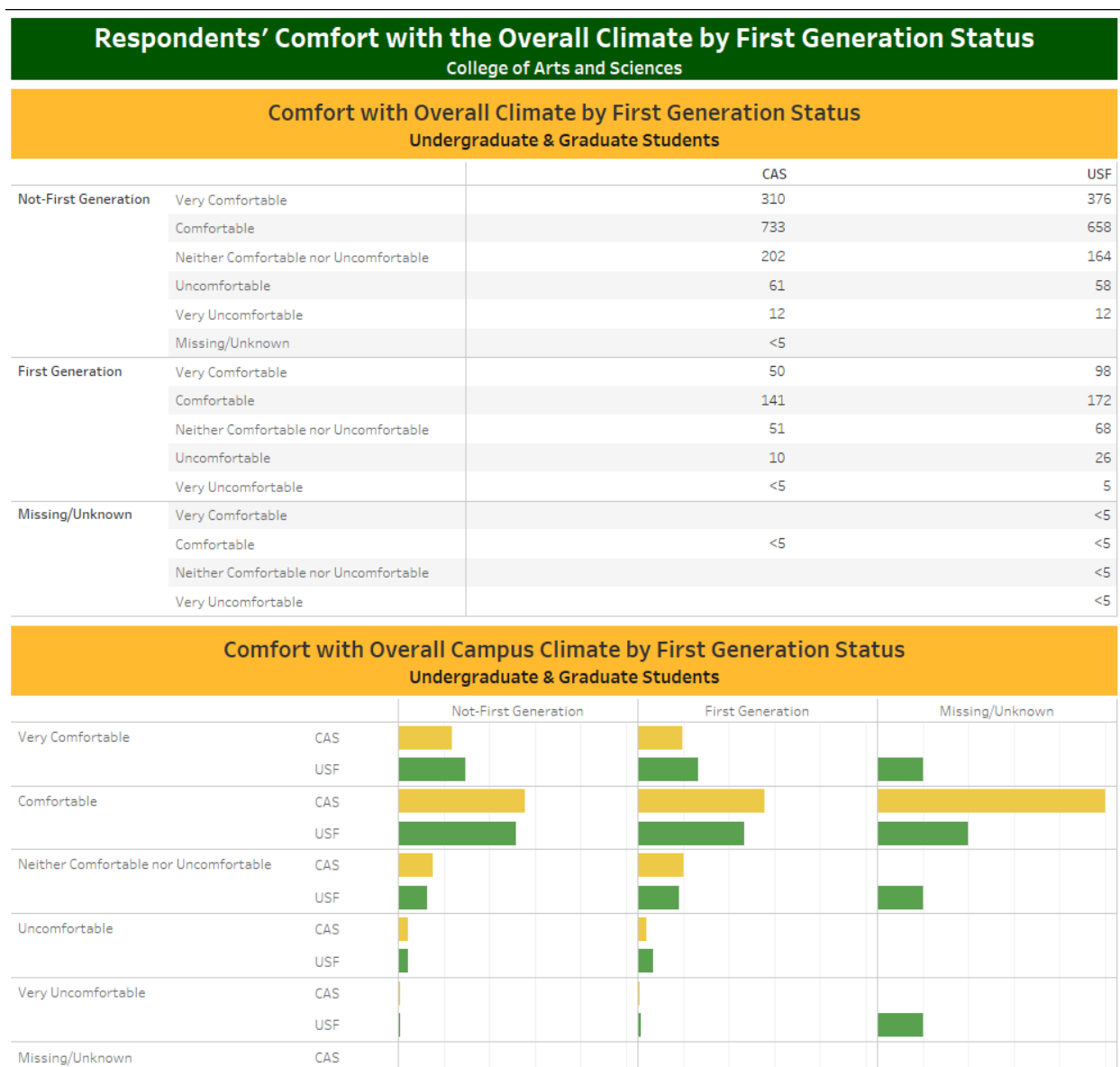|		CAS	USF
High-Income	Very Comfortable	176	203
	Comfortable	297	318
	Neither Comfortable nor Uncomfortable	75	63
	Uncomfortable	12	17
	Very Uncomfortable	<5	<5
Middle-Income	Very Comfortable	176	182
	Comfortable	360	332
	Neither Comfortable nor Uncomfortable	102	66
	Uncomfortable	33	38
	Very Uncomfortable	<5	<5
Low-Income	Very Comfortable	72	92
	Comfortable	140	178
	Neither Comfortable nor Uncomfortable	48	51
	Uncomfortable	13	29
	Very Uncomfortable	<5	<5
	Missing/Unknown		<5
Missing/Unknown	Very Comfortable	14	13
	Comfortable	33	31
	Neither Comfortable nor Uncomfortable	10	10
	Uncomfortable	<5	6
	Very Uncomfortable		<5

Comfort with Climate in Classroom by Income Status
Undergraduate & Graduate Students

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

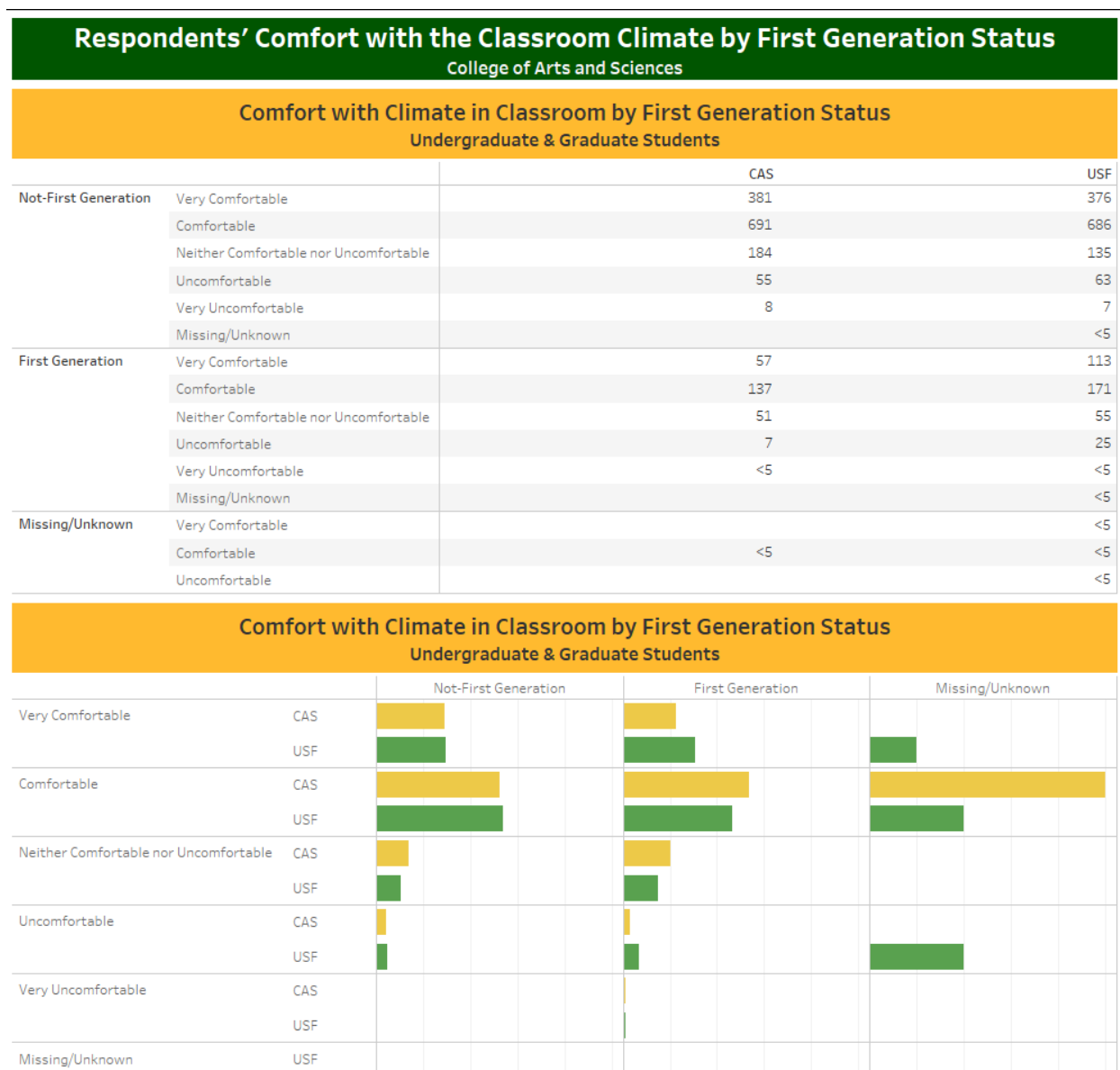**Comfort with Overall Campus Climate at USF by First Generation Status:**

In the College of Arts and Sciences Undergraduate and Graduate student respondent population, 75% of First-Generation respondents, and 79% of Not-First Generation respondents stated that they were either "comfortable" or "very comfortable" with the overall campus climate at USF. Within the USF Undergraduate and Graduate student respondent population, 73% of First-Generation respondents, and 82% of Not-First Generation respondents stated that they were either "comfortable" or "very comfortable" with the overall campus climate at USF.

Respondents' Comfort with the Overall Climate by First Generation Status
College of Arts and Sciences

Comfort with Overall Climate by First Generation Status
Undergraduate & Graduate Students

		CAS	USF
Not-First Generation	Very Comfortable	310	376
	Comfortable	733	658
	Neither Comfortable nor Uncomfortable	202	164
	Uncomfortable	61	58
	Very Uncomfortable	12	12
	Missing/Unknown	<5	
First Generation	Very Comfortable	50	98
	Comfortable	141	172
	Neither Comfortable nor Uncomfortable	51	68
	Uncomfortable	10	26
	Very Uncomfortable	<5	5
Missing/Unknown	Very Comfortable		<5
	Comfortable	<5	<5
	Neither Comfortable nor Uncomfortable		<5
	Very Uncomfortable		<5

Comfort with Overall Campus Climate by First Generation Status
Undergraduate & Graduate Students

The above visual shows the CAS 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 College of Arts and Sciences Undergraduate and Graduate student respondent population, 76% of First-Generation respondents, and 81% of Not-First Generation respondents stated that they were either "comfortable" or "very comfortable" with the climate in the classroom. Within the USF Undergraduate and Graduate student respondent population, 77% of First-Generation respondents, and 84% of Not-First Generation respondents stated that they were either "comfortable" or "very comfortable" with the climate in the classroom.

Respondents' Comfort with the Classroom Climate by First Generation Status
College of Arts and Sciences

Comfort with Climate in Classroom by First Generation Status
Undergraduate & Graduate Students

		CAS	USF
Not-First Generation	Very Comfortable	381	376
	Comfortable	691	686
	Neither Comfortable nor Uncomfortable	184	135
	Uncomfortable	55	63
	Very Uncomfortable	8	7
	Missing/Unknown		<5
First Generation	Very Comfortable	57	113
	Comfortable	137	171
	Neither Comfortable nor Uncomfortable	51	55
	Uncomfortable	7	25
	Very Uncomfortable	<5	<5
	Missing/Unknown		<5
Missing/Unknown	Very Comfortable		<5
	Comfortable	<5	<5
	Uncomfortable		<5

Comfort with Climate in Classroom by First Generation Status
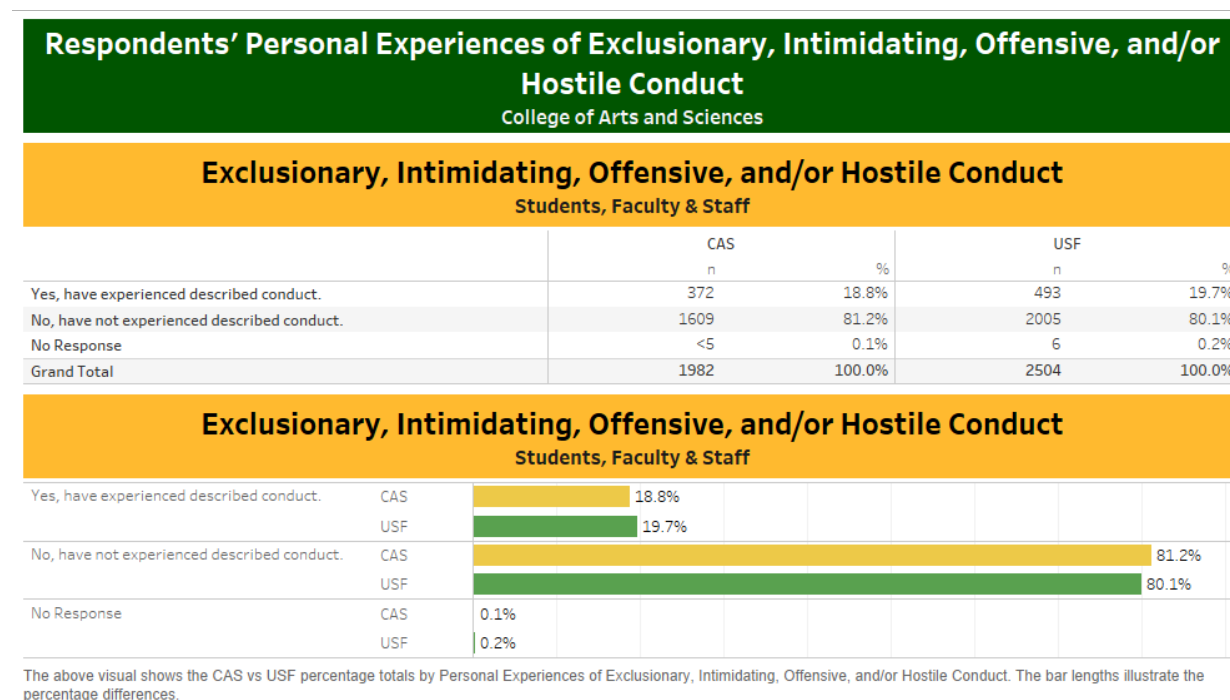#### Undergraduate & Graduate Students

The above visual shows the CAS 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 College of Arts and Sciences population, 19% 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, 20% of Student, Faculty and Staff respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

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

Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
Students, Faculty & Staff

	CAS		USF	
	n	%	n	%
Yes, have experienced described conduct.	372	18.8%	493	19.7%
No, have not experienced described conduct.	1609	81.2%	2005	80.1%
No Response	<5	0.1%	6	0.2%
Grand Total	1982	100.0%	2504	100.0%

Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
Students, Faculty & Staff

		%
Yes, have experienced described conduct.	CAS	18.8%
	USF	19.7%
No, have not experienced described conduct.	CAS	81.2%
	USF	80.1%
No Response	CAS	0.1%
	USF	0.2%

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

Conduct as a Result of Position Status

Of the 19% of the College of Arts and Sciences respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 17% 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, 25% 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
College of Arts and Sciences

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

		CAS	USF
Undergraduate	Experienced conduct as a result of position status	16	9
	Experienced conduct, but not as a result of position status	222	101
Graduate	Experienced conduct as a result of position status	5	20
	Experienced conduct, but not as a result of position status	24	109
Faculty	Experienced conduct as a result of position status	29	22
	Experienced conduct, but not as a result of position status	56	64
Staff	Experienced conduct as a result of position status	12	72
	Experienced conduct, but not as a result of position status	8	96

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

The above visual shows the CAS 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 College of Arts and Sciences population that experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last year at USF, 22% were Transspectrum, 64% were Women, and 14% were Men. A higher percentage of the Transspectrum respondents (83%) than Women respondents (24%) or Men respondents (13%) 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, 10% were Transspectrum, 76% were Women and 12% were Men. A higher percentage of Transspectrum respondents (60%) than Women respondents (26%) or Men respondents (12%) that had experienced such conduct, believed that their experience was due to their gender identity.
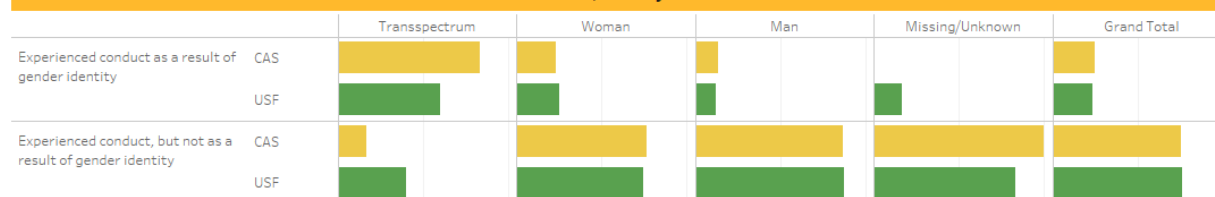
Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of their Gender Identity
College of Arts and Sciences
Students, Faculty & Staff

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

		CAS	USF
Transspectrum	Experienced conduct as a result of gender identity	20	12
	Experienced conduct, but not as a result of gender identity	<5	8
Woman	Experienced conduct as a result of gender identity	58	88
	Experienced conduct, but not as a result of gender identity	189	257
Man	Experienced conduct as a result of gender identity	13	14
	Experienced conduct, but not as a result of gender identity	85	102
Missing/Unknown	Experienced conduct as a result of gender identity		<5
	Experienced conduct, but not as a result of gender identity	<5	10

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

The above visual shows the CAS 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 19% of the College of Arts and Sciences respondent population that reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 20% believed their experience was a result of their racial identity. Within the College of Arts and Sciences respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 37% were White, 14% were Asian/Asian American/South Asian, 16% were Latin@/Chican@/Hispanic, 18% were Multiracial, 7% were Black/African Americans, and 5% were Other People of Color. Of those, 54% of Black/African Americans, 21% of Other People of Color, 4% of White, 22% of Latin@/Chican@/Hispanic, 27% of Multiracial, and 26% of Asian/Asian American/South Asian believed they experienced such conduct a result of their racial identity. Within the USF Overall respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 40% were White, 18% were Asian/Asian American/South Asian, 12% were Latin@/Chican@/Hispanic, 12% were Multiracial, 8% were Black/African Americans, and 5% were Other People of Color. Of those, 51% of Black/African Americans, 22% of Other People of Color, 7% of White, 18% of Latin@/Chican@/Hispanic, 28% of Multiracial, and 15% of Asian/Asian American/South Asian believed they experienced such conduct a result of their racial identity.

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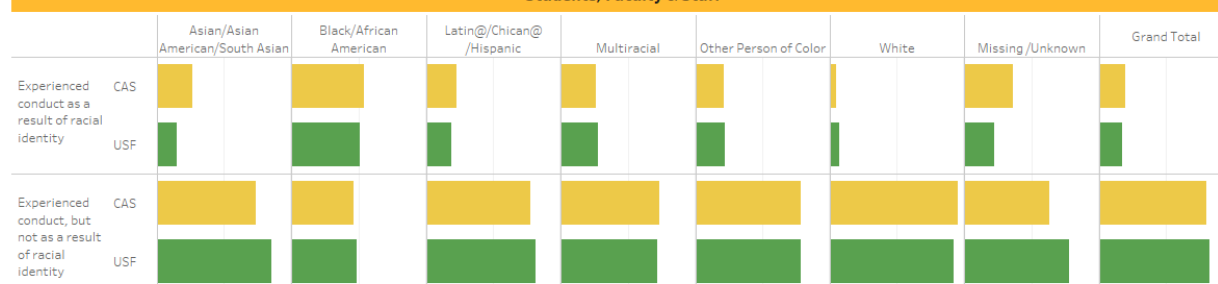### College of Arts and Sciences

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

	CAS		USF	
	n	%	n	%
Experienced conduct as a result of racial identity	73	19.6%	86	17.4%
Experienced conduct, but not as a result of racial identity	299	80.4%	407	82.6%
Grand Total	372	100.0%	493	100.0%

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

		CAS	USF
Asian/Asian American/South Asian	Experienced conduct as a result of racial identity	14	13
	Experienced conduct, but not as a result of racial identity	39	76
Black/African American	Experienced conduct as a result of racial identity	14	21
	Experienced conduct, but not as a result of racial identity	12	20
Latin@/Chican@/Hispanic	Experienced conduct as a result of racial identity	13	11
	Experienced conduct, but not as a result of racial identity	45	49
Multiracial	Experienced conduct as a result of racial identity	18	16
	Experienced conduct, but not as a result of racial identity	50	41
Other Person of Color	Experienced conduct as a result of racial identity	<5	5
	Experienced conduct, but not as a result of racial identity	15	18
White	Experienced conduct as a result of racial identity	6	14
	Experienced conduct, but not as a result of racial identity	131	182
Missing/Unknown	Experienced conduct as a result of racial identity	<5	6
	Experienced conduct, but not as a result of racial identity	7	21

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

The above visual shows the CAS 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.

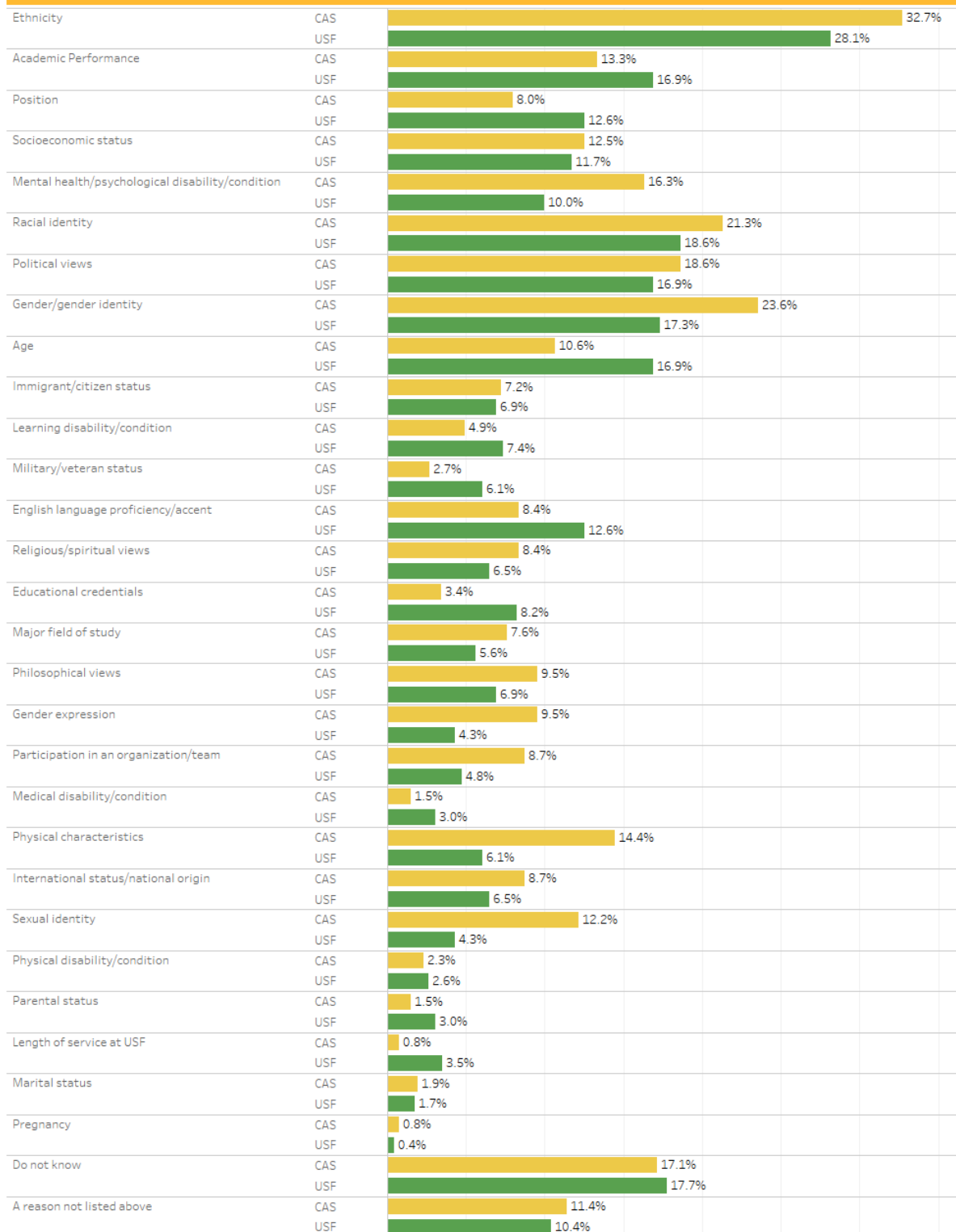## Basis of Experienced Conduct

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 College of Arts and Sciences Undergraduate and Graduate student respondents that experienced this conduct, were Ethnicity (33%), Gender/Gender Identity (24%), and Racial Identity (21%). The top reason within the College of Arts and Sciences Faculty respondents that experienced this conduct, was Position (34%), Gender/Gender Identity (32%), Age (27%), and Ethnicity (25%). The top reasons within the College of Arts and Sciences Staff respondents that experienced this conduct, were Position Status (60%), A Reason Not Listed Above (30%), and Age (20%). As for the USF Overall respondent population, the top reasons for the USF Undergraduate and Graduate student respondents that experienced this conduct, were Ethnicity (28%), Racial Identity (19%), and Gender/Gender Identity (17%). The top reasons for the USF Faculty respondents that experienced this conduct, were A Reason Not Listed Above (38%), Gender/Gender Identity (29%), Position Status (26%), and Ethnicity (26%). The top reasons for the USF Staff

respondents that experienced this conduct, were Position Status (43%) and Gender/Gender Identity (31%).

Student Respondents' Primary Basis for Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
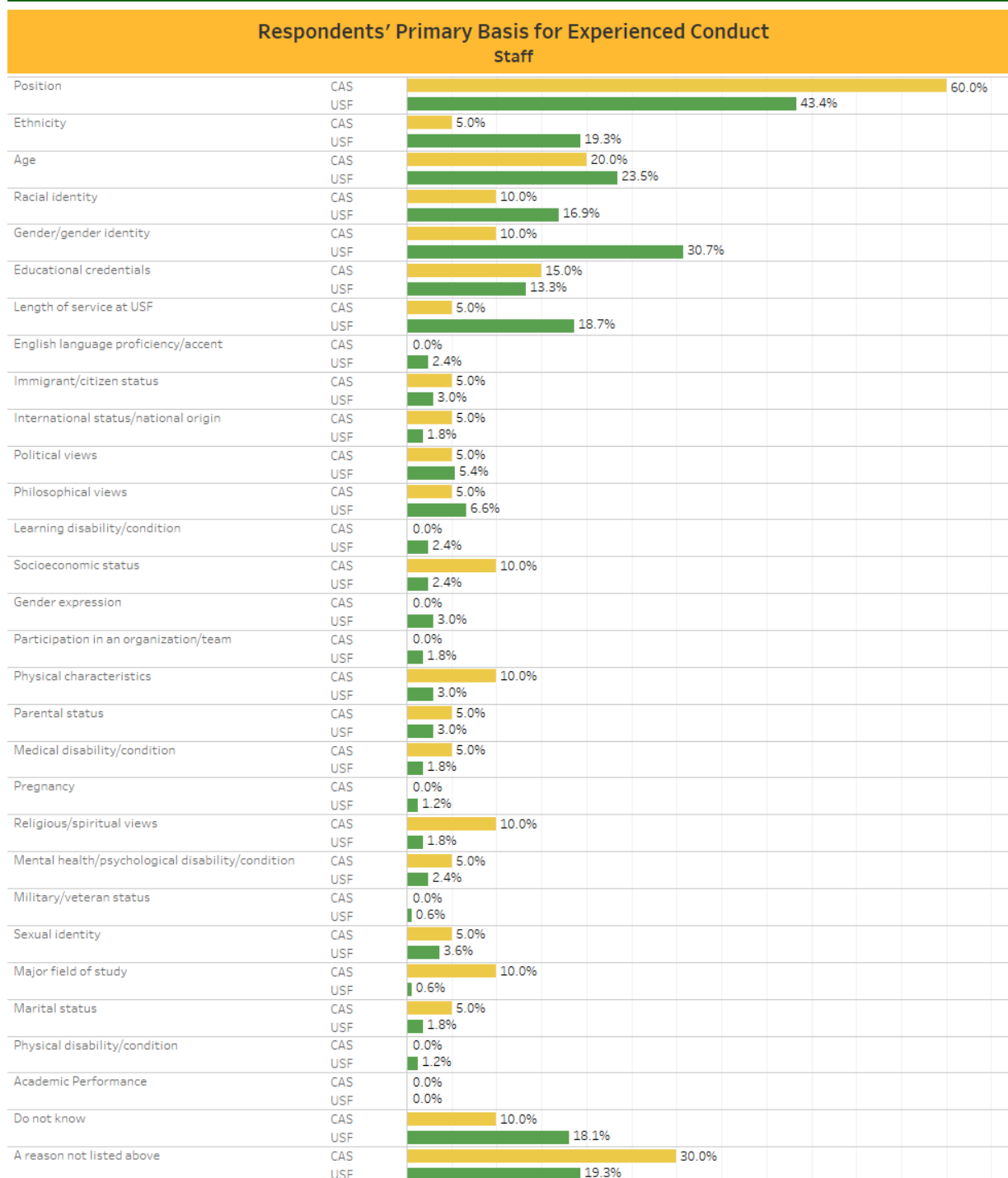### College of Arts and Sciences

Respondents' Primary Basis for Experienced Conduct
Undergraduate & Graduate Students

Basis	CAS	USF
Ethnicity	32.7%	28.1%
Academic Performance	13.3%	16.9%
Position	8.0%	12.6%
Socioeconomic status	12.5%	11.7%
Mental health/psychological disability/condition	16.3%	10.0%
Racial identity	21.3%	18.6%
Political views	18.6%	16.9%
Gender/gender identity	23.6%	17.3%
Age	10.6%	16.9%
Immigrant/citizen status	7.2%	6.9%
Learning disability/condition	4.9%	7.4%
Military/veteran status	2.7%	6.1%
English language proficiency/accent	8.4%	12.6%
Religious/spiritual views	8.4%	6.5%
Educational credentials	3.4%	8.2%
Major field of study	7.6%	5.6%
Philosophical views	9.5%	6.9%
Gender expression	9.5%	4.3%
Participation in an organization/team	8.7%	4.8%
Medical disability/condition	1.5%	3.0%
Physical characteristics	14.4%	6.1%
International status/national origin	8.7%	6.5%
Sexual identity	12.2%	4.3%
Physical disability/condition	2.3%	2.6%
Parental status	1.5%	3.0%
Length of service at USF	0.8%	3.5%
Marital status	1.9%	1.7%
Pregnancy	0.8%	0.4%
Do not know	17.1%	17.7%
A reason not listed above	11.4%	10.4%

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

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

Respondents' Primary Basis for Experienced Conduct
Staff

Basis		CAS	USF
Position		60.0%	43.4%
Ethnicity		5.0%	19.3%
Age		20.0%	23.5%
Racial identity		10.0%	16.9%
Gender/gender identity		10.0%	30.7%
Educational credentials		15.0%	13.3%
Length of service at USF		5.0%	18.7%
English language proficiency/accent		0.0%	2.4%
Immigrant/citizen status		5.0%	3.0%
International status/national origin		5.0%	1.8%
Political views		5.0%	5.4%
Philosophical views		5.0%	6.6%
Learning disability/condition		0.0%	2.4%
Socioeconomic status		10.0%	2.4%
Gender expression		0.0%	3.0%
Participation in an organization/team		0.0%	1.8%
Physical characteristics		10.0%	3.0%
Parental status		5.0%	3.0%
Medical disability/condition		5.0%	1.8%
Pregnancy		0.0%	1.2%
Religious/spiritual views		10.0%	1.8%
Mental health/psychological disability/condition		5.0%	2.4%
Military/veteran status		0.0%	0.6%
Sexual identity		5.0%	3.6%
Major field of study		10.0%	0.6%
Marital status		5.0%	1.8%
Physical disability/condition		0.0%	1.2%
Academic Performance		0.0%	0.0%
Do not know		10.0%	18.1%
A reason not listed above		30.0%	19.3%

The above visual shows the CAS 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 College of Arts and Sciences, respondents that experienced this conduct indicated the top two forms as being Ignored or Excluded (45%), and being Isolated or Left Out (42%). For the College of Arts and Sciences Undergraduate and Graduate student population, respondents that experienced this conduct indicated the top two forms as being Isolated or Left Out (47%), and being Ignored or Excluded (44%). For the College of Arts and Sciences Faculty population, respondents that experienced this conduct indicated the top two forms as being Ignored or Excluded (47%), and Experienced a Hostile Work Environment (45%). For the College of Arts and Sciences Staff population, respondents that experienced this conduct indicated the top forms as being Ignored or Excluded (50%) and Target of Workplace Incivility (30%). In the USF Overall population that experienced this conduct, respondents indicated the top two forms as being Ignored or Excluded (50%), and being Isolated or Left Out (42%). In the USF Undergraduate and Graduate student population that experienced this conduct, respondents indicated the top forms as being Ignored or Excluded (47%), and being Isolated or Left Out (45%). In the USF Faculty population that experienced this conduct, respondents indicated the top forms as being Ignored or Excluded (62%), being Isolated or Left Out (42%), and being the Target of Workplace Incivility (42%). In the USF Staff population that experienced this conduct, respondents indicated the top forms as being Ignored or Excluded (49%), with the second being that they Experienced a Hostile Work Environment (39%).

Respondents' Primary Forms for Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

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

Form	CAS	USF
I was ignored or excluded	44.9%	50.1%
I was isolated or left out	42.2%	41.6%
I was intimidated/bullied	35.6%	31.8%
I experienced a hostile classroom environment	21.9%	15.2%
I was the target of derogatory verbal remarks	25.5%	18.9%
I experienced a hostile work environment	17.0%	23.1%
The conduct made me fear that I would get a poor grade	12.9%	11.9%
I was the target of workplace incivility	13.2%	18.5%
I felt others staring at me	24.4%	12.3%
I received derogatory written comments	12.1%	5.0%
I received derogatory phone calls/text messages/emails	7.1%	6.4%
I received a low or unfair performance evaluation	11.2%	8.3%
I was singled out as the spokesperson for my identity group	17.5%	8.9%
I was the target of racial/ethnic profiling	11.0%	5.6%
Someone assumed I was admitted/hired/promoted due to my identity group	9.0%	4.2%
I was not fairly evaluated in the promotion and tenure process	5.8%	4.6%
I received derogatory/unsolicited messages through social media	3.8%	1.2%
I was the target of stalking	2.5%	0.6%
I was the target of physical violence	1.9%	0.6%
The conduct threatened my physical safety	4.9%	2.7%
Someone assumed I was not admitted/hired/promoted due to my identity group	2.2%	1.0%
I received threats of physical violence	1.1%	0.4%
The conduct threatened my family's safety	0.8%	0.6%
I was the target of graffiti/vandalism	0.3%	0.4%
An experience not listed above	18.9%	21.2%

The above visual shows the CAS 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
College of Arts and Sciences

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

Form	Group	Percentage
I was ignored or excluded	CAS	43.8%
	USF	47.0%
I was isolated or left out	CAS	46.5%
	USF	45.2%
I experienced a hostile classroom environment	CAS	25.8%
	USF	28.7%
The conduct made me fear that I would get a poor grade	CAS	17.3%
	USF	23.5%
I was intimidated/bullied	CAS	33.8%
	USF	27.8%
I felt others staring at me	CAS	33.5%
	USF	20.9%
I was the target of derogatory verbal remarks	CAS	25.0%
	USF	17.4%
I experienced a hostile work environment	CAS	7.3%
	USF	6.1%
I received derogatory phone calls/text messages/emails	CAS	5.8%
	USF	7.8%
I received derogatory written comments	CAS	7.3%
	USF	5.2%
I received a low or unfair performance evaluation	CAS	11.2%
	USF	6.5%
I was the target of racial/ethnic profiling	CAS	13.1%
	USF	8.3%
I was singled out as the spokesperson for my identity group	CAS	19.6%
	USF	10.0%
Someone assumed I was admitted/hired/promoted due to my identity group	CAS	8.8%
	USF	4.3%
I was the target of workplace incivility	CAS	4.2%
	USF	3.5%
I was not fairly evaluated in the promotion and tenure process	CAS	4.2%
	USF	2.6%
I received derogatory/unsolicited messages through social media	CAS	4.6%
	USF	2.2%
I was the target of stalking	CAS	3.5%
	USF	0.9%
I was the target of physical violence	CAS	2.7%
	USF	1.3%
The conduct threatened my physical safety	CAS	5.8%
	USF	3.9%
Someone assumed I was not admitted/hired/promoted due to my identity group	CAS	1.9%
	USF	0.9%
I was the target of graffiti/vandalism	CAS	0.0%
	USF	0.4%
The conduct threatened my family's safety	CAS	0.8%
	USF	0.9%
I received threats of physical violence	CAS	1.5%
	USF	0.9%
An experience not listed above	CAS	18.5%
	USF	19.6%

The above visual shows the CAS 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
College of Arts and Sciences

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

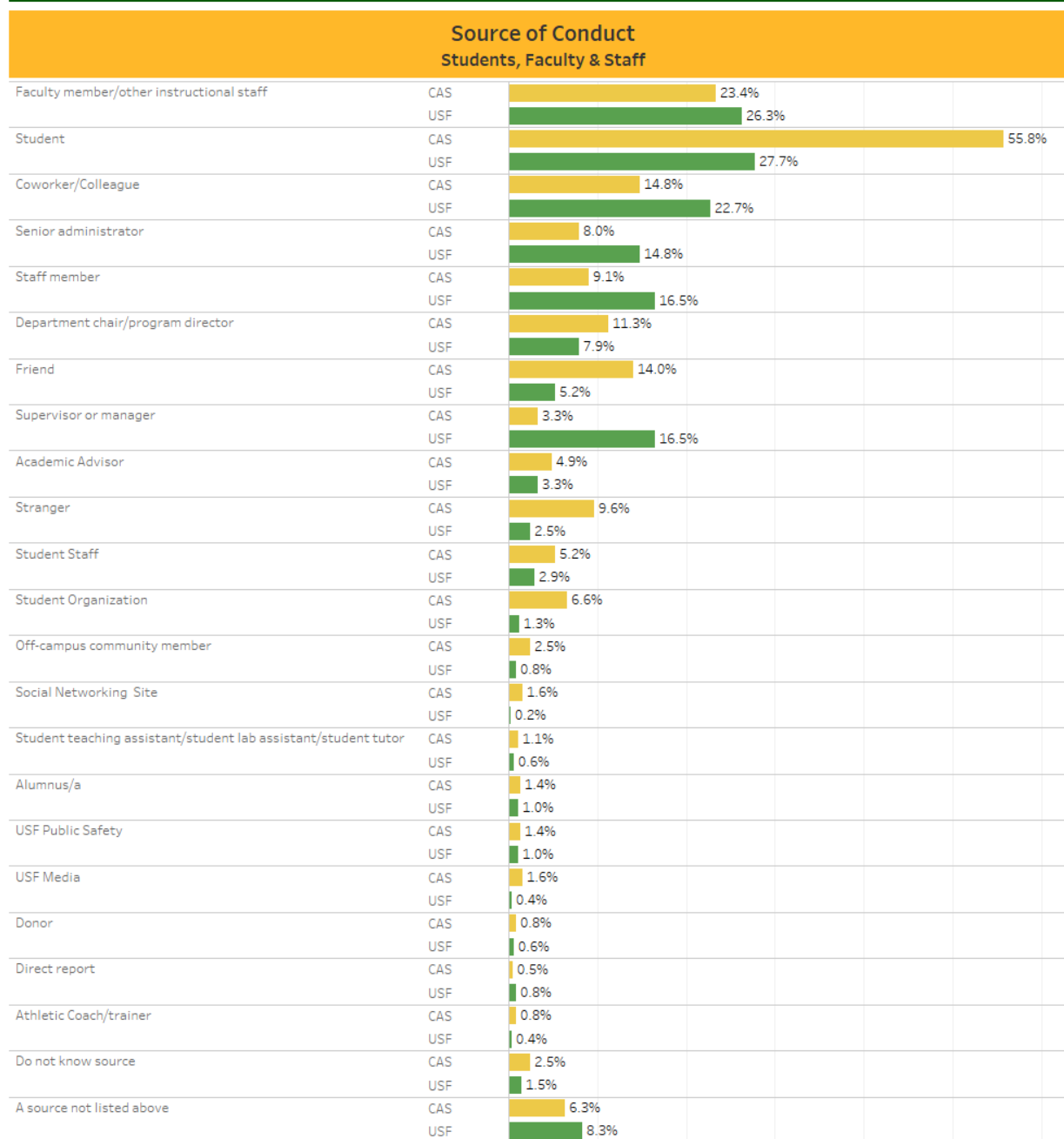|		Faculty	Staff
I was ignored or excluded	CAS	47.1%	50.0%
	USF	61.6%	48.5%
I was isolated or left out	CAS	34.1%	20.0%
	USF	41.9%	36.4%
I was intimidated/bullied	CAS	43.5%	25.0%
	USF	33.7%	36.4%
I experienced a hostile classroom environment	CAS	14.1%	5.0%
	USF	7.0%	0.6%
I experienced a hostile work environment	CAS	44.7%	25.0%
	USF	37.2%	39.4%
I was the target of derogatory verbal remarks	CAS	29.4%	15.0%
	USF	23.3%	18.8%
The conduct made me fear that I would get a poor grade	CAS	2.4%	0.0%
	USF	1.2%	1.2%
I was the target of workplace incivility	CAS	36.5%	30.0%
	USF	41.9%	27.3%
I felt others staring at me	CAS	1.2%	5.0%
	USF	2.3%	5.5%
I received derogatory written comments	CAS	24.7%	20.0%
	USF	5.8%	4.2%
I received derogatory phone calls/text messages/emails	CAS	9.4%	15.0%
	USF	4.7%	5.5%
I received a low or unfair performance evaluation	CAS	11.8%	10.0%
	USF	7.0%	11.5%
I was singled out as the spokesperson for my identity group	CAS	14.1%	5.0%
	USF	11.6%	6.1%
I was the target of racial/ethnic profiling	CAS	7.1%	0.0%
	USF	0.0%	4.8%
Someone assumed I was admitted/hired/promoted due to my identity group	CAS	10.6%	5.0%
	USF	3.5%	4.2%
I was not fairly evaluated in the promotion and tenure process	CAS	11.8%	0.0%
	USF	4.7%	7.3%
I received derogatory/unsolicited messages through social media	CAS	1.2%	5.0%
	USF	0.0%	0.6%
I was the target of stalking	CAS	0.0%	0.0%
	USF	1.2%	0.0%
I was the target of physical violence	CAS	0.0%	0.0%
	USF	0.0%	0.0%
The conduct threatened my physical safety	CAS	3.5%	0.0%
	USF	1.2%	1.8%
Someone assumed I was not admitted/hired/promoted due to my identity group	CAS	3.5%	0.0%
	USF	2.3%	0.6%
The conduct threatened my family's safety	CAS	1.2%	0.0%
	USF	0.0%	0.6%
I received threats of physical violence	CAS	0.0%	0.0%
	USF	0.0%	0.0%
I was the target of graffiti/vandalism	CAS	1.2%	0.0%
	USF	1.2%	0.0%
An experience not listed above	CAS	16.5%	35.0%
	USF	23.3%	22.4%

The above visual shows the CAS 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 College of Arts and Sciences population that experienced this conduct indicated that the top source of the conduct was a Student (56%). The College of Arts and Sciences Undergraduate and Graduate student respondent population that experienced this conduct indicated that the top sources of the conduct were a Student (71%). The College of Arts and Sciences Faculty respondent population that experienced this conduct indicated that the top source of the conduct was a Coworker/Colleague (34%). The College of Arts and Sciences Staff respondent population that experienced this conduct indicated that the top source of the conduct was a Faculty Member/Other Instructional Staff (8%). The USF Overall respondent population that experienced this conduct indicated that the main source of the conduct came from a Student (28%), and Faculty Member/Other Instructional Staff (26%). The USF Undergraduate and Graduate student respondent population that experienced this conduct identified the top source of such conduct as being a Student (51%). The USF Faculty respondent population that experienced this conduct identified the top sources of such conduct as being a Coworker/Colleague (13%). The USF Staff respondent population that experienced this conduct identified the top source of such conduct as being a Coworker/Colleague (28%).

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

Source of Conduct — Students, Faculty & Staff		
Faculty member/other instructional staff	CAS	23.4%
	USF	26.3%
Student	CAS	55.8%
	USF	27.7%
Coworker/Colleague	CAS	14.8%
	USF	22.7%
Senior administrator	CAS	8.0%
	USF	14.8%
Staff member	CAS	9.1%
	USF	16.5%
Department chair/program director	CAS	11.3%
	USF	7.9%
Friend	CAS	14.0%
	USF	5.2%
Supervisor or manager	CAS	3.3%
	USF	16.5%
Academic Advisor	CAS	4.9%
	USF	3.3%
Stranger	CAS	9.6%
	USF	2.5%
Student Staff	CAS	5.2%
	USF	2.9%
Student Organization	CAS	6.6%
	USF	1.3%
Off-campus community member	CAS	2.5%
	USF	0.8%
Social Networking Site	CAS	1.6%
	USF	0.2%
Student teaching assistant/student lab assistant/student tutor	CAS	1.1%
	USF	0.6%
Alumnus/a	CAS	1.4%
	USF	1.0%
USF Public Safety	CAS	1.4%
	USF	1.0%
USF Media	CAS	1.6%
	USF	0.4%
Donor	CAS	0.8%
	USF	0.6%
Direct report	CAS	0.5%
	USF	0.8%
Athletic Coach/trainer	CAS	0.8%
	USF	0.4%
Do not know source	CAS	2.5%
	USF	1.5%
A source not listed above	CAS	6.3%
	USF	8.3%

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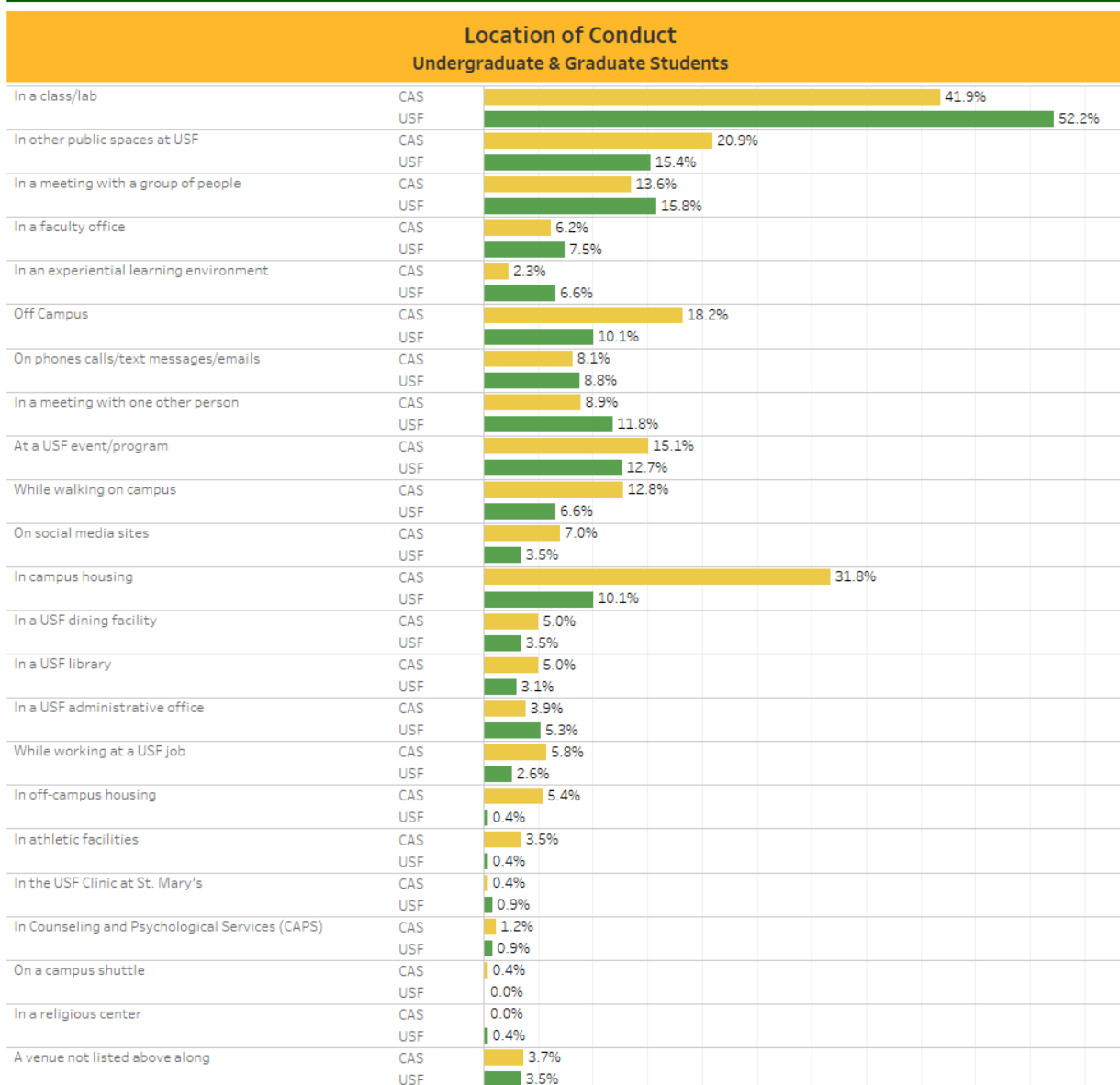Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

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

Source of Conduct
Undergraduate & Graduate Students

Source		Percentage
Student	CAS	70.9%
	USF	50.6%
Faculty member/other instructional staff	CAS	19.9%
	USF	31.2%
Staff member	CAS	8.8%
	USF	13.0%
Friend	CAS	19.5%
	USF	10.4%
Academic Advisor	CAS	6.9%
	USF	6.9%
Department chair/program director	CAS	5.0%
	USF	3.0%
Student Staff	CAS	6.5%
	USF	3.9%
Stranger	CAS	13.0%
	USF	3.9%
Student Organization	CAS	8.0%
	USF	2.6%
Senior administrator	CAS	1.1%
	USF	2.2%
Supervisor or manager	CAS	1.5%
	USF	2.2%
Off-campus community member	CAS	3.1%
	USF	1.3%
Social Networking Site	CAS	2.3%
	USF	0.4%
Student teaching assistant/student lab assistant/student tutor	CAS	1.1%
	USF	0.9%
Alumnus/a	CAS	1.9%
	USF	2.2%
Coworker/Colleague	CAS	5.4%
	USF	3.0%
USF Public Safety	CAS	1.9%
	USF	1.3%
USF Media	CAS	1.9%
	USF	0.0%
Donor	CAS	0.8%
	USF	0.4%
Direct report	CAS	0.8%
	USF	0.4%
Athletic Coach/trainer	CAS	1.1%
	USF	0.9%
Do not know source	CAS	3.1%
	USF	2.2%
A source not listed above	CAS	5.4%
	USF	10.8%

The above visual shows the CAS 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%.

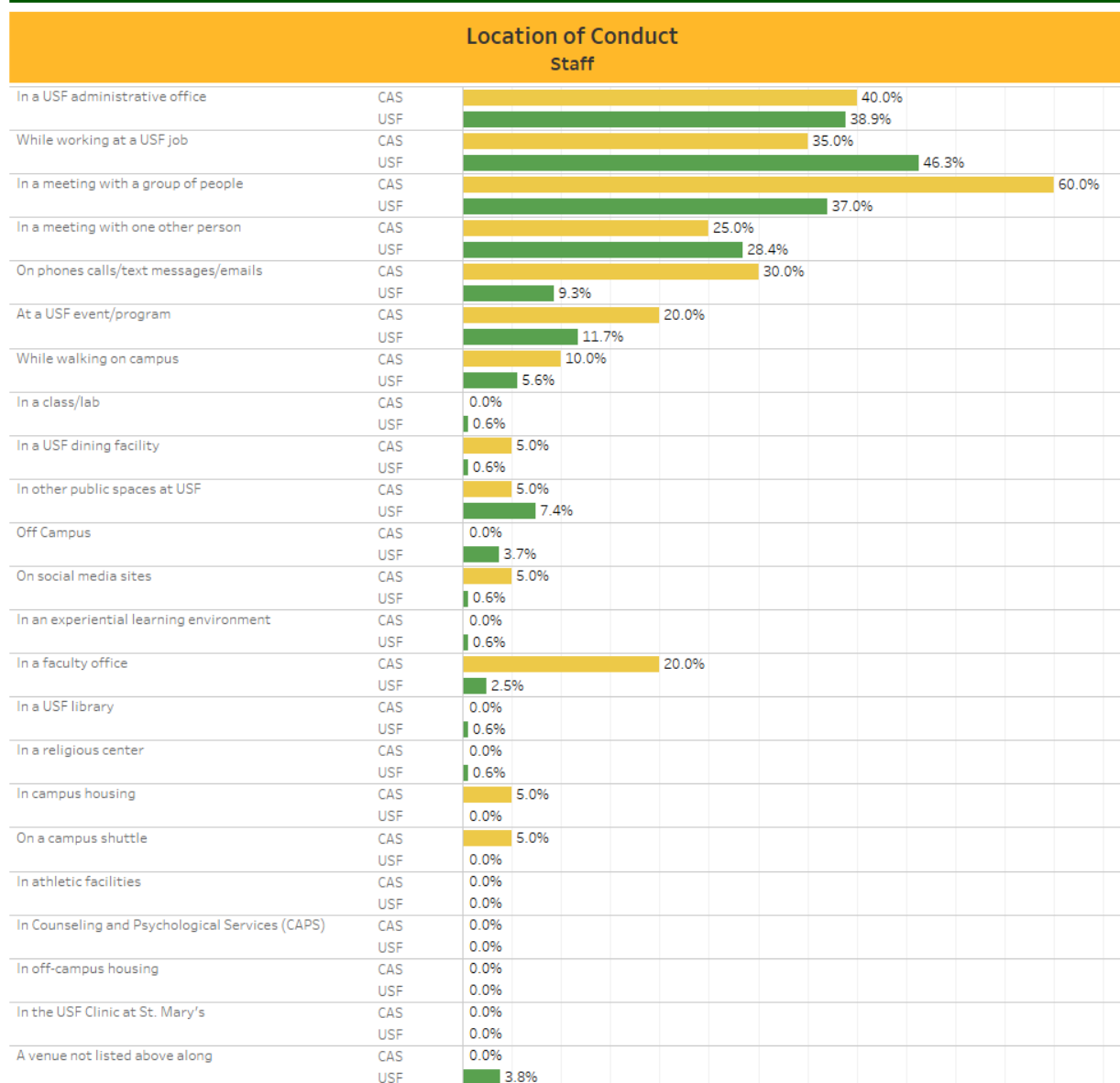## Employees' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Source of Conduct Faculty & Staff		Faculty	Staff
Faculty member/other instructional staff	CAS	24.3%	7.8%
	USF	12.4%	9.2%
Student	CAS	16.5%	1.0%
	USF	4.8%	1.6%
Coworker/Colleague	CAS	34.0%	4.9%
	USF	13.3%	27.7%
Senior administrator	CAS	21.4%	3.9%
	USF	10.8%	15.7%
Staff member	CAS	8.7%	1.0%
	USF	2.4%	17.3%
Department chair/program director	CAS	22.3%	4.9%
	USF	8.4%	4.0%
Friend	CAS	0.0%	0.0%
	USF	0.0%	0.4%
Academic Advisor	CAS	0.0%	0.0%
	USF	0.0%	0.0%
Supervisor or manager	CAS	5.8%	1.9%
	USF	4.4%	25.3%
Stranger	CAS	1.0%	0.0%
	USF	0.0%	1.2%
Student Staff	CAS	1.0%	1.0%
	USF	0.8%	1.2%
Student Organization	CAS	2.9%	0.0%
	USF	0.0%	0.0%
Off-campus community member	CAS	0.0%	1.0%
	USF	0.0%	0.4%
Social Networking Site	CAS	0.0%	0.0%
	USF	0.0%	0.0%
Student teaching assistant/student lab assistant/student tutor	CAS	1.0%	0.0%
	USF	0.4%	0.0%
Donor	CAS	1.0%	0.0%
	USF	0.4%	0.4%
Direct report	CAS	0.0%	0.0%
	USF	0.0%	1.2%
USF Public Safety	CAS	0.0%	0.0%
	USF	0.0%	0.8%
USF Media	CAS	1.0%	0.0%
	USF	0.4%	0.4%
Alumnus/a	CAS	0.0%	0.0%
	USF	0.0%	0.0%
Athletic Coach/trainer	CAS	0.0%	0.0%
	USF	0.0%	0.0%
Do not know source	CAS	1.0%	0.0%
	USF	0.0%	0.8%
A source not listed above	CAS	5.8%	2.9%
	USF	3.6%	2.4%

The above visual shows the CAS 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

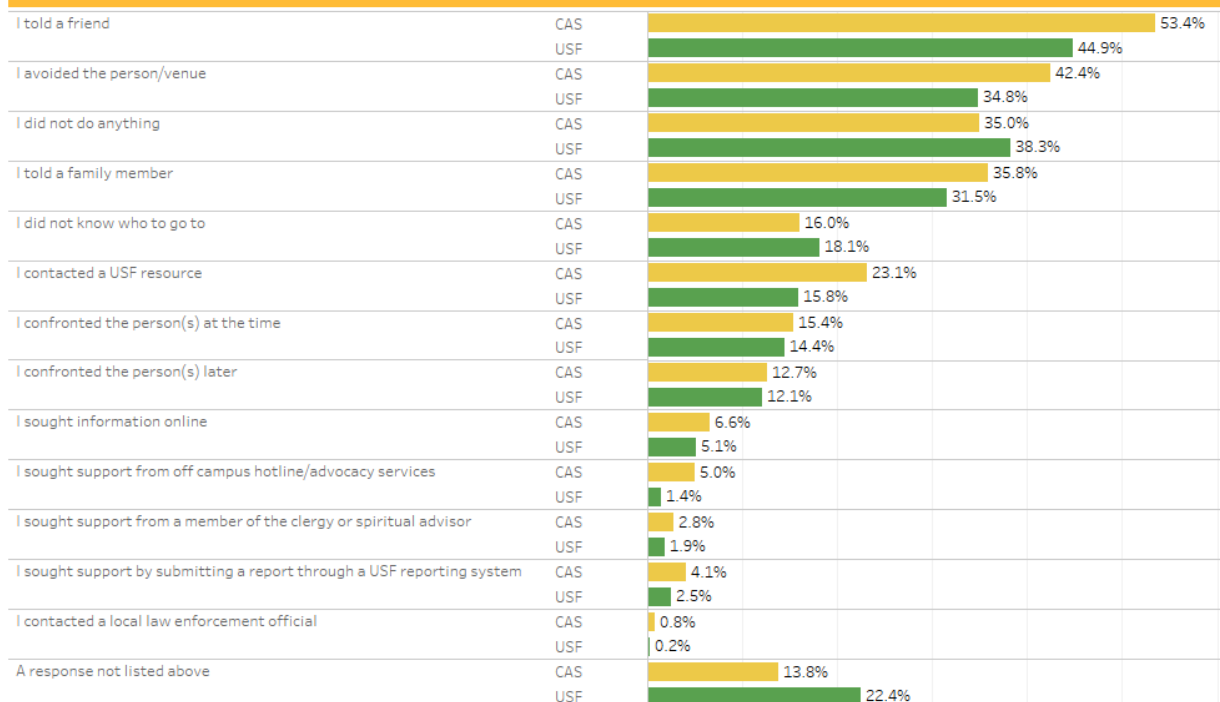The respondents were also asked to identify the location of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top location of reported conduct for the

College of Arts and Sciences respondents that experienced this conduct was In a Class/Lab (36%). The top location of reported conduct for the College of Arts and Sciences Undergraduate and Graduate student respondents that experienced this conduct was In a Class/Lab (42%). The top location of reported conduct for the College of Arts and Sciences Faculty respondents that experienced this conduct was In a Meeting with a Group of People (40%). The top location of reported conduct for the College of Arts and Sciences Staff population that experienced this conduct, was In a Meeting with a Group of People (60%). The top locations of reported conduct for the USF Overall respondent population that experienced this conduct, were In a Meeting with a Group of People (28%). The top location of reported conduct for the USF Undergraduate and Graduate student respondent population that experienced this conduct was in a Class/Lab (52%). 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 (43%). The top locations of reported conduct for the USF Staff respondent population that experienced this conduct, were While Working at a USF Job (46%).

Student Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
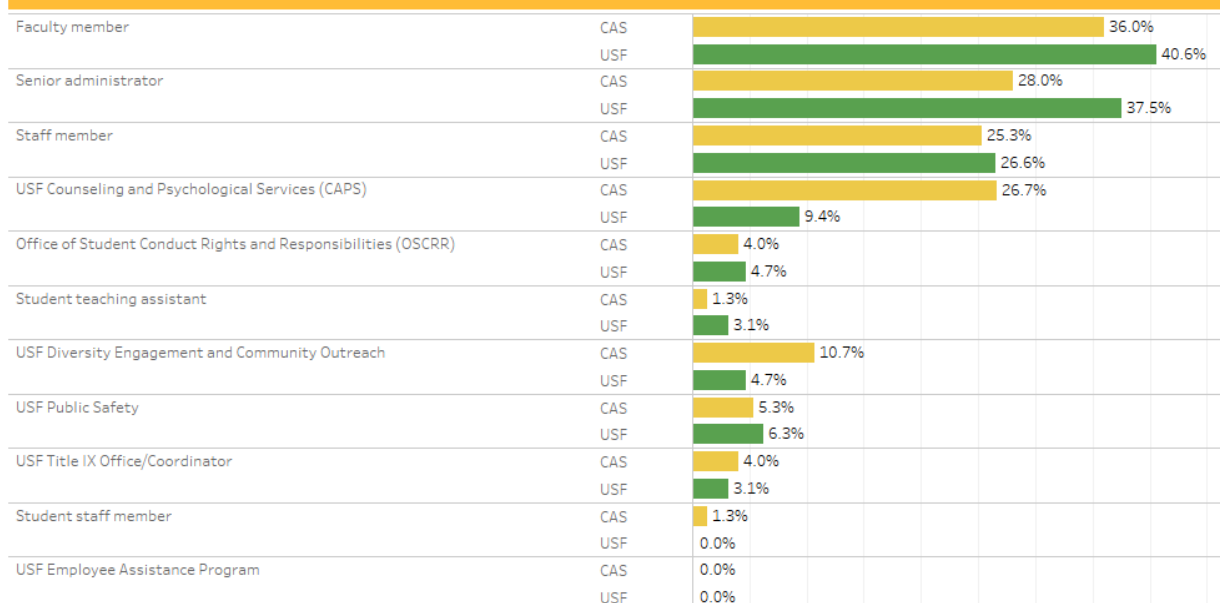## College of Arts and Sciences

Location of Conduct
Undergraduate & Graduate Students

Location	Group	Percentage
In a class/lab	CAS	41.9%
	USF	52.2%
In other public spaces at USF	CAS	20.9%
	USF	15.4%
In a meeting with a group of people	CAS	13.6%
	USF	15.8%
In a faculty office	CAS	6.2%
	USF	7.5%
In an experiential learning environment	CAS	2.3%
	USF	6.6%
Off Campus	CAS	18.2%
	USF	10.1%
On phones calls/text messages/emails	CAS	8.1%
	USF	8.8%
In a meeting with one other person	CAS	8.9%
	USF	11.8%
At a USF event/program	CAS	15.1%
	USF	12.7%
While walking on campus	CAS	12.8%
	USF	6.6%
On social media sites	CAS	7.0%
	USF	3.5%
In campus housing	CAS	31.8%
	USF	10.1%
In a USF dining facility	CAS	5.0%
	USF	3.5%
In a USF library	CAS	5.0%
	USF	3.1%
In a USF administrative office	CAS	3.9%
	USF	5.3%
While working at a USF job	CAS	5.8%
	USF	2.6%
In off-campus housing	CAS	5.4%
	USF	0.4%
In athletic facilities	CAS	3.5%
	USF	0.4%
In the USF Clinic at St. Mary's	CAS	0.4%
	USF	0.9%
In Counseling and Psychological Services (CAPS)	CAS	1.2%
	USF	0.9%
On a campus shuttle	CAS	0.4%
	USF	0.0%
In a religious center	CAS	0.0%
	USF	0.4%
A venue not listed above along	CAS	3.7%
	USF	3.5%

The above visual shows the CAS 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
College of Arts and Sciences

Location of Conduct
Faculty

Location	Group	Percentage
In a meeting with a group of people	CAS	39.8%
	USF	43.0%
In a meeting with one other person	CAS	19.3%
	USF	14.0%
In a faculty office	CAS	16.9%
	USF	15.1%
On phones calls/text messages/emails	CAS	24.1%
	USF	16.3%
At a USF event/program	CAS	13.3%
	USF	17.4%
In a class/lab	CAS	24.1%
	USF	8.1%
While working at a USF job	CAS	28.9%
	USF	24.4%
In a USF administrative office	CAS	16.9%
	USF	9.3%
While walking on campus	CAS	1.2%
	USF	3.5%
In other public spaces at USF	CAS	12.0%
	USF	7.0%
Off Campus	CAS	2.4%
	USF	3.5%
In a USF library	CAS	0.0%
	USF	4.7%
In a USF dining facility	CAS	1.2%
	USF	0.0%
On social media sites	CAS	1.2%
	USF	0.0%
On a campus shuttle	CAS	0.0%
	USF	1.2%
In Counseling and Psychological Services (CAPS)	CAS	0.0%
	USF	1.2%
In a religious center	CAS	0.0%
	USF	0.0%
In an experiential learning environment	CAS	0.0%
	USF	0.0%
In campus housing	CAS	0.0%
	USF	0.0%
In athletic facilities	CAS	0.0%
	USF	0.0%
In off-campus housing	CAS	0.0%
	USF	0.0%
In the USF Clinic at St. Mary's	CAS	0.0%
	USF	0.0%
A venue not listed above along	CAS	6.5%
	USF	7.7%

The above visual shows the CAS 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%.

Staff Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Location of Conduct
Staff

Location	Group	Percentage
In a USF administrative office	CAS	40.0%
	USF	38.9%
While working at a USF job	CAS	35.0%
	USF	46.3%
In a meeting with a group of people	CAS	60.0%
	USF	37.0%
In a meeting with one other person	CAS	25.0%
	USF	28.4%
On phones calls/text messages/emails	CAS	30.0%
	USF	9.3%
At a USF event/program	CAS	20.0%
	USF	11.7%
While walking on campus	CAS	10.0%
	USF	5.6%
In a class/lab	CAS	0.0%
	USF	0.6%
In a USF dining facility	CAS	5.0%
	USF	0.6%
In other public spaces at USF	CAS	5.0%
	USF	7.4%
Off Campus	CAS	0.0%
	USF	3.7%
On social media sites	CAS	5.0%
	USF	0.6%
In an experiential learning environment	CAS	0.0%
	USF	0.6%
In a faculty office	CAS	20.0%
	USF	2.5%
In a USF library	CAS	0.0%
	USF	0.6%
In a religious center	CAS	0.0%
	USF	0.6%
In campus housing	CAS	5.0%
	USF	0.0%
On a campus shuttle	CAS	5.0%
	USF	0.0%
In athletic facilities	CAS	0.0%
	USF	0.0%
In Counseling and Psychological Services (CAPS)	CAS	0.0%
	USF	0.0%
In off-campus housing	CAS	0.0%
	USF	0.0%
In the USF Clinic at St. Mary's	CAS	0.0%
	USF	0.0%
A venue not listed above along	CAS	0.0%
	USF	3.8%

The above visual shows the CAS 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 College of Arts and Sciences population that experienced this conduct, the top reactions to such conduct were that they Told a Friend (53%), they Avoided the Person/Venue (42%), and/or they Told a Family Member (36%). Similarly, within the USF Overall population that experienced this conduct, the

main reactions to such conduct were that they Told a Friend (45%), they Did Not Do Anything (38%), and/or they Avoided the Person/Venue (35%). In the College of Arts and Sciences, 23% of respondents that experienced this conduct, indicated that they Contacted a USF Resource as a course of action. Of these individuals, 36% indicated that they contacted a Faculty Member. In the USF Overall respondent population that experienced this conduct, 16% 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 (41%), and a Senior Administrator (38%).

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

Actions in Response to Conduct
Students, Faculty & Staff

Action		Percentage
I told a friend	CAS	53.4%
	USF	44.9%
I avoided the person/venue	CAS	42.4%
	USF	34.8%
I did not do anything	CAS	35.0%
	USF	38.3%
I told a family member	CAS	35.8%
	USF	31.5%
I did not know who to go to	CAS	16.0%
	USF	18.1%
I contacted a USF resource	CAS	23.1%
	USF	15.8%
I confronted the person(s) at the time	CAS	15.4%
	USF	14.4%
I confronted the person(s) later	CAS	12.7%
	USF	12.1%
I sought information online	CAS	6.6%
	USF	5.1%
I sought support from off campus hotline/advocacy services	CAS	5.0%
	USF	1.4%
I sought support from a member of the clergy or spiritual advisor	CAS	2.8%
	USF	1.9%
I sought support by submitting a report through a USF reporting system	CAS	4.1%
	USF	2.5%
I contacted a local law enforcement official	CAS	0.8%
	USF	0.2%
A response not listed above	CAS	13.8%
	USF	22.4%

The above visual shows the CAS 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

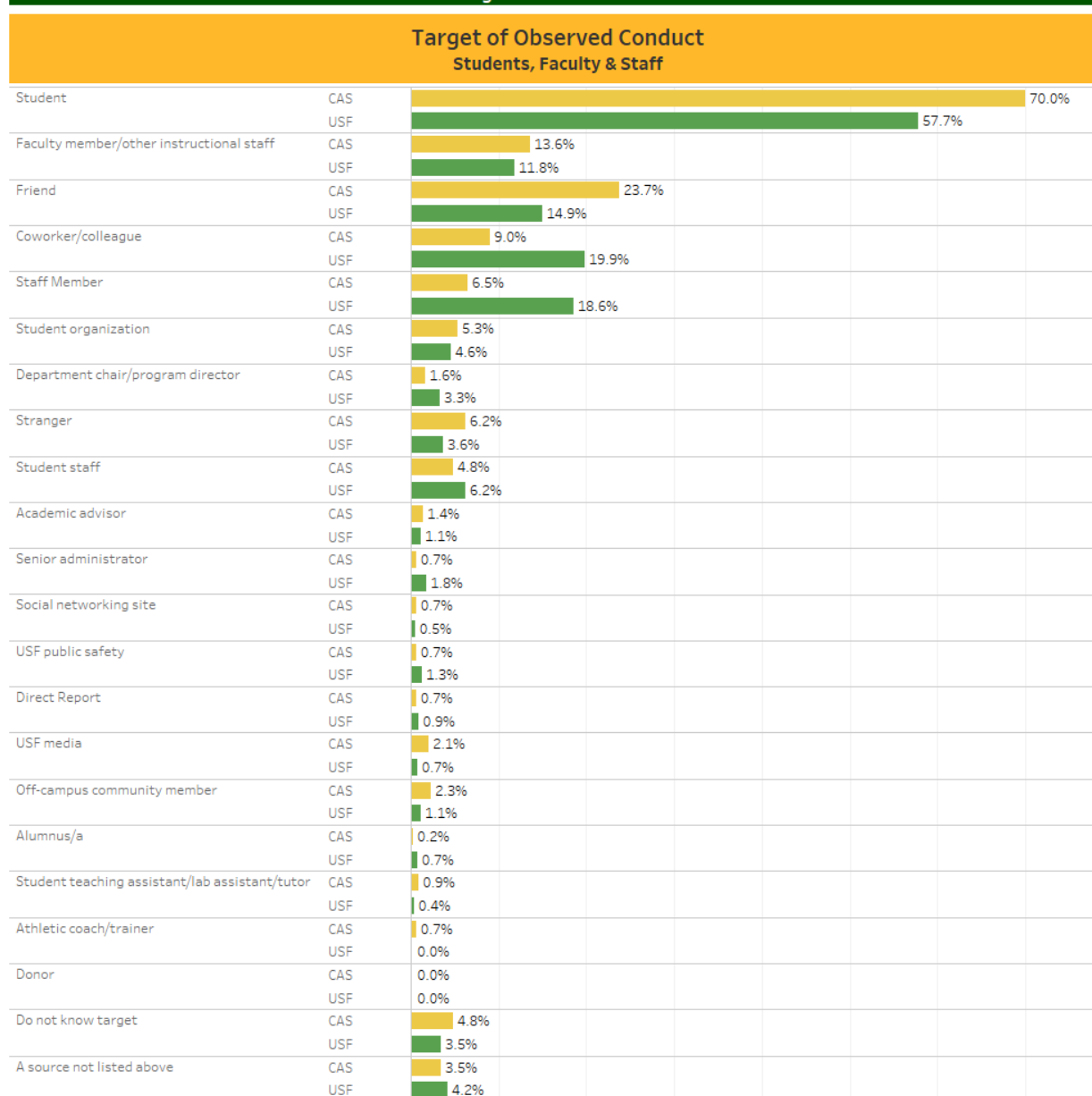| Resource		Percentage
Faculty member	CAS	36.0%
	USF	40.6%
Senior administrator	CAS	28.0%
	USF	37.5%
Staff member	CAS	25.3%
	USF	26.6%
USF Counseling and Psychological Services (CAPS)	CAS	26.7%
	USF	9.4%
Office of Student Conduct Rights and Responsibilities (OSCRR)	CAS	4.0%
	USF	4.7%
Student teaching assistant	CAS	1.3%
	USF	3.1%
USF Diversity Engagement and Community Outreach	CAS	10.7%
	USF	4.7%
USF Public Safety	CAS	5.3%
	USF	6.3%
USF Title IX Office/Coordinator	CAS	4.0%
	USF	3.1%
Student staff member	CAS	1.3%
	USF	0.0%
USF Employee Assistance Program	CAS	0.0%
	USF	0.0%

The above visual shows the CAS 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 College of Arts and Sciences respondent population that experienced exclusionary, intimidating, offensive, and/or hostile conduct at USF, 77% did not report the incident. Similarly, of the USF Overall respondent population that experienced such conduct, 81% did not report the incident.

Respondents' Reporting of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct College of Arts and Sciences				
Reported Hostile Conduct Students, Faculty & Staff				
	CAS		USF	
	n	%	n	%
Yes, I reported it.	85	23.3%	92	18.9%
No, I did not report it.	280	76.7%	394	81.1%
Grand Total	365	100.0%	486	100.0%

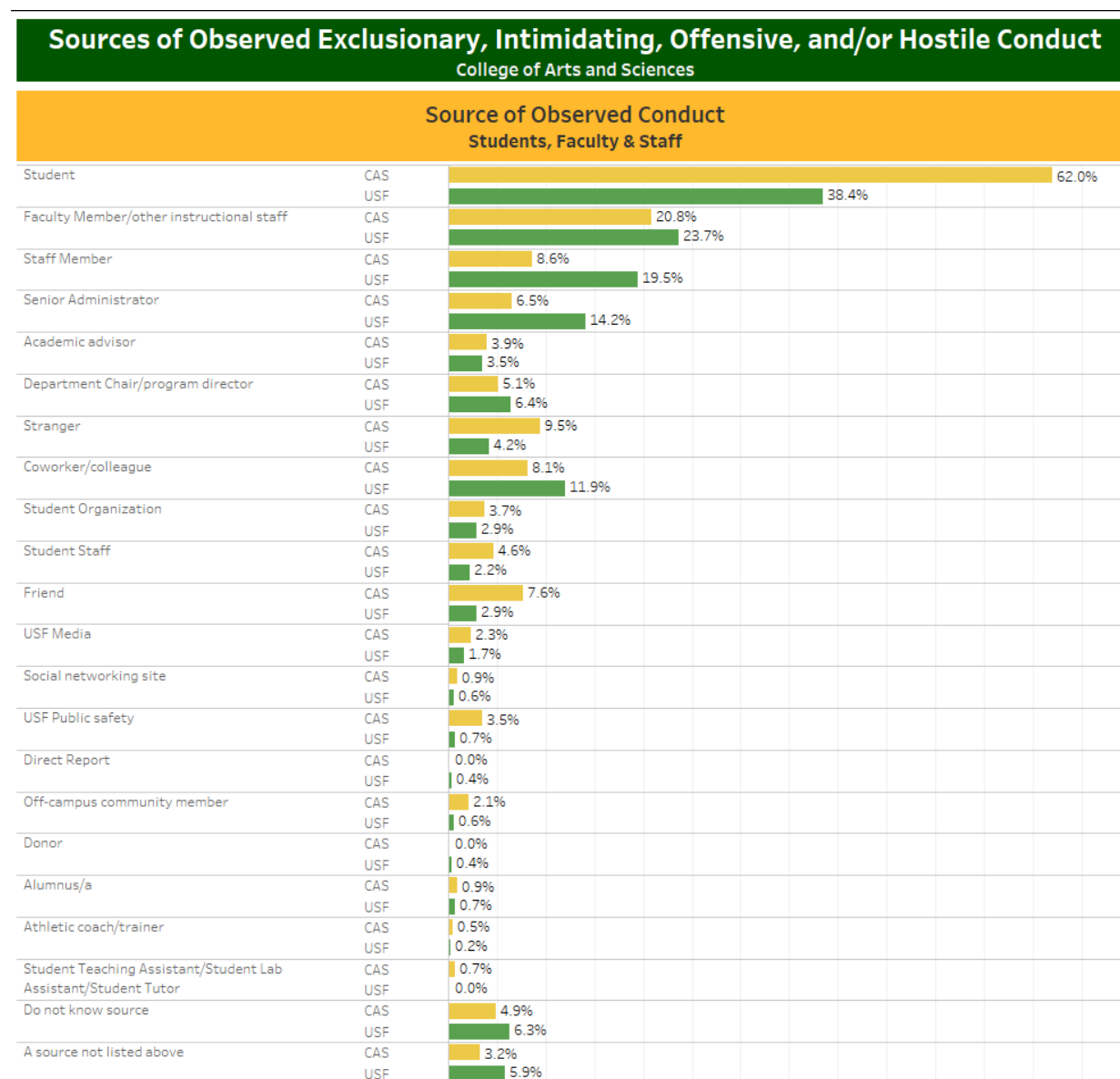| **Reported Hostile Conduct** Students, Faculty & Staff		
Yes, I reported it.	CAS	23.3%
	USF	18.9%
No, I did not report it.	CAS	76.7%
	USF	81.1%
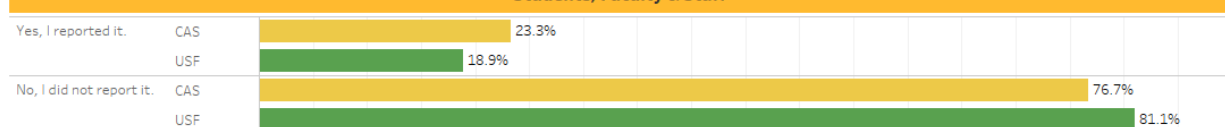
The above visual shows the CAS vs USF percentage totals by Reported Hostile Conduct. The bar lengths illustrate the percentage differences.

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		
	CAS	USF
Yes, I reported the incident, but felt that it was not responded to appropriately.	27	32
Yes, I reported the incident and was satisfied with the outcome.	15	11
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.	13	14

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 College of Arts and Sciences population, 22% 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, 23% observed such conduct.

Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences
Students, Faculty & Staff

Overall Observed Conduct
Students, Faculty & Staff

Yes, observed conduct.	CAS	22.3%
	USF	22.5%
No, did not observe conduct.	CAS	77.7%
	USF	77.5%
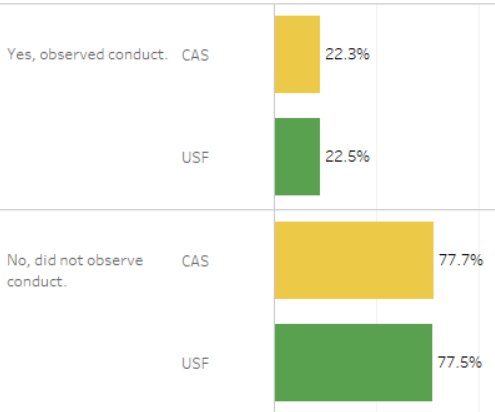
Observed Conduct by Racial Identity
Students, Faculty & Staff

		CAS	USF
White	Yes, observed conduct.	175	205
	No, did not observe conduct.	580	706
Asian/Asian American/South Asian	Yes, observed conduct.	75	124
	No, did not observe conduct.	317	504
Black/African American	Yes, observed conduct.	25	46
	No, did not observe conduct.	75	114
Latin@/Chican@/Hispanic	Yes, observed conduct.	55	66
	No, did not observe conduct.	224	236
Other Person of Color	Yes, observed conduct.	15	28
	No, did not observe conduct.	63	77
Multiracial	Yes, observed conduct.	88	73
	No, did not observe conduct.	254	259
Missing /Unknown	Yes, observed conduct.	7	20
	No, did not observe conduct.	21	35

Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences
Students, Faculty & Staff

Observed Conduct by Position Status
Students, Faculty & Staff

		CAS n	CAS %	USF n	USF %
Undergraduate	Yes, observed conduct.	309	23.9%	145	19.8%
	No, did not observe conduct.	983	76.1%	589	80.2%
	Total	1292	100.0%	734	100.0%
Graduate	Yes, observed conduct.	27	9.7%	150	16.6%
	No, did not observe conduct.	251	90.3%	756	83.4%
	Total	278	100.0%	906	100.0%
Faculty	Yes, observed conduct.	83	25.8%	84	31.3%
	No, did not observe conduct.	239	74.2%	184	68.7%
	Total	322	100.0%	268	100.0%
Staff	Yes, observed conduct.	21	25.6%	183	31.3%
	No, did not observe conduct.	61	74.4%	402	68.7%
	Total	82	100.0%	585	100.0%
Grand Total		1974	100.0%	2493	100.0%

Observed Conduct by Gender Identity
Students, Faculty & Staff

		CAS	USF
Transspectrum	Yes, observed conduct.	34	18
	No, did not observe conduct.	51	44
Woman	Yes, observed conduct.	290	402
	No, did not observe conduct.	1008	1266
Man	Yes, observed conduct.	113	131
	No, did not observe conduct.	468	611
Missing/Unknown	Yes, observed conduct.	<5	11
	No, did not observe conduct.	7	10
Grand Total		1974	2493

Observed Conduct by Sexual Identity
Students, Faculty & Staff

		CAS n	CAS %	USF n	USF %
Heterosexual	Yes, observed conduct.	271	18.8%	430	21.5%
	No, did not observe conduct.	1173	81.2%	1569	78.5%
	Total	1444	100.0%	1999	100.0%
LGBQ	Yes, observed conduct.	151	32.4%	103	26.2%
	No, did not observe conduct.	315	67.6%	290	73.8%
	Total	466	100.0%	393	100.0%
Missing/Unknown	Yes, observed conduct.	18	28.1%	29	28.7%
	No, did not observe conduct.	46	71.9%	72	71.3%
	Total	64	100.0%	101	100.0%
Grand Total		1974	100.0%	2493	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 College of Arts and Sciences respondent population, the top bases identified were Ethnicity (35%), Racial Identity (31%), and Gender/Gender Identity (31%). Within the USF Overall respondent population, the top bases identified were Ethnicity (28%), Racial Identity (23%), and Gender/Gender Identity (20%).

Primary Basis for Observed Exlusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Characteristics for Observed Conduct
Students, Faculty & Staff

Characteristic	Group	Percentage
Ethnicity	CAS	34.9%
	USF	27.5%
Academic performance	CAS	10.1%
	USF	9.1%
Racial Identity	CAS	31.1%
	USF	22.6%
Position	CAS	6.6%
	USF	15.2%
Gender/gender identity	CAS	30.9%
	USF	20.3%
English Language proficiency/accent	CAS	11.0%
	USF	7.4%
Learning disability/condition	CAS	6.3%
	USF	5.2%
Mental health/pyschological disability/condition	CAS	8.2%
	USF	6.1%
Physical characteristics	CAS	10.5%
	USF	4.4%
Socioeconomic status	CAS	9.1%
	USF	5.7%
Political views	CAS	19.4%
	USF	10.5%
Educational Credentials	CAS	2.3%
	USF	5.9%
Immigrant/citizen status	CAS	11.0%
	USF	6.1%
Age	CAS	7.5%
	USF	10.9%
Medical disability/condition	CAS	3.0%
	USF	3.7%
Participation in an organization/team	CAS	4.0%
	USF	2.8%
Philosophical views	CAS	7.7%
	USF	5.4%
International status/national origin	CAS	8.9%
	USF	4.4%
Sexual Identity	CAS	15.5%
	USF	5.9%
Gender Expression	CAS	17.1%
	USF	7.2%
Military/veteran status	CAS	0.9%
	USF	1.7%
Length of service at USF	CAS	0.5%
	USF	5.0%
Religious/spiritual views	CAS	7.3%
	USF	3.1%
Pregnancy	CAS	0.9%
	USF	2.0%
Marital status	CAS	0.5%
	USF	0.9%
Major field of study	CAS	4.7%
	USF	0.9%
Physical disability/condition	CAS	3.3%
	USF	1.8%
Parental status	CAS	0.5%
	USF	2.0%
Do not know	CAS	14.3%
	USF	18.1%
A reason not listed above	CAS	5.4%
	USF	9.1%

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

Form of Observed Conduct

Respondents were asked to identify what they believed to be the forms of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the College of Arts and Sciences respondent population, the top forms of observed conduct were Derogatory Verbal Remarks (54%), the Person Being Ignored/Excluded (35%), and the Person Being Isolated or Left Out (34%). For the USF Overall respondent population, the top forms of observed conduct were the Person Being Ignored/Excluded (41%), Derogatory Verbal Remarks (38%), and the Person Isolated or Left Out (33%).

Form of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Form of Observed Conduct
Students, Faculty & Staff

Form of Observed Conduct	Group	Percentage
Person ignored or excluded	CAS	35.1%
	USF	41.3%
Person isolated or left out	CAS	33.9%
	USF	32.7%
Derogatory verbal remarks	CAS	54.2%
	USF	37.8%
Person intimidated/bullied	CAS	28.6%
	USF	29.7%
Person experienced a hostile classroom environment	CAS	21.3%
	USF	20.7%
Racial/ethnic profiling	CAS	23.0%
	USF	15.6%
Person experienced a hostile work environment	CAS	13.6%
	USF	21.5%
Person being stared at	CAS	17.7%
	USF	10.8%
Person recieved a low or unfair performance evaluation	CAS	7.0%
	USF	8.4%
Singled out as the spokesperson for their identity group	CAS	15.3%
	USF	8.2%
Person recieved a poor grade	CAS	5.6%
	USF	4.2%
Person was the target of workplace incivility	CAS	8.2%
	USF	14.6%
Assumption that someone was admitted/hired/promoted based on his/her/their identity	CAS	10.2%
	USF	8.7%
Derogatory written comments	CAS	8.0%
	USF	5.3%
Derogatory phone calls/text messages/emails	CAS	8.2%
	USF	5.1%
Derogatory/unsolicited messages through social media	CAS	6.3%
	USF	4.6%
Assumption that someone was not admitted/hired/promoted based on his/her/their identity	CAS	4.1%
	USF	4.2%
Person was unfairly evaluated in the promotion and tenure process	CAS	2.7%
	USF	2.9%
Derogatory phone calls	CAS	1.5%
	USF	1.5%
Graffiti/vandalism	CAS	4.6%
	USF	2.1%
Physical violence	CAS	2.2%
	USF	1.0%
Threats of physical violence	CAS	2.7%
	USF	1.5%
Person was stalked	CAS	1.5%
	USF	1.7%
Something not lised above	CAS	9.0%
	USF	9.7%

The above visual shows the CAS 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 College of Arts and Sciences respondent population, the top reported target of the observed conduct was a Student (70%). For the USF Overall respondent population, the top reported target of the observed conduct was also a Student (58%).

Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Target of Observed Conduct		Students, Faculty & Staff

Target	Group	Percentage
Student	CAS	70.0%
	USF	57.7%
Faculty member/other instructional staff	CAS	13.6%
	USF	11.8%
Friend	CAS	23.7%
	USF	14.9%
Coworker/colleague	CAS	9.0%
	USF	19.9%
Staff Member	CAS	6.5%
	USF	18.6%
Student organization	CAS	5.3%
	USF	4.6%
Department chair/program director	CAS	1.6%
	USF	3.3%
Stranger	CAS	6.2%
	USF	3.6%
Student staff	CAS	4.8%
	USF	6.2%
Academic advisor	CAS	1.4%
	USF	1.1%
Senior administrator	CAS	0.7%
	USF	1.8%
Social networking site	CAS	0.7%
	USF	0.5%
USF public safety	CAS	0.7%
	USF	1.3%
Direct Report	CAS	0.7%
	USF	0.9%
USF media	CAS	2.1%
	USF	0.7%
Off-campus community member	CAS	2.3%
	USF	1.1%
Alumnus/a	CAS	0.2%
	USF	0.7%
Student teaching assistant/lab assistant/tutor	CAS	0.9%
	USF	0.4%
Athletic coach/trainer	CAS	0.7%
	USF	0.0%
Donor	CAS	0.0%
	USF	0.0%
Do not know target	CAS	4.8%
	USF	3.5%
A source not listed above	CAS	3.5%
	USF	4.2%

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

Source of Observed Conduct

Respondents were asked to identify the source of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the College of Arts and Sciences respondent population, the top source of observed conduct was a Student (62%), and a Faculty Member/Other Instructional

Staff (21%). For the USF Overall respondent population, the top source of observed conduct was a Student (38%), and a Faculty Member/Other Instructional Staff (24%).

Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Source of Observed Conduct
Students, Faculty & Staff

Source	Population	Percentage
Student	CAS	62.0%
	USF	38.4%
Faculty Member/other instructional staff	CAS	20.8%
	USF	23.7%
Staff Member	CAS	8.6%
	USF	19.5%
Senior Administrator	CAS	6.5%
	USF	14.2%
Academic advisor	CAS	3.9%
	USF	3.5%
Department Chair/program director	CAS	5.1%
	USF	6.4%
Stranger	CAS	9.5%
	USF	4.2%
Coworker/colleague	CAS	8.1%
	USF	11.9%
Student Organization	CAS	3.7%
	USF	2.9%
Student Staff	CAS	4.6%
	USF	2.2%
Friend	CAS	7.6%
	USF	2.9%
USF Media	CAS	2.3%
	USF	1.7%
Social networking site	CAS	0.9%
	USF	0.6%
USF Public safety	CAS	3.5%
	USF	0.7%
Direct Report	CAS	0.0%
	USF	0.4%
Off-campus community member	CAS	2.1%
	USF	0.6%
Donor	CAS	0.0%
	USF	0.4%
Alumnus/a	CAS	0.9%
	USF	0.7%
Athletic coach/trainer	CAS	0.5%
	USF	0.2%
Student Teaching Assistant/Student Lab Assistant/Student Tutor	CAS	0.7%
	USF	0.0%
Do not know source	CAS	4.9%
	USF	6.3%
A source not listed above	CAS	3.2%
	USF	5.9%

The above visual shows the CAS 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 College of Arts and Sciences respondent population was in a Class/Lab (34%). The top location of observed conduct for the USF Overall respondent population was also in a Class/Lab (31%).

Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Location of Observed Conduct
Students, Faculty & Staff

Location	Group	Percentage
In a class/lab	CAS	34.1%
	USF	30.8%
In a meeting with a group of people	CAS	16.7%
	USF	20.5%
In other public spaces at USF	CAS	21.7%
	USF	16.8%
In a faculty office	CAS	4.1%
	USF	6.0%
In a meeting with one person	CAS	6.7%
	USF	8.4%
On phone calls/text messages/emails	CAS	6.0%
	USF	6.7%
Off campus	CAS	11.7%
	USF	6.3%
At a USF event/program	CAS	17.4%
	USF	13.1%
In campus housing	CAS	22.2%
	USF	8.2%
In an experiential learning environment	CAS	1.0%
	USF	2.6%
In a USF administrative office	CAS	6.2%
	USF	14.6%
On social media sites	CAS	6.9%
	USF	4.9%
While working at a USF job	CAS	5.5%
	USF	11.9%
While walking on campus	CAS	12.9%
	USF	6.2%
In a USF dining facility	CAS	8.4%
	USF	3.4%
In a USF library	CAS	2.9%
	USF	4.1%
In off-campus housing	CAS	2.6%
	USF	0.7%
In athletic facilities	CAS	1.9%
	USF	0.6%
In Counseling and Psychological Services	CAS	0.2%
	USF	0.4%
In a religious center	CAS	0.0%
	USF	0.2%
On a campus shuttle	CAS	0.5%
	USF	0.2%
In the USF Clinic at St. Mary's	CAS	0.5%
	USF	0.0%
A venue not listed above	CAS	6.7%
	USF	6.3%

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

Action in Response to Observed Conduct

Respondents were asked to identify what their action was in response to the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the College of Arts and Sciences respondent population, the top actions in response to the observed conduct were that they Told a Friend (38%), and that they Did Not Do Anything (34%). Twelve percent of the College of Arts and Sciences respondent population that took an action in response to the observed conduct, Contacted a USF Resource. Of those 12%, the top actions in response to the observed conduct were to contact a Faculty Member (43%) and Senior Administrator (36%). Within the USF Overall respondent population, the top actions in response to the observed

conduct were that they Did Not Do Anything (33%), or that they Told a Friend (31%). Of the USF Overall respondent population that took an action in response to the observed conduct, 14% Contacted a USF Resource. Of these 14%, the top USF resources contacted were a Senior Administrator (44%) and a Faculty Member (30%).

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

Action in Response to Observed Conduct
Students, Faculty & Staff

Action	Group	Percentage
I did not do anything	CAS	33.9%
	USF	33.1%
I told a friend	CAS	37.5%
	USF	30.5%
I told a family member	CAS	14.1%
	USF	17.3%
I avoided the person/venue	CAS	16.0%
	USF	14.7%
I did not know who to go to	CAS	15.5%
	USF	12.2%
I confronted the person(s) at the time	CAS	18.1%
	USF	13.2%
I contacted a USF resource	CAS	12.2%
	USF	13.5%
I confronted the person(s) later	CAS	14.1%
	USF	13.2%
I sought information online	CAS	5.3%
	USF	3.6%
I sought support from off campus hotline/advocacy services	CAS	2.1%
	USF	0.8%
I sought support from a member of the clergy or spiritual advisor	CAS	1.4%
	USF	0.6%
I sought support by submitting a report through a USF reporting system	CAS	2.1%
	USF	1.9%
I contacted a local law enforcement official	CAS	0.2%
	USF	0.2%
A response not listed above	CAS	16.9%
	USF	22.6%

The above visual shows the CAS 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

Resource	Group	Percentage
Faculty member	CAS	43.2%
	USF	30.2%
Staff member	CAS	20.5%
	USF	28.6%
Senior Administrator	CAS	36.4%
	USF	44.4%
USF Diversity Engagement and Community Outreach	CAS	9.1%
	USF	12.7%
USF Public Safety	CAS	6.8%
	USF	11.1%
Office of Student Conduct Rights and Responsibilities (OSCRR)	CAS	9.1%
	USF	4.8%
Student teaching assistant	CAS	2.3%
	USF	4.8%
USF Counseling and Psychological Services (CAPS)	CAS	11.4%
	USF	1.6%
Student staff member	CAS	4.5%
	USF	0.0%
USF Title IX Office/Coordinator	CAS	0.0%
	USF	1.6%

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

Reporting of Observed Conduct

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

Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
College of Arts and Sciences

Reported Observed Hostile Conduct
Students, Faculty & Staff

	CAS		USF	
	n	%	n	%
No, I did not report it.	390	90.5%	484	88.8%
Yes, I reported it.	41	9.5%	61	11.2%
Grand Total	431	100.0%	545	100.0%

Reported Observed Hostile Conduct
Students, Faculty & Staff

No, I did not report it.	CAS	90.5%
	USF	88.8%
Yes, I reported it.	CAS	9.5%
	USF	11.2%

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

Reported Observed Hostile Conduct Detailed Response
Students, Faculty & Staff

	CAS	USF
Yes, I reported the incident and was satisfied with the outcome.	7	9
Yes, I reported the incident, but felt that it was not responded to appropriately.	13	17
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.	7	8

Note: Some of the individuals who claimed having observed hostile conduct and reported it did not specify the outcome of their report.

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 College of Arts and Sciences respondent population, 12% of respondents experienced unwanted sexual contact/conduct. In the USF Overall respondent population, 5% experienced unwanted sexual contact/conduct.

Respondents' Experience of Unwanted Sexual Contact/Conduct
College of Arts and Sciences

Unwanted Sexual Contact/Conduct
Students, Faculty & Staff

	CAS		USF	
	n	%	n	%
No, did not experience unwanted sexual contact/conduct.	1744	88.0%	2389	95.4%
Yes, experienced unwanted sexual contact/conduct.	234	11.8%	113	4.5%
Missing/Unknown	<5	0.2%	<5	0.1%
Grand Total	1982	100.0%	2504	100.0%

Unwanted Sexual Contact/Conduct
Students, Faculty & Staff

No, did not experience unwanted sexual contact/conduct.	CAS	
	USF	
Yes, experienced unwanted sexual contact/conduct.	CAS	
	USF	
Missing/Unknown	CAS	
	USF	

The above visual shows the CAS 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 12% of College of Arts and Sciences respondents that reported experiencing unwanted sexual contact/conduct, 87% were Undergraduate students, 85% were Women, 37% were White and 23% were Multiracial. Of the 5% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 45% were Undergraduate students, 83% were Women, 35% were White and 19% were Asian/Asian American/South Asian.

Respondents' Experiences of Unwanted Sexual Conduct While at USF by Demographic
Position Status, Gender Identity, Racial Identity
College of Arts and Sciences

Unwanted Sexual Conduct by Position Status
Students, Faculty & Staff

		CAS	USF
Yes, experienced unwanted sexual contact/conduct.	Undergraduate	204	51
	Graduate	10	30
	Faculty	10	9
	Staff	10	23

Unwanted Sexual Conduct by Position Status
Students, Faculty & Staff
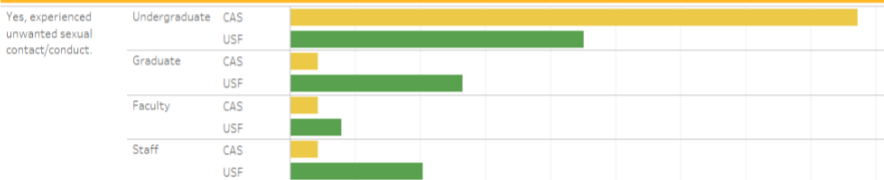
The above visual shows the CAS vs USF percentage totals by Unwanted Sexual Conduct, separated out by Position. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Gender Identity
Students, Faculty & Staff

		CAS	USF
Yes, experienced unwanted sexual contact/conduct.	Woman	198	94
	Man	19	14
	Transspectrum	16	5
	Missing/Unknown	<5	
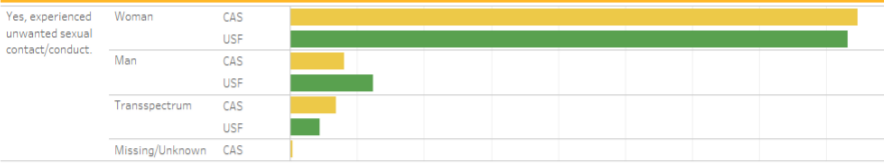
Unwanted Sexual Conduct by Gender Identity
Students, Faculty & Staff

The above visual shows the CAS 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

		CAS	USF
Yes, experienced unwanted sexual contact/conduct.	White	87	39
	Asian/Asian American/South Asian	34	21
	Multiracial	53	20
	Latin@/Chican@ /Hispanic	38	21
	Black/African American	11	6
	Other Person of Color	7	5
	Missing /Unknown	<5	<5
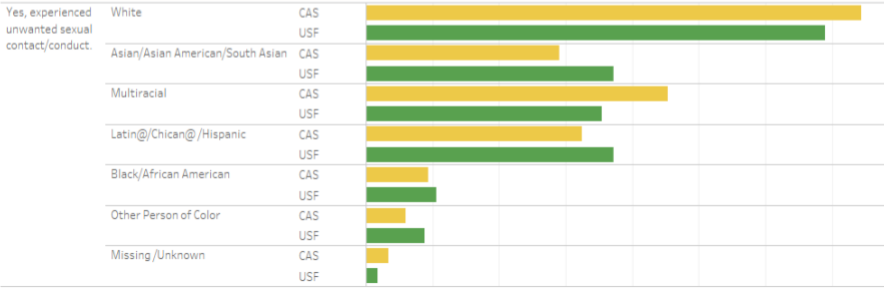
Unwanted Sexual Conduct by Racial Identity
Students, Faculty & Staff

The above visual shows the CAS 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 12% of College of Arts and Sciences respondents that reported experiencing unwanted sexual contact/conduct, 60% were Heterosexual, 70% had No Disability, 50% had No Religious/Spiritual Affiliation and 32% had a Christian Affiliation. Of the 5% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 73% were Heterosexual, 81% had No Disability, 47% had No Religious/Spiritual Affiliation and 37% had a Christian Affiliation.

Respondents' Experiences of Unwanted Sexual Conduct While at USF by Demographic
Sexual Identity, Disability Status and Religious Affiliation
College of Arts and Sciences

Unwanted Sexual Conduct by Sexual Identity
Students, Faculty & Staff

		CAS	USF
Yes, experienced unwanted sexual contact/conduct.	Heterosexual	140	82
	LGBQ	85	30
	Missing/Unknown	9	<5

Unwanted Sexual Conduct by Sexual Identity
Students, Faculty & Staff
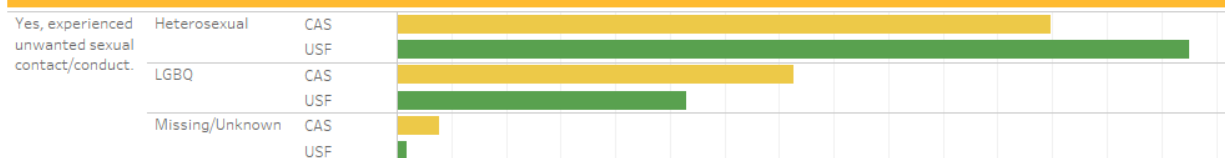
The above visual shows the SOAS vs USF percentage totals by Unwanted Sexual Conduct, separated out by Sexual Identity. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Disability Status
Students, Faculty & Staff

		CAS	USF
Yes, experienced unwanted sexual contact/conduct.	No Disability	163	92
	Multiple Disability	19	9
	Single Disability	50	12
	Missing/Unknown	<5	

Unwanted Sexual Conduct by Disability Status
Students, Faculty & Staff
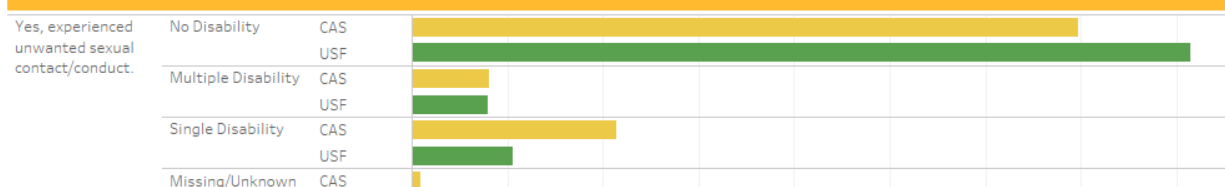
The above visual shows the CAS vs USF percentage totals by Unwanted Sexual Conduct, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Unwanted Sexual Conduct by Religious Affiliation
Students, Faculty & Staff

		CAS	USF
Yes, experienced unwanted sexual contact/conduct.	Christian Affiliation	75	42
	Multiple Religious/Spiritual Affiliations	19	6
	No Religious/Spiritual Affiliation including Not Listed	118	53
	Other Religious/Spiritual Affiliation	19	8
	Missing/Unknown	<5	<5

Unwanted Sexual Conduct by Religious Affiliation
Students, Faculty & Staff
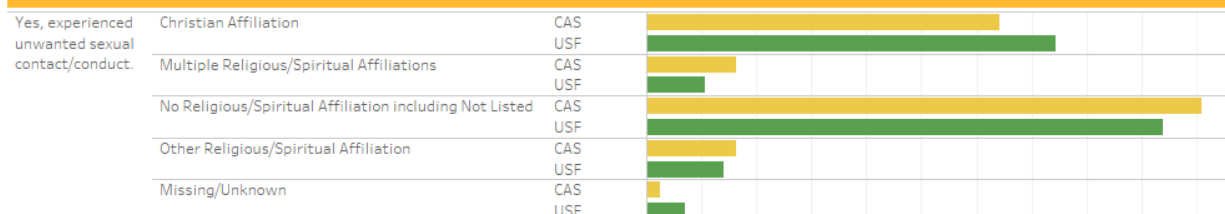
The above visual shows the CAS vs USF percentage totals by Unwanted Sexual Conduct, separated out by Religious Affiliation. The bar lengths illustrate the percentage differences.

Type of Unwanted Sexual Conduct Experienced

Of those 12% of College of Arts and Sciences respondents that experienced unwanted sexual contact/conduct, 71% experienced Unwanted Sexual Interaction, 21% experienced Stalking, 16% experienced Relationship Violence, and 34% experienced Unwanted Sexual Contact. Of the 5% of USF Overall respondents that experienced unwanted sexual contact/conduct, 78% experienced Unwanted Sexual Interaction, 19% experienced Stalking, 10% experienced Relationship Violence, and 23% experienced Unwanted Sexual Contact.

Type of Unwanted Sexual Conduct Experienced
College of Arts and Sciences

Unwanted Sexual Contact/Conduct Relationship Violence (e.g., ridiculed, controlling, hitting) Students, Faculty & Staff			Unwanted Sexual Contact/Conduct Stalking (e.g., following me, on social media, texting, phone calls) Students, Faculty & Staff		
	CAS	USF		CAS	USF
No	1945	2493	No	1932	2483
Yes	37	11	Yes	50	21
Unwanted Sexual Contact/Conduct Unwanted Sexual Interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) Students, Faculty & Staff			Unwanted Sexual Contact/Conduct Unwanted Sexual Contact (e.g., fondling, rape, sexual assault, penetration without consent) Students, Faculty & Staff		
	CAS	USF		CAS	USF
No	1816	2416	No	1902	2478
Yes	166	88	Yes	80	26

The most prevalent type of Unwanted Sexual Conduct, Unwanted Sexual Interaction, will be shown in further detail.

Unwanted Sexual Interaction by Undergraduate Year

Of the 12% of College of Arts and Sciences respondents that reported experiencing unwanted sexual contact/conduct, 71% reported experiencing Unwanted Sexual Interaction (e.g., cat-calling, repeated sexual advances, sexual harassment). Of those 71%, 87% were Undergraduate students. The charts below show the breakdown of when those College of Arts and Sciences Undergraduate student respondents experienced such conduct, compared to the USF Undergraduate student respondent population. The Fall Semester of the First Year had the highest number of experiences of Unwanted Sexual Interaction, for both the College of Arts and Sciences Undergraduate respondents, as well as for the USF Undergraduate respondents.

Undergraduate Year Student Respondents Experienced Sexual Interaction
College of Arts and Sciences
Undergraduate Students Only

Unwanted Sexual Interaction as a First Year Undergradaute

	CAS	USF
Fall Semester	72	17
Spring Semester	13	7
Grand Total	85	24

Unwanted Sexual Interaction as a Second Year Undergradaute

	CAS	USF
Fall Semester	38	9
Spring Semester	6	5
Summer Semester	<5	
Grand Total	46	14

Unwanted Sexual Interaction as a Third Year Undergradaute

	CAS	USF
Fall Semester	31	6
Spring Semester	5	<5
Summer Semester	<5	
Grand Total	37	7

Unwanted Sexual Interaction as a Fourth Year Undergradaute

	CAS	USF
Fall Semester	6	5
Grand Total	6	5

Unwanted Sexual Interaction by Demographics

Of the College of Arts and Sciences respondents that experienced Unwanted Sexual Interaction, 87% were Undergraduate students, 84% were Women, 55% were Heterosexual, 38% were White and 23% were Multiracial, 51% had No Religious/Spiritual Affiliation, and 70% had No Disability. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 47% were Undergraduate students, 87% were Women, 74% were Heterosexual, 39% were White, 19% were Asian/Asian American/South Asian and 19% were Multiracial, 47% had No Religious/Spiritual Affiliation, and 81% had No Disability.

Unwanted Sexual Interaction Demographics
College of Arts and Sciences

Sexual Interaction by Position
Students, Faculty & Staff

	CAS	USF
Undergraduate	144	41
Graduate	10	21
Faculty	5	7
Staff	7	19

Sexual Interaction by Gender
Students, Faculty & Staff

	CAS	USF
Women	140	76
Men	11	9
Transspectrum	14	<5
Missing/Unknown	<5	

Unwanted Sexual Interaction by Sexual Identity
Students, Faculty & Staff

	CAS	USF
Heterosexual	92	65
LGBQ	66	23
Missing/Unknown	8	

Unwanted Sexual Interaction by Disability
Students, Faculty & Staff

	CAS	USF
No Disability	116	71
Single Disability	34	11
Multiple Disability	14	6
Missing/Unknown	<5	

Unwanted Sexual Interaction by Race
Students, Faculty & Staff

	CAS	USF
Asian/Asian American/South Asian	26	17
Black/African American	8	<5
Latin@/Chican@/Hispanic	22	14
Missing/Unknown	<5	
Multiracial	38	17
Other Person of Color	5	<5
White	64	34

Unwanted Sexual Interaction by Religion
Students, Faculty & Staff

	CAS	USF
Christian Affiliation	49	34
Multiple Religious/Spiritual Affiliations	14	<5
No Religious/Spiritual Affiliation including Not Listed	84	41
Other Religious/Spiritual Affiliation	16	8
Missing/Unknown	<5	<5

Emotional Reaction to Unwanted Sexual Interaction

Of the College of Arts and Sciences respondents that experienced Unwanted Sexual Interaction, the most common reaction was that they Felt Angry (57%). Of the USF Overall respondents that experienced Unwanted Sexual Interaction, the most common reaction was that they Felt Angry (59%).

Emotional Reaction to Unwanted Sexual Interaction
College of Arts and Sciences

Reaction to Unwanted Sexual Interaction
Students, Faculty & Staff

Reaction	Group	Percentage
I felt angry	CAS	57.3%
	USF	59.1%
I felt embarrassed	CAS	56.1%
	USF	48.9%
I ignored it	CAS	42.7%
	USF	39.8%
I felt afraid	CAS	42.7%
	USF	25.0%
I felt somehow responsible	CAS	28.7%
	USF	27.3%
A feeling not listed above	CAS	12.8%
	USF	17.0%
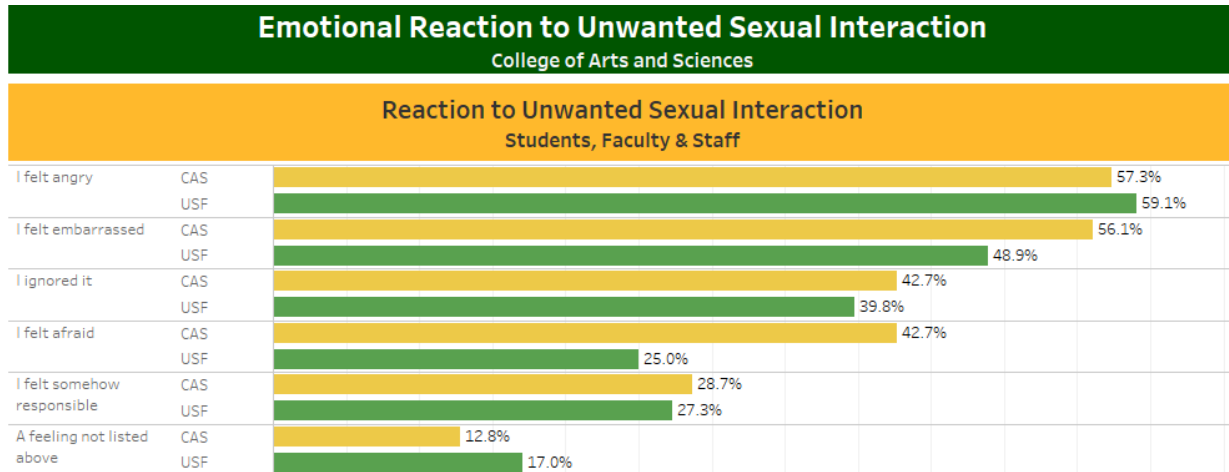
The above visual shows the CAS vs USF percentage totals by Reaction to Unwanted Sexual Interaction. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Actions in Response to Unwanted Sexual Interaction

Of the College of Arts and Sciences respondents that experienced Unwanted Sexual Interaction, the top actions in response to such conduct were that they Told a Friend (58%) and Avoided the Person/Venue (49%). Nine percent of College of Arts and Sciences respondents that experienced such conduct, indicated that they Contacted a USF Resource. The top two USF resources contacted were Title IX Office/Coordinator (57%) and USF Counseling and Psychological Services (50%). 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 (49%) and Told a Friend (48%). Thirteen percent of USF Overall respondents that experienced such conduct, indicated that they Contacted a USF Resource. The top two USF resources contacted were USF Public Safety (30%) and Senior Administrator (30%).

Reporting of Unwanted Sexual Interaction

Of the College of Arts and Sciences respondents that experienced Unwanted Sexual Interaction, 88% did not report their experience. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 86% did not report their experience.

Respondents Officially Reported Unwanted Sexual Interaction
College of Arts and Sciences

Reported Sexual Interaction Students, Faculty & Staff		
	CAS	USF
No, I did not report it.	146	76
Yes, I reported the incident.	19	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		
	CAS	USF
Yes, I reported the incident, but felt that it was not responded to appropriately.	5	6
Yes, I reported the incident and was satisfied with the outcome.	6	<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	<5

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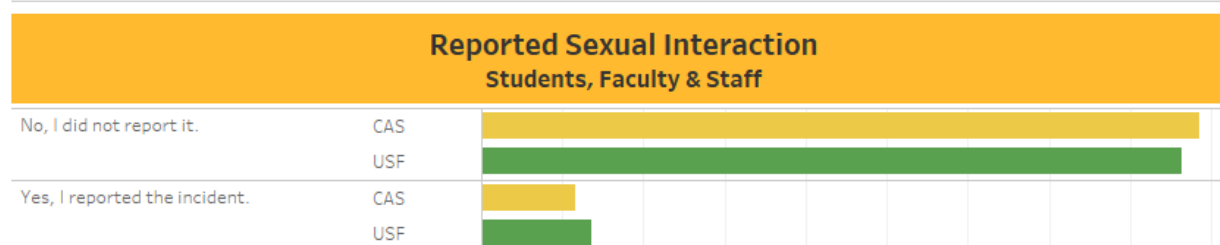
The above visual shows the CAS vs USF percentage totals by Reported Sexual Interaction. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the totals are greater than 100%.

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 College of Arts and Sciences respondents agreed to having a broad knowledge of definitions, policies, and resources

surrounding unwanted sexual conduct. However, twenty-one percent of 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." The majority of USF Overall respondents also agreed to having a broad knowledge of definitions, policies, and resources surrounding unwanted sexual conduct. However, similarly, twenty-one 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
College of Arts and Sciences
Students, Faculty & Staff

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

	CAS	USF
Strongly agree	1083	1379
Agree	714	917
Neither agree nor disagree	146	148
Disagree	15	28
Strongly disagree	7	14
Missing/Unknown	17	18

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

	CAS	USF
Strongly agree	761	912
Agree	814	1027
Neither agree nor disagree	233	351
Disagree	129	161
Strongly disagree	23	35
Missing/Unknown	22	18

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

	CAS	USF
Strongly agree	600	698
Agree	661	858
Neither agree nor disagree	291	405
Disagree	339	450
Strongly disagree	68	72
Missing/Unknown	23	21

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

	CAS	USF
Strongly agree	978	1191
Agree	713	941
Neither agree nor disagree	140	189
Disagree	111	139
Strongly disagree	27	28
Missing/Unknown	13	16

Perceived Environment

The final section of the report describes responses to survey items focused on the subgroup's 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-nine percent of College of Arts and Sciences Undergraduate respondents, and eighteen percent of College of Arts and Sciences Graduate student respondents indicated that they had seriously considered leaving. In comparison, thirty-two percent of USF Overall Undergraduate student respondents, and twenty-three percent of USF Graduate student respondents indicated that they had seriously considered leaving.

Respondents Seriously Considered Leaving USF in Past Year
College of Arts and Sciences

Considered Leaving USF
Undergraduate & Graduate Students

		CAS n	CAS %	USF n	USF %
Undergraduate	Yes, seriously considered leaving.	510	39.3%	234	31.8%
	No, did not seriously consider leaving.	787	60.7%	501	68.2%
Graduate	Yes, seriously considered leaving.	51	18.3%	204	22.5%
	No, did not seriously consider leaving.	227	81.7%	702	77.4%
	Missing/Unknown			<5	0.1%

Considered Leaving USF
Undergraduate & Graduate Students

		Undergraduate	Graduate
Yes, seriously considered leaving.	CAS	39.3%	18.3%
	USF	31.8%	22.5%
No, did not seriously consider leaving.	CAS	60.7%	81.7%
	USF	68.2%	77.4%
Missing/Unknown	USF		0.1%

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

Of the 39% of College of Arts and Sciences Undergraduate students that indicated they had seriously considered leaving USF, the top three reasons provided were Lack of Sense of Belonging (62%), Financial Reasons (44%), and Lack of Social Life at USF (52%). Of the 18% of College of Arts and Sciences Graduate student respondents that indicated they had seriously considered leaving USF, the top reason provided was Financial Reasons (45%). Of the 32% of USF Undergraduate student respondents that indicated they had seriously considered leaving

USF, the top reasons provided were a Lack of Social Life at USF (53%), and a Lack of Sense of Belonging (53%). 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 (45%), Financial Reasons (35%) and a Lack of Sense of Belonging (31%).

Reasons Why Respondents Considered Leaving USF
College of Arts and Sciences

Considerations for Leaving
Undergraduate & Graduate Students

		Undergraduate	Graduate
Lack of sense of belonging	CAS	62.3%	39.2%
	USF	52.6%	31.0%
Financial reasons	CAS	43.9%	45.1%
	USF	38.5%	35.0%
Lack of social life at USF	CAS	52.4%	15.7%
	USF	53.4%	9.0%
Climate was not welcoming	CAS	27.7%	25.5%
	USF	23.9%	24.5%
Lack of support group	CAS	28.9%	15.7%
	USF	24.8%	19.0%
Personal Reasons	CAS	27.9%	25.5%
	USF	17.9%	22.0%
Homesick	CAS	23.7%	11.8%
	USF	22.2%	6.0%
Lack of support services	CAS	14.4%	17.6%
	USF	15.0%	21.5%
Coursework was too difficult	CAS	9.1%	9.8%
	USF	6.4%	3.5%
Didn't like major	CAS	14.8%	17.6%
	USF	9.0%	6.5%
Coursework not challenging enough	CAS	10.5%	9.8%
	USF	11.1%	20.0%
Didn't meet the selection criteria for a major	CAS	3.6%	2.0%
	USF	1.7%	3.5%
Don't connect with USF's Jesuit mission	CAS	5.1%	2.0%
	USF	4.7%	4.5%
Didn't have my major	CAS	8.7%	2.0%
	USF	1.7%	0.5%
My marital/relationship status	CAS	5.1%	3.9%
	USF	1.7%	1.5%
A reason not listed above	CAS	14.0%	39.2%
	USF	17.5%	45.0%

The above visual shows the CAS 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 Undergraduate and Graduate student respondents within the College of Arts and Sciences, was generally positive. However, one area did leave room for improvement. Thirty-six percent of Undergraduate and Graduate student respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement "I think that faculty prejudge my ability based on their perception of my identity/background." Within the USF Undergraduate and Graduate student respondent population, 38% of student respondents also "agreed" or "strongly agreed" with this statement.

Student Respondents' Perception of Campus Climate
College of Arts and Sciences

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

	CAS n	CAS %	USF n	USF %
Strongly agree	228	14.5%	257	15.7%
Agree	336	21.3%	361	22.0%
Neither agree nor disagree	427	27.1%	412	25.1%
Disagree	395	25.1%	373	22.7%
Strongly disagree	168	10.7%	212	12.9%
Missing/Unknown	21	1.3%	27	1.6%
Grand Total	1575	100.0%	1642	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly agree	428	27.2%	486	29.6%
Agree	676	42.9%	682	41.5%
Neither agree nor disagree	289	18.3%	294	17.9%
Disagree	106	6.7%	113	6.9%
Strongly disagree	60	3.8%	46	2.8%
Missing/Unknown	16	1.0%	21	1.3%
Grand Total	1575	100.0%	1642	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly agree	561	35.6%	613	37.3%
Agree	570	36.2%	637	38.8%
Neither agree nor disagree	326	20.7%	274	16.7%
Disagree	84	5.3%	67	4.1%
Strongly disagree	28	1.8%	32	1.9%
Missing/Unknown	6	0.4%	19	1.2%
Grand Total	1575	100.0%	1642	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly agree	402	25.5%	432	26.3%
Agree	461	29.3%	528	32.2%
Neither agree nor disagree	516	32.8%	490	29.8%
Disagree	146	9.3%	124	7.6%
Strongly disagree	43	2.7%	46	2.8%
Missing/Unknown	7	0.4%	22	1.3%
Grand Total	1575	100.0%	1642	100.0%

Feelings of Value

Students were asked to indicate the extent to which they "agreed" with a number of statements on feelings of value. Overall, Undergraduate and Graduate students in the College of Arts and Sciences 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."
College of Arts and Sciences

I feel valued by USF faculty
Undergraduate & Graduate Students

	CAS		USF	
	n	%	n	%
Strongly agree	515	32.7%	547	33.3%
Agree	735	46.7%	757	46.1%
Neither agree nor disagree	244	15.5%	216	13.2%
Disagree	61	3.9%	85	5.2%
Strongly disagree	14	0.9%	24	1.5%
Missing/Unknown	6	0.4%	13	0.8%
Grand Total	1575	100.0%	1642	100.0%

I feel valued by USF staff
Undergraduate & Graduate Students

	CAS		USF	
	n	%	n	%
Strongly agree	457	29.0%	490	29.8%
Agree	688	43.7%	723	44.0%
Neither agree nor disagree	312	19.8%	296	18.0%
Disagree	83	5.3%	89	5.4%
Strongly disagree	24	1.5%	27	1.6%
Missing/Unknown	11	0.7%	17	1.0%
Grand Total	1575	100.0%	1642	100.0%

I feel valued by USF senior administrators
Undergraduate & Graduate Students

	CAS		USF	
	n	%	n	%
Strongly agree	306	19.4%	379	23.1%
Agree	468	29.7%	536	32.6%
Neither agree nor disagree	540	34.3%	465	28.3%
Disagree	183	11.6%	167	10.2%
Strongly disagree	65	4.1%	72	4.4%
Missing/Unknown	13	0.8%	23	1.4%
Grand Total	1575	100.0%	1642	100.0%

I feel valued by faculty in the classroom
Undergraduate & Graduate Students

	CAS		USF	
	n	%	n	%
Strongly agree	532	33.8%	567	34.5%
Agree	790	50.2%	788	48.0%
Neither agree nor disagree	192	12.2%	201	12.2%
Disagree	40	2.5%	52	3.2%
Strongly disagree	10	0.6%	11	0.7%
Missing/Unknown	11	0.7%	23	1.4%
Grand Total	1575	100.0%	1642	100.0%

I feel valued by other students in classroom
Undergraduate & Graduate Students

	CAS		USF	
	n	%	n	%
Strongly agree	381	24.2%	507	30.9%
Agree	693	44.0%	769	46.8%
Neither agree nor disagree	378	24.0%	267	16.3%
Disagree	92	5.8%	63	3.8%
Strongly disagree	21	1.3%	15	0.9%
Missing/Unknown	10	0.6%	21	1.3%
Grand Total	1575	100.0%	1642	100.0%

I feel valued by other students outside the classroom
Undergraduate & Graduate Students

	CAS		USF	
	n	%	n	%
Strongly agree	356	22.6%	415	25.3%
Agree	618	39.2%	688	41.9%
Neither agree nor disagree	419	26.6%	420	25.6%
Disagree	117	7.4%	75	4.6%
Strongly disagree	33	2.1%	18	1.1%
Missing/Unknown	32	2.0%	26	1.6%
Grand Total	1575	100.0%	1642	100.0%

Graduate Student Perceptions

Graduate students, specifically, were asked how they felt about their experience at USF. Regarding advising, there were no major areas of concern. College of Arts and Sciences Graduate students responded positively to questions regarding their advising at a higher rate than USF Graduate student respondents. Regarding how graduate students feel about their department/program, there were also no major areas of concern. College of Arts and Sciences Graduate students responded positively to questions related to their department/program at a higher rate than USF Graduate student respondents.

Graduate Student Respondents' Perceptions of Advising
"As a graduate student I feel…"
College of Arts and Sciences

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

	CAS n	CAS %	USF n	USF %
Strongly agree	106	38.1%	218	24.0%
Agree	103	37.1%	341	37.6%
Neither agree nor disagree	42	15.1%	168	18.5%
Disagree	16	5.8%	120	13.2%
Strongly disagree	10	3.6%	54	6.0%
Missing/Unknown	<5	0.4%	6	0.7%
Grand Total	278	100.0%	907	100.0%

I have adequate access to advising — Graduate Students

	CAS n	CAS %	USF n	USF %
Strongly agree	113	40.6%	249	27.5%
Agree	106	38.1%	378	41.7%
Neither agree nor disagree	38	13.7%	139	15.3%
Disagree	14	5.0%	103	11.4%
Strongly disagree	5	1.8%	30	3.3%
Missing/Unknown	<5	0.7%	8	0.9%
Grand Total	278	100.0%	907	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly agree	128	46.0%	268	29.5%
Agree	88	31.7%	347	38.3%
Neither agree nor disagree	43	15.5%	165	18.2%
Disagree	10	3.6%	89	9.8%
Strongly disagree	7	2.5%	33	3.6%
Missing/Unknown	<5	0.7%	5	0.6%
Grand Total	278	100.0%	907	100.0%

My advisor/chair provides clear expectations — Graduate Students

	CAS n	CAS %	USF n	USF %
Strongly agree	117	42.1%	246	27.1%
Agree	95	34.2%	342	37.7%
Neither agree nor disagree	48	17.3%	185	20.4%
Disagree	13	4.7%	93	10.3%
Strongly disagree	<5	0.7%	34	3.7%
Missing/Unknown	<5	1.1%	7	0.8%
Grand Total	278	100.0%	907	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly agree	133	47.8%	294	32.4%
Agree	96	34.5%	358	39.5%
Neither agree nor disagree	34	12.2%	166	18.3%
Disagree	8	2.9%	55	6.1%
Strongly disagree	<5	1.1%	23	2.5%
Missing/Unknown	<5	1.4%	11	1.2%
Grand Total	278	100.0%	907	100.0%

Graduate Student Respondents' Perceptions of Department/Program
"As a graduate student I feel..."
College of Arts and Sciences

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

	CAS		USF	
	n	%	n	%
Strongly agree	144	51.8%	314	34.6%
Agree	103	37.1%	419	46.2%
Neither agree nor disagree	21	7.6%	103	11.4%
Disagree	6	2.2%	47	5.2%
Strongly disagree	<5	1.1%	18	2.0%
Missing/Unknown	<5	0.4%	6	0.7%
Grand Total	278	100.0%	907	100.0%

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

	CAS		USF	
	n	%	n	%
Strongly agree	144	51.8%	303	33.4%
Agree	100	36.0%	411	45.3%
Neither agree nor disagree	25	9.0%	118	13.0%
Disagree	<5	1.4%	51	5.6%
Strongly disagree	<5	1.1%	14	1.5%
Missing/Unknown	<5	0.7%	10	1.1%
Grand Total	278	100.0%	907	100.0%

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

	CAS		USF	
	n	%	n	%
Strongly agree	85	30.6%	153	16.9%
Agree	81	29.1%	260	28.7%
Neither agree nor disagree	65	23.4%	242	26.7%
Disagree	31	11.2%	174	19.2%
Strongly disagree	13	4.7%	72	7.9%
Missing/Unknown	<5	1.1%	6	0.7%
Grand Total	278	100.0%	907	100.0%

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

	CAS		USF	
	n	%	n	%
Strongly agree	104	37.4%	189	20.8%
Agree	85	30.6%	253	27.9%
Neither agree nor disagree	61	21.9%	311	34.3%
Disagree	16	5.8%	88	9.7%
Strongly disagree	9	3.2%	53	5.8%
Missing/Unknown	<5	1.1%	13	1.4%
Grand Total	278	100.0%	907	100.0%

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

	CAS		USF	
	n	%	n	%
Strongly agree	102	36.7%	172	19.0%
Agree	94	33.8%	263	29.0%
Neither agree nor disagree	54	19.4%	278	30.7%
Disagree	18	6.5%	121	13.3%
Strongly disagree	8	2.9%	59	6.5%
Missing/Unknown	<5	0.7%	14	1.5%
Grand Total	278	100.0%	907	100.0%

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

	CAS		USF	
	n	%	n	%
Strongly agree	95	34.2%	174	19.2%
Agree	87	31.3%	267	29.4%
Neither agree nor disagree	62	22.3%	266	29.3%
Disagree	19	6.8%	132	14.6%
Strongly disagree	13	4.7%	59	6.5%
Missing/Unknown	<5	0.7%	9	1.0%
Grand Total	278	100.0%	907	100.0%

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

	CAS		USF	
	n	%	n	%
Strongly agree	132	47.5%	322	35.5%
Agree	95	34.2%	364	40.1%
Neither agree nor disagree	36	12.9%	157	17.3%
Disagree	8	2.9%	27	3.0%
Strongly disagree	5	1.8%	24	2.6%
Missing/Unknown	<5	0.7%	13	1.4%
Grand Total	278	100.0%	907	100.0%

Academic Experience

Students were asked to indicate the extent to which they "agreed" with a number of statements regarding their academic experience at USF. Overall, Undergraduate and Graduate student respondents within the College of Arts and Sciences reported having a positive academic experience. However, there was one area with a high percentage of negativity. Forty-eight percent of College of Arts and Sciences student respondents "agreed" or "strongly agreed" with the statement, "Few of my courses this year have been intellectually stimulating." Similarly, Forty-eight percent of USF Undergraduate and Graduate student respondents "agreed" or "strongly agreed" with this statement.

Academic Experience at USF
College of Arts and Sciences

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

	CAS n	CAS %	USF n	USF %
Strongly Agree	409	26.0%	512	31.2%
Agree	770	48.9%	840	51.2%
Neither agree nor disagree	211	13.4%	161	9.8%
Disagree	163	10.3%	115	7.0%
Strongly Disagree	20	1.3%	11	0.7%
Missing/Unknown	<5	0.1%	<5	0.2%
Grand Total	1575	100.0%	1642	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly Agree	235	14.9%	295	18.0%
Agree	516	32.8%	496	30.2%
Neither agree nor disagree	240	15.2%	224	13.6%
Disagree	428	27.2%	417	25.4%
Strongly Disagree	147	9.3%	198	12.1%
Missing/Unknown	9	0.6%	12	0.7%
Grand Total	1575	100.0%	1642	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly Agree	392	24.9%	440	26.8%
Agree	829	52.6%	857	52.2%
Neither agree nor disagree	248	15.7%	216	13.2%
Disagree	77	4.9%	90	5.5%
Strongly Disagree	19	1.2%	25	1.5%
Missing/Unknown	10	0.6%	14	0.9%
Grand Total	1575	100.0%	1642	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly Agree	464	29.5%	509	31.0%
Agree	789	50.1%	839	51.1%
Neither agree nor disagree	225	14.3%	198	12.1%
Disagree	73	4.6%	70	4.3%
Strongly Disagree	14	0.9%	14	0.9%
Missing/Unknown	10	0.6%	12	0.7%
Grand Total	1575	100.0%	1642	100.0%

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

	CAS n	CAS %	USF n	USF %
Strongly Agree	382	24.3%	452	27.5%
Agree	646	41.0%	780	47.5%
Neither agree nor disagree	306	19.4%	269	16.4%
Disagree	191	12.1%	114	6.9%
Strongly Disagree	38	2.4%	19	1.2%
Missing/Unknown	12	0.8%	8	0.5%
Grand Total	1575	100.0%	1642	100.0%

My academic experience has had a positive influence on my intellectual growth and interest in ideas
Undergraduate & Graduate Students

	CAS n	CAS %	USF n	USF %
Strongly Agree	556	35.3%	611	37.2%
Agree	741	47.0%	797	48.5%
Neither agree nor disagree	201	12.8%	160	9.7%
Disagree	54	3.4%	41	2.5%
Strongly Disagree	8	0.5%	17	1.0%
Missing/Unknown	15	1.0%	16	1.0%
Grand Total	1575	100.0%	1642	100.0%

Academic Experience at USF
College of Arts and Sciences

My academic experience has had a positive influence on my intellectual growth and interest in ideas
Undergraduate & Graduate Students

	CAS n	CAS %	USF n	USF %
Strongly Agree	556	35.3%	611	37.2%
Agree	741	47.0%	797	48.5%
Neither agree nor disagree	201	12.8%	160	9.7%
Disagree	54	3.4%	41	2.5%
Strongly Disagree	8	0.5%	17	1.0%
Missing/Unknown	15	1.0%	16	1.0%
Grand Total	1575	100.0%	1642	100.0%

My interest in ideas and intellectual matters has increased since coming to USF
Undergraduate & Graduate Students

	CAS n	CAS %	USF n	USF %
Strongly Agree	623	39.6%	613	37.3%
Agree	693	44.0%	730	44.5%
Neither agree nor disa..	183	11.6%	216	13.2%
Disagree	58	3.7%	64	3.9%
Strongly Disagree	13	0.8%	8	0.5%
Missing/Unknown	5	0.3%	11	0.7%
Grand Total	1575	100.0%	1642	100.0%

Thinking ahead, it is likely that I will leave USF without meeting my academic goal
Undergraduate & Graduate Students

	CAS n	CAS %	USF n	USF %
Strongly Agree	69	4.4%	67	4.1%
Agree	84	5.3%	73	4.4%
Neither agree nor disagree	235	14.9%	167	10.2%
Disagree	435	27.6%	376	22.9%
Strongly Disagree	747	47.4%	955	58.2%
Missing/Unknown	5	0.3%	<5	0.2%
Grand Total	1575	100.0%	1642	100.0%

I intend to graduate from USF
Undergraduate & Graduate Students

	CAS n	CAS %	USF n	USF %
Strongly Agree	956	60.7%	1151	70.1%
Agree	428	27.2%	372	22.7%
Neither agree nor disagree	146	9.3%	91	5.5%
Disagree	22	1.4%	14	0.9%
Strongly Disagree	14	0.9%	<5	0.1%
Missing/Unknown	9	0.6%	12	0.7%
Grand Total	1575	100.0%	1642	100.0%

Institutional Initiatives

Students were also asked about their perception of a number of institutional initiatives. Within the College of Arts and Sciences population, of the Undergraduate and Graduate students that answered the question believing the initiative was currently available, the majority reported that the initiative positively influences climate. Similarly, of the Undergraduate and 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.

College of Arts and Sciences

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

Providing equity and inclusion training for students
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	970	1026
Has no influence on climate	153	137
Negatively influences climate	25	14
Missing/Unknown	427	465
Grand Total	1575	1642

Providing equity and inclusion training for students
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	266	266
Would have no influence on climate	46	50
Would negatively influence climate	5	8
Missing/Unknown	1258	1318
Grand Total	1575	1642

Providing equity and inclusion training for staff
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	976	1011
Has no influence on climate	146	130
Negatively influences climate	21	15
Missing/Unknown	432	486
Grand Total	1575	1642

Providing equity and inclusion training for staff
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	271	272
Would have no influence on climate	31	41
Would negatively influence climate	5	13
Missing/Unknown	1268	1316
Grand Total	1575	1642

Providing equity and inclusion training for faculty
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	985	1001
Has no influence on climate	139	133
Negatively influences climate	18	10
Missing/Unknown	433	498
Grand Total	1575	1642

Providing equity and inclusion training for faculty
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	260	276
Would have no influence on climate	30	37
Would negatively influence climate	<5	14
Missing/Unknown	1281	1315
Grand Total	1575	1642

Providing access to counseling for people who have experienced harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	1192	1198
Has no influence on climate	97	78
Negatively influences climate	12	8
Missing/Unknown	274	358
Grand Total	1575	1642

Providing access to counseling for people who have experienced harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	126	160
Would have no influence on climate	12	16
Would negatively influence climate	6	14
Missing/Unknown	1431	1452
Grand Total	1575	1642

Providing access to counseling for people accused of harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	1064	1119
Has no influence on climate	124	95
Negatively influences climate	15	9
Missing/Unknown	372	419
Grand Total	1575	1642

Providing access to counseling for people accused of harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	189	207
Would have no influence on climate	25	28
Would negatively influence climate	14	13
Missing/Unknown	1347	1394
Grand Total	1575	1642

Providing due process for people who have experienced harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	1088	1106
Has no influence on climate	108	106
Negatively influences climate	15	10
Missing/Unknown	364	420
Grand Total	1575	1642

Providing due process for people who have experienced harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	176	208
Would have no influence on climate	19	19
Would negatively influence climate	15	13
Missing/Unknown	1365	1402
Grand Total	1575	1642

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.
College of Arts and Sciences

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

Providing due process for people accused of harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	1008	1050
Has no influence on climate	130	127
Negatively influences climate	33	13
Missing/Unknown	404	452
Grand Total	1575	1642

Providing due process for people accused of harassment or other discriminatory behavior
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	193	219
Would have no influence on climate	33	27
Would negatively influence climate	17	20
Missing/Unknown	1332	1376
Grand Total	1575	1642

Providing a person to address student complaints of bias by faculty/staff in learning environments
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	940	977
Has no influence on climate	145	116
Negatively influences climate	16	20
Missing/Unknown	474	529
Grand Total	1575	1642

Providing a person to address student complaints of bias by faculty/staff in learning environments
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	280	295
Would have no influence on climate	33	37
Would negatively influence climate	10	14
Missing/Unknown	1252	1296
Grand Total	1575	1642

Providing a person to address student complaints of bias by other students in learning environments
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	923	978
Has no influence on climate	153	119
Negatively influences climate	23	23
Missing/Unknown	476	522
Grand Total	1575	1642

Providing a person to address student complaints of bias by other students in learning environments
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	260	282
Would have no influence on climate	46	37
Would negatively influence climate	11	16
Missing/Unknown	1258	1307
Grand Total	1575	1642

Increasing opportunities for cross-cultural dialogue among students
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	988	1014
Has no influence on climate	120	112
Negatively influences climate	11	14
Missing/Unknown	456	502
Grand Total	1575	1642

Increasing opportunities for cross-cultural dialogue among students
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	277	271
Would have no influence on climate	20	35
Would negatively influence climate	6	8
Missing/Unknown	1272	1328
Grand Total	1575	1642

Increasing opportunities for cross-cultural dialogue between faculty, staff, and students
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	944	974
Has no influence on climate	128	122
Negatively influences climate	12	12
Missing/Unknown	491	534
Grand Total	1575	1642

Increasing opportunities for cross-cultural dialogue between faculty, staff, and students
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	303	295
Would have no influence on climate	26	35
Would negatively influence climate	5	12
Missing/Unknown	1241	1300
Grand Total	1575	1642

Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum
Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	984	1023
Has no influence on climate	141	127
Negatively influences climate	17	13
Missing/Unknown	433	479
Grand Total	1575	1642

Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum
Undergraduate & Graduate Students

	CAS	USF
Would positively influence climate	248	240
Would have no influence on climate	19	41
Would negatively influence climate	<5	11
Missing/Unknown	1305	1350
Grand Total	1575	1642

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.

College of Arts and Sciences

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

Providing effective faculty mentorship of students — Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	980	1060
Has no influence on climate	117	94
Negatively influences climate	12	13
Missing/Unknown	466	475
Grand Total	1575	1642

	CAS	USF
Would positively influence climate	277	254
Would have no influence on climate	19	22
Would negatively influence climate	5	10
Missing/Unknown	1274	1356
Grand Total	1575	1642

Providing effective faculty academic advising — Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	1063	1096
Has no influence on climate	125	100
Negatively influences climate	13	11
Missing/Unknown	374	435
Grand Total	1575	1642

	CAS	USF
Would positively influence climate	191	215
Would have no influence on climate	17	17
Would negatively influence climate	<5	11
Missing/Unknown	1364	1399
Grand Total	1575	1642

Providing immediate access for students to CASA — Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	1000	984
Has no influence on climate	179	144
Negatively influences climate	16	11
Missing/Unknown	380	503
Grand Total	1575	1642

	CAS	USF
Would positively influence climate	181	229
Would have no influence on climate	28	42
Would negatively influence climate	5	13
Missing/Unknown	1361	1358
Grand Total	1575	1642

Providing diversity training for student staff — Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	1004	1025
Has no influence on climate	141	115
Negatively influences climate	16	10
Missing/Unknown	414	492
Grand Total	1575	1642

	CAS	USF
Would positively influence climate	223	254
Would have no influence on climate	24	30
Missing/Unknown	1321	1344
Would negatively influence climate	7	14
Grand Total	1575	1642

Providing affordable child care — Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	694	781
Has no influence on climate	165	147
Negatively influences climate	15	12
Missing/Unknown	701	702
Grand Total	1575	1642

	CAS	USF
Would positively influence climate	473	438
Would have no influence on climate	56	53
Would negatively influence climate	14	14
Missing/Unknown	1032	1137
Grand Total	1575	1642

Providing support/resources for spouse/partner employment — Undergraduate & Graduate Students

	CAS	USF
Positively influences climate	714	808
Has no influence on climate	185	137
Negatively influences climate	11	6
Missing/Unknown	665	691
Grand Total	1575	1642

	CAS	USF
Would positively influence climate	412	407
Would have no influence on climate	72	62
Would negatively influence climate	11	11
Missing/Unknown	1080	1162
Grand Total	1575	1642

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 College of Arts and Sciences, 47% of Faculty respondents, and 65% of Staff respondents stated that they had seriously considered leaving USF in the past year. Within the USF Overall population, 47% of Faculty respondents, and 58% of Staff respondents stated that they had seriously considered leaving USF in the past year.

Respondents Seriously Considered Leaving USF in Past Year
College of Arts and Sciences

Considered Leaving USF
Faculty & Staff

		CAS		USF	
		n	%	n	%
Faculty	Yes, seriously considered leaving.	154	47.4%	127	46.9%
	No, did not seriously consider leaving.	171	52.6%	138	50.9%
	Missing/Unknown			6	2.2%
Staff	Yes, seriously considered leaving.	53	64.6%	345	58.4%
	No, did not seriously consider leaving.	29	35.4%	246	41.6%

Considered Leaving USF
Faculty & Staff

			Faculty	Staff
Yes, seriously considered leaving.	CAS		47.4%	64.6%
	USF		46.9%	58.4%
No, did not seriously consider leaving.	CAS		52.6%	35.4%
	USF		50.9%	41.6%
Missing/Unknown	USF		2.2%	
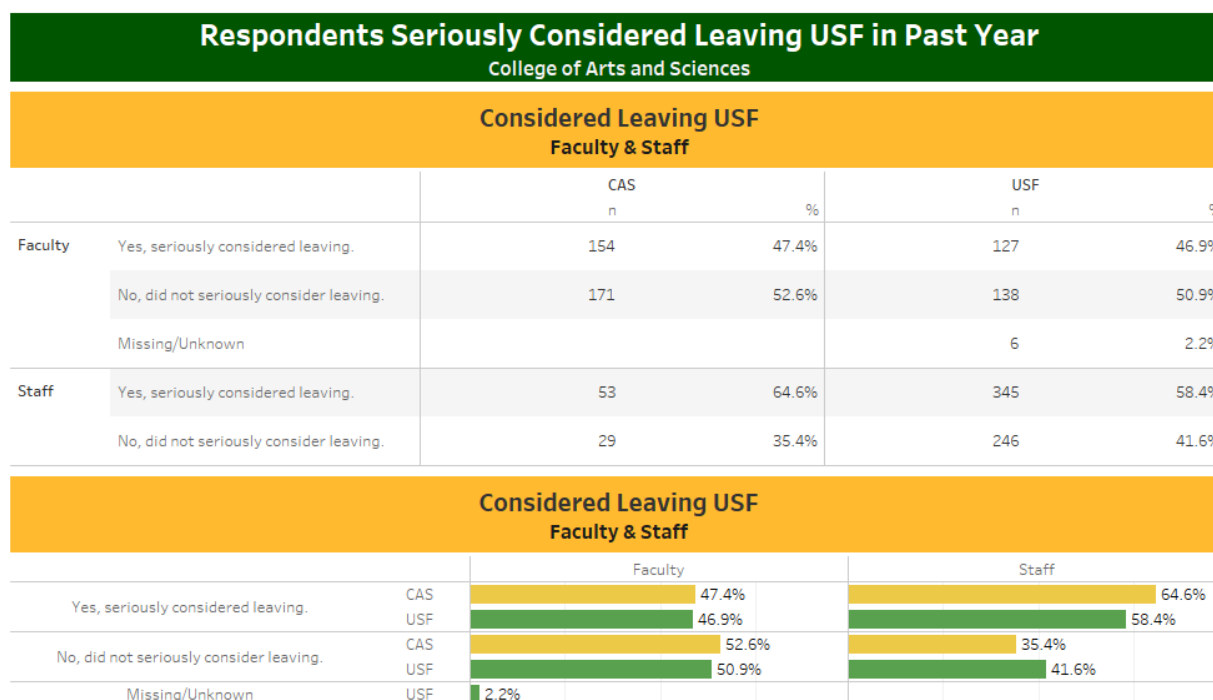
The above visual shows the CAS vs USF percentage totals by Considered Leaving USF, separated out by position. The bar lengths illustrate the percentage differences.

Of the 47% of the College of Arts and Sciences Faculty respondents that indicated they had seriously considered leaving USF, the top three reasons provided were Cost of Living in the Bay Area (49%), Limited Opportunities for Advancement (40%), Low Salary/Pay Rate (36%). The top reasons provided by USF Faculty respondents were A Reason Not Listed Above (39%), Increased Workload (35%), and Campus Climate was Unwelcoming (31%). Of the 65% of the College of Arts and Sciences Staff respondents that indicated they had seriously considered leaving USF, the top three reasons provided were Cost of Living in the Bay Area (60%), Limited Opportunities for Advancement (51%), Low Salary/Pay Rate (38%). The top reasons provided by USF Staff respondents were also Limited Opportunities for Advancement (54%), Low Salary/Pay Rate (42%), and Cost of Living in the Bay Area (40%).

Reasons Why Respondents Considered Leaving USF
College of Arts and Sciences

Considerations for Leaving
Faculty & Staff

		Faculty	Staff
Increased workload	CAS	34.4%	22.6%
	USF	34.6%	32.6%
Campus climate was unwelcoming	CAS	31.8%	11.3%
	USF	30.7%	20.9%
Insitutional support	CAS	22.1%	3.8%
	USF	26.8%	9.9%
Tension with supervisor/manager	CAS	16.9%	22.6%
	USF	21.3%	33.1%
Tension with coworkers	CAS	24.7%	13.2%
	USF	22.8%	22.1%
Cost of living in the bay area	CAS	48.7%	60.4%
	USF	25.2%	40.4%
Limited opportunities for advancement	CAS	40.3%	50.9%
	USF	25.2%	54.1%
Low salary/pay rate	CAS	36.4%	37.7%
	USF	26.8%	41.9%
Financial instability of the institution	CAS	14.3%	13.2%
	USF	19.7%	15.4%
Recruited of offered a position at another institution/organization	CAS	16.2%	17.0%
	USF	13.4%	19.2%
Family responsibilities	CAS	12.3%	9.4%
	USF	10.2%	15.7%
Interested in a position at another institution	CAS	35.1%	30.2%
	USF	17.3%	29.1%
Lack of benefits	CAS	15.6%	1.9%
	USF	14.2%	4.9%
Local community did not meet my (my family) needs	CAS	4.5%	0.0%
	USF	3.1%	2.6%
Lack of professional development opportunities	CAS	19.5%	18.9%
	USF	11.8%	23.0%
Personal reasons	CAS	3.9%	15.1%
	USF	4.7%	8.7%
Local community climate was not welcoming	CAS	4.5%	3.8%
	USF	0.8%	2.0%
Relocation	CAS	2.6%	11.3%
	USF	0.8%	6.7%
Spouse or partner unable to find suitable	CAS	4.5%	3.8%
	USF	0.8%	1.2%
Spouse or partner relocated	CAS	1.3%	0.0%
	USF	0.8%	1.2%
A reason not listed above	CAS	26.6%	18.9%
	USF	39.4%	19.2%

The above visual shows the CAS 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. There were two areas with room for improvement.

- 28% of the College of Arts and Sciences Faculty respondents, and 18% of the College of Arts and Sciences Staff respondents indicated experiencing unfair procedures or practices related to promotion, tenure, reappointment, or reclassification. Within the USF Overall populations, 19% of USF Faculty respondents, and 2% of USF Staff respondents indicated experiencing unfair procedures or practices related to promotion, tenure, reappointment, or reclassification.

- 22% of the College of Arts and Sciences Faculty respondents, and 16% of the College of Arts and Sciences Staff respondents indicated experiencing unfair hiring practices. Within the USF Overall populations, 27% of USF Faculty respondents, and 26% of USF Staff respondents indicated experiencing unfair hiring practices.

Employee Respondents' Experience of Unfair Employment Practices
College of Arts and Sciences

Unfair Procedures or Practices related to promotion, tenure, reappointment, or reclassification Faculty & Staff		CAS	USF
Faculty	Yes	90	52
	No	233	209
	Missing/Unknown	<5	10
Staff	Yes	15	140
	No	67	438
	Missing/Unknown		13

Unfair Employment-Related Discipline/Action Faculty & Staff		CAS	USF
Faculty	Yes	50	51
	No	269	210
	Missing/Unknown	6	10
Staff	Yes	12	99
	No	69	482
	Missing/Unknown	<5	10

Unfair Hiring Practices Faculty & Staff		CAS	USF
		n	n
Faculty	Yes	72	72
	No	250	195
	Missing/Unknown	<5	<5
Staff	Yes	13	155
	No	69	432
	Missing/Unknown		<5

Faculty Perceived Environment

Overall Workplace

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

- 37% of the College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "I have job security." Twenty-nine percent of the USF Faculty respondents "disagreed" or "strongly disagreed" with the statement.

- 33% of the College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "The performance evaluation process is clear." Thirty-two percent of the USF Faculty respondents "disagreed" or "strongly disagreed" with the statement.
- 21% of the College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "I Feel Positive about my Career Opportunities at USF." Seventeen percent of the USF Faculty respondents "disagreed" or "strongly disagreed" with the statement.
- 20% of the College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "I believe that USF encourages free and open discussion of difficult topics." Twenty-three percent of the College of Arts and Sciences 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."
College of Arts and Sciences

I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background Faculty	CAS	USF	I think that my department chair/program director prejudges my abilities based on their perception of my identity/background Faculty	CAS	USF
Strongly agree	22	23	Strongly agree	21	17
Agree	38	43	Agree	24	30
Neither agree nor disagree	90	69	Neither agree nor disagree	73	65
Disagree	102	72	Disagree	112	73
Strongly disagree	71	57	Strongly disagree	88	77
Missing/Unknown	<5	7	Missing/Unknown	7	9

I believe that USF encourages free and open discussion of difficult topics Faculty	CAS	USF
Strongly agree	50	54
Agree	116	96
Neither agree nor disagree	91	54
Disagree	46	44
Strongly disagree	19	18
Missing/Unknown	<5	5

Faculty Respondents' Perception of Workplace
"As a faculty member at USF, I feel..."
College of Arts and Sciences

My colleagues include me in opportunities that will help my career as much as they do others in my position
Faculty

	CAS	USF
Strongly agree	40	27
Agree	123	97
Neither agree nor disagree	106	92
Disagree	26	36
Strongly disagree	26	12
Missing/Unknown	<5	7

The performance evaluation process is clear
Faculty

	CAS	USF
Strongly agree	23	15
Agree	97	91
Neither agree nor disagree	93	68
Disagree	73	63
Strongly disagree	35	25
Missing/Unknown	<5	9

USF provides me with resources to pursue professional development
Faculty

	CAS	USF
Strongly agree	101	61
Agree	143	114
Neither agree nor disagree	37	47
Disagree	22	26
Strongly disagree	21	14
Missing/Unknown	<5	9

Positive about my career opportunities at USF
Faculty

	CAS	USF
Strongly agree	49	37
Agree	110	96
Neither agree nor disagree	95	83
Disagree	34	28
Strongly disagree	33	17
Missing/Unknown	<5	10

I would recommend USF as a good place to work
Faculty

	CAS	USF
Strongly agree	62	53
Agree	158	118
Neither agree nor disagree	62	63
Disagree	28	15
Strongly disagree	12	16
Missing/Unknown	<5	6

I have job security
Faculty

	CAS	USF
Strongly agree	57	45
Agree	95	78
Neither agree nor disagree	50	60
Disagree	56	45
Strongly disagree	64	33
Missing/Unknown	<5	10

Feelings of Value

Overall, the Faculty respondents in the College of Arts and Sciences indicated feeling valued. However, there were two areas with room for improvement.

- 35% of the College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "I feel valued by USF Senior Administrators." Thirty percent of the USF Faculty respondents also "disagreed" or "strongly disagreed" with the statement.

- 23% of the College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "I feel that my research/scholarship is valued." Seventeen percent of the USF Faculty respondents "disagreed" or "strongly disagreed" with the statement.

Faculty Respondents' Feelings of Value
"Please indicate the extent to which you agree with each of the following statements."
College of Arts and Sciences

I feel valued by faculty in my department/program — Faculty

	CAS	USF
Strongly agree	97	91
Agree	134	105
Neither agree nor disagree	48	34
Disagree	27	25
Strongly disagree	19	11
Missing/Unknown		5

I feel valued by my department chair/program director — Faculty

	CAS	USF
Strongly agree	123	110
Agree	107	88
Neither agree nor disagree	53	32
Disagree	24	23
Strongly disagree	16	13
Missing/Unknown	<5	5

I feel valued by other faculty at USF — Faculty

	CAS	USF
Strongly agree	76	68
Agree	137	105
Neither agree nor disagree	75	67
Disagree	23	17
Strongly disagree	13	9
Missing/Unknown	<5	5

I feel valued by students in the classroom — Faculty

	CAS	USF
Strongly agree	130	129
Agree	150	97
Neither agree nor disagree	26	25
Disagree	10	6
Strongly disagree	<5	<5
Missing/Unknown	5	10

I feel valued by USF senior administrators — Faculty

	CAS	USF
Strongly agree	39	45
Agree	67	60
Neither agree nor disagree	100	73
Disagree	56	49
Strongly disagree	57	33
Missing/Unknown	6	11

Faculty Respondents' Feelings of Value
"Please indicate the extent to which you agree with each of the following statements."
College of Arts and Sciences

I feel that my research/scholarship is valued
Faculty

	CAS	USF
Strongly agree	42	47
Agree	100	81
Neither agree nor disagree	106	85
Disagree	44	30
Strongly disagree	30	16
Missing/Unknown	<5	12

I feel that my teaching is valued
Faculty

	CAS	USF
Strongly agree	96	88
Agree	146	104
Neither agree nor disagree	49	37
Disagree	19	25
Strongly disagree	14	10
Missing/Unknown	<5	7

I feel that my service contributions are valued
Faculty

	CAS	USF
Strongly agree	62	79
Agree	112	86
Neither agree nor disagree	88	51
Disagree	46	27
Strongly disagree	15	20
Missing/Unknown	<5	8

Work-Life Balance

Thirty-seven percent of Faculty respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation)." Twenty-six percent of Faculty respondents in the USF Overall population "disagreed" or "strongly disagreed" with the statement.

Faculty Respondents' Perception of Work-Life Balance
"As a faculty member at USF, I feel..."
College of Arts and Sciences

USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation)
Faculty

	CAS	USF
Strongly agree	15	8
Agree	69	55
Neither agree nor disagree	118	130
Disagree	72	45
Strongly disagree	48	26
Missing/Unknown	<5	7

Salary/Benefits

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

- 26% of College of Arts and Sciences Faculty respondents "disagreed" or "strongly disagreed" with the statement, "Salaries for adjunct professors are competitive." Twenty-four 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..."
College of Arts and Sciences

Salaries for tenure-track faculty positions are competitive
Faculty

	CAS	USF
Strongly agree	36	17
Agree	107	66
Neither agree nor disagree	146	130
Disagree	21	38
Strongly disagree	11	13
Missing/Unknown	<5	7

Salaries for adjunct professors are competitive
Faculty

	CAS	USF
Strongly agree	31	17
Agree	105	68
Neither agree nor disagree	98	110
Disagree	56	45
Strongly disagree	28	20
Missing/Unknown	7	11

Health insurance benefits are competitive
Faculty

	CAS	USF
Strongly agree	52	33
Agree	138	115
Neither agree nor disagree	81	88
Disagree	31	15
Strongly disagree	18	10
Missing/Unknown	5	10

Child care subsidy is competitive
Faculty

	CAS	USF
Strongly agree	11	8
Agree	57	36
Neither agree nor disagree	188	176
Disagree	32	21
Strongly disagree	30	14
Missing/Unknown	7	16

Retirement/supplemental benefits are competitive
Faculty

	CAS	USF
Strongly agree	26	21
Agree	101	70
Neither agree nor disagree	133	109
Disagree	37	37
Strongly disagree	20	19
Missing/Unknown	8	15

Perception of Institutional Initiatives

Faculty were also asked about their perception of a number of institutional initiatives. Within the College of Arts and Sciences 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.
College of Arts and Sciences

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

	CAS	USF		CAS	USF
Positively influences climate	141	103	Would positively influence climate	44	47
Has no influence on climate	45	39	Would have no influence on climate	11	14
Negatively influences climate	<5	6	Would negatively influence climate	7	6
Missing/Unknown	135	123	Missing/Unknown	263	204

Providing recognition and rewards for including diversity issues in courses across the curriculum — Faculty

	CAS	USF		CAS	USF
Positively influences climate	149	119	Would positively influence climate	55	54
Has no influence on climate	31	28	Would have no influence on climate	11	14
Negatively influences climate	6	12	Would negatively influence climate	7	<5
Missing/Unknown	139	112	Missing/Unknown	252	199

Providing access to counseling for people who have experienced harassment or other discriminatory behavior — Faculty

	CAS	USF		CAS	USF
Positively influences climate	213	171	Would positively influence climate	37	32
Has no influence on climate	15	19	Would have no influence on climate	<5	<5
Negatively influences climate	<5	<5	Would negatively influence climate	<5	<5
Missing/Unknown	96	80	Missing/Unknown	282	232

Providing due process for people who have experienced harassment or other discriminatory behavior — Faculty

	CAS	USF		CAS	USF
Positively influences climate	198	173	Would positively influence climate	52	33
Has no influence on climate	8	14	Would have no influence on climate	<5	<5
Negatively influences climate	<5	<5	Would negatively influence climate	<5	<5
Missing/Unknown	116	83	Missing/Unknown	268	231

Providing equity and inclusion training for faculty — Faculty

	CAS	USF		CAS	USF
Positively influences climate	139	136	Would positively influence climate	70	51
Has no influence on climate	34	23	Would have no influence on climate	12	9
Negatively influences climate	8	6	Would negatively influence climate	<5	<5
Missing/Unknown	144	106	Missing/Unknown	239	209

Providing faculty with toolkits to create an inclusive classroom environment for various identities — Faculty

	CAS	USF		CAS	USF
Positively influences climate	123	114	Would positively influence climate	91	66
Has no influence on climate	27	24	Would have no influence on climate	13	11
Negatively influences climate	8	8	Would negatively influence climate	6	<5
Missing/Unknown	167	125	Missing/Unknown	215	190

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.

College of Arts and Sciences

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

	CAS	USF		CAS	USF
Positively influences climate	90	89	Would positively influence climate	81	62
Has no influence on climate	48	38	Would have no influence on climate	22	21
Negatively influences climate	15	7	Would negatively influence climate	6	7
Missing/Unknown	172	137	Missing/Unknown	216	181

Providing access to counseling for people accused of harassment or other discriminatory behavior — Faculty

	CAS	USF		CAS	USF
Positively influences climate	161	145	Would positively influence climate	73	55
Has no influence on climate	22	13	Would have no influence on climate	8	7
Negatively influences climate	<5	<5	Would negatively influence climate	<5	<5
Missing/Unknown	141	112	Missing/Unknown	242	207

Providing due process for people accused of harassment or other discriminatory behavior — Faculty

	CAS	USF		CAS	USF
Positively influences climate	171	148	Would positively influence climate	60	45
Has no influence on climate	14	21	Would have no influence on climate	9	<5
Negatively influences climate	<5		Would negatively influence climate	<5	<5
Missing/Unknown	138	102	Missing/Unknown	254	219

Providing mentorship for new faculty — Faculty

	CAS	USF		CAS	USF
Positively influences climate	201	155	Would positively influence climate	49	48
Has no influence on climate	16	17	Would have no influence on climate	<5	<5
Negatively influences climate	<5	<5	Would negatively influence climate	<5	<5
Missing/Unknown	106	98	Missing/Unknown	273	216

Providing a clear process to resolve conflict — Faculty

	CAS	USF		CAS	USF
Positively influences climate	153	137	Would positively influence climate	90	60
Has no influence on climate	14	10	Would have no influence on climate	<5	7
Negatively influences climate	<5	<5	Would negatively influence climate	<5	<5
Missing/Unknown	157	122	Missing/Unknown	230	200

Providing a fair process to resolve conflict — Faculty

	CAS	USF		CAS	USF
Positively influences climate	158	139	Would positively influence climate	89	59
Has no influence on climate	12	10	Would have no influence on climate	<5	7
Negatively influences climate	<5		Would negatively influence climate		<5
Missing/Unknown	154	122	Missing/Unknown	234	201

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.

College of Arts and Sciences

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

	CAS	USF
Positively influences climate	113	103
Has no influence on climate	45	23
Negatively influences climate	13	16
Missing/Unknown	154	129

Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty — Faculty

	CAS	USF
Would positively influence climate	61	52
Would have no influence on climate	16	18
Would negatively influence climate	11	7
Missing/Unknown	237	194

Providing affordable child care — Faculty

	CAS	USF
Positively influences climate	126	102
Has no influence on climate	22	28
Negatively influences climate	<5	<5
Missing/Unknown	176	139

Providing affordable child care — Faculty

	CAS	USF
Would positively influence climate	113	76
Would have no influence on climate	<5	13
Would negatively influence climate	<5	<5
Missing/Unknown	208	178

Providing support/resources for spouse/partner employment — Faculty

	CAS	USF
Positively influences climate	108	97
Has no influence on climate	27	25
Negatively influences climate	<5	7
Missing/Unknown	186	142

Providing support/resources for spouse/partner employment — Faculty

	CAS	USF
Would positively influence climate	103	71
Would have no influence on climate	14	17
Would negatively influence climate	<5	<5
Missing/Unknown	204	180

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 College of Arts and Sciences Tenured and Tenure-Track Faculty population, there were a number of areas with room for improvement.

- 57% of Tenured and Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 51% "agreed" or "strongly agreed" with the statement.

- 55% of Tenured and Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 42% "disagreed" or "strongly disagreed" with the statement.
- 53% of Tenured and Tenure-Track Faculty respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement, "As a faculty member at USF, I feel (or felt) 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.
- 30% of Tenured and Tenure-Track Faculty respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a faculty member at USF, I feel (or felt) faculty opinions are valued within USF committees." Within the USF Tenured and Tenure-Track Faculty respondents, 26% "disagreed" or "strongly disagreed" with the statement.
- 24% of Tenured and Tenure-Track Faculty respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a faculty member at USF, I feel (or felt) USF policies for delay of the tenure-clock are used by all faculty." Within the USF Tenured and Tenure-Track Faculty respondents, 24% "disagreed" or "strongly disagreed" with the statement.
- 26% of Tenured and Tenure-Track Faculty respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement, "I would like more opportunities to participate in substantive committee assignments." Only 14% of the USF Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" with the statement.

Tenured and Tenure-Track Respondents' Perception of Workplace
"As a faculty member at USF, I feel (or felt)…"
College of Arts and Sciences

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

	CAS	USF
Strongly agree	30	28
Agree	82	52
Neither agree nor disagree	20	13
Disagree	15	22
Strongly disagree	<5	5

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

	CAS	USF
Strongly agree	24	26
Agree	57	35
Neither agree nor disagree	46	30
Disagree	12	19
Strongly disagree	12	11

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

	CAS	USF
Strongly agree	34	28
Agree	67	35
Neither agree nor disagree	27	30
Disagree	17	20
Strongly disagree	6	8

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

	CAS	USF
Strongly agree	5	7
Agree	19	12
Neither agree nor disagree	88	72
Disagree	27	19
Strongly disagree	9	10

Tenured and Tenure-Track Respondents' Perception of Workplace
"As a faculty member at USF, I feel (or felt)…"
College of Arts and Sciences

Research is valued by USF Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	25	24
Agree	68	53
Neither agree nor disagree	28	17
Disagree	19	19
Strongly disagree	11	8

Teaching is valued by USF Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	77	52
Agree	61	48
Neither agree nor disagree	5	16
Disagree	7	5
Strongly disagree	<5	

Service contributions are valued by USF Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	46	38
Agree	66	54
Neither agree nor disagree	16	14
Disagree	17	9
Strongly disagree	<5	<5

Pressured to change my research/scholarship agenda to achieve tenure/promotion Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	7	5
Agree	11	12
Neither agree nor disagree	25	30
Disagree	61	43
Strongly disagree	43	30

Tenured and Tenure-Track Respondents' Perception of Workplace
"As a faculty member at USF, I feel (or felt)…"
College of Arts and Sciences

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

	CAS	USF
Strongly agree	49	28
Agree	37	34
Neither agree nor disagree	27	19
Disagree	30	29
Strongly disagree	7	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)
Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	38	24
Agree	42	40
Neither agree nor disagree	38	33
Disagree	27	20
Strongly disagree	<5	<5

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

	CAS	USF
Strongly agree	20	21
Agree	42	27
Neither agree nor disagree	81	54
Disagree	5	11
Strongly disagree	<5	6

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

	CAS	USF
Strongly agree	<5	<5
Agree	<5	9
Neither agree nor disagree	72	63
Disagree	41	26
Strongly disagree	28	18

Tenured and Tenure-Track Respondents' Perception of Workplace
"As a faculty member at USF, I feel (or felt)…"
College of Arts and Sciences

Faculty opinions are taken seriously by senior administrators
Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	<5	<5
Agree	27	31
Neither agree nor disagree	37	33
Disagree	45	29
Strongly disagree	38	22

Faculty opinions are valued within USF committees
Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	6	8
Agree	60	46
Neither agree nor disagree	37	36
Disagree	26	24
Strongly disagree	19	7

I would like more opportunities to participate in substantive committee assignments
Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	6	<5
Agree	34	17
Neither agree nor disagree	59	50
Disagree	30	35
Strongly disagree	21	14

I have opportunities to participate in substantive committee assignments
Tenured/Tenure-Track Faculty

	CAS	USF
Strongly agree	24	21
Agree	62	48
Neither agree nor disagree	42	33
Disagree	17	13
Strongly disagree	5	5

Non-Tenure-Track

Within the College of Arts and Sciences, the Non-Tenure-Track Faculty respondents also indicated a number of areas with room for improvement.

- 65% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 49% "disagreed" or "strongly disagreed" with the statement.
- 43% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 31% "disagreed" or "strongly disagreed" with the statement.
- 42% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 30% "disagreed" or "strongly disagreed" with the statement.

- 37% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 38% "disagreed" or "strongly disagreed" with the statement.
- 35% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 29% "disagreed" or "strongly disagreed" with the statement.
- 34% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement, "As an employee with non-tenure-track appointment at USF I feel (or felt) I perform more work to help students than do my colleagues." Within the USF Non-Tenure-Track Faculty respondents, 35% "agreed" or "strongly agreed" with the statement.
- 32% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "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.
- 21% of Non-Tenure-Track Faculty respondents in the College of Arts and Sciences "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, 23% "disagreed" or "strongly disagreed" with the statement.

Non-Tenure-Track Faculty Respondents' Perception of Workplace
"As an employee with a non-tenure-track appointment at USF I feel (or felt)…"
College of Arts and Sciences

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

	CAS	USF
Strongly agree	13	18
Agree	55	32
Neither agree nor disagree	40	38
Disagree	40	39
Strongly disagree	24	18
Missing/Unknown	<5	5

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

	CAS	USF
Strongly agree	7	14
Agree	23	27
Neither agree nor disagree	80	63
Disagree	35	29
Strongly disagree	26	14
Missing/Unknown	<5	<5

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

	CAS	USF
Strongly agree	30	33
Agree	82	61
Neither agree nor disagree	23	19
Disagree	27	25
Strongly disagree	10	10
Missing/Unknown	<5	<5

I have job security
Non-Tenure-Track Faculty

	CAS	USF
Strongly agree	<5	6
Agree	20	28
Neither agree nor disagree	36	38
Disagree	51	38
Strongly disagree	61	35
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)…"
College of Arts and Sciences

Research is valued by USF Non-Tenure-Track Faculty	CAS	USF
Strongly agree	23	40
Agree	61	68
Neither agree nor disagree	56	29
Disagree	18	7
Strongly disagree	14	<5
Missing/Unknown	<5	<5

Teaching is valued by USF Non-Tenure-Track Faculty	CAS	USF
Strongly agree	70	59
Agree	64	50
Neither agree nor disagree	22	19
Disagree	10	12
Strongly disagree	7	7
Missing/Unknown		<5

Service is valued by USF Non-Tenure-Track Faculty	CAS	USF
Strongly agree	58	56
Agree	58	55
Neither agree nor disagree	33	18
Disagree	15	9
Strongly disagree	6	6
Missing/Unknown	<5	6

Non-Tenure-Track Faculty Respondents' Perception of Workplace
"As an employee with a non-tenure-track appointment at USF I feel (or felt)…"
College of Arts and Sciences

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

	CAS	USF
Strongly agree	12	20
Agree	17	13
Neither agree nor disagree	70	46
Disagree	50	45
Strongly disagree	20	18
Missing/Unknown	<5	8

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

	CAS	USF
Strongly agree	23	24
Agree	36	28
Neither agree nor disagree	73	54
Disagree	33	34
Strongly disagree	7	6
Missing/Unknown	<5	<5

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

	CAS	USF
Strongly agree	23	23
Agree	33	27
Neither agree nor disagree	61	45
Disagree	35	40
Strongly disagree	20	10
Missing/Unknown	<5	5

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

	CAS	USF
Strongly agree	7	13
Agree	31	42
Neither agree nor disagree	59	47
Disagree	41	25
Strongly disagree	34	21
Missing/Unknown	<5	<5

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

	CAS	USF
Strongly agree	7	14
Agree	44	39
Neither agree nor disagree	49	49
Disagree	50	28
Strongly disagree	22	17
Missing/Unknown	<5	<5

Staff Perceived Environment

Workplace Perceptions & Feelings of Value

The survey queried respondents about their perception of the workplace and feelings of value. The College of Arts and Sciences Staff respondents' perceptions about both, were slightly negative, indicating quite a few areas with room for improvement.

Workplace areas for improvement:

- 60% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel there are clear procedures on how I can advance at USF." Within the USF Staff respondents, 46% "disagreed" or "strongly disagreed" with the statement.
- 32% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel staff opinions are valued by USF administration." Within the USF Staff respondents, 28% "disagreed" or "strongly disagreed" with the statement.
- 32% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel positive about my career opportunities at USF." Within the USF Staff respondents, 27% "disagreed" or "strongly disagreed" with the statement.
- 30% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel staff opinions are valued by USF Faculty." Within the USF Staff respondents, 35% "disagreed" or "strongly disagreed" with the statement.
- 27% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel the performance appraisal process is productive." Within the USF Staff respondents, 37% "disagreed" or "strongly disagreed" with the statement.
- 26% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel Staff opinions are valued on USF committees." Within the USF Staff respondents, 21% "disagreed" or "strongly disagreed" with the statement.
- 21% of Staff respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement, "As a staff member at USF, I feel that faculty prejudge my abilities based on their perception of my identity/background." Within the USF Staff respondents, 21% "agreed" or "strongly agreed" with the statement.
- 21% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel my direct supervisor provides me with job/career advice or guidance when I need it." Within the USF Staff respondent population, 18% "disagreed" or "strongly disagreed" with the statement.

Staff Respondents' Perception of Workplace
College of Arts and Sciences

I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background Staff	CAS	USF
Strongly agree	<5	23
Agree	8	80
Neither agree nor disagree	17	140
Disagree	34	214
Strongly disagree	19	125
Missing/Unknown		9

I think that my direct supervisor prejudges my abilities based on their perception of my identity/background Staff	CAS	USF
Strongly agree	<5	27
Agree	<5	64
Neither agree nor disagree	22	117
Disagree	25	217
Strongly disagree	28	156
Missing/Unknown	<5	10

I think that faculty prejudges my abilities based on their perception of my identity/background Staff	CAS	USF
Strongly agree	5	29
Agree	12	94
Neither agree nor disagree	19	214
Disagree	29	155
Strongly disagree	17	87
Missing/Unknown		12

Staff Respondents' Perception of Workplace
College of Arts and Sciences

My direct supervisor provides me with job/career advice or guidance when I need it Staff	CAS	USF
Strongly agree	15	173
Agree	27	201
Neither agree nor disagree	21	111
Disagree	15	71
Strongly disagree	<5	33
Missing/Unknown	<5	<5

I have colleagues/coworkers who give me job/career advice or guidance when I need it Staff	CAS	USF
Strongly agree	24	156
Agree	37	263
Neither agree nor disagree	12	106
Disagree	5	43
Strongly disagree	<5	16
Missing/Unknown	<5	7

I am included in opportunities that will help my career as much as others in similar positions Staff	CAS	USF
Strongly agree	13	130
Agree	31	210
Neither agree nor disagree	21	137
Disagree	13	85
Strongly disagree	<5	25
Missing/Unknown	<5	<5

Staff Respondents' Perception of Workplace
College of Arts and Sciences

Staff opinions are valued on USF committees
Staff

	CAS	USF
Strongly agree	<5	57
Agree	27	181
Neither agree nor disagree	29	225
Disagree	16	91
Strongly disagree	5	31
Missing/Unknown	<5	6

Staff opinions are valued by USF faculty
Staff

	CAS	USF
Strongly agree	<5	33
Agree	31	104
Neither agree nor disagree	23	239
Disagree	18	133
Strongly disagree	7	74
Missing/Unknown		8

Staff opinions are valued by USF administration
Staff

	CAS	USF
Strongly agree	<5	46
Agree	31	165
Neither agree nor disagree	23	204
Disagree	17	112
Strongly disagree	9	53
Missing/Unknown	<5	11

There are clear expectations of my responsibilities
Staff

	CAS	USF
Strongly agree	10	96
Agree	51	301
Neither agree nor disagree	12	97
Disagree	5	70
Strongly disagree	<5	21
Missing/Unknown		6

There are clear procedures on how I can advance at USF
Staff

	CAS	USF
Strongly agree	<5	29
Agree	11	92
Neither agree nor disagree	19	192
Disagree	32	173
Strongly disagree	17	100
Missing/Unknown		5

Positive about my career opportunities at USF
Staff

	CAS	USF
Strongly agree	6	61
Agree	20	164
Neither agree nor disagree	28	195
Disagree	14	115
Strongly disagree	12	47
Missing/Unknown	<5	9

I would recommend USF as a good place to work
Staff

	CAS	USF
Strongly agree	16	128
Agree	48	285
Neither agree nor disagree	17	132
Disagree	<5	31
Strongly disagree		10
Missing/Unknown		5

I have job security
Staff

	CAS	USF
Strongly agree	12	99
Agree	46	258
Neither agree nor disagree	12	144
Disagree	8	69
Strongly disagree	<5	16
Missing/Unknown		5

Staff Respondents' Perception of the Workplace
College of Arts and Sciences

The performance appraisal process is clear
Staff

	CAS	USF
Strongly agree	11	110
Agree	44	242
Neither agree nor disagree	19	110
Disagree	<5	75
Strongly disagree	<5	47
Missing/Unknown	<5	7

The performance appraisal process is productive
Staff

	CAS	USF
Strongly agree	7	71
Agree	26	143
Neither agree nor disagree	26	150
Disagree	14	130
Strongly disagree	8	89
Missing/Unknown	<5	8

Feelings of value area for improvement:
- 21% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "As a staff member at USF, I feel Staff opinions are valued by USF senior administrators." Within the USF Staff respondents, 21% "disagreed" or "strongly disagreed" with the statement.

Staff Respondents' Feelings of Value
College of Arts and Sciences

I feel valued by coworkers in my department — Staff

	CAS	USF
Strongly agree	33	203
Agree	39	292
Neither agree nor disagree	7	59
Disagree	<5	29
Strongly disagree	<5	<5
Missing/Unknown		<5

I feel valued by coworkers outside my department — Staff

	CAS	USF
Strongly agree	19	143
Agree	43	303
Neither agree nor disagree	14	105
Disagree	5	31
Strongly disagree		<5
Missing/Unknown	<5	5

I feel valued by my direct supervisor — Staff

	CAS	USF
Strongly agree	30	241
Agree	35	218
Neither agree nor disagree	10	63
Disagree	6	45
Strongly disagree	<5	17
Missing/Unknown		7

I feel valued by USF students — Staff

	CAS	USF
Strongly agree	26	118
Agree	35	228
Neither agree nor disagree	18	209
Disagree	<5	21
Strongly disagree		6
Missing/Unknown	<5	9

I feel valued by USF faculty — Staff

	CAS	USF
Strongly agree	15	66
Agree	46	214
Neither agree nor disagree	13	225
Disagree	<5	61
Strongly disagree	<5	18
Missing/Unknown	<5	7

I feel valued by USF senior administrators — Staff

	CAS	USF
Strongly agree	6	88
Agree	29	185
Neither agree nor disagree	29	179
Disagree	10	99
Strongly disagree	7	28
Missing/Unknown	<5	12

Staff Respondents' Feelings of Value
College of Arts and Sciences

I believe that my department encourages free and open discussion of difficult topics — Staff

	CAS	USF
Strongly agree	9	101
Agree	35	197
Neither agree nor disagree	23	145
Disagree	12	96
Strongly disagree	<5	43
Missing/Unknown		9

I feel that my skills are valued — Staff

	CAS	USF
Strongly agree	18	128
Agree	47	308
Neither agree nor disagree	<5	73
Disagree	10	65
Strongly disagree	<5	12
Missing/Unknown		5

I feel that my work is valued — Staff

	CAS	USF
Strongly agree	19	131
Agree	48	295
Neither agree nor disagree	6	92
Disagree	7	55
Strongly disagree	<5	11
Missing/Unknown		7

Work-Life Balance

For Staff respondents within the College of Arts and Sciences there were a few areas within work-life balance with room for improvement

- 44% of Staff respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement, "As a staff member at USF, I feel I perform more work than colleagues with similar performance expectations." Within the USF Staff respondents, 37% "agreed" or "strongly agreed" with the statement.

- 24% of Staff respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement, "As a staff member at USF, I feel burdened by work responsibilities beyond those of my colleagues with similar performance expectations." Within the USF Staff respondents, 26% "agreed" or "strongly agreed" with the statement.

Staff Respondents' Perception of Work-Life Balance
College of Arts and Sciences

My direct supervisor provides adequate support for me to manage work-life balance Staff	CAS	USF	USF provides adequate resources to help me manage a work-life balance Staff	CAS	USF
Strongly agree	31	210	Strongly agree	9	100
Agree	19	225	Agree	35	258
Neither agree nor disagree	18	92	Neither agree nor disagree	27	157
Disagree	8	38	Disagree	8	58
Strongly disagree	<5	18	Strongly disagree	<5	14
Missing/Unknown	<5	8	Missing/Unknown	<5	<5

Burdened by work responsibilities beyond those of my colleagues with similar performance expectations Staff	CAS	USF	I perform more work than colleagues with similar performance expectations Staff	CAS	USF
Strongly agree	5	44	Strongly agree	13	81
Agree	15	107	Agree	23	140
Neither agree nor disagree	22	199	Neither agree nor disagree	21	195
Disagree	30	174	Disagree	21	135
Strongly disagree	8	57	Strongly disagree	<5	30
Missing/Unknown	<5	10	Missing/Unknown	<5	10

Workload and Support

There are a handful of opportunities for improvement in the Staff workload and support category within the College of Arts and Sciences.
- 55% of Staff respondents in the College of Arts and Sciences "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, 65% "agreed" or "strongly agreed" with the statement.
- 35% of Staff respondents in the College of Arts and Sciences "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, 47% "agreed" or "strongly agreed" with the statement.
- 30% of Staff respondents in the College of Arts and Sciences "agreed" or "strongly agreed" with the statement "As a staff member at USF, I feel I am pressured by

departmental work requirements that occur outside of my normally scheduled hours." Within the USF Staff respondents, 27% "agreed" or "strongly agreed" with the statement.

- 23% of Staff respondents in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement "As a staff member at USF, I feel USF's policies support flexible work schedules." Within the USF Staff respondents, 21% "disagreed" or "strongly disagreed" with the statement.

Staff Respondents' Perception of Workload & Support
College of Arts and Sciences

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

	CAS	USF
Strongly agree	20	122
Agree	39	221
Neither agree nor disagree	10	89
Disagree	7	108
Strongly disagree	5	43
Missing/Unknown	<5	8

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

	CAS	USF
Strongly agree	13	128
Agree	16	149
Neither agree nor disagree	16	135
Disagree	26	133
Strongly disagree	10	40
Missing/Unknown	<5	6

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

	CAS	USF
Strongly agree	8	49
Agree	17	113
Neither agree nor disagree	15	147
Disagree	32	196
Strongly disagree	9	69
Missing/Unknown	<5	17

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

	CAS	USF
Strongly agree	10	120
Agree	54	286
Neither agree nor disagree	10	111
Disagree	<5	54
Strongly disagree	<5	11
Missing/Unknown	<5	9

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

	CAS	USF
Strongly agree	16	155
Agree	29	229
Neither agree nor disagree	25	105
Disagree	8	76
Strongly disagree	<5	20
Missing/Unknown	<5	6

Staff Respondents' Perception of Workload & Support
College of Arts and Sciences

USF provides me with resources to pursue training/professional development opportunities — Staff

	CAS	USF
Strongly agree	11	142
Agree	44	303
Neither agree nor disagree	19	93
Disagree	8	41
Strongly disagree		10
Missing/Unknown		<5

My supervisor provides me with resources to pursue training/professional development opportunities — Staff

	CAS	USF
Strongly agree	9	148
Agree	36	255
Neither agree nor disagree	22	105
Disagree	10	59
Strongly disagree	<5	18
Missing/Unknown	<5	6

USF is supportive of taking extended leave — Staff

	CAS	USF
Strongly agree	17	143
Agree	25	218
Neither agree nor disagree	32	202
Disagree	<5	17
Strongly disagree	<5	<5
Missing/Unknown	<5	7

My supervisor is supportive of my taking leave — Staff

	CAS	USF
Strongly agree	30	228
Agree	33	248
Neither agree nor disagree	14	79
Disagree	<5	24
Strongly disagree	<5	7
Missing/Unknown	<5	5

Staff in my department/program who use family accommodation policies are disadvantaged in promotions or evaluations — Staff

	CAS	USF
Strongly agree	<5	14
Agree	5	33
Neither agree nor disagree	43	301
Disagree	20	148
Strongly disagree	12	90
Missing/Unknown		5

USF's policies are fairly applied across USF — Staff

	CAS	USF
Strongly agree	9	69
Agree	25	157
Neither agree nor disagree	40	326
Disagree	5	26
Strongly disagree	<5	7
Missing/Unknown		6

USF's policies support flexible work schedules — Staff

	CAS	USF
Strongly agree	5	75
Agree	36	237
Neither agree nor disagree	22	152
Disagree	15	88
Strongly disagree	<5	35
Missing/Unknown		<5

My direct supervisor allows me to change my work schedule if needed — Staff

	CAS	USF
Strongly agree	19	182
Agree	36	244
Neither agree nor disagree	21	102
Disagree	6	41
Strongly disagree		17
Missing/Unknown		5

Salary/Benefits:

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

- 41% of Staff in the College of Arts and Sciences "disagreed" or "strongly disagreed" with the statement, "Staff salaries are competitive." Within the USF Staff respondent population, 38% also "disagreed" or "strongly disagreed" with this statement

Staff Respondents' Perception of Salary and Benefits
College of Arts and Sciences

Staff salaries are competitive Staff	CAS	USF
Strongly agree	5	43
Agree	23	171
Neither agree nor disagree	20	149
Disagree	23	152
Strongly disagree	11	72
Missing/Unknown		<5

Vacation and personal time benefits are competitive Staff	CAS	USF
Strongly agree	10	96
Agree	38	259
Neither agree nor disagree	20	122
Disagree	9	70
Strongly disagree	5	41
Missing/Unknown		<5

Health insurance benefits are competitive Staff	CAS	USF
Strongly agree	24	174
Agree	39	299
Neither agree nor disagree	12	86
Disagree	6	20
Strongly disagree	<5	8
Missing/Unknown		<5

Child care benefits are competitive Staff	CAS	USF
Strongly agree	5	78
Agree	22	159
Neither agree nor disagree	48	309
Disagree	<5	23
Strongly disagree	<5	13
Missing/Unknown		9

Retirement benefits are competitive Staff	CAS	USF
Strongly agree	20	133
Agree	31	265
Neither agree nor disagree	24	144
Disagree	<5	31
Strongly disagree	<5	12
Missing/Unknown	<5	6

Perception of Institutional Initiatives

Staff were also asked about their perception of a number of institutional initiatives. Within the College of Arts and Sciences 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.
College of Arts and Sciences

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 faculty Staff

	CAS	USF
Positively influences climate	47	323
Has no influence on climate	5	51
Negatively influences climate		<5
Missing/Unknown	30	215

Providing equity and inclusion training for faculty Staff

	CAS	USF
Would positively influence climate	18	134
Would have no influence on climate	<5	14
Would negatively influence climate	<5	14
Missing/Unknown	59	429

Providing supervisors/managers with supervisory training Staff

	CAS	USF
Positively influences climate	51	362
Has no influence on climate	8	41
Missing/Unknown	23	188

Providing supervisors/managers with supervisory training Staff

	CAS	USF
Would positively influence climate	13	123
Would negatively influence climate	<5	11
Would have no influence on climate	<5	5
Missing/Unknown	66	452

Providing faculty supervisors with supervisory training Staff

	CAS	USF
Positively influences climate	40	297
Has no influence on climate	6	43
Negatively influences climate		<5
Missing/Unknown	36	248

Providing faculty supervisors with supervisory training Staff

	CAS	USF
Would positively influence climate	25	163
Would negatively influence climate	<5	10
Would have no influence on climate	<5	12
Missing/Unknown	53	406

Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff

	CAS	USF
Positively influences climate	56	414
Has no influence on climate	<5	29
Negatively influences climate	<5	
Missing/Unknown	22	148

Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff

	CAS	USF
Would positively influence climate	15	76
Would negatively influence climate	<5	10
Would have no influence on climate		6
Missing/Unknown	66	499

Providing access to counseling for people accused of harassment or other discriminatory behavior Staff

	CAS	USF
Positively influences climate	51	375
Has no influence on climate	<5	27
Negatively influences climate	<5	<5
Missing/Unknown	26	187

Providing access to counseling for people accused of harassment or other discriminatory behavior Staff

	CAS	USF
Would positively influence climate	16	109
Would negatively influence climate	<5	12
Would have no influence on climate	<5	11
Missing/Unknown	62	459

Providing due process for people who have experienced harassment or other discriminatory behavior Staff

	CAS	USF
Positively influences climate	56	399
Has no influence on climate	<5	26
Negatively influences climate		<5
Missing/Unknown	22	165

Providing due process for people who have experienced harassment or other discriminatory behavior Staff

	CAS	USF
Would positively influence climate	10	96
Would negatively influence climate	<5	9
Would have no influence on climate	<5	5
Missing/Unknown	68	481

Providing due process for people accussed of harassment or other discriminatory behavior Staff

	CAS	USF
Positively influences climate	57	376
Has no influence on climate	<5	31
Negatively influences climate		<5
Missing/Unknown	22	180

Providing due process for people accussed of harassment or other discriminatory behavior Staff

	CAS	USF
Would positively influence climate	10	102
Would have no influence on climate	<5	9
Would negatively influence climate	<5	12
Missing/Unknown	67	468

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.
College of Arts and Sciences

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

	CAS	USF
Positively influences climate	54	290
Has no influence on climate	<5	20
Missing/Unknown	27	281

Providing mentorship for new staff — Staff

	CAS	USF
Would positively influence climate	19	209
Would negatively influence climate	<5	8
Would have no influence on climate	<5	12
Missing/Unknown	61	362

Providing a clear process to resolve conflicts — Staff

	CAS	USF
Positively influences climate	38	330
Has no influence on climate	6	19
Missing/Unknown	38	242

Providing a clear process to resolve conflicts — Staff

	CAS	USF
Would positively influence climate	29	160
Would negatively influence climate	<5	14
Would have no influence on climate		11
Missing/Unknown	52	406

Providing a fair process to resolve conflicts — Staff

	CAS	USF
Positively influences climate	40	331
Has no influence on climate	6	18
Negatively influences climate		<5
Missing/Unknown	36	241

Providing a fair process to resolve conflicts — Staff

	CAS	USF
Would positively influence climate	26	165
Would negatively influence climate	<5	12
Would have no influence on climate	<5	8
Missing/Unknown	54	406

Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty — Staff

	CAS	USF
Positively influences climate	38	274
Has no influence on climate	8	63
Negatively influences climate		14
Missing/Unknown	36	240

Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty — Staff

	CAS	USF
Would positively influence climate	23	129
Would have no influence on climate	<5	36
Would negatively influence climate		16
Missing/Unknown	57	410

Providing career development opportunities for staff — Staff

	CAS	USF
Positively influences climate	51	397
Has no influence on climate	<5	23
Negatively influences climate		<5
Missing/Unknown	30	170

Providing career development opportunities for staff — Staff

	CAS	USF
Would positively influence climate	22	101
Would negatively influence climate	<5	9
Would have no influence on climate		10
Missing/Unknown	59	471

Providing affordable child care — Staff

	CAS	USF
Positively influences climate	47	314
Has no influence on climate	<5	32
Missing/Unknown	33	245

Providing affordable child care — Staff

	CAS	USF
Would positively influence climate	21	160
Would have no influence on climate	<5	17
Would negatively influence climate	<5	9
Missing/Unknown	57	405

Providing support/resources for spouse/partner employment — Staff

	CAS	USF
Positively influences climate	38	258
Has no influence on climate	7	53
Negatively influences climate	<5	<5
Missing/Unknown	36	277

Providing support/resources for spouse/partner employment — Staff

	CAS	USF
Would positively influence climate	19	155
Would have no influence on climate	<5	54
Would negatively influence climate	<5	8
Missing/Unknown	55	374

Qualitative Response Analysis

Undergraduate

The overall perception of the campus climate within the qualitative comments from the College of Arts and Sciences Undergraduate population, was negatively skewed. However, there were a number of positive comments, such as the following:

- "I was in an abusive and unhealthy relationship and I thought the only way to keep the relationship was for me to leave and go back home. I got very close with my casa advisor and she helped me get more involved to feel at home. I just didn't feel present at USF and I wanted to get more involved, but I didn't know how to. My Casa person helped me feel welcomed here."
- "The intercultural center host to activities and clubs that make USF a great place to live and learn in, including: The Lyricist Lounge, The Queer Alliance, The Black Student union, and many more!!! I appreciate these services."
- "Overall, The University OF San Francisco provides a comfortable atmosphere in providing a safe, attentive environment for the students' college experiences and academic learning."
- "USF SDS has a really wonderful team that works hard to accommodate all of the requests from students with disabilities."
- "USF climate effectively cultivates a culture rooted in the Jesuit values by trying to include everyone in every activity that is offered here at USF."
- "USF is highly inclusive and understanding of all its citizens in spreading knowledge and emphasizing social justice which is the pure Jesuit values that are held here. Our school is a perfect example of this and the community is amazing."
- "The Cultural Centers on the fourth floor of the University Center is everything the school claims to be. The Cultural Centers are diverse, welcoming, sensitive, and hardworking. That is the place where I found my community. The fourth floor in general is so amazing and is where so many students come to participate and feel welcomed. People become involved and build community and create relationships. Everything good about this university I have found on the fourth floor..."
- "USF has provided me with the ideal college environment for myself. I feel connected to my professors, able to consistently better myself, and be in a safe/inclusive environment."

There were three major themes that emerged from the data. The first, and most prominent theme, was the College of Arts and Sciences Undergraduate Student respondents' issues with diversity, inclusion, and representation at USF. Respondents offered the following:

- "not enough support for an English learner and transfer student."
- "Racist, sexist comments in classes. Your creed is absolute nonsense."
- "As a DACA/ Dreamer it is very important right now for me to feel welcomed by the university I attend, especially if I live on campus at 400 miles away from my home. The

fact that USF lacks financial support for undocumented students is very depressing and gives undocumented students the sense that the university does not worry about us. I believe in USF's Jesuit mission, but I don't see it being applied to help the minority (undocumented students). This really caused me to have financial strains I still currently face, the possibility that due to lack of financial support, I may not be able to continue attending USF breaks my heart."

- "I never in my life have felt so isolated! I saw two black people a day and was the only black student in multiple of my classes. Before coming to USF make it seem like it was the most diverse place on Earth but that was far from the truth…"

- "I really didn't feel like I was represented in every aspect of the university. Whether that was the professors, students, or even jut the availability of communities that made me feel welcomed as a minority."

- "This campus has a strong clique based culture, leading to an "outcast" class of students. Since beginning my second year I've found my way out of this situation; however, in my first year I often found myself around people who would discriminate against me without reason."

- "While USF sounded like it would be a dream school in terms of diversity and inclusion, the institution itself was severely disappointing in terms of fair accommodation, campus climate, and other fields previously mentioned. I'm black, trans, queer, and mentally ill. Those identities isolate me from the "average" student that makes up the USF population."

- "…My roommates were generally transphobic (misgendering me, not open to the idea of nonbinary genders in a very toxic way) and then my next roommate was racist (used the N word frequently as a non-black person, said fairly Islamophobic things) …"

- "The school does not represent me the way I would want it to. We speak a lot about diversity but lack action. When we demand change from the administration we get denied or silenced."

- "My first year at USF I was not aware of the programs that were offered for first generation students. I made my decision late to come to USF and I was not aware of MSP. I honestly feel that MSP is the only program that is offered to first generation students..." (3198)

- As a First Generation College student from a Latino background I didn't feel like USF was where I should be and where I would greatly benefit to impact my community in a positive way."

- "As a queer woman, I didn't see people like myself heavily represented on campus. When I did find the cultural centers (the reason I ultimately ended up staying), their budget was seemingly small which made me feel that the administration did not value me as more than a statistic they could put on an admissions catalogue."

- "Coming in as a freshman I did not see many people of color in my classes and at times I found that I was the only Latin@ in particular classes. Not only was there few people of color, but there was even less faculty of color. The few times I have encountered faculty of color was if I took a culturally-related class, or if they were the custodians/maintenance staff. This was a complete culture shock, and it wasn't until I joined a culturally focused club that I began to find a sense community on campus."

- "USF isn't always a welcoming space for Black students. I was always the only Black person in my class, despite the myth that we are super diverse. I faced microagreessions

on the daily from teammates, classmates, and professors. It was hard to balance being a student while having to educate others on my Blackness."

- "As a Latina, I do not feel as if this campus is diverse enough. When walking into my classes, I hardly notice any Hispanics or people of color in these classes and I personally am not happy with this."
- "…Currently I'm dealing with a teacher who called an African American comedian nappy in class. After working with different advisors the only solution they have finally is for me to just go teach him myself why this is inappropriate. I barely have time dealing with incompetent teachers already- now I'm expected to teach them what is ok and what is not ok to say about black people…"
- "a classmate expressed racist views and biases in class."
- "A student union discussed how my "blackness" was not black enough and that I should not identify."
- "Especially in an all-girls dorm last year, being transgender was just a big struggle for me. People treat you weird/ignore you/don't know how to deal with you, or stare at you, are passive aggressive/mean in subtle ways. Definitely felt singled out and wish I had known that gender-inclusive living was an option for me. I had no sense of community or friendship at USF last year."
- "While at a BSU meeting, Father Fitz came to talk with us about our demands and although he is a sweet man when one of my friends were done explaining her outrage about the Phelan name he called her "articulate" and said, "he was so proud of her." Which left many of us confused because why wouldn't she be. Also at lyricist lounge, another student had a poem attacking the BLM movement and targeting black people for our actions against police brutality."
- "A lot of microaggressions in classrooms. insensitive language (stereotypes and assumptions)"
- "A teacher taught a class assuming a white male perspective and made the course answers to exams and papers based upon their assumptions and values of society without regard to the population of the class, (men and women of color specifically)."
- "It was not so much of a confrontational or violent occurrence, it was one of those sad typical college experiences of a black student at a PWI [predominantly white institution], where there are assumptions, stereotypes, looks, and comments from peers and even faculty and staff sometimes. I think it got worse after the conflict with Public Safety where they said there was the two black suspects in jackets, that seemed to increase looks and uncomfort on campus."
- "There have been some racial comments made about me to friends of mine."
- "No, this always happens because I am the token black child of every class since there are barely any black people that go to school here. I am guaranteed you will get similar responses just like mine from black people who, once again, either feel like the token black child or is being discredited of oppression because a majority of their classes are filled with whites who believe as though racism is over."
- "The first was in my room with roommate during my first year. My roommate was trying to imply to me (I am black) that I should try and understand why the KKK do what they do. It infuriated me so much, that I went off on him. I was uncomfortable rooming with him for the rest of year thereafter..."

- "I was misgendered repeatedly by a professor. After the first time, I approached the professor after class and I thought he had listened. He misgendered me again, and I corrected him privately a second time, and he did not seem to listen to me at all. The third time he did it, I corrected him in front of the class, and he did not acknowledge what I had just said at all. After this, I stopped speaking in class to avoid being misgendered, even if that meant negatively affecting my grade."
- "I've had many negative comments and microaggressions said against me. For example, one student had alluded that I was a janitor because of my Mexican heritage. Another time, I was wearing a jersey that had the name "Cespedes" on it and somebody came up to me and yelled "aye si se puede." Another time, a student really tried to tell me that my experiences in my life were invalid and that racism and discrimination did not exist."
- "I can't even begin to write a list of the microaggressions I've experienced but I'll list a few. I was in class one day where a White/Asian male student gave a speech on "how to be gangster" and joked about police brutality against Black men. He made a comedy of people's lived experiences and everybody in the class laughed except me, including the professor. My White teammates always ask to touch my hair, ask me if I shower since I don't wash my hair everyday, ask me to teach them how to dance, etc."
- "Basically made fun of who I assume was an international student because they were having difficulty understanding the amount of change given to them, once they left the person next said 'Man we need those types of people out of here'…"
- "Person was pressured to change their name to a "less ethnic" name."
- "At Lyricist Lounge, someone had invalidated the experiences and struggles of people of color by saying things such as "Slavery is over, get over it. My family never owned slaves. You shouldn't be whining about things now." Or something along those lines."
- "As student of color we get treated as a token person on campus but little effort is done high up in the administrative level to support us on campus."
- "Immigrants not being let into a party, build the wall chanting."
- Racist images in the restrooms including hanging a Black man."
- "For one of my philosophy classes, the question was "what do people associate China with"? And one of the bullet points was "Beautiful Asian Women" with a picture of an Asian woman holding a Chinese umbrella."
- "A professor singled out a student in class based on his religion, outed him as Muslim, and expected him to be the spokesperson for Islam. This professor also creates a sexist classroom environment, frequently prioritizing the views of males and ignoring sexist themes in text we are to analyze."
- "professor in the math department made more than one disparaging ethnicity based jokes at the expense of students of non-white ethnicities"
- "I found a great deal of racist, misogynistic, and homophobic graffiti/doodling on campus. These messages appeared on buildings and sidewalks. In particular, I found a lot scribbled on the walls of the carrels in Gleeson library..."
- "I feel like overall I've witnessed Asians, people of color, certain majors, women, specifically people of certain religions, and people with different sexual orientations targeted."
- "I notice that caf workers are often mistreated for their English proficiency. I also notice mistreatment towards elderly members of Fromm Institute."

- "A friend of mine is disabled and uses a wheelchair as he has cerebral palsy, and he was faced with really awful treatment by USF staff when he tried to get on campus housing. The administration attempted to place him in Lone Mountain, which was really unreasonable and inconsiderate of his needs."
- "I have seen Public Safety essentially stalk various people of color who look of "low socioeconomic status" despite them doing nothing wrong. I also had friends of color who frequently had run-ins and got pulled over by Public Safety because essentially they were racially profiled. It seems as though Public Safety are more concerned with black students and community members than those of any race who are engaging in illegal activity."
- "A white male student repeatedly interrupted, talked over, and challenged a professor over the course of a semester-long class. The professor was young, first-year professor, woman of color and a religious minority. After discussing the incident with other USF faculty (an older white male professor), he said he knew the student well and that this type of verbal aggression was not his experience with the student."
- "Because I am black and I still feel that the fact of that makes a difference. I am also gay and from a low-income family. I would love to see more faces on campus that look like me!"
- "…USF loves to pat itself on the back for being diverse and inclusive but talk to any student of the ethnicities: Pacific Islander, African and African-American, Indigenous, Arab, mixed-race. You'll find that their voices are not being heard."
- "There is no support for students of color within the STEM field. The lack of diversity in professors and advisors even makes it even harder to pursue this field and feel able to do so when you have no one to look up to and represent you."

Ideas offered by respondents for improving in this area:

- "All staff, faculty members, and students should be required to go through sensitivity and inclusiveness training, as well as training for how not to be a bystander (upstander/advocacy training)."
- "There needs to be more requirements for students beyond a Critical Diversity core class and basic training on sexual assault resources the first year of school. Students we are not in specific critical studies and humanities departments do not get enough exposure about the discrimination apparent in US society or ready to enter a diverse workforce. They simply learn their subject matter."
- "USF does a fair enough job. As a white, female student, I feel safe and welcome on campus. I have no hesitation on campus as to if I am represented and my opinion is headed. However, other students of minority do not feel the same. I have several friends that are identify as being part of a minority group. These friends have often told me how they do not feel welcome, included, represented, or respected on campus. They often feel like their voices are not heard. USF could be more inclusive, and respect the multiple voices of students. Also, listen to what students and student organizations are asking and telling to the university. They have ideas on how to better the university for most if not all students. These ideas are by students, for students, so actually take them into consideration."

- "You can't actually force people to want to be genuinely inclusive and open-minded. Just make sure counseling and psychological services is well-paid because I'm gonna be coming a lot."
- "Give The Cultural Centers a bigger budget. They have so much potential to reach a larger amount of students. Students come in every day looking to build community and we cannot reach as many people as we can due to lack of money. Our marketing could be so much better and if we could reach larger amounts of people then our climate could be more empathetic and healthy."
- "As mentioned, I encourage staff, faculty, and higher administrators to attend student-run events. I also encourage them to invite students into appropriate spaces to hear more on how they can improve the experiences on all levels. Dialogue is the best way to start, and getting to know each other is the easiest way to improve our climate."
- "Conduct focus groups, don't tokenize students of color but instead listen to them and the stories they have to share."
- "Cultural competency for everyone (students, faculty, staff, administration)"
- "PLEASE require admin and all students (in addition to faculty) to take diversity training classes."
- "Give support to clubs and organizations that foster cultural development the same way that sports are supported."
- "Improve on access for individuals with disabilities. Continue to provide students, faculty, and staff with information on race and ethnicity and how that can affect the classroom. Provide more transgender bathrooms on campus for those that need them. Continue to support students of color at USF and those wishing to attend the university. Provide tours to underprivileged schools in areas of color."
- "More faculty, staff, and students of color. Provide more funding for culturally-focused centers/clubs."
- "USF does a good job with this already, but it might be beneficial to see even more opportunities for students of various races and cultures to connect with one another. This might be by creating more clubs or other opportunities for students to learn from one another, both inside and outside the classroom."
- "Make it easier for student organizations to be created, it has been so difficult to create a cultural/ethnic organization when it should not be."
- "For international students and domestic students to be more interactive with each other. More events like that??"
- "I think that Title 9 needs more staff, more training for staff, new investigators who aren't white men who victim blame, and more resolutions."
- "I think I already wrote them in the other boxes in the previous pages. 1) Pushing and expanding Arrupe Immersions 2) More proactive training and discussions regarding Title IX 3) Diversity and inclusion training for ALL faculty and staff members 4) Improving orientation for incoming students, particularly through restructuring the meetings and focus of community meetings with first-year students during orientation weekend. I think this can be done by allowing RAs to have a more prominent role in deciding what goes in agendas and also in leading the meetings because residents interact with them for the duration of the school year and not just during orientation weekend. Orientation leaders need to be picked because they are committed and have shown true care for social justice,

diversity, inclusion, and care for students and not just because they are friends with people in it."

- "Hiring more CAPS counselors. Hiring diversity training and bias documentation staff for specifically and only dealing with ethnic and racial climate at USF."
- "Work on diversity training and actually have a diverse campus rather than just saying that you do. representation matters. also have people of color teach the classes that are teaching about history pertaining to people of color."
- "Recruit more Black students and stop using us as the cover for advertising when there's one of me in my classroom. Hire more faculty of color."
- "Anti-ableist training for all staff, faculty, and students. How to be actively inclusive for disabled students, as well as other minority groups." (132)

The second theme was experiencing a lack of community and connection at USF. Respondents offered the following:

- "There is no School spirit it's ridiculous."
- "No one really lives on campus, which causes a really bad sense of community."
- "Didn't feel school spirit. I would always see other universities showering its students with free university gear. Other campuses looked more spirited. The university can have a quiet feel, but the friends made and the location of USF made up for it."
- "Lacking the qualities and facilities of a Division 1 and elite college, including teams, clubs, and campus buildings. Lacking people of thought that I connect with."
- "I completely withdrew from USF after my freshman year because it was not the environment I want to be surrounded by, it wasn't what I was familiar with. Everyone seemed to come off as beyond privileged and superior that it made me want to leave, which I did."
- "While there are groups of students on campus who are passionate about the school, overall I feel as though the school lacks the spirited campus culture that I was hoping to get out of my college experience..."
- "It was just a bad environment at the time. Every person I had met at USF was really involved in partying and drugs and alcohol, so I was trying to avoid those situations. My school environment has gotten really lonely."
- "lack of connection to the school and student body lack of direction in what major to choose unhappiness with classes unhappy with slim selection of social organizations financial stress of being at school and living in SF not enough on campus engagement."
- "I thought the campus wasn't social enough and didn't have enough party life"
- "There was no one for me. The people were exclusive and had a lot of money. I felt out of place and wanted to just leave. My parents hated how much money I was spending- just wanted to fit in."
- "Didn't feel like the social life was great. There is no school spirit. Greek Life isn't big, there is no football team, there is no Greek Row, no parties on-campus."
- "USF still feels very cliquey. It is really hard to find friends here if you do not fit into the social norms each clique has."

- "During my freshman year, there came a point where I felt like I was alone no matter how hard I tried to 'find people'. It would be difficult to find a sense of belonging at USF, but not in other universities when I visited friends. "
- "I'm just shy and I felt like I didn't fit in with anyone in my dorm floor and the first few months, that's who everyone hangs out with."
- "Did not feel like there was a sense of community on campus."
- "Because of a small school there was not a lot of people to meet and my dorm was very quiet. Extracurriculars are very limited here in USF…"
- "I wanted a more traditional college experience. A school that would have a more active community, more school spirit, and more social life."
- "As an out of state student, living in the dorms my first two years, most of my friends would go home for the weekend. There weren't many people during the weekends or breaks, so it felt very lonely especially my freshmen year. Also, the lecture classes were very intimidating and didn't really have the confidence to join organizations on campus so I didn't feel connected to anybody or anything my freshmen year except for my roommates."
- "My best friend at USF left my freshman year, so I felt as though I didn't have anybody left. It was also because it is hard to have a social life here. You really have to find a good group of people that you get along with, and I was having a hard time finding that group."
- "I don't feel a sense of belonging at USF."
- "Not enough of a social life on campus. Overall vibe of the student body is not very enthusiastic about education or school related events. Student body is cliquey and people are often not willing to meet others... not many opportunities for students to meet others through social events on campus."
- "I don't know. It was just kind of boring. Not really a social life. Very different people on campus."
- "The social scene is dead in my opinion. Many students just come and go and there is no sense of community. I don't feel like I belong. I am a first generation student and I am a minority. There are no resources for us and the advisors I have talked to are no help at all. My lack of motivation has caused me to fall behind each semester but I have never felt like I could get help here. I've only stayed because transferring would cost me an extra year and I can't afford to pay another year."
- "I never got a sense of community when on campus. There were limited events to do on campus and where there were ones they were when I was in class."
- "..I also considered leaving more so when I transitioned from freshman to sophomore year because I was lonely staying here for summer."
- "Lack of community"
- "The climate at USF is different than what I expected. There is no real sense of community here for whatever reason."
- "…Another thing that is upsetting is the lack of school spirit and connect within the student body. USF is marketed as one of the most diverse universities in America, and we pride ourselves with that. However, there still seems to be a disconnect amongst the students. No one cares to learn about cultural differences. In my short time here, I have not seen USF come together as a community."

Ideas offered by respondents for improving in this area:

- "Making the first meeting with CASA mandatory as a new student so that those new freshman can bridge that connection with someone in the USF community who they know they can turn to for academic help whenever necessary."
- "Having faculty interact more with students would benefit both the faculty and the students. The same goes for inter-departmental events, as it would allow students to meet other people in the same major as well as the faculty (more events like the CS Picnic, consistently thrown on campus so that everybody would be easily available)."
- "Bring students together more. Lack of school spirit. Also, more inclusive towards black people, since there really aren't many and that can give people a sense of not belonging right from the start."
- "I feel like we NEED more on campus activities especially on the weekends where people can mingle because it will add to the experience."
- "There should be a bulletin board somewhere communal, whether it be in the caf, dorm room lounge's, etc. do that other students can get involved without having to do so much research about the hundreds of clubs. I had class during the involvement fair, so I feel like I missed some opportunities that I may have taken if I were there."
- "Try to form a sense of community. Have Dorm wars or something, like a fun night where everyone can dress up and come together for on campus events and have a competition. The winning dorm gets an ice cream party or a pizza night, or whatever. I feel like if you include all the different dorms, it would make it a lot better. Also have mandatory floor meetings with RA's and actually have people show up and have games or something to build community, rather than just talking to us about boring stuff, and having no energy while doing so…"
- "Mental health programs, outreach and advocacy could be improved upon. More campus wide events that are fun and bring everyone together would be great."
- "Instill some sense of prestige and pride among USF students. USF is a private university. We pay a lot of money expecting something more than what we would experience at a UC or CSU. As of right now, there is nothing that sets USF apart from a community college besides the cost of tuition."
- "I think there could be more events to make students who live off campus feel more included/comfortable when they are on campus."

The third theme was difficulty affording tuition, and living in San Francisco. Respondents offered the following:

- "Commute was too long."
- "Financial Aid slowly started to decrease and loans started to increase during each year I have been here."
- "The administration was the most frustrating thing to deal with as a transfer student. Things have since gotten better, but my first semester I was miserable. It is also difficult for me to justify the cost of tuition."

- "Due to my financial situation, the amount of on campus housing for students after freshman year has made me anxious that I might have to leave the school because I can not afford off campus housing."
- "it's expensive and I've wondered what it'd be like to go to a different university"
- "Expensive place to live in."
- "The reason I considered leaving was that I am an independent student and I have difficulty paying for tuition, I also find it difficult to fit in with a lot of upper-class students that populate this school."
- "I like the environment here at USF, the only reason I've seriously considered transferring is the tuition and lack of financial aid."
- "There were points in the year that I became so filled with anxiety around paying for school, that I considered leaving."
- "I have tried getting an affordable way to afford this school, however was unable to do so. Also, I had a hard time connecting with the students here because I am a commuter student and there are no organizations or support groups for these types of students. I believe that this was honestly one of the primary reasons why I decided to leave USF."
- "It costs an arm and a leg to go here, and rich kids get scholarships. Why? Doesn't make any sense to me. I come from poor retired immigrant parents. Working 35 hours a week to pay my own bills, rent, food, etc."
- "School is too expensive. FAFSA doesn't give me enough financial aid despite me only having one parent who works and then other parent who has health issues that can no longer work."
- "I was homeless and there were no services my sophomore year that were willing to assist me. In my freshman year, I felt that there were many people on campus, students and faculty, who demeaned my midwestern upbringing."
- "The quality of many of my classes didn't match up with the high tuition that I was paying for them. Administration and CASA were often unhelpful with advising me on which classes to take and switching out of classes that didn't work."
- "It is becoming too expensive to live here. Right now that I am living in a dorm everything is fine, but next year will be a struggle for me to find housing off-campus."
- "The main problems concerns are about financial stability, working, and housing. It can be overwhelming and very distracting to think about making sure as a student you have housing for further years through my undergraduate. A lot of seniors and juniors live off campus because they felt the lottery system was not dependable since housing is only guaranteed as a freshman. It's a scary thought to worry about that; so I've done research and learned from others about off-campus housing so I'm prepared. I've been told freshman and sophomore years should be fine: my junior and senior years is where I can have trouble; that is unnerving but it's better to know this beforehand. I've gone to workshops with guest speakers from various school services to help us understand the housing lottery here better. I also have to save up money for this and paying for college…"
- "I felt that I wasn't meeting the academic standards of USF and fell into a deep depression, started to doubt myself and missed many classes. I ended up passing through and am still here. But every semester I get this feeling of unworthiness or that I have wasted money here. Furthermore, the CAPS is a good resource but the sessions are very limited and kind of like pulling teeth in there."

- "I am a first year student and I have considered leaving USF because of the financial burden. As a first generation college student, I was unaware that I had to pay all of my funds before the start of school in order to register for my classes, as a result all of my classes were dropped and I had to go to every single one of my professors and explain my situation. The financial aid office was not supportive and I felt as if I had no one to look to for help. I am currently struggling to pay the rest of my bill through the semester payment plan. I recently got a job at Target and I am having balance school and work at the same time, which is extremely difficult. If the financial burden becomes overwhelming I might have to leave USF because of my inability to pay."
- "I am unable to afford living in San Francisco and commute to school. I would greatly appreciate USF to contact BART to negotiate a student discount for lessen the expenses of commuting to USF."

Ideas offered by respondents for improving in this area:

- "Improve the library, we spend 40k+ on tuition and have Mac computers with Dell monitors. Also, the toilet paper is 1 ply and there are no sanitary seat covers, these things make students feel like they're wasting their money. If I'm paying this much I would like to see these things. At SFSU, they have all of the above, and a much lower tuition."
- "Adding more resources for international students, and for immigrants. Providing more financial aid resources for immigrants."
- "- get rid of Bon Appetit: students are not happy with the food on campus, nor are we pleased with the prices and service. - There should be more efforts to make lower-income students able to participate in opportunities such as study abroad or immersions. - Off-campus students need more resources to commute safely and in a cost-efficient way, because bart and uber/lyft costs are high. There should be a way to let off-campus students know that they are just as valued and their safety is just as important as on-campus students."

General ideas offered by respondents for improving:

- "You should provide childcare for USF students, faculty, and staff. It would be innovative on USF campuses because other IVY LEAGUE universities already do. USF is so behind the curve – it's ridiculous. Why doesn't USF create an on-campus childcare center where students with minors in psychology, sociology, child and youth studies, can have student employment so they can gain work experience? Why not have an on-campus childcare center so that staff and faculty can spend time with their kids in between campus? Why not change USF culture around bringing children on campus? Why not change the culture so kids are welcomed?"
- "I think effective faculty and/or peer advising would be very helpful. When students first arrive at USF, they are given at least 2 different advisers (sometimes 3 or 4, depending on the program). They have no idea who to go to for what questions, or what to do when presented with conflicting information from different advisers. Streamlining the advising process certainly would have helped me in my first year at USF."

- "I believe USF should make a child care for faculty and students. It would be easier as I know a lot of my professors and peers have family obligations yet are obtaining an education. The child care can give volunteer hours or paid positions to Child & Youth Studies major or minor and students who are on the track of education."
- "I would love to see more support for mothers and older students in general at USF. Childcare would help enormously for students with children. College is so expensive, to be able to afford that and childcare is virtually impossible."
- "We need better response resources for students who have been sexually assaulted/harassed, because I know too many people who say the experience of reporting assault at USF is ineffective and not taken seriously."
- "Encourage women to come forward about sexual assault/harassment of any kind! By faculty members as well, as this is an issue. Also, the critical diversity forum on opening dialogue was extremely helpful. If something like this was integrated into freshman orientation, I think it would have a very positive effect on the climate."
- "child care!! support for working mothers who go to school!"
- "Eliminating the lottery system for gender inclusive and making it more need-based. The lottery system gives gender-inclusive spots to cisgender, heterosexual people who are there because they didn't get housing elsewhere on campus, while trans people are being denied gender inclusive housing and are forced to live in gender-segregated housing."
- "Have all faculty and staff be more supportive and accommodate their lessons plans around any student with a learning disability."
- "The monopoly held by Bon Appetit reduces the welfare of the students. There should be more options for different diets."
- "The cafeteria needs a better understanding of allergies and more Gluten-Free options."
- "I wish that it was more regular for classes to share pronouns, and maybe for pronouns to be on the class list with names for teachers."
- "more gender neutral bathrooms, more accessible campus for people with physical disabilities, more well-informed staff members who can help transgender people actually transition."
- "Maybe adding personal pronouns to USF id card."
- "Be more child friendly. Be more disability friendly. Be more mental health friendly."
- "Provide students with more information on how CAPS or other services can apply to them. Make it easier for students with mental disabilities to find a mental health professional on campus they can go to when struggling with side effects of medication, symptoms of illnesses, etc."

Graduate Students

The overall perception of the campus climate within the qualitative comments from the College of Arts and Sciences Graduate population, was negatively skewed. However, there were a number of positive comments, such as the following:

- "The professors and staff from the MAIS program have always been very welcoming, helping, and attentive to their students. I feel as if I have been supported through my USF academic career."
- "I have had positive experiences in my department so far. I can not really complain about this."
- "I'm very happy with my program and receive significant support."
- "The department and professors I have worked with have all done a fantastic job helping me one on one. They have definitely helped me grow as a person."
- "The MFA in Writing program here at USF has been nothing but good experiences for me. The entire community - from the faculty, the professors, the students, the advisors, etc. - have been incredibly encouraging and supportive to the goals I have set for myself, as also I intend to be for them."
- "I appreciate the 1-on-1 attention that I am receiving from my advisor. I began my program in August and have already created a strong relationship with my research advisor in the migration studies program."
- "The Program Manager and all the Professors are great and helping us to achieve our goals and built a strong future in our major."
- "The faculty and staff of the International studies department are very available to students, both through office hours, and by email. I like the openness of communication with all, and the ability to get questions answered quickly and effectively. I've spoken to a variety of department staff and faculty regarding academic and personal issues and they are always willing to help to the best of their ability, and also just listen and provide support."
- "I am a student in the Master's in Migration Studies program and I couldn't be more thrilled with the work of Lois Lorentzen. Through all of the hurdles of this pilot year, she has worked with compassion, understanding and a deep commitment to our students. I have received nothing but encouragement, realistic but exciting goals and challenging material from the USF professors involved with the program."
- "I have been very pleased with the cultural/identity training I received for my on campus job. It was thoughtful, thorough and addressed a range of variables within identity that I was surprised and proud to see USF address. All professors and staff I have met this year easily include pronouns into introductions on campus and I think it's great that we are normalizing that."
- "USF is deeply rooted in the values of the Jesuit, Catholic mission. Everyone in my dpt has shown kindness, honesty, and always willing to help."

There were three major themes that emerged from the data. The first, and most prominent theme, was the College of Arts and Sciences Graduate Student respondents' issues with diversity, inclusion, and representation at USF. Respondents offered the following:

- "I felt discriminated against in the academic system of the MAPS program and it hurts even more when people think I'm stupid not to notice them exercising discrimination with their academic authority."
- "A friend of mine was unfairly dismissed from USF without due process. At that point, I considered leaving due to the lack of considerations for POC."

- "I felt discriminated against and it is sad that I had to petition, protest, use the academic system to call out an institutionalized racist system that support systemic discrimination for a lack of a better term..."
- "Professor made stereotypical comments based on race/ethnicity to my family members of that race/ethnicity."
- "I was asked to leave the country and go to my home country."
- "A group of students made racist comments about Mexicans, I am Mexican."
- "This MBA professor was an indirect racist. This is something that even my seniors (Indian international students) felt."
- "I was singled out, persecuted, hounded, harassed, insulted, called out, and berated, told I do not belong here or that my education was not for me."
- "First experience: A student made a remark within my hearing range about there being "too many Africans' at an econ seminar. I am an African Second: A CASA Advisor who I went to see in her office spoke over me several times and held her hand out towards my face to indicate that I need to stop talking. It was infuriating and rude. Third: A visiting professor basically said that she did not think that I was capable of writing the essay that I submitted. When I asked her why she kept on deflecting. She eventually gave me a less than deserved grade in that class."
- One MBA professor comes across as a racist.
- "USF is not inclusive, if you don't have the financial means no one is willing to help you. People are not friendly, nor humble at any time. There is a lot of gender discrimination within staff."
- "Yes. There is so much wealth at USF. I have experienced discrimination based on my socioeconomic status at USF by both students and faculty. I have had students make fun of me for being "poor" and other students say that people who work professions like those of my parents (maid/fast food/etc) do not deserve living wages because people shouldn't aspire to those jobs. I have had the head of a department who was hiring me for work study refuse to let me work all of it and told me if I want more money to "take a second job" even though he knew I was a low-income student. I have had to fight for every single hour I log on my USF payroll. I do not feel valued as a low-income student. I do not feel like USF cares about me as a low-income student."
- "Lack of racial diversity within programs and campuses. Lack of equitable services for POC."
- "Yes. On campus, I can feel free to be alone when I don't want to deal with discrimination and open ended bias bordered around ridicule. I just feel that being stuck in a space where they actively discriminate is draining on one's worth and dignity and leads to further depression and anxiety."
- "My program seems unwilling to directly challenge and refute students who promote, engage, and view the world through ethnocentrism and sexism."
- "Most of my faculty and cohort are WHITE/CIS/HETERO. Not diverse. Not inclusive. Not reflecting the Bay Area communities"

Ideas offered by respondents for improving in this area:

- "I think that diversity training should be required the same way sexual harassment training is required. At my undergrad university, all students entering Greek life also had to do alcohol training. These have all been valuable to me personally."
- "I would recommend more events/ activities/ info sessions from ISSS for international students but also event that not just included them, not just at the beginning at the semester but throughout the year. That would help the integration of international students."
- "Hire more Black and person of color professors in all departments."
- "Bring more LGBT+ voices into the curriculum while making sure that faculty are trained to deal with such topics."
- "Yes, as an International Student I would have loved that the Staff of my program would have to be more knowledgeable of what an international student can achieve on the professional side of the US. Indeed, it is different for a US citizen than for a Mexican."
- "Better support undocumented students where they need it the most - financially and with housing. If athletes can receive housing covered by the university, then surely our most vulnerable population of students can as well."
- "Implement diversity classes/ethnic studies courses as a general requirement. ETHNIC STUDIES."
- "There should be a support network for students who experience prejudice, bias, being singled out, harassed, insulted, berated, and put down BESIDES the rigid blanket-structure that does nothing to help the student, only face MORE retaliation for speaking out."
- "I'm still new so maybe I'm just not tapped into this yet, but I would love to see resources/events for queer students, art and music."
- "It is odd that there is not a single african american in the MSAN graduate program. This needs to change."
- "More socioeconomic diversity."
- "Push for male students to have more respect for their female colleagues."

The second theme was Graduate Student respondents' disappointment with their program/department. Respondents offered the following:

- "Certain instructors and students have been unwelcoming. This is upsetting and disappointing."
- "Coursework is dated."
- "Program not as high standard as expected"
- "Program lacked organization, and it seemed like our class was an experiment. Didn't like the way different situations were handled as well."
- "I feel that school is just a corporation and cares little of the students. Academic curriculum is poor, faculty is more concerned with furthering their career than teaching, many staff and faculty not professional."
- "At times throughout my program I did not believe the work load was challenging enough and I thought about dropping out and heading home to pursue a full time job with my undergraduate degree. I also thought about dropping about because I felt like I was

falling behind peers who already had good jobs with their undergraduate degrees. I was comparing myself against my peers."

- "In general, the class was underwhelming, ill-prepared, micro-managed and not communicated effectively. The professor's lectures, readings, and coursework felt out of touch and lacked many aspects of leadership or critical thinking. The class was not inclusive for the student, and honestly, I felt like I was in high school based on the way we were treated and "lectured" throughout the class."
- "Have not seen the maturity expected within my cohort. Also have found a lack of academic professionalism and organization within some professors."
- "I feel that school is just a corporation and cares little of the students. Academic curriculum is poor, faculty is more concerned with furthering their career than teaching, many staff and faculty not professional."
- "I have not had a good experience with my academic advisor, who happens to be one of the professors that created an extremely hostile classroom environment. I have had mixed experiences with other professors -- some are great, others not."
- "The analytics program has grown too large. The cohort should be reduced to ensure adequate personal attention."
- "IDEC NEEDS TO HIRE A PROGRAM MANAGER. The students are paying the cost and have no representation and it is highly unfair. The department doesn't provide adequate support."
- "My department (IDEC) has done a horrible job in terms of advising. They are hardly ever reachable. We have not had a program assistant for almost 1 year now. Gross incompetence."

Ideas offered by respondents for improving in this area:

- "In general, I'm satisfied with departmental support and counselation [sic] yet I feel it would be better if we have more departmental meetings/receptions/info sessions regarding career opportunities and tips on our field besides the general career events on campus."
- "Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs). This would be very important because you usually can't go to the people in charge to complain about actions of the people in charge."
- "As International student it will be worthy to have an advisor to support at the first year due to the culture it is different the methodology, etc. In special to student who do not have family in USA. That could be make the process easier."
- "I feel like campus should listen to all students, even graduate students. I know that we have experiences at our previous institutions, however, with that being said, I would like to see more done to get our perspective."
- "I have felt at times that some faculty make jokes out of how difficult the work is for some students. I believe they are trying to make light of a rough situation, but I think it can be harmful to people's self esteem and make them less confident. For some of us the program we are in is quite an important undertaking, and I think the faculty should take that seriously. Some jokes aren't funny to everyone."

The third theme was Graduate Student respondents' experiences with harassment and sexual assault at USF. Respondents offered the following:

- "harassment from other students"
- "Hostile environment"
- "During my first year, I experienced verbal harassment from other students within my graduate program. It was prolonged and throughout the fall and spring semesters, but subsided--although not entirely--after I raised the issue with a couple of professors. Even so, the atmosphere when I'm around those students was and remains tense. The whole thing to me was very juvenile; I seemed to be targeted based on being very introverted. It reminded me of middle school and that's a shame for what is supposed to be a graduate program."
- "I reached out to the director of my program after I was assaulted be someone on campus; she had guaranteed that nothing I said would leave her office. Without my permission, she told the board of ethics who the person was, who then brought him in for a conversation. Due to the small size of my program and the lack of people this person interacted with, he didn't need to do a lot of mental gymnastics in order to figure out who had reported him. I had never wanted to report the incident, I was looking for resources, and because of this ordeal I do not trust the director of my program and I do not feel like I am supported."
- "Sexual harassment was not handled well through the university. The student who committed the harassment still makes comments about the situation"
- "an undergrad student for who's class I TA for confided in me that she was sexually assaulted by another student, and despite reporting it, the perpetrator is still enrolled AND only got academic probation. Said perpetrator not only is still a student, but is employed by the school, AND, he has three ADDITIONAL "do not contact" rules brought forward by other women he has targeted. This is unacceptable, and frankly, bewildering. I'm disgusted by the school's lack of action toward this obviously dangerous person. This student is working with the school, and has already reported it. I'm just adding my voice in support."
- "Honestly, I didn't live in campus so I don't know a lot about what goes on in them. But I know way too many women who have been attacked in their dorms and felt that the school's response was to pretend it didn't exist. For instance where I worked, my friend's attacker also worked. She reported the school's finding to the professional staff but they did not do anything. All that was enforceable was a no contact order, but he could still be in the same room as her and stare at her and no one seemed to care."
- "I have friends, more female than male (but some male), who have been victims of harassment and the school basically does nothing. A friend of mine had an on campus roommate who was openly hostile and abusive towards him, but when my friend complained--nothing happened. They basically sat in a room with an "arbitrator" who made them sign something but when an incident repeated, no further action was taken. That is not okay."
- "Not at all. I once reported a harassment in the locker room to Koret Gym staff. They did nothing because they knew who it was. They responded, "We will talk to him." Didn't even ask what happened."

Ideas offered by respondents for improving in this area:

- "Expel rapists. Protect victims."
- "Not at the moment. But maybe we can have more emails with instructions on how to report sexual misconduct, racist action, hate speech, discrimination, etc."

General ideas offered by respondents for improving:

- "work opportunities for students esp. graduate students would be helpful."
- "USF could do more to support low- or middle-income students who struggle to pay expensive housing costs on top of pricey private school tuition. More (and cheaper) on campus housing, especially for graduate students, would expand the population of potential students."
- "IMPROVE THE PARKING SITUATION. AND PLEASE DO NOT RESERVE PARKING SPOTS FOR NON STUDENTS, FOR WHATEVER EVENT, WHILE STUDENTS ARE ALREADY STRUGGLING TO FIND A SPOT. THAT IS MY SINGLE NEGATIVE ISSUE REGARDING USF. THE DIFFICULTY TO FIND A PARKING SPOT IS PUTTING ME THROUGH SOME SORT OF DURESS WHENEVER I AM DRIVING TO SCHOOL."

Faculty

The overall perception of the campus climate within the qualitative comments from the College of Arts and Sciences Faculty population, was negatively skewed. There were, however, a few positive comments such as the following:

- "The campus is a morally and spiritually uplifting environment that has a consistently positive effect on my moods and attitudes as I approach and enter into it. I feel a true sense of belonging and care here that is distinct from even a few blocks outside of its protective bubble."
- "The campus is excellent. The environment is wonderful.
- "As an atheist I felt some concern when I was hired about the focus on the mission, but I have found that my values align closely with those articulated in the mission. I also appreciate the fact that there is a shared sense of values here, which I thought was missing at my former institutions (more research-focused universities).
- "I am proud to work for an institution that supports students of many different status' of documentation, including undocumented. I enjoy teaching students who may be the first in their family to attend college or have to work and attend college bc of family/financial circumstances."
- "I find the campus to be a very warm, inviting, and comfortable place to be. Most everyone offers a smile and some kind of generous gesture; e.g., holding doors for one another, greeting one another, or even just sharing a brief humorous or lighthearted remark to elicit laughter from one another. These are typical experiences walking to and from classes. The library is a wonderful space, too."

There were four major negative themes that emerged within the qualitative data for Faculty respondents, that were supported by the quantitative analysis as well. The first theme was Faculty respondents' issues of diversity and discrimination. Respondents offered the following:

- "I am usually assumed to not have much experience as a Professor because I look 'young'. This has been remarked by other faculty members not in my program, but those who I have invited to my class events and/or are professors who teach in the classroom before/after mine."

- "The experience was an agist value judgment on my ability to teach a particular class for which I am qualified and have been excluded from, despite being a FT faculty member hired to teach this kind of class, for the past 8 years."

- "As a female faculty member of color, I have experienced aggressive, frightening treatment from mentally unstable male students on multiple occasions. Because I have not been able to 'prove' that the student is going to actually physically hurt me, campus offices have treated it as an issue of 'perception' or just ignored me (not followed-up or returned my communications). During two separate semesters involving two separate students, my spouse had to accompany me at work because no resource office on campus took my safety seriously. This signals to me that the student retains more rights than the faculty member unless the faculty member is actually attacked, and it is okay for me to work in a hostile environment."

- "I still suffer the feeling that I can be taken for granted, neglected, and lied to because of the color of my skin in an institution with a mission of social justice. Some full-time faculty members in the department imagine that adjunct professors are less intelligent or poor teachers or they are unprofessional. You wonder where such assumptions derive. Adjuncts who are majority race feel treated differently. It is worse for a triple minority-- an adjunct of color and immigrant. I do not only teach but practice social justice. I would like to see professors practicing what they teach. I do not want to be discriminated against and I will not discriminate against anyone."

- "On multiple occasions issues have been brought to the Deans office about gender discrimination, bullying and hostile work environments. I've continually been told that things will be done. Nothing ever changes. I've been discouraged from going to HR."

- "We were able to resolve the issue itself, though the larger issue remains unspoken. This larger issue has to do with diversity, a word that is often invoked but rarely put into practice or action, especially in a work group of colleagues who are almost all white. All of us colleagues manage to be cordial and friendly and to work together, largely due to the labor I put forth to smooth things over so that the non-POC faculty can feel comfortable again."

- "People of color are disproportionately impacted by service to the university. This can be mentoring students of color because their CASA or academic advisor cannot support them as a student of color at USF or it can be faculty of color being pulled to serve on any and every committee because they need to "diversify" the committee. This is problematic because people of color carry a much heavier service load, but are not compensated fairly for the extra work nor is the work even acknowledged."

- "Faculty contract is very vague about service standards, which I've observed to leave many female colleagues and colleagues of color doing excessive service, relative to other

colleagues. the push to complete bureaucratic tasks (reviews, assessments) has taken away from teaching, and makes research impossible to complete during the teaching term. since 2015, faculty input seems to be tokenized, and not taken into serious consideration when making decisions for the university (eg, declaring usf a sanctuary campus)."

- "Some faculty do very little service and advising. Others do too much. There is no way to address this. The gender dynamics along these lines are absolutely crazy. There are men in my department who have not been to a department meeting or done service for five years and they claim to be victims of everyone that does the work."

- "It is widely known here that there's a gender disparity here when it comes to salaries. I feel strongly that this needs to be investigated and that those who have been underpaid should be compensated with back pay and have their salaries lifted to the same rate as those colleagues at their same level of accomplishment. The CBA makes it seem like salaries are clear, but they are not due to unclear negotiation processes."

- "General racist comment by faculty member."

- "I knew the conversation was making my friend uncomfortable, and it was racist, so I interjected, told her we had to be somewhere, and walked away from the white faculty member making the remarks."

- "Professors giving a poor evaluation during promotion exercise based on race. Someone who has never been in a person's classroom made comments that people of a certain race cannot be good teachers. I did not expect this from Ph.D. holders."

- "International student from China (although Ueghar ethnically) reported that instructor asked her on the first day of class whether she was a terrorist! The professor was Chinese and recognized her ethnicity through her name. I did report this to my Associate Dean who said it would be given to the appropriate Associate Dean to deal with. I have no idea what happened. In another incident a student told me her professor had said that Chinese students cheat. In another incident an adjunct told me he heard a full-time professor say out loud on the 4th floor of the library: "send them all home; they all cheat" I have received numerous emails in which faculty have made outrageous and shocking derogatory comments about some international student groups. I didn't expect to hear such things at USF."

- "I spoke to the person who I thought was mistreated and suggested she speak to the dean and HR. The person who did the mistreated was also rude to me (in a way he is never rude to men) and I confronted him personally."

- "Two incidents: 1. Aggressive treatment of current chair who is female. Reported but mild response for reasons of maintaining calm. This does not feel like an appropriate response and will likely only encourage the behavior. 2. Two antisemitic comment for a single faculty member. First incident was reported to Dean, who display open concern but followed with no apparent action. Second incident confirmed the first as not an accident, but chose to ignore the individual and not report. I did discuss the incident with a colleague in another department to confirm my interpretation of the comment. It was confirmed."

- "I reported the incident, which involved a white student being hostile in person and over email to a Black student in another professor's class. I was very dissatisfied with the result of reporting this, because the person who dealt with this case seemed to give much more attention and support to the white student."

- "Gender bias can be subtle, sometimes is masked in communication style and managerial style. Require faculty to have further training on their role as Dept. Chairs e.g., NOT the role of Chair to micro-manage or constantly put down a colleague's way of working just because it is different from their own, or because it reflects a different gender or different sensibility. Also, require faculty to have training about gender discrimination, e.g. to create a classroom where different styles of communication are accepted, NOT blame female students for being quiet / tell them they should be more aggressive (just as important to reign in the loudest/fastest students/faculty so that everyone has an opportunity to speak."
- "The offending person was a faculty member who is widely known to be a creep and a manipulator and someone who abuses his position/bends rules. A dean has been working on reeling him in, and he did not like it. He made derogatory comments that were sexist in nature (but I don't doubt there was some racism there, too; he is white, she is black)."
- "I have seen domestic students shun and roll their eyes at international students. I have also had international students from several different countries write racist things about African-Americans. With my own students, I have talked individually and tried to construct class activities to combat these things. When I have observed colleagues berating international students for lack of cultural knowledge and/or inability to express their knowledge in the way the professor wanted, I have talked to them later. What frustrates me the most is the widespread complaining about international students' perceived "lack of intelligence". I'm not sure what to do about that."
- "I was on a search committee and the male members on the committee described the female candidate as emotional and the male candidates as passionate. Even though the female finalist had higher evaluations then the men, my male colleagues insisted she was not a good fit."
- "This concerns two search committees: Neither selection was wrong as both people who were hired were excellent candidates. In each case, they did recruit and consider a diversity of candidates. However, in both cases, I think that the search committee did not consider other candidates who were outside their ethnic/regional terms of reference. There is a need for search committees to very carefully consider their biases and narrow remits."
- "Look at our upper administration. There are a lot of old white males up there. And the women and people of color either aren't there or don't last. It's frustrating and quite depressing actually. I think at some of the lower levels, where people are working their butts off, you see women of color, but then how long can they keep doing that kind of work? I don't know how they don't burn out."
- "I served on a faculty search committee. A senior white male faculty member disqualified a strong Asian applicant from the finalist pool. Originally, he did not articulate a reason for disqualifying the applicant. When pressed for a justification, the faculty member stated that he felt the applicant would not connect well with our students. It seemed clear to me that this perceived inability to connect with students was because of the applicant's notable accent."
- "Committees are frequently comprised of all white men, without due process or time for nomination, rallying, or consideration for implications of committee makeup."

- "Once again, I feel there is a tendency to hire men over women, young over old, and PhD over multiple masters degrees, when rarely is a PhD needed. It's just a status symbol of a bygone age."
- "It would be great if diversity/inclusion were everyone's work instead of the work of some and sort of blah/optional for others."
- "I would appreciate more faculty workshops on helping students to understand privilege on the basis of race, class, gender, sexual orientation, religion, age, ability status, nation of origin, etc."
- "Traditionally, I would say that USF has done a good job cultivating a campus culture that is based on Jesuit values. However, I was disappointed and disheartened that the university's administration quietly shut down the Office of Multicultural Recruitment and Retention in 2014, shortly after the new president began his tenure at USF. I used to play a role in the MMR call-outs each year to help recruit students of Color. This office provided a vital service to promoting diversity and inclusion at USF. It is no surprise that a leader in the Office of MMR, chose to leave USF after 17 years of service. To me, this is evidence that the current administration does not seem to prioritize diversity and inclusion, despite the presence of the Office of Diversity Engagement and Community Outreach. Stronger leadership is needed in this area. I also believe that the way the administration treated faculty and staff during contract negotiations last year failed to reflect the values of our Jesuit, Catholic mission." (3446)
- "I am concerned that my colleagues and students of color do not feel safe on this campus. I hear this from them on a regular basis. African American colleagues seem to feel isolated all too often, and although there is some new programming (Black scholar program -- great!!), there remains much work to do."
- "The one big issue that I don't see talked about much is xenophobia, and I am getting alarmed especially anti-Chinese sentiment that appears to be on the rise. I worry that some colleagues are tending to too quickly dismiss the contributions of USF students who were raised outside the US, and seem to blame any less-than-optimal classroom experience on students being foreign-born or "lacking English language skills" where it may not be the case."

Ideas offered by respondents for improving in this area:

- "I believe this campus culture is well established in some departments/segments of the community and less in others. I believe there should be better general guidelines that all departments are expected to observe, along the lines of respect for diverse opinions, encouraging open communication and eliminating bullying of staff or faculty with unpopular ideas. All new dept chairs for example should be required to have some basic training for their role in mitigating conflicts and general diplomacy."
- "I am concerned that faculty and students of color do not feel supported. I think diversity training for faculty should be a requirement."
- "Be more mindful of people of color - they feel oppressed. When people file complaints about colleagues in the Dean's office - they should be looked into and dealt with rather than brushed off because it would be too difficult."
- "Require various sensitivity training to faculty and staff - racial discrimination, economic discrimination, gender discrimination. Orient students and staff every semester on various

social issues that affect the community and campus. Have more inclusive campus events."

- "Continuing to push for more tenure-track hires with diverse backgrounds. Diversity is disproportionately heavy in the adjunct pool rather than full-time TT."
- "More public forums and town house community gatherings around topics Timely in-person discussions on particular topics by administration and deans--not just on email More transparency on decisions and changes that affect the climate and the many ways in which the various colleges interact and relate."
- "Recruit more African American students. This is a notable gap on campus."
- "1. The administration needs to connect with faculty--see what happens in our classrooms, service learning placements, and research conferences--and understand the student-faculty interactions that make USF unique. 2. The university needs to support faculty of color, women, and LGBT faculty who are often overworked, and carry a disproportionate burden to deliver programs that address the issues of diversity that are central to the university's mission. It would be helpful to have stronger leadership, ideally someone who comes from the faculty and can build on faculty efforts in the position of Diversity Engagement and Community Outreach. 3. There needs to be vision--and we have faculty who can bring it--and then serious action on housing and transportation. Without these, it is becoming increasingly difficult to maintain a campus environment that includes students and faculty who are not from privileged backgrounds, and to foster the student-faculty interaction that makes USF unique."
- "Train your staff and permanent faculty to respect all and give all faculty the benefit of having a voice (in an easy and effective delivery method)."
- "Enable and Empower Staff, Faculty, and Students of Color to speak about their experiences for healing. Hire Diversity and Social Justice Coaching Firm such as Aorta to do training and follow-ups. Work toward measurable mission driven goals of diversifying the space and take institutional responsibility for equity."
- "Yes. In addition to supporting our marginalized students, we can do more to support our marginalized professors (and staff--I imagine). We can provide opportunities to not just recognize that faculty have been here for a long time, but to keep them by providing opportunities for promotion (from adjunct to full time and from nonrenewable to renewable term). We can find ways to better inform fellow faculty on what the other faculty do--many tenure track have no idea what the term faculty contribute to this university."
- "More training for men to recognize when they speak down to women or treat women differently than male colleagues."
- "The university needs to take complaints more seriously. I'm tired of experiencing bullying from co-workers and nothing being done about it. It creates a hostile work environment. I keep being told "oh i talked to them and they said they would apologize and it will get better" but they don't even apologize and the behavior never changes. It's unacceptable to have such sexism and bullying. The emotional labor that female faculty take on is unacceptable. The amount of service that female faculty take on is out of proportion to the work load that our male counter parts do."
- "White faculty should take mandatory diversity training *without* the presence of their faculty of color colleagues. (I have seen myself, and have read research to support this, that when both groups are involved in the same training the situations end up centering

and even reinforcing white defensiveness and their experiences.) - Something must be done to address the unspoken sexism that pervades upper administration. A good place to start would be by correcting faculty salary disparities. - Faculty of color who informally mentor students of color should be able to have this recognized or acknowledged in some way as part of their overall service. It is incredibly important work. - The power structure at USF ensures that chairs and directors have very little management of their own departments. Upper administration should do a better job of trusting their chairs and directors. The lack of trust has lead to a very demoralized atmosphere among many faculty. I have observed that upper administration tends to lead by fear rather than encouragement, and this too leads to a demoralized atmosphere."

- "…Increase faculty, staff and most importantly administrative training in handling and responding to Diversity, Equity, and Inclusion issues. Over the past year, I've watched administrators make the climate worse with their poor handling of DEI issues…"
- "Create systematic research-based program to foster inclusion and support of underrepresented members of the community."
- "When you look up at the leadership and see white men overrepresented, that has an impact on the climate. Recruiting at the highest levels with diversity as a criteria would be a boon to a place like USF."
- "We need to do more to support diversity at USF. We talk a good game in our classroom, but different social norms rule in the dorms. Students tell me about the subterranean cultures of sexism, racism, and bigotry toward non-native and first generation students. We need to develop deep and ongoing campus-wide conversations about race, class, sex/gender, and privilege."

The second theme was Faculty respondents' anger with leadership. Respondents offered the following:

- "new provost's devaluing of faculty was very troubling"
- "bullied by administration"
- "Lack of vision coming from administration with an increase in business like practices that undermine education."
- "Very poor leadership from Deans up. The higher up, the worse the leadership."
- "poor campus leadership-- esp since 2015"
- "Disappointment in President's Leadership"
- "disappointment with the administration"
- "abysmal leadership of the university"
- "Dissatisfaction with university leadership"
- "Typical in academia. Top heavy over paid administration that doesn't care."
- "I think that Provost acts in a very rude and disrespectful way to faculty. I feel that my work is undervalued, and that the upper administration does not understand how much work faculty do for the university and our students."
- "I have not been at USF long enough to have strong opinions on some of these questions. I do sense tension between the faculty and the administration in the university as a whole and for certain within my department. There is an overwhelming sense that the

administration is not always as responsive as it needs to be to overwhelming departmental needs."

- "In my experience, the Dean's Office has always been welcoming and responsive to faculty input. The new Provost, however, does not seem to value the input or contributions of faculty."

- "President and Provost do not take the faculty seriously, they practice top down leadership and have openly lied to the faculty. Serious credibility issues with the President and the Provost."

- "My dean takes concerns seriously, but not upper administration such as President, Provost, Sr. VPs."

- "In the previous administration, there was more flexibility about the workload and work schedule. My status (gender, nationality and race) are considered valuable. Under the current leadership, the working condition has become highly deteriorated and I no longer feel valued. This coincided with the rising cost of living (i.e. housing) in the city, as well as with de facto pay cut by this administration. As a result, I am feeling extremely demoralized and undervalued while my workload and work condition increased enormously. It feels as if this is an entirely different type of institution than I was first hired a decade or so ago."

- "Senior administrators are detached, arrogant and have totally failed to convey any sense of strategic direction. Their eloquent rhetoric on diversity does not match actual university policies or support which are woefully lacking. Faculty are not listened to by administrators who would much prefer to reduce faculty roles to nothing more than an employee to be hired and fired at will."

- "I think we do ok. I do sense a change with the new administration though. Past president and provosts were far more connected to students and faculty and seemed to share vision of USF as place of learning and social justice. New administration has been slower to show us they value what we do and who we are. More talk of new (Honors College, School of Engineering, fundraising) than celebrating and supporting what we do well and our place as a liberal arts university committed to student learning."

- "These days, not that well. I have heard trustees at events talk about hating the poor. I have heard a general sense that we are drifting from the mission and towards a climate of business over mission."

- "Under the past President, we did an exceptional job trying to align Jesuit values with the practices of the University. Now, it seems we have gone off course and it is some arbitrary business model that is directing the practices of the institution. We need to return to our moral and ethical code to structure the institutional practice - then the faculty will again support and breathe life into the university as a cohesive unit."

- "The President does not value the whole person and is not leading the faculty based on social justice values."

- "The senior administration are hypocrites - they talk about openness, transparency and inclusion but they are elistist, secretive and exclusionary. The place is run like a closed old boys club on the basis of long-standing friendship networks. If you are not a part of this, look out!"

Ideas offered by respondents for improving in this area:

- "I think that the Provost and President need to show faculty more respect and to recognize the real challenges faculty face in terms of the cost of living in the Bay Area and long commutes to and from campus. In my experience, Provost Heller talks down to faculty, belittles our concerns, and does not embody the mission and values of the University."
- "More leadership from top administration, with concrete initiatives, that are mission driven."
- "We need to hear seriously from our president and provost about how they are going to re-center on our mission. We need to hear clear explanations (and see some real transparency) about financial issues and why they are going forward with things like buying a farm and a school of engineering, rather than working with existing programs to create new opportunities. We need less of the business-style model and more of the cura personalis model back. I currently feel very unsupported by upper administration and they repeatedly do things which makes it seem like they don't care about the people working here and our efforts. I have not personally had issues with feelings of discrimination or being attacked for who I am (but I am a white woman). But, I do know from my students that many of them feel betrayed - they are drawn to USF because they are told we have this mission and work for inclusivity and then they get here and feel like they have been sold a bill of goods."
- "- We need new leadership - USF used to be a place where we worked together through tough and lean times. Now it's antagonistic. Especially after the recent contract negotiations. - I actually think issues of diversity are not well addressed either. Again, at the top, there's a lot of attention being placed in 'looking good' especially in the city but less attention in how people are actually experiencing the day to day at USF - some attempt to try to help departments through conflict management."
- "The President and Provost and others on the leadership must show a willingness to listen, be less defensive, and make serious effort to know their faculty who are fellow/key stakeholders in making USF a distinct and special university."
- "Need a new president, one that doesn't sew negative seeds. Need a new president, provost, and CAS Dean - people with vision, not people who look at USF as a business."
- "Review all the Deans. There has been no review of the Deans and some of them are really awful and are playing a role in silencing people and making folks feel they are not valued."

The third theme was Faculty respondents' issues with work-life balance and valuing families. Respondents offered the following:

- "When I took my parental leave several years ago, USF was very supportive. I've heard stories from younger colleagues more recently, however, that suggest this has changed."
- "Child care is major issue that has never been properly handled at USF. I think there should be on-site childcare if we are truly supporting an inclusive campus, and one that positively supports life-long learning. Health care is a major for everyone. I think that USF might consider working with other Jesuit universities to provide a far better health package."

- "Despite the long distances faculty with children typically commute, there is no day care center on campus. This means that many faculty--unfortunately more often women than men--spend a great deal of time and energy arranging childcare, which impacts those faculty members' professional development, and takes away from campus life."

- "Pay is severely un-competitive, considering cost-of-living in usf community. I know of several people who would have been excellent job candidates at usf who did not submit applications, due to the fact that they could not conceive of being able to establish and sustain a permanent home and family with usf's pay, lack of true childcare subsidies, and lack of commuting support. if this doesn't change, I foresee usf no longer attracting top scholars and educators in their fields."

- "In terms of work-life balance, the major restriction is housing - particularly for faculty hired in the last four years. More must be done to ensure that faculty can live comfortably near campus. In terms of work-life balance, more can be done to make campus more kid-friendly - including child care services, and making it a point from the top of the administration that USF families are welcome at USF events."

- "For adjunct there is nothing like childcare available."

- "…Its housing and childcare. These issues affect all Bay Area institutions. We make much more than SFSU, across the City. We are competitive with Stanford on salary. But we fail on these scores, and I certainly has affected Recruitment of high quality faculty and USF Rankings."

- "Why doesn't USF have a childcare facility? Laziness? Disinterest in women in the workforce? Jesuits forgetting that people procreate?"

- "As for child care benefits, the subsidy is ok, but is minimal compared to the costs we encountered with 2 kids in preschool. We were literally bleeding money with two working parents. We used all savings and literally had to borrow money to make ends meet. This while both parents were FT employed by USF!!!! It has been crazy. More child care subsidy would not only be fair, it would be necessary."

- "I don't think I need to say much about the competitive benefits here -- the outrageous costs of housing and the ever-more-burdensome commutes are having a depressive effect on our ability to attract and keep faculty. Also the childcare subsidy is capped by federal guidelines -- why not be more generous?"

- "On the national scale, our salary and benefits are competitive, but if you consider the cost of living in bay area, it is not enough at all to raise a child, save for retirement and secure a housing. Many of us who arrived at USF after the housing market surged, have experienced no fault eviction, being slapped with high rent, and impossibility to own a home since a small home now costs more than 1 million dollars. Child care cost eats up most of my monthly wage. If we are opt to live far away and commute longer, we will have to spend more money on child care while spending less time on work and family. In the past contract negotiation, the administration insisted that our salaries are too good or competitive enough but they are not being realistic about the cost of living in the SF and bay area. Without homeownership, it is impossible to save for education and retirement for some of the faculty members at USF. Yet, the university has imposed draconian schedule on the faculty, limiting us to teach more 3 days a week schedule and at non-prime time slots. This increase our need to hire extra child care and made it impossible for us to secure time to do any research or mentor our students. Since I started teaching 3 days a week, my time to spend with students and on my own research decreased

drastically. 3 days a week schedule makes it very difficult for me to schedule committee meetings and appointments with students. Due to the working conditions, wage relative to cost of living, and workload, I found my job at USF less competitive and attractive than 10 years ago. I really wished I had chosen other job over this place."

- "… of childcare, classroom scheduling, transportation and other time and cost related issues are the real climate detractors."
- "By paying for childcare through the IRS Dependent Care account, the university has conveniently capped it's maximum at $5k. There are other ways to administer this benefit that would not have arbitrary caps. $5k won't even cover part of a year of child care for one child, not to mention if one has several children. And consider that younger faculty are the ones whose salaries are lowest (and struggling towards tenure!). The benefit has in no way increased with inflation over time. The university CAN and SHOULD do better."
- "Child care would be great, even for rare occasions, like when schools close for teachers' meetings."
- "we were promised a child care center for years . . now my kids are too old to take advantage if there was such a thing here."
- "I am overall a great supporter of USF but I must say that it is the most family-unfriendly university I have ever encountered in terms of climate (not in terms of policy). I have worked at three other universities, which provides me points of reference and comparison. I have observed and heard countless anti-parent remarks here. It is also a well-known, open secret that upper administration at USF is deeply sexist, which likely contributes to an overall anti-woman, anti-mother climate."
- "Other universities have more flexibility about workload, work schedule and more benefits such as childcare facilities on campus, while the cost of living is lower than bay area. USF may seem better on paper, but this is a slave ship in reality."
- "Cura personalis seems to be strongly emphasized for students, but not staff or faculty. Work/life balance is impossible on the tenure track, even more so for those who cannot afford to live in SF and have families, and especially for female faculty of color responsible for juggling multiple program committees. I do not know how I could ever be "a whole person" in that context."
- "There is a housing crisis that needs to be addressed. USF faculty who do not have a wealthy partner/spouse or family money *cannot* afford to live here, and it seriously strains our ability to serve the campus effectively. Faculty have to move further and further from campus (students, too). Bay area traffic then becomes an impediment-- students are routinely late to my classes in ways they never were before. Some faculty have left USF because they could not afford to stay. These problems are exacerbated for single working parents, because there is just one income, child costs are extremely expensive, and there is no daycare at USF. The childcare subsidy is truly a drop in the bucket compared to the actual cost of childcare. More lengthy childcare is needed if there is a long commute time. And housing is more expensive when housing a family. As a single working mother, I do not feel like USF makes an effort to value my position at the university in ways that help me live in this community and provide for my children. It feels like an extremely inhospitable place for people in my position- and yet we espouse the importance of economic/class diversity. My students also have a desire to be heard on issues important to them, that is not being met. Whenever there is a forum to voice

concerns, they feel their questions are met with dismissive non-answers, not productive dialogue."

- "USF is a commuter campus. Most faculty cannot afford to live in SF and cannot participate in on-campus events in the evenings. The commute of 3h/ day is a huge burden and limits faculty productivity."

Ideas offered by respondents for improving in this area:

- "Every new staff member should be required to have an on-boarding session with the school's HR manager or representative. That individual would be responsible to discuss benefits, unions, mandatory costs, career opportunities etc."
- "Pay competitive wages (for both tenure track and adjunct faculty). Readjust unrealistic expectations and workloads (demands of research / teaching / service) for faculty."
- "There should be a committee charged with researching current employment practices and finding solutions for greater equity. This committee should include representatives of all employee groups in representative numbers."
- "The administration and Board of Trustees need to listen to the faculty better and stop pushing so much administrative work on us. They need to consider the mission of "cura personalis" it claims to support not only among the students, but the faculty and staff, as well. We have our own lives, families, physical and and mental needs to tend to, which is extremely challenging given our workload. They also need to do a much better job at addressing inappropriate behaviors among the faculty to prevent them from constantly occurring."
- "Faculty are overburdened from bureaucratic service responsibilities that sap their energy and vitality to do what should be central to their jobs: educate, nurture, and inspire our students and our whole campus community in ways that will bolster forms of inclusion and diversity on this campus that are meaningful and authentic. Here are some practical ways to increase the seriously LOW faculty morale at USF: 1) Change the sabbatical clock to include an option for 1 semester off after every 6 semesters of work (or 1 year off after every 6 years of work) 2) Allocate some financial resources to hiring teaching assistants for faculty who are regularly teaching large core classes 3) Allocate some financial resources to hiring support staff whose job is specifically to assist with bureaucratic work loads such as learning assessments, etc"
- "Provide more cost-of-living support for faculty and staff, including realistic housing and childcare assistance. Clarify service standards for all, and review whether or not service at the university is equitably shared and compensated. Recognize and reward work that contributes to mission. Cut superfluous administrative positions, and limit bureaucratic demands (eg assessment) that take away focus on teaching and research. Provide better resources and qualified leadership for DECO. Discontinue neoliberalization of university, and rebuild a culture of learning at usf among students. Make real diversity training mandatory for all usf employees."
- "Allow equal access to benefits to all employees, including the adjunct faculty, and food service workers. Additionally more encouragement engagement among faculty across disciplines."

- "Please provide more substantial support for faculty and students in terms of housing and class schedule. This will take a lot of pressure off of us and allows us to facilitate meaningful academic experience."
- "Proactively help faculty get housing so that we can continue to recruit and retain high quality faculty. Continue to talk about campus climate, so it stays on people's minds as an issue. I think the existence of this survey alone raised awareness."

The fourth theme was Faculty respondents' adjunct faculty issues. Respondents offered the following:

- "Ad-junct life is tenuous at best - we are supposed to inspire but we have few opportunities ourselves."
- "Not tenure track and possibilities for change in that regard appear limited."
- "I am paid well as a part time faculty member but not enough for my family."
- "Administration doesn't care about ad-juncts. A dean didn't bother to show up to a scheduled meeting."
- "As a part time (at will) faculty member I sometimes feel disrespected or ignored."
- "Rather than a particular incidence, there has been an overall increase in disregarding adjuncts' accomplishments and promoting their inclusion as important and valued faculty members."
- "I teach on an adjunct basis, and each semester I have to actually check to see whether or not I'm on the schedule. I am in the PHP (Preferred Hiring Pool) which means I have seniority among adjuncts, yet I am still never consulted when it comes to scheduling. This is problematic because I have to teach at several schools, so coordinating schedules is crucial."
- "Compared to some of the harms being listed in this survey, my issues seem to pale, but it speaks to the reason why the campus climate has some of the issues seen. Moving from adjunct to full-time or non renewable to renewable is nearly impossible in this university, despite having many years of experience with the school and student population. In addition, I have noticed that the role of term faculty is not understood nor valued in the same way as tenure-track, despite the programs introduced, service roles completed, and value brought to the university through pedagogical advancements. This division among faculty and lack of recognition for term faculty (and opportunity for advancement) promote a lack of unity and stability on the campus--making it more difficult to implement programs that promote a better campus climate."
- "Even though I have PHP status my classes can be taken by Tenure Faculty. Consequently there is no real job security. And where I would hesitate to take a class from a lower ranking Adjunct they see it as there unquestionable right to take a class from Adjunct faculty."
- "The inequality between adjunct and full-time faculty in terms of recognition, inclusion, and compensation is significant. This prevents many adjuncts from being engaged to the full extent of their qualifications and possibilities, and leads to low morale - particularly among those who have been teaching at USF for a long time and for whom this employment is the only or a major part of their income."

- "As a term faculty member, I do not feel that I can turn down additional service requests, even when I have absolutely no time to fulfill them, since legally my contract does not have to be renewed when it runs out. With respect to the distribution of department work, many of my tenured colleagues perform work in other departments, so it is mostly the term faculty that performs the service for my department."
- "I feel that certain tenured faculty in my Department do not respect those of us who are nontenured. They will call us out at Department meetings and it is very uncomfortable."
- "Adjuncts are consistently undervalued and overused in ways that couldn't possibly advantage students. There is no room for advancement and therefore no impetus to excel as a teacher here."

Ideas offered by respondents for improving in this area:

- "Better conditions for and inclusion of adjuncts. Continued work toward an equitable contract (step system, increased benefits, fair course appointments, fewer adjunct faculty to better support and promote faculty already at USF, etc)."
- "More job security and clearer process of evaluations and promotion for adjunct faculty."
- "Yes, create a more equitable situation between "part-time" and "full-time" faculty."
- "more transparency in financials, leadership models, goal projections, opportunities for advancement, work beyond adjunct maximum class loads, break the mold of indentured part timers that plagues universities nation wide"
- "Pay adjuncts a livable wage. It is a total travesty that after some 15 years of service to USF, I don't even earn 30,000 per year. And I work FULL TIME, every semester."
- "Give part time faculty a living wage, step raises, and medical-dental after one year of employment."
- "I think providing adjuncts with competitive salaries and opportunities for adjuncts and term faculty to become permanent faculty would help tremendously."

General ideas offered by respondents for improving:

- Restore the balance of teaching, service and research. Cut down the reliance on teaching evaluations. Cut down service demands inside USF and let the managers manage (rather than putting it all on faculty members to serve in pseudo managing capacities). Encourage service outside USF e.g. in their professions. Allow time for faculty to conduct research. 2. Focus on substance rather than inter-personal relations in order to right the climate.
- "Better orientation to all faculty with specific discussions about the classes they will teach and the influence of social justice, i.e. organic chemistry here should be different than organic chemistry at say, SFSU. We should not only be teaching the material but if all knowledge is power, we should be challenging our students to think about how they will use that power."
- "I think faculty need more training in teaching/pedagogy than we have, and many of the conflicts that may arise between students and faculty could be addressed through periodic teaching training. I know that is tricky with adjunct faculty, since we are here for limited

time on campus, but perhaps more on-line tools like the sexual harassment modules we do every couple of years, but open for more topics?"

Staff

The overall perception of the campus climate within the qualitative comments from the College of Arts and Sciences Staff population, was negatively skewed. There were, however, a number of positive comments, such as:

- "Just super grateful to be here- love my job, thanks."
- "My supervisor was supportive of an educational leave over the summer to do research. I am grateful for tuition remission."
- "I've been impressed with the caliber of professors and the openness and diligence of the students."
- "I'm very thankful for the opportunity to study while working. It has been a life-changing experience for me."
- "Overall I'm grateful that the university does its best at creating an inclusive environment."

There were four major negative themes that emerged within the qualitative data for Staff respondents, that were supported by the quantitative analysis as well. The first theme was Staff respondents' issues of diversity and discrimination. Respondents offered the following:

- "massive institutional racism within the St. Ignatius Institute"
- "general climate regarding change or advocacy for equitable support is typically shut down/derailed by the institution"
- "witness and first responder to bias related incidents/ hate rhetoric etc"
- "I have noticed there is little training involving healthy practice for gender identity inclusivity. Much of the time when someone does bring in those healthy practice into a space, they are ignored, not continued, and/or silenced."
- "I've seen female administrators regularly treated disrespectfully in meetings with leadership - interrupted, talked over, dismissed, having their legitimate concerns and points of view minimized or mocked. It very much has a "boy's club" feel."
- "What I observed was a microagression and I really didn't know how to respond. I think that there needs to be more mandatory training on this type of thing (the 2 minute video in the anti harassment training on microagressions is insufficient)."
- "I heard from another colleague whose department was doing a faculty search that when someone wanted to interview an Asian applicant, another faculty member did not want to interview that applicant because that meant they had to interview all of the applicant of color. Thus they did not interview the an Asian applicant."
- "A committee member suggested diversifying the hiring pool for a Faculty position and was aggressively shot down by another committee member who thought he was just

picking people based on their race (he was merely erring on the side of diversity when two applicants had relatively equal experience/credentials).”

- “After attending anti-bias training, I am hyper aware of this. I think there's a common bias that older candidates lack technological skills that are needed. I am committed to working to dispel this when I see it.”
- “Male counterparts make more money for the same job.”
- “Faculty are dismissive of staff, especially older staff. The older staff has a lot of experience and perspective that can be of benefit to the community. Please show some respect!”
- “More training on diversity/inclusion for all - students, staff, faculty - would be great. Activities such as Step Forward/Step Back, not just talks.”
- “I think there needs to be more requirements and initiatives for sensitivity training especially training around race and gender bias. In the programming that exists, it always seems to be the same people attending which is great but those who really need to attend such trainings are not showing up and affecting the campus climate negatively.”
- “My experiences have massively shifted since transitioning from student designation to staff. As a student, I was completely unaware, and uninformed about the racism that had been taking place in my department, and likely others, on campus.”
- “USF is whiter, more affluent and more homophobic than outside USF.”

Ideas offered by respondents for improving in this area:

- “Change in leadership. Providing trainings, required sessions on cultivating inclusive communities for top-level leadership. Spaces for open dialogue around racism, sexism, classism, ethnocentricity, etc. and continued learning sessions on all these topics, open to the whole campus community.”
- “Yes. Take issues of sexual assault and racism more seriously, and be more open with the student body about these issues. Often, the students at USF feel uninformed as to what USF represents, and defends publicly. For example, the ICE protocol was advertised as available to staff on campus for MONTHS before we were actually given access.”
- “Adopt a need blind admissions process. Low income people are currently excluded from being students at USF due to USF's lack of a need blind admissions process. Do more things to be supportive and inclusive of low income students and staff at USF.”
- “The leadership team seems completely inaccessible to most of the community and it doesn't help that the leadership team is made up of 7 white males of a total of 11 people. That is not representative of the employees who work here and it does create an unfortunately hierarchical distance.”
- “Disability and ADA compliance are lacking in many of the buildings and grounds. Simple things like ADA ramps that end: in a staircase. or sidewalks that do not have ramps, and end abruptly into the street or parking lot with no where to go. I'd also like to see at least the website be available in more than one language.”
- “More required opportunities to learn about bias, inclusion, and more chances for real dialogue.”

- I think USF does a lot overall to cultivate mission through social justice. I think transparency over pay would help address the gender gap that I know exists. I also think on-site childcare would help women advance professionally.

The second theme was Staff respondents' anger with leadership. Respondents offered the following:

- "Lack of trust in leadership"
- "lack of leadership within my unit"
- "I find that the Dean's Office (of the College of Arts & Sciences) is not always helpful or able to deal with problems in a timely and competent manner."
- "Nothing to report explicitly, it's just that under administration did not respond to what has been happening politically in a supportive and inclusive way."
- "USF staff and administration tries hard on an administrative level. The HR department tries hard as do other departments. The issue is that low standards of behavior/academics are tolerated at the Deans' level. We are encouraged to do less because initiative is frowned upon."
- "I believe the majority of staff, faculty and students have deep connections to USF stated values, and strive to live them in their work and connections with each other and in the broader community. USF is a great place to work overall. However, I do not feel the current top-level admin leadership of USF lives the values, and we are starting to see this trickle down and affect morale and campus climate. A clear vision from current leadership has not been expressed, to my knowledge, and it's hard to know what they stand for or how they are supporting the mission. Often when members of the leadership team speak out, they use language that can be more divisive than uniting, and seemingly without a deep understanding of the real issues."
- "For the most part, USF is great place to work. I feel appreciated and a part of a group of colleagues that are supportive. However, there are a couple of executives who need to retake the harassment training because their behavior is contrary to the values and principles of USF."
- "I think that overall, USF does a good job with this and it's one of the reasons I came to and stay at USF. Unfortunately, despite my best efforts, I don't think these values have been applied in the administration's/my direct supervisor's treatment of me in regard to my disability."
- "I feel that the USF community does an excellent job of embodying these values and doing our best to be a welcoming, pluralistic community based on mutual respect. Of course, there are challenges and conflicts, but I don't feel that they are systemic. My concern lies at the leadership level, where I see troubling patterns around treatment and inclusion of women, and a style of interaction that could be interpreted as bullying or disrespectful."
- "The biggest challenge right now in the campus climate is that we are working under conditions in which a beloved female provost was replaced. IN the time since then, under the current president and provost, female faculty feel less respected, and both faculty and staff feel less certain of their stability here. This creates a tense climate. Interactions with the provost-level and above are fraught with a sense that we (below this level) don't really

matter. That we are working at the pleasure of the provost and president rather than working TOGETHER towards a mission of education for the common good. This shift is saddening and makes many of us feel much less devoted to the institution, which is unfortunate."

Ideas offered by respondents for improving in this area:

- "More transparency in upper administration"
- "Better communication on the improvements that are going on around the University or that are planned for the future."
- "There needs to be more transparency from top administrators and members of the leadership team and meaningful conversations without the fear of losing one's job about why the climate on campus is so bad at the moment. There needs to be more inclusion of staff members especially those who feel like they are the bottom of the totem pole. I think drawing on our Jesuit Catholic tradition and mission could help to heal the wounds and give a clearer vision of what USF has the potential to do as an academic institution."
- "Have supervisors and ADMINISTRATION attend trainings about disability sensitivity and practices that align with the mission of USF so that their actions align with the University's stated mission. Additionally, emphasize to Faculty and higher ups that staff are an integral part of what makes USF work and try to foster equal respect for staffpersons [sic]. I feel we are usually an after thought and our opinions are dismissed (although it's rare we're ever asked in the first place)."
- "Have more opportunities to diversify leadership. I know there's a belief that there is diversity, but there's a need to have leaders with an articulated vision and diversity of values (including and beyond fiscal soundness) consistent with the mission. Continued support of initiatives/programs designed to better integrate diverse students yet sustain their unique cultures."
- "Please do solicit more feedback from faculty regarding the administration, both the presidential and provost levels, but especially at the college level (we've had almost no chance to do this since 2009, when the current dean came into the job)."
- "Considering that faculty were denied cost of living raises for the next two years in the most expensive city in the nation, the administration needs to do more to show faculty that they're contributions are valued. The provost needs to stop saying that the faculty are "underworked and overpaid." It's demoralizing, considering how hard we all work."

The third theme was Staff respondents' experiences of a hostile work environment. Respondents offered the following:

- "There is a hierarchy. The tenured and tenure-track faculty in my department (Art and Architecture) fight with each other and bully the staff and some of the adjuncts. It is incredibly toxic and it undermines our ability to deliver quality programs to the students. I have received cruel emails and been subjected to cruel in-person accusations. I have also witnessed this happening to others."
- "Harrassment [sic] by supervisor and the administration"

- "I was pulled into meetings where my boss sobbed uncontrollably to me while blaming me for various things."
- "It's an issue where 'Captains' request opinions on CRM decisions but then disregard or dismiss "non-Captains" in a silencing way. This has happened at nearly every Slate CRM meeting that I have attended."
- "I felt threatened and harassed over a disability I cannot control and considered leaving USF. I've been dedicated to a place that preaches its mission and doesn't seem to be living it out in its treatment of me. I felt confused/singled out."
- "My experience was not due to bias or to being treated differently due to identity, but a result of a general climate of bullying and incivility that is all too common within the leadership."
- "Some staff are treated better than others. Faculty is treated better than all staff. I was given no leeway when caring for an elderly parent, while faculty were given leeway for having to walk their dogs during work hours."
- "Some staff who have worked at USF for many years and have done excellent work were let go for no reason except their salary. One person in particular was escorted out as if he was a criminal which was unacceptable at a Jesuit university. This person gave many years to USF and was a loyal and effective staff member."
- "I never know semester to semester if I will have a job."
- "I have been in the workforce since the 1970s, in various work environments. Never ever have I witnessed faculty who were allowed to make such rude, accusatory and bullying comments to others and to me, as I have at USF. There is so much hierarchy and so many rules, that we ignore decent kind behavior. I am very unhappy here and dread going to work everyday. It's sad because there are nice people here."
- "unfair annual review and blame for incomplete work while out on medical leave"
- "One thing about being a staff with a disability is you can't raise any issues with it. If you start to ask too many questions or ask for too much, you are a target for harassment from labor relations. I show up to work with a fake smile even when I'm sick and in pain because if I call in sick too much, I'll be harassed."

Ideas were not offered by respondents for improving in this area.

The fourth theme was Staff respondents' work load and compensation complaints. Respondents offered the following:

- "I do much more work than colleagues in the same or similar position to my own. I am asked to work outside of my classification, and yet am not given the title of the new classification or a raise for doing work outside of my classification."
- "I think the appraisal process for OPE staff members isn't productive at all and often times feel meaningless. Also, because I am a competent employee and have been recognized by my supervisor to be someone who can handle multiple tasks, I've often been tasked with others' responsibilities who have failed to get the job done without any extra compensation."

- "Additionally, I have seen more than once that fellow staff members are punished for asking for more support to alleviate their workloads. I do not feel protected by the union contract; only punished."
- "Assumed my coworkers job when they quit suddenly. took on this role in addition to mine for 5 months. no increased pay and was told i wasn't completing tasks in my usual time frame and had to be micromanaged."
- "It can be challenging when you have to fill in with assisting duties for another program on top of your own department, particularly if you are put in a position that you did not interview for and without discussing the duties first."
- "I feel that my OPE staff position is much more demanding than many other OPE staff members. I am consistently working over my scheduled hours, but because I know this is not "allowed" I am often too embarrassed to report these hours for compensation, as it feels like a sign that I am not competent enough to complete my job. However, on a daily basis, I feel I am tasked with more than my similar-level colleagues."
- "Compensation is not distributed in a way that makes one feel valued. Given that the workforce is mixed with union and non-union employees, there is an 'unfairness' to the salary increases that are available to the non-union employees. While the appraisal process allows one to get credit for 'a job well-done' it doesn't translate to monetary compensation. Additionally, it seems like the "squeaky wheel" phenomenon is at work here at USF. One can really love one's job, but feel unappreciated for it by admin."
- "Staff salaries are becoming less and less competitive with the current overall climate of San Francisco."
- "Overall, USF is a good place to work; however, as a staff member, I do not always feel that my value is fully appreciated. Also there are few opportunities to increase my development or advance in my career. Pay could definitely improve as the Bay Area is very expensive to live and commute in."
- "Judging by the fact that no program assistants were even invited to be on the campus climate committee until one attended a meeting in a faculty member's stead, I think it seems pretty clear that our feedback is never solicited. And after the recent union negotiations, I find it laughable that USF would think they offer competitive salaries for life in the Bay Area."
- "I think that in Higher Education USF is competitive as far as salaries and benefits but that in the Bay Area in general it is not."

Ideas were not offered by respondents for improving in this area.

General ideas offered by respondents for improving:

- "So far I have enjoyed my experience working for USF. I previously worked at two other universities that were not Jesuit schools, and the differences are very plain to me. I appreciate USF's dedication to inclusion, fairness, diversity, and equality. That being said, I think mental health resources for staff would be an invaluable improvement. There are some offerings, but I would like to see more."

- "To improve the climate with staff and faculty, I think that setting clearer boundaries and expectations of what roles each team member is responsible for (faculty, staff), would be helpful. Improving communications and expectations based on those clear duties might ease tension within a department."
- "Please clarify people's roles and responsibilities, especially those of staff. Please celebrate your staff. They are awesome -- as awesome as the faculty. Please treat them with respect."

Conclusion

The primary purpose of this report was to assess the climate within the College of Arts and Sciences 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 College of Arts and Sciences. However, a projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the climate within the College of Arts and Sciences, and thus the overall campus climate.